

MISSION STATEMENT

**The Mission
of the Kelowna Waldorf School is
to cultivate a dynamic and caring community
that provides a living Waldorf education**

and

**to nourish imagination, truth, and responsibility
in order that all may work
for the benefit
of humanity.**

**This Mission Statement and the Statement of Shared Values that follow
were created by Kelowna Waldorf community members at All-School
Meetings in the spring of 1998.**

SHARED VALUES

We value the philosophy and pedagogy of Rudolf Steiner, with his insights into human development.

We value inclusiveness and respect for religious, racial, cultural, and gender differences.

We value enhancing the growth and well-being of each child through parents and teachers working together.

We value beauty, and reverence for our environment.

We value supporting our teachers with fair and healthy salaries, benefits, and professional development.

We value our community of families, working together and sharing festivals and celebrations.

We value and support the personal growth of all members of the community.

We value open, honest, and respectful communication among community members.

We value the practice of accountability for one's words and actions.

We value a consensus-oriented approach to decision making.

We value a conciliatory approach in resolving differences.

We value clarity in, and accessibility to, School policy and procedures.

We value an active spirit of collaboration and collegiality among Waldorf Schools, regionally, nationally, and internationally.

We value being active in the broader community.

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WELCOME TO THE KELOWNA WALDORF SCHOOL

The Parent Handbook is intended as a guide and reference to the philosophy and policies of the School, and as an introduction to the Waldorf community. Welcome!

“The need for imagination, a sense of truth, and a feeling of responsibility: these are the three forces that are the very nerve of education.”

- Rudolf Steiner

SCHOOL CONTACT INFORMATION

Street Address:	429 Collett Road, Kelowna, BC		
Mailing Address:	P.O. Box 29093, RPO OK Mission Kelowna, BC V1W 4A7		
Telephone:	(250) 764-4130	E-mail:	info@kelownawaldorfschool.com
Fax:	(250) 764-4139	Website:	www.kelownawaldorfschool.com

HOURS

School Office:	Monday, Tuesday, Wednesday, Friday Thursdays	8:00 a.m. - 3:00 p.m. 8:00 a.m. - 1:00 p.m.
Grade Classes:	Monday, Tuesday, Wednesday, Friday Thursday	8:30 a.m. - 3:00 p.m. 8:30 a.m. - 12:35 p.m.
ECE Programs:		
5 Morning:	Monday through Friday	8:30 a.m. - 11:30 a.m.
3 Morning:	Monday, Tuesday, Wednesday	8:30 a.m. - 11:30 a.m.
2 Morning:	Thursday, Friday	8:30 a.m. - 11:30 a.m.

INTRODUCTION TO THE WALDORF COMMUNITY

The Waldorf Community encompasses the children, parents, families, teachers, Board trustees, committee members, volunteers, and friends of the School. We are fortunate to have the interest and loving support of many people whose children have grown, yet who continue their care and assistance for the School. The relationships and inter-working of all weave together the Waldorf community.

The Children are at the center of the School, at its heart.

The Parents share with the School in the education of the children. Committed, involved parents are vital. They support the School by fulfilling their financial obligations, by striving to understand more about Waldorf education, and by taking their place within the community.

Kelowna Waldorf School Parents' Council Society

KWSPCS is a non-profit society whose purpose is to support and strengthen the School community. This is achieved through financial support from fundraising and through encouraging and coordinating parent involvement in the School, beginning at the classroom level.

Parents and/or guardians are eligible to be voting members of the Society by joining KWSPCS. Please consider becoming a member!

From this membership, one or two parents from each class who are able to take on a more active role become Class Representatives. They share the responsibility of welcoming new families, contacting class parents by telephone, assisting the teacher with class activities and Parent Evenings, coordinating volunteers for larger fundraising events, and contributing at Parents' Council Society meetings.

The Faculty

The Faculty is responsible for the pedagogical policies and the daily running of the School. Together with the School Secretary and the Administrative Assistant, members of the Faculty gather each Thursday afternoon. They share in an artistic activity (speech, singing, etc.) and then meet to read and study, to discuss class work, to talk about day-to-day concerns such as noon supervision, assemblies, allocation of supplies, and so on.

The Waldorf School Association of Kelowna

WSAK was established in 1981. The Association is registered provincially and federally as a non-profit charitable organization. It is the legal entity which makes the School possible and which provides financial, planning, legal, business, and practical support through the work of its elected Board of Trustees and its various committees. A leaflet about membership in WSAK is available in the office. Membership is encouraged.

Board of Trustees

The Board of Trustees is elected at WSAK's Annual General Meeting (AGM) in the Fall, when elections take place for six trustees (President, Vice-President, Secretary, Treasurer, Associate Members' Trustee, Trustee-at-Large). Up to three other trustees are teachers chosen by the Faculty. The Board is responsible for legal and financial aspects of the School and works with the Faculty for the well being of the School.

You must be a member of the Association to vote during the AGM. However, all parents may attend the AGM as observers. Please ask the School Secretary for information on membership. In order to vote at the AGM, your application must be approved by the Board of Trustees prior to the AGM, so it is advised to submit your application early.

Highlights of Board meetings are reported in the *Waldorf Bulletin* and a copy of the minutes is kept in the office.

Committees and Workshops

Mandated committees responsible to the Board and/or the Faculty carry out a great deal of the planning and work that supports the School. Standing committees are the Fundraising, Public Relations, Grounds and Maintenance, and Festivals committees. Others are formed on an ad-hoc basis to accomplish specific tasks. Parents serve on many different committees—enthusiasm and expertise are always valued.

The Spirited Hands Craft Circle meets Thursday mornings at Cameron House to make items for the Christmas Market and other sales. No experience is necessary, and children are welcome.

COMMUNICATION WITHIN THE COMMUNITY

General Guidelines

Our diverse, busy community can evolve and strengthen only with a conscious effort by every member to practice healthy, open, and respectful communication.

Notices and information about School happenings are communicated to parents by means of the bi-weekly *Waldorf Bulletin*, posters and signs, and telephone calls when necessary. Keeping yourself informed is the listening side of communication.

The speaking side, when you have something to ask or contribute, requires clarity and directness, which can at times call for courage. It is vital that we speak directly to the person(s) to whom our message applies. Here are some general communication guidelines which have been helpful in practice:

Guidelines for Working Together

I will.....

Be direct, specific, concrete, non-accusatory, non-judgmental;

Use recent examples;

Speak from my experience;

Use “I” statements;

Power-phrase when necessary;

Not interrupt;

Address others directly;

Speak early to what is important to me;

Honour where others are at;

Actively solicit feedback on my behavior, ideas, comments;

Offer feedback only with permission.

Parent Questions and Concerns

If you have...

Questions about finances → *Speak to the Treasurer.*

Questions about the working of the Board of Trustees → *Speak to the President or a Trustee.*

Questions about the curriculum or about your child's progress → *Speak to the Class Teacher or a subject Teacher.*

Questions about School policy or administration → *Speak to the Administrator or assistant.*

Questions about or interpretation of the curriculum → *Speak to a member of the Faculty or the Faculty Chair.*

Questions about how to help → *Speak to your Parents' Council Society Class Representative, or to the Chair of a committee (see school "Contact List", available through the office).*

Concerns → *Please, in the interests of fairness, goodwill, and the health of the community, speak directly to the person involved.*

Communication with Teachers

It is important that teachers have time before class in the morning to prepare to meet the children in a calm, focused, and meaningful way. For this reason, if you have concerns or issues to discuss with teachers, please contact the School office before or during school hours to request that the teacher speak with you at another time. Teachers are usually available to meet or answer calls after classes have finished for the day.

Bi-Weekly Newsletter

The *Messenger* is published on alternate Tuesdays, and emailed to your home. If you wish a hard-copy, please advise the office. It is important that you read it promptly, as it is the main avenue for sending messages about day-to-day happenings. Brief items for the *Messenger* should be submitted to the School office by 3:00 p.m. on the Friday preceding publication. Items not directly related to the School will be included in the Parent-to-Parent section of the *Messenger*.

Parent Evenings

These meetings, held at least once each term, bring together the parents of each class for an evening with the Class Teacher. There are outlines of curriculum; descriptions of daily life in school; discussions about child development; displays of the children's work; planning for festivals, plays, and class outings and trips; time for refreshments and conversation.

These evenings are important for the whole class and parents are expected to attend.

All-School Meetings

Meetings of the whole School community are held occasionally to discuss current concerns, to share visioning for the future, and to share in the shaping of plans. It is most important that everyone take part in these meetings. The September All-School Meeting offers an orientation to the School and an introduction to Board members, Parents' Council Society and Committees. Other All-School Meetings will be announced in the *Messenger*.

GENERAL INFORMATION □ POLICIES AND PROCEDURES

Admission Policies

A child must be six years old by July 1st of the year in which he/she enters Grade One, seven years old by July 1st of the year in which he/she enters Grade Two, etc.

Entry to Grade One is of special interest and importance; a First-Grade Readiness Parent Evening is offered in May or June of each school year.

The class which a child joins is usually determined by the date of birth, with some leeway allowing for the individuality and needs of the child and for the configuration of classes. Deciding placement is a process which includes informal observation, individual assessment, and consultation between teachers and parents.

It is important that Faculty and parents strive to work together to support the well-being and healthy development of the child. Faculty cannot be held responsible for social-emotional or learning difficulties known to the parent at the time of the child's entry into school, but not disclosed to the teachers.

Change of Information

Please inform the office immediately of any change in the information given on your registration form (i.e., address, telephone number, doctor, emergency contact, medical issues, etc.). You should have a complete copy of the form at home for reference.

Attendance

Consistent attendance is essential for good learning. When a child has been absent even for one day, he/she can feel lost and "out of place". Please do not let your child be absent for any reason other than illness or family emergency.

We ask that you do not plan family vacations for times when school is in session, or extended weekend trips which include Friday and Monday.

Note also that when a child is absent for extended periods of time for reasons other than illness, funding from the Ministry of Education may be reduced. Therefore, the parent who enrolled the child may be asked to reimburse the School for the amount deducted by the Ministry of Education.

The rhythms of daily, weekly and seasonal cycles are important to the child's well-being. The curriculum is designed through the block teaching of subjects to build upon itself in a beautiful, meaningful, and healthy way. The richness of lessons missed is not easily made up later and the experience of social learning as a class cannot be recovered.

Absence

Please telephone the School before the school day begins if your child is going to be absent in order that the teacher can be informed. It is the responsibility of the parent to send a note of explanation if a child has been absent for more than one day. Expect the administrative staff to phone soon after the school day begins if your child is not in class and you have not yet called.

Discipline Philosophy

The goal of discipline is that eventually the child becomes capable of self-discipline. Discipline is seen as an opportunity for growth, for gaining a healthy picture of the world in relation to giving and receiving.

Each one of us at school must respond to the three-fold nature of our companions. The thinking, feeling, and doing of individuals must be respected throughout the school and playground area. Our expectations of the children are that:

- they will arrive on time, rested and prepared for the day;
- they will be respectful of others, of property, and of the learning environment;
- they will complete learning tasks, workbooks, etc. as required by their teachers and will catch up on any missed work, to the best of their abilities;
- they will abide by the School rules.

School Rules

Rules are reviewed and revised when necessary, following discussion at Faculty meetings. Revisions are then circulated to each teacher, who advises her/his class of the change. The rules are as follows:

- Rude behavior, inappropriate language and vulgarity towards others are not tolerated. Discipline will be decided upon by the supervising teacher.
- Fighting, bullying, and aggressive behavior are not acceptable under any circumstance. Aggressive behavior includes pushing, shoving, tripping, and play fighting.
- Any student causing willful damage to the School building/furnishings, or belongings of another person will be required to pay for the damages and contribute service time to the School.
- Trees, fences, and the School sign are not to be climbed upon.
- No more than four children are to play on the teeter-totter at one time.
- Bicycles should not be ridden on the School grounds or in the parking lot, for safety reasons. Bicycle stands are provided.
- Walkmans, electronic games, hockey cards, chewing gum, sunflower seeds in shells, GT snow racers, hard balls, skateboards, roller blades, roller skates, scooters, money, weapons, lighters and matches must not be brought to school.
- Children are not to play in the parking lot at any time.
- The wearing of jewelry is discouraged. If ears are pierced, only safe, discreet keepers or studs are to be worn.
- Children are to walk on the left-hand side of the road, facing traffic, when coming to and from school and are not to cut through any private property along the road.
- Children should bring only as much money as they will need for the day (for bus, bake sale, etc.).
- Children are permitted limited use of School telephones. If a call is absolutely necessary, they must ask their Class Teacher or the School Secretary to make the call for them.
- The throwing of snowballs is not permitted at school. Anyone found throwing snowballs will be kept after school to assist with maintenance chores.
- Children should not play or rough house around windows.
- All playground equipment is to be used appropriately. Swing supports are not to be climbed on and swings should not be twisted.
- Food should not be eaten outside at recess or lunch time. Snacks and meals are to be eaten sitting down within the classroom.
- Soccer and the kicking of balls are discouraged.
- If a child needs to use the washroom during recess or at lunch, he/she must ask the duty teacher's permission and use the downstairs washrooms only.

Discipline Council

The Discipline Council consists of Faculty members who serve throughout the year to ensure continuity with students and issues. When a question arises around a student's behavior, and deeper working is necessary, the Council becomes involved. Other teachers, parents and students may be asked to meet with the Council over specific issues. The intent of the Council is to support the student towards healthier behavior while protecting the health of the School. The Discipline Council exists to ensure the Discipline Policy is upheld and supported.

Discipline Policy - Grades 1 to 8

When a child's behavior is unacceptable in the classroom or on the playground, the steps outlined below will be initiated by the class teacher or subject teacher, as they deem necessary. Class Teachers will be informed as soon as possible of action contemplated/taken by subject teachers. Consultation between teachers and, when necessary, with parents, is essential. All steps are recorded within the child's file.

The child is removed from the situation and is sent either to the Class Teacher or to the office. In extreme instances, the child's parents or emergency contact are telephoned and the child is sent home immediately. If the child cannot go home immediately, parents may be required to keep the child home on the following school day.

The child may be required to remain with the teacher during recess/lunch to complete work, tidy up, etc., as appropriate.

The child may be kept after school for a maximum of thirty minutes. Parents will be contacted by telephone about their child's detention.

When a child's behavior is causing disruptions to the class on a continuous basis such that the behavior has become a deterrent to the class and/or the child, the Class Teacher must inform the parents in writing of the behavior that is occurring. A meeting between the teacher and parent(s) may be required at this time.

If the child's inappropriate behavior continues, the child will be asked to meet with the Discipline Council to discuss the difficulty. Parents may be asked to attend. At that time, the child will be informed of his/her inappropriate behavior and appropriate action and solutions shall be discussed and considered. Behavior improvement goals shall be set and a specific time frame enforced. The goals shall be recorded in the student's file and forwarded in writing to the student and his/her parent(s). Further meetings between the student and Council may be required.

If the teacher feels the student's behavior is not improving and the student is not meeting the behavior goals set by the Council, the child may be suspended from attending school for a specified time (one day to one week). The parent(s) shall be informed in writing of the suspension. The Council and parent(s), during this time, shall seek further solutions. Medical and/or psychological assessment may be recommended or required. A plan of action and a time frame of implementation and review shall be decided upon.

If the above steps are unsuccessful then, with Faculty consensus, the parent(s) will be asked to withdraw the child from the School.

Discipline Policy - Kindergarten

We work with the reassuring rhythm of daily activity, with the modeling of respect and cooperation, with appreciation for the individual nature of each child, with acknowledgment of the stages of human development.

When play becomes too rough or wild, we redirect the child to another activity or space, perhaps inviting her/him to help with washing dishes or sweeping the floor. Sometimes, a brief "time-out", watching quietly while others play may be necessary.

In a nutshell, our approach is of loving firmness which nurtures all of the children. If repeated difficulties do arise, we will consult with parents privately to support healthier behavior. Please note that the Discipline Council is not in place for children until they enter Grade 1.

Medications Policy

Children cannot be administered any medication, other than in an emergency. If a child requires medication, such as antibiotics, the child should stay at home. If a child requiring regular medicine (such as for allergies) is going on a field trip, the parent must give the medicine by hand directly to the staff person who will administer the medicine to the child. The parent must fill out and sign a medication consent form and provide written instructions on how the medication is to be given. All medications should be in the original containers, labeled with the child's name.

It is felt that children under the influence of Ritalin or comparable drugs are not receptive to the curriculum of a Waldorf School. Therefore, the parents/guardians of the child are asked to consider alternative treatment, whilst gradually discontinuing the use of medication. Our 12-week trial period allows for a four-week period of becoming familiar with the School environment and the teacher, whilst remaining on the usual medication. At the end of the first four weeks, a meeting of the teacher and parents will be arranged to design the best possible program to facilitate a smooth transition. The following four weeks are spent phasing out the medication, leaving the remaining four weeks as the genuine trial period, after which it should be apparent whether the family and educators are able to cope without the use of Ritalin or comparable drugs. The Faculty may decide to extend the trial period.

Transportation

Sharing rides to and from school is essential for many families and can also develop social contact and friendships. It is important, once a routine is established, that it remain as consistent as possible. Your child should know who will be taking him/her home each day.

If children are certain of car-pooling arrangements and are picked up promptly at the agreed time, their sense of well-being, security, and trust is nurtured.

Parents who car pool or volunteer to drive for class outings must adhere to the following conditions:

- Be in possession of a legal and current driver's license;
- Carry sufficient liability insurance on their vehicle;
- Ensure that the vehicle being used has one seatbelt provided for each of their passengers;
- Actively take responsibility to pass along messages and/or bulletins daily to their car pool partners.

If at all possible, it would be healthy for your child to walk at least part of the way to school every morning or to ride a bicycle. The effort spent in arranging a safe walk or bike ride will bear fruit in an alert, ready-for-the-day attitude in your child. Even walking from the Lakeshore Road corner would be beneficial.

Class Outings / Field Trips

A travel consent form signed by the parent is **REQUIRED for each child BEFORE** he/she may participate in an outing other than a short walk near the School.

Trips of a longer duration require a separate consent form (Disclosure and Responsibility form). Outings are considered part of the curriculum and all children are expected to take part unless there are medical reasons or illness. Children who do not have written parental consent must remain supervised at school. Sufficient supervision for outings will be sought among parents. A list of any needed items such as food, clothing, and costs will be sent home to parents beforehand.

(Please note basic guidelines for volunteering to drive children in a car pool or field trip situation in the above Transportation section.)

Evaluation of Child's Progress – Grades 1 to 8

Parent-teacher interviews are scheduled at the end of January; a mid-year written report will also be available. A detailed written report of the year's class work and subject lessons, together with assessments of the child's response and progress, is given to the parents on the final day of school in June.

You may arrange at any time to meet with a teacher to discuss your child's progress or any questions about the curriculum. Please telephone to arrange for an appointment. Parent Evenings provide a good opportunity to learn about ongoing class work and parents are encouraged to attend.

Evaluation of Child's Progress – Kindergarten

For Kindergarten students, Parent-Teacher interviews are also scheduled at the end of January to enable detailed discussion of your child's progress. No written reports are issued at this level.

Library

The Kelowna Waldorf School is fortunate to possess an excellent collection of over 4,000 books. These books are chosen to supplement the curriculum, for the children's enjoyment, and for parents to enrich their knowledge and understanding of Waldorf education. The books are housed in three collections:

Children's Library

Andrew Wehrle Building, Downstairs

A special library day is set aside for the children each week, during which they receive assistance in choosing suitable books and are instructed in the proper use of the library. The loan period for children's books is two weeks.

Gifts to the Children's Library are gratefully received. Some families have given a book on their child's birthday each year. A bookplate acknowledges the donor and the occasion. The School welcomes this tradition and welcomes all contributions, including magazine subscriptions. Judgment about suitability of materials rests with the Faculty.

Parents' Library

Cabinets in the Foyer of the North Building

A wide variety of books, journals, magazines, and videos on Waldorf education, child development, and parenting are available in the Parents' Library. These items may be borrowed at any time by signing the library card and leaving it in the box in the bookcase. The loan period is two weeks, which may be renewed if no one else has requested the book. Donations to the Parents' Library are also welcome. A selection of Waldorf magazines, health journals, etc., is displayed in the foyer. Please sign out these materials and return them promptly.

Faculty Library

Faculty Room

Books in the Faculty Library are primarily for the use of the teaching staff but may be borrowed by parents for a two-week period. They must be returned immediately if a teacher requests them.

Books from all three collections may be returned to the bins in the Children's Library or outside the School office. The sign-out system is posted in the library. Please return books promptly so that others may have their turn.

WORKING TOGETHER □ SCHOOL AND HOME

Waldorf education has the aim of supporting the healthy, well-rounded development of children. When parents and teachers strive to provide a wholesome, dependable rhythm for learning, the children can take up their learning wholeheartedly. We ask your cooperation in providing a home environment and rhythm which support your child's education.

Punctuality

Please organize your home and your family to see that your child is punctual. Young children learn by imitating adults and it is essential for good habits to be developed early. We, as adults, strive to be consistently punctual. When our children learn to be reliable and responsible about time from their adult examples, their will is strengthened. When the bell sounds at 8:30 a.m., children must go directly to their classroom door. Try to be a few minutes early so that your child can say hello to friends beforehand. The morning lesson begins with a greeting and a verse. Children who are late miss experiences of worth, can lose a sense of continuity, and may be disruptive to the class.

Also, for the Grades 1 to 8 students, school is dismissed at 3:00 p.m., except on Thursdays, when dismissal is at 12:30 p.m. Prompt pick-up is requested. Children walking or cycling home should leave the grounds by 3:15 p.m. (12:45 p.m. on Thursdays).

Kindergarten Arriving and Leaving

Please plan for your child to arrive as close to 8:30 a.m. as possible. The teachers will be there before 8:30 a.m., but they have much to do before the children come in. Therefore, we ask you not to arrive **BEFORE** 8:25 a.m. Also, please be prompt in picking up your child at 11:30 a.m. Little ones are often upset if mother or father is late and they are left waiting after their friends have gone. If you are going to be unavoidably detained, please call the school to let the teacher know.

Sleep and Bedtime

Waldorf education works with the sleep life of the child. Every child needs a full night's sleep to nourish the inner life and to deepen and assimilate the day's experiences at school. What the child takes into sleep is of great importance and preparation for sleep is an essential part of your child's daily rhythm. Bedtime might include a rich story, a strengthening verse, a quiet song and, for older children, perhaps a brief look back at the day's events. Further reading about the significance of sleep is available from the School Library.

Preparing for Mondays

Plan your weekend activities so that you are at home early on Sunday and so that your child can have "recovery time". Do not expect your child to be alert and responsive on Monday morning when he/she has spent a full weekend of lively, stimulating, tiring activities and has had no time to digest and recover.

The lesson planned for Monday morning is crucial to all that happens for the remainder of the week. Your child needs to "be there" for it or he/she will not receive the full benefit of the week's activities. Adhering to the usual bedtime hour and routine on Sunday evenings will be most helpful.

Clothing Policy

Clothing worn to school should be as safe and practical, neat and clean, and simple and plain as possible, in solid colours or tasteful prints. Clothing with lettering higher than one inch, or with advertising, jargon, TV characters, cartoon pictures, rock stars, movie scenes, photographs, or pictures should not be worn to school. Feet and trunk, including the midriff, must be covered. Footwear appropriate to school activities must be worn at all times, in the interests of safety and health. Clothing should be suitable to the season. For Kindergarten students, for “messy” play and all class activities, comfortable, washable fabrics are best to allow creative freedom.

Special attention to dress is requested for festivals and celebrations (see section of “Festivals In The Waldorf School”).

We are consequent about dress code because we aim in all ways for an authentic environment for learning, one in which people, not things, are the focus. We realize that finding appropriate clothing can be a challenge, and we offer these suggestions: visit thrift shops and second-hand stores; trade with others; pass on outgrown garments; ask your child’s relatives and friends to follow the guidelines when choosing gifts; save inappropriate clothing for other days and places.

Clothing Needs - Grades K to 8

Please send your child with clothing appropriate to the expected weather, as he/she will go outside every day unless the weather is extremely cold. For cold days, send a warm hat, heavy jacket, leg coverings, mittens, and snow boots. On rainy days, please send labeled rubber boots and rain-proof coat. Running shoes are needed for games classes.

For indoors, children may wear leather or running shoes, which should be left at school. Please do not send them with loose-fitting slippers. Footwear is to be worn at all times; winter fire drills are uncomfortable in stocking feet!

It would be of great help if you could take the time to label all clothing, lunch boxes, boots, etc. with your child’s name. The lost-and-found box is situated in the Lab.

Additional Clothing Needs - Kindergarten

The Kindergarten children will also need a rainproof coat and leg coverings. If you have spare items of this special clothing, you may leave them at school on your child’s coat peg. Indoor shoes are needed for safety and comfort. Please ensure that the soles are light, non-skid, non-marking and waterproof, as occasionally we must go outside quickly for fire drills. Footwear is to be worn on school property at all times.

Please leave an extra complete set of clothing (underwear, socks, shirt/sweater, pants/skirt) in your child’s cloth bag (provided.) Most children prefer to have their own clothing available to change into should the occasion arise.

Television and Video

Watching television or videos and playing computer games are strongly discouraged, as they are disruptive to the teaching process practiced in a Waldorf School. You are welcome to borrow books on these subjects from the School Library, or to discuss the issue with the Class Teacher.

Food - Grades K to 8

Your child needs a nutritious breakfast each morning even if it means rising a little earlier. All grade school children need a hearty lunch every day and a snack for recess. Please be discriminating in your choice of food. Please do not send candy or gum.

Some children need to avoid altogether exposure to certain foods. If there is a child with anaphylactic (life-threatening) allergy to, for example, peanuts, that classroom will be a strict no-peanut zone. It is imperative that you please carefully check labels on packaged food for peanut or nut content before placing in your child's lunchbox.

Food - Kindergarten

The Kindergarten snack time is important, not only as a mid-morning refresher, but also as a time for giving gratitude and sharing with friends. To encourage sharing, we ask each child to bring one fruit or vegetable to place in the basket each day. Drinks will be provided.

Birthdays

Birthdays are very special days and will be acknowledged at school. Parents are invited to send a wholesome cake for sharing with the class. Where the class includes children who are sensitive or allergic to particular foods, you will be asked to help by using an adapted recipe, available from the teacher. Please speak to the teacher a day or two before birthdays. In preschool and kindergarten, a special story is told and parents are invited to join in the celebration.

FESTIVALS AND CELEBRATIONS

An experience of the rhythms of nature through the seasons is heightened and deepened for the whole community through the yearly round of festivals and celebrations. These times are shared creations of music, drama, games, and food which stand at the heart of the School. They are considered part of the curriculum and all children are expected to participate.

Some celebrations are marked during school hours, with only children and teachers present; others in the afternoon or evening with parents, family, and friends joining in; still others are open to the public.

Family Expectations

Parents can help to create the mood of the festivals by learning more about the background of each one, by paying a little extra attention to the child's clothing and grooming, by setting an appropriate mood with the child beforehand, by being prompt, by respecting the request for "no camera/video recorders" during indoor performances, by modeling respectful manners, and by supervising younger children appropriately during festival presentations.

The Circle of Festivals and Celebrations

Michaelmas (end of September)—Awakening from the dreamy days of summer, we summon new strength and courage to take up our autumn tasks. An afternoon of garden work, bulb planting, songs, sharing of harvest soup and bread. Everyone welcome.

Enchanted Garden (end of October)—Marking All Hallows' Eve, we take an early evening walk by candlelight through a mysterious, enchanted garden. For the families of children up to Grade Two.

Lantern Walk (early November)—We carry hand-made, candle-lit lanterns through the gathering dusk of autumn, accompanied by singing. A special story and bread and juice are then shared by the bonfire.

The celebrations of autumn all embody the theme of carrying our light into darkness, of developing courage to sustain our inner light in the coming winter.

Advent Garden (late November or early December, first Sunday of Advent, at dusk)—This is an indoor gathering, beginning in the light of a single candle. We walk the spiral path of greens, light our candle, and place it on the pathway as the room brightens gradually. Quiet anticipation is the mood, with soft singing and the music of the lyre as accompaniment.

Children's Christmas Festival (mid-December, evening)—Presentation of music and speech by all classes are offered for the whole community to celebrate the coming birth of light in mid-winter.

Carnaval d'hiver (Winter Carnival, early February)—A Friday afternoon celebration of French-Canadian songs, a parade, crêpes, and fun for everyone.

Waldorf Community Dance (February or March)—An all-ages gathering of pot-luck snacks, visiting, and dancing for families and guests.

May Day (early May)—This celebration of the return of blossoms and flowers, open to the public, includes traditional Maypole dancing, games and music, food, and fun.

Midsummer Festival (third week of June, Friday evening)—The entire community welcomes the light and warmth of summer. There are class presentations, a pot-luck picnic, and a dance.

For further details, please see the Annual Calendar and consult the *Messenger*.

PARENT INVOLVEMENT

Active participation by parents is truly the lifeblood of our School and there is an expectation that all parents will be involved by giving time, energy, and expertise in some aspect(s) of School life.

If a project needs doing, a parent or group of parents must take it on. There is no hidden “them” who do the work. To give just one example, the beautiful grounds and buildings we now enjoy are to a large extent due to hours of donated time and labour over the course of many years.

Not only is involvement essential to the School, just as importantly, it demonstrates to the children far better than words our dedication to them and our commitment to their education. Our shared work creates a social fabric which can nourish each individual and appreciate each individual. Besides all this, it’s fun!

Suggestions for Parent Involvement

Entering wholeheartedly into the life of the School benefits your child—and you. What can you do?

Ensure that rhythms at home are supportive of learning at school.

Attend Parent Evenings.

Keep teachers informed of changes at home which may affect your child at school.

Learn more about your child’s developmental stage: join a study group; borrow a library book; talk with the teacher.

Take part in festivals: assist in planning for festivals; join the Festival Study Group.

Join the Parents’ Council Society, attend its meetings.

Come to the Spirited Hands Circle.

Assist at a work party: tending grounds, washing windows, building desks, painting (Grounds and Maintenance Committee).

Assist in outreach by putting up posters, writing articles, designing ads, talking to others about Waldorf education (PR Committee).

Support the Christmas Market and Antiques & Collectibles Exhibition Sale and Roadshow (FR Committee).

Join the Waldorf School Association of Kelowna (WSAK).

Attend a Board meeting.

Stand for election to the Board of Trustees.

Welcome new families to the community.

Assist other parents with carpooling and child care as need arises.

Be considerate of the School’s neighbours when parking.

Keep up to date by reading the *Messenger*.

Attend All-School Meetings.

Express your suggestions, queries, and concerns directly to the person involved.

Follow the Conflict Resolution procedure if necessary.

SCHOOL AFFILIATIONS

Association of Waldorf Schools of North America (AWSNA)

The main purpose of AWSNA is to aid each member school to improve the quality of education that it offers. There are 120 member schools in Canada and the United States and six member teacher-training institutes. A twice-yearly newsletter containing reports on the schools and articles on educational issues is available in the School foyer. The Association sponsors conferences, workshops, and consultations, and works to increase the visibility of Waldorf education in North America.

In 1991, AWSNA opened its membership to individuals as well. Individual membership includes a subscription to the magazine *Renewal*, a North American Waldorf journal highly recommended to parents.

Federation of Independent Schools Association (FISA)

FISA works with governments provincially and nationally to further the interests of independent schools. The Association collects and shares information among independent Schools through its newsletters and occasional regional meetings.

Local Affiliations

The School is a member of the Multicultural Society and of the Kelowna and Districts Art Council (KADAC).

FINANCES AND FUNDING

Government Funding

The School has been approved for partial funding under the 1977 School Support (Independent) Act. As a result, we receive a percentage of the average operating cost per pupil in the public schools of our local school district for every “qualifying pupil”. A “qualifying pupil” is one who completes 600 hours of schooling prior to May 15th of each year, as well as meeting other criteria. If a child in our school does not complete the minimum number of hours, due to taking holiday time outside of regular school holidays, or due to absences other than for illness or religious holidays, the School then can lose part of the government grant. Therefore, parents may be asked to reimburse the School for the amount deducted from the grant. A doctor’s certificate may be requested for absences of more than five consecutive days due to illness.

Tuition Fees and Registration

Fees are paid by post-dated cheques or credit card authorization unless otherwise arranged, and must be paid promptly. A signed tuition contract and registration form is required of each family, on a yearly basis. Re-registration of students will be conducted in the late spring of each year.

Processing Fees

A \$50.00 registration fee per child will be charged at the start of each school year. A \$50 interview/assessment fee for children new to the school will be charged prior to the interview with the teacher.

Supply Fee

The supply fee reflects the cost of supplies for each student. It covers water-colour paints, paper and brushes; coloured pencils; modeling beeswax; wax crayons; drawing, writing and construction paper; notebooks; main lesson books; seeds and bulbs; clay; wood, nails and sandpaper; knitting needles and yarn; crochet cotton and hooks; embroidery and sewing notions; and craft supplies. Flutes and some special handwork supplies will be charged in addition, at cost.

Supply fees are as follows (per year, per child): \$325.00 in the grade school for Classes 1-4 and \$350 for Classes 5-8.

Tuition Assistance

Every Waldorf School strives to serve all families who sincerely desire Waldorf education for their children. As our government grant meets only part of our actual operating costs, the necessary funds for running the School must be met through tuition, donations, and fundraising. Families who cannot afford full fees may apply for limited tuition assistance. Application forms are available at the office.

Delinquent Fees

Children will be permitted to attend school for up to one month if the fees have not been paid, during which time the matter should be discussed between the parent and the School Secretary to the satisfaction of the School’s Board of Trustees, or the child may not be permitted to attend in the following months. In order to be fair to all parents and to enable the School to meet its financial obligations, the following policy is in place:

Interest shall be charged when fees are outstanding.
The interest rate charged shall be 1.0% per month.
Monthly statements will be issued on overdue amounts.

Your understanding and cooperation is appreciated.

Withdrawals

If a child is to be withdrawn from school, two month's notice in writing should be sent to the School office. If two month's notice is not given, two month's fees will be retained.

Fundraising

Fundraising events, coordinated by the Fundraising Committee of the Parents' Council Society, are an essential part of our School's activities. Organizers are needed for each event and all parents are expected to volunteer time when requested to maximize their success. The main ventures are the Christmas Market, now in its 19th year, and the Antiques & Collectibles Exhibition Sale and Roadshow. Other events are bingo nights, benefit concerts, sales of gift wrap and cards, baking and craft sales. New ideas, and the enthusiasm and energy to realize them, are always welcome.

Donations

Since the Waldorf School Association of Kelowna is registered as a non-profit society, all donors to the Association will receive a receipt for tax purposes. Donations can take the form of a lump sum, higher tuition payments, redirected investment income, life insurance, bequests, family allowance, etc. As well, donations "in kind" to the School, such as building materials, tools, gym equipment or instruments, are assessed at an appropriate value and a tax receipt is issued in that amount.

Grants

We are continually researching sources of grants and funding from foundations, corporations and government agencies. If anyone is interested in participating in this process, please contact the School office. One of the best ways to facilitate this type of fundraising is through personal contacts, so if you have a connection with an organization locally or anywhere in the world, it can often be the key to obtaining an audience.

Central Okanagan Foundation

An endowment fund to benefit the Kelowna Waldorf School has been established with the Central Okanagan Foundation.

Individuals may contribute by pledge or by single donations. All are tax deductible. Only the interest earned from the fund is available to the School annually, while the principal remains to ensure the future financial security of the School. More information is available from the office.

Sales of Books, Crafts, Welada Products

A selection of children's books and titles on Waldorf education, as well as handmade toys and gifts, are offered for sale in the cabinet in the School foyer.

Weleda and **Wala** products are also available at the School. This is an extraordinary German line of cosmetics and medicines inspired by the teachings of the philosopher Rudolf Steiner, founder of the Waldorf School, biodynamic agriculture and anthroposophy. For further information, please contact **Monika Ficke at 768-4802**. The sale of these products is a special service to the Waldorf community.

CONFLICT RESOLUTION

General Guidelines

Conflicts are bound to arise where striving human beings interact. Thus, they are not avoidable and are not necessarily a sign of immaturity. Without conflicts we would fall into a blissful but dulling sleep. Among other things, conflict awakens us—it calls us to consciousness!

Situations of conflict are always opportunities for inner development and growth. We should not therefore fear conflict but must see and trust that everything that comes to us has a reason and purpose designed to further our individual and social development. When a conflict is truly well resolved, the relationship is stronger and better than it was before the problem.

The process below has a good chance of success when each person involved is capable and willing to:

Put himself or herself into the shoes of the opposing person - why does he/she act this way? Why can he/she not act as I think they should?

Jointly establish the facts of the situation—what is happening?

Separate his/her emotions from the facts and deal with these emotions—I need to deal with **my** emotions.

Jointly develop a new goal, perhaps one which neither party presented originally, but which lies within the possibilities and capabilities of those concerned.

Below is the procedure to be followed when there is conflict in our School community.

Bearing the above in mind, a wholehearted, serious attempt must be made to resolve the conflict with the person(s) involved when it has been discovered and the facts are adequately known.

Failing success, a second attempt should be made.

Still failing success, a person in higher authority (i.e., Faculty Chair, Board President, or Parents' Council Society Chair) should be contacted for assistance. The facts need to be stated in writing and must include attempts at resolution.

If the person in higher authority cannot resolve the conflict, or at their choice, the conflict should be forwarded to a **Conciliation Committee**, made up of three people.

If the Conciliation Committee cannot lead the parties to a resolution of their conflict, a mediator from outside the School community must be chosen to work with the issue(s). The mediator will provide to the Board, in writing, recommendations for the resolution of the conflict.

At no time in the process of conflict resolution is it acceptable to share the conflict situation with others who are not in a position to resolve it. To do so obviously serves no positive purpose and is well known to be destructive. Any member of the community, whether Faculty, Board member, or parent, who is shown to be deliberately destructive to the School will be asked by the Board to withdraw.

Conciliation Committee

Latin: **conciliare**—to bring together

Definition from Webster's Encyclopedic Dictionary:

To conciliate—to win over from hostility, to win (goodwill) by genial or soothing approaches, to reconcile (conflicting views, etc.)

Conciliation—a bringing of opponents into harmony, reconciliation, a bringing together

At their meetings of March 26 and March 27, 1998 respectively, the Faculty and the Board of Trustees of the Kelowna Waldorf School Association appointed and approved members of a new committee, called the *Conciliation Committee*.

The task of this Committee is to prevent conflicts by addressing issues of concern before they become issues of contention. If conflict has arisen, the Committee will aid the process of conflict resolution by helping the clarify issues of contention and by helping to keep communication between involved parties active, clear, respectful and motivated by goodwill.

The Committee holds as its focus the Kelowna Waldorf School, with its community, in the light of its mission to accomplish a “social deed”. All members of the community will be looked upon as having the best interest of the School at heart unless proven otherwise.

Committee Mandate

The Committee will receive written signed statements of concern or complaint regarding Waldorf School matters, including suggestions for possible solutions, from any member of the Kelowna Waldorf School community. You may leave your sealed envelope with the School Secretary in the office for distribution to the appropriate individual or Committee.

A Committee member will contact the concerned person to discuss and clarify the issue, if necessary or requested.

All information given to any member of the Conciliation Committee is strictly confidential and will be released only with the consent of the people involved.

Concerns or complaints will then be brought to the person or persons directly involved (as designated in the Parent Handbook), either by the concerned person or by the Committee.

Concerns and complaints must be responded to, stating plan of action, within two working days. Time frames for action must be reasonable and agreed upon by all parties involved.

The Committee will follow-up all concerns and complaints to ensure that they will be attended to and resolved, in a timely manner, to the best interest of the School community.

If pedagogical concerns cannot be resolved by our Faculty an outside, active, trained and experienced Waldorf resource person will be asked to make recommendations for resolution. This outside resource person will be chosen by the Faculty.

All responses and reports must be in writing.

If any concerns or complaints still remain unresolved, the Committee will bring recommendations for resolution to the Board for approval.

After the concerns or complaints have been resolved, a short confidential report will be written by the Committee to be kept as a guideline for future reference.

Committee members are impartial. Their task is not to arbitrate but to help clarify issues of concern and to encourage communication and goodwill, thereby facilitating conciliation.