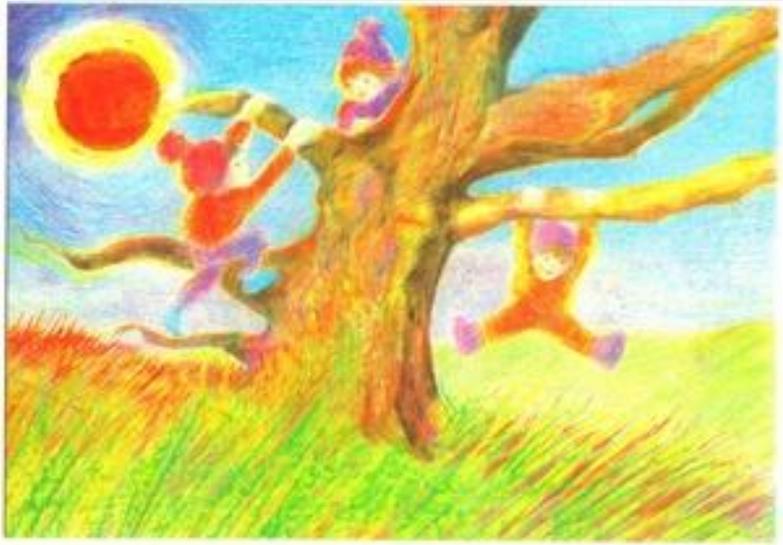


Parent Handbook 2019-20



Mission

Building conscious community by inspiring individuals to meet the world with purpose.

Vision

To support the development of the individual through secure attachment, rhythm and opportunities for expression,

To support the development of healthy relationships through consistent guidance and community involvement, and

To support the development of conscience and potential through deeply engaging academic experience.

Guiding Principles

- We hold the child within the ideals of goodness, beauty and truth.
- We provide a holistic experience that integrates the three-fold nature of the human being (head, heart and hands), and follows the natural rhythms of the day, seasons and year.
- We provide warm, natural, & alive spaces that envelop individuals on their journeys and nurture certainty, harmony and tranquility.
- We enrich our community life through the arts, festivals and celebrations.
- We value social responsibility and care for people and the natural world.
- We embrace diversity and inclusiveness in our community and encourage opportunities for shared responsibility and meaningful involvement in the school.

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This Parent Handbook was created for the 2019-20 School Year and is a living document, meaning that we are always reviewing our policies and updating as needed.

**To wonder at beauty
Stand guard over truth,
Look up to the noble,
Resolve on the good.
This leadeth us truly
To purpose in living,
To right in our doing,
To peace in our feeling,
To light in our thinking.
And teaches us trust,
In the working of God,
In all that there is,
In the width of the world,
In the depth of the soul.**

- Rudolph Steiner

General School Information

SCHOOL FACILITIES

Cedar Schoolhouse: Early Childhood & Administration building
2311 Rosewall Crescent, Courtenay BC

Administrators: Marussia Nesling & Sarah Chase

Office Hours: Monday - Thursday 8:45-2:45

Fridays: 8:45-12:15

Hemlock Schoolhouse: Grades 1-7

2398 Rosewall Crescent, Courtenay BC

Rebecca Watkin:

CONTACT INFORMATION

Website: www.comoxvalleywaldorf.com

Main School Line at Cedar Schoolhouse: 250-871-7777

School Line at Hemlock Schoolhouse: 250-871-7258

Administrator, Marussia Nesling: marussia.n@cvwaldorf.com

Administrator, Sarah Chase: sarah.c@cvwaldorf.com

Director of Education, Rebecca Watkin: rebecca.w@cvwaldorf.com

Faculty Director, Jennifer Irwin: jen.i@cvwaldorf.com

PROGRAM HOURS

Parent & Child:

Wed/Thur 9am - 11am

Fall, Winter & Spring 9-
week sessions

Preschool:

8:30am - 1pm

**Extended Care (Preschool
only):**

Mon - Thur 1pm – 3pm

Kindergarten:

Mon - Thurs 8:30am-3pm

Fri - 8:30am - 12:30pm

Grade School:

Mon - Thurs - 8:30am - 3pm

Fri - 8:30am - 12:30pm

2019-20 School Year at a Glance

SEPTEMBER	SEPTEMBER 2019	OCTOBER 2019	OCTOBER																																																																																											
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School Closure Dates

September

2nd - Labour Day

October

14th - Thanksgiving

November

11th - Remembrance Day

12th - 15th - Pro-D Week

December / January

Dec 16th - ECE Pro-D Day (**No School for KG & Pre-K**)

Dec 20th – Festival of Wisdom (Advent Spiral) *Not a regular day of school. Parents attend with children*

Dec 21st - Jan 5th - Winter Break

February

17th - BC Family Day

18th – 21st - Pro-D Week

March

16th - 27th - Spring Break

April

7th & 9th – Preschool Easter Hunts – *Not regular days of school. Parents attend with children*

10th – 13th - Easter Long Weekend

May

18th - Victoria Day

June

5th - Student Led Conferences *Not a regular day of school. Parents attend with children*

12th - Last day of School

School Events

August

26th & 27th – **Work Parties!**

September

Stay tuned for date of back to school orientation meeting to happen in first 2 weeks of September

3rd - Welcome Back to School & Rose Ceremony 8:45am - Grades school back yard, all welcome!

3rd & 5th - Preschool Beach Days, Kin Beach 9am - 11:30am
(Parents to attend with their children. Not regularly scheduled school days)

4th & 6th - Preschool Open Houses 9am - 12pm - (Parents to attend with their children. Not regularly scheduled school days)

6th - Family Welcome Picnic - 4pm - 7pm - Goose Spit, all welcome!

27th – Festival of Courage 8:45am - Grades school back yard, all welcome! Michaelmas Games 1:30-3 Martin Park

October

11th – ECE Thanksgiving Potluck

26th – Family Harvest Dance

29th – School Photo Day

November

7th – ECE Festival of Compassion (Martinmas/Lantern)

21st - Grades Festival of Compassion (Martinmas/Lantern)

December

14th - Winter Faire 10am - 2pm, all welcome!

20th – Festival of Wisdom (Advent Spiral) - Classes will be assigned times. (Parents to attend with their children. Not a regularly scheduled school day)

April

7th – 2-Day Preschool Easter Hunt – (Not a regular day of school. Parents attend with children)

9th – 3-Day Preschool Easter – (Not a regular day of school. Parents attend with children)

May

1st - Maypole Festival 10am - 1pm – Bill Moore Park, all welcome!

19th – 22nd - Grade 5 field trip to the Greek Games in Hope

June

5th - Student Led Conferences. (Not a regular day of school. Parents attend with children)

9th & 11th - Preschool Beach Days at Kin Beach, 9am - 12pm - (Not regular days of school. Parents attend with children)

10th - KG & Grades Service Day

12th Last day of school closing assembly 8:45 Hemlock backyard

13th - 15th - Family Camping Trip to Kin Beach, all welcome!

16th - Work Party!!

Festivals at Comox Valley Waldorf School

Festivals allow us to be attuned to the rhythms of the Earth and the community we live in. Regardless of personal beliefs and faith, every human being can connect with the magic and gifts that each turning of the seasons brings. Many festivals are celebrated school wide while others are held within each class.

Some celebrations, such as birthdays, are held within the class as they are unique to children and families in the program. Halloween, St Nicholas Day and Easter are also celebrated by each class individually. This allows for the festivities to be tailored to a specific age group and class configuration, offering the experience that will resonate with the children in the most appropriate way.

The EC Thanksgiving Potluck and the Lantern Festival are celebrated with Preschool, Kindergarten and Parent & Child families to preserve the simple, dreamy quality of early childhood. While siblings are invited to join, the EC festivals are planned with the younger children in mind and are therefore held close to school grounds.

Some festivals, such as The Rose Ceremony, Michaelmas and Santa Lucia are reserved for the Grades, as their content and celebrations are more appropriate for older children. EC Families are often welcome to attend with their children if they desire. Oftentimes, the EC children glimpse parts of these festivals (by contributing bread for the Michaelmas feast, being visited by Grade 3 in their St Lucia procession), offering an exciting peek into what is to come when they journey to the "big kid's school".

Other festivals, such as the Advent Spiral, Winter Faire and May Festival allow the whole school community to come together and share their light. During these events, the faculty and parents work together to provide a cohesive experience to children from Parent and Child to Grade 7.

Because offering a chance for our families to connect is a priority for our Parent Group, events such as the Harvest Dance, Kin

Beach Camping and Goose Spit Picnics also happen throughout the year.

Festivals are an opportunity for every community member to participate in creating something special: many of our class crafts revolve around a seasonal event, teachers and children prepare items and presentations for many festivals, and parents are encouraged to help in any way they can: coordinating events, volunteering time and resources, etc.

Please refer to the school calendar, class emails and the monthly newsletter to know when festivals occur, and what kind of help is needed.

The Rose Ceremony - Grades

The first day of school is a rite of passage for the incoming Class 1 children. This is the beginning of their journey through grade school. All the grade classes are assembled along with parents, faculty, and staff. Each Class 1 child is welcomed to the school and receives a rose presented by students in the highest grade.

Festival of Courage (Michaelmas) - Grades

On the last Friday in September, closely following the autumn equinox, we celebrate Michaelmas with the Festival of Courage. The festival is open to all family members to attend and takes place in our Grades school back yard right after drop-off. The grades children perform the play of St. George taming a fiery dragon with the help of the archangel, St. Michael, who gives him courage. Following the play there is a small harvest themed community feast with fresh baked dragon bread baked by the Kindergarten children, apple juice pressed from our own apples and grapes picked from our grape arbor. Parents are invited to participate in the **Michaelmas Games** which feature activities and games of courage. This takes place at Martin Park, just around the corner from our school the day before.

Festival of Compassion (Martinmas Lantern Walk) – ECE & Grades on two separate days

Each **November**, we have a Lantern Walk to celebrate The Festival of Compassion, to acknowledge our inner light in the outer darkness of the approaching winter. Celebrating Martinmas serves as a reminder that each of us has a divine spark that we must ferry out into the world and share with others.

St. Nicholas Day - In Class

Saint Nicholas, the patron saint of children, is celebrated on **December 6th** during the season of Advent.

On the eve of St Nicholas, children may leave out a freshly polished shoe, with a small snack for St Nicholas and his horse. In return, the simple gesture of a small gift will be left, perhaps a crystal or gem, sweets, nuts, or a mandarin orange.

Winter Faire - Whole Community

Our school's annual Winter Faire is the biggest event of the school year and takes place in **early December**. For this festival our whole school is magically transformed into a Winter Wonderland with the help of many parent volunteers. It is open to the public and is a fundraiser for our Parent Group.

Santa Lucia Day - In Class

Santa Lucia Day falls on **December 13th** and celebrates the life of Saint Lucy and the return of light. In the old Julian calendar December 13th marked the Winter Solstice, or the longest night of the year. At our School, the Grade 2 children dress in white and, carrying candles, visit each class singing the songs of Santa Lucia.

Festival of Wisdom (Advent Spiral) - Whole Community

The Advent Spiral is a tradition for all children in the school and takes place on the **last day of school before the Winter Break**. The room will be darkened and filled with a mood of wonder and quiet anticipation. Cedar boughs are laid out to create a spiral with a lit candle in the centre. The children go one at a time through the spiral of evergreens to the center of the Garden. Each child lights their own 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.

Candlemas - In School

In **early February**, while the groundhog, of popular folklore, comes out of the ground to determine whether spring is “just around the corner”, or is still “six weeks away”, we celebrate the ancient festival of Candlemas. As the days start to grow longer, this simple festival celebrates the light coming back with the children making dipped beeswax candles.

Maypole Festival - Whole Community

Happening in **early May**, our Maypole celebration is a joyous festival filled with song, dance, and merriment. This spring festival celebrates the lengthening of days, the awakening of the new growing season, and the rebirth of our external natural environment.

The children enjoy the tradition of dancing to music around the Maypole which is decorated with flowers and colored ribbons. All of the students sing traditional spring songs. Parents are invited to attend this festival and even participate in some Maypole dances.

Morning Drop-off and Afternoon Pick-up

Please have your child at school on time to begin their day at 8:30 and ensure your child has been received by their teacher. If your child will be absent, please call the school office before 9am.

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

If a child is not picked up by 10 minutes past their regular dismissal time 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 aftercare. Parents will be charged for this time.*

School Emergency Closure Policy

From time to time, schools are temporarily closed for emergency reasons. We may make the decision to close our school when the safety of students and staff is in question. Our school, in most cases will follow the decision made by School District 71.

Parents at Comox Valley Waldorf School will be informed of a school closure by 7am on the day of via school wide email. The outgoing message on the main school line (250-871-7777) will be updated as well as our website and Facebook Page.

Spirituality

Parents should be aware that spiritual reverence and an appreciation and respect for the natural environment are present in the day-to-day activities of the school. 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.

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

Through art, a child builds a relationship with beauty, and in studying science, seeks an understanding of truth. Out of beauty and truth develop a sense of morality and a reverence for life. Through spirit we express the universal human quest for meaning, our beginnings and our destiny.

By the time a student leaves Comox Valley Waldorf 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.

Grade 1 Readiness

A child must turn 6 by June 30th of the year the child will begin grade one. This age requirement allows for the child to be ready for the demands of the grade one curriculum. Physical, emotional and social abilities are considered as well as age and intellectual readiness.

Some indications for readiness include:

- loss of teeth
- 6 year molars beginning
- being able to verbalize needs without crying, becoming distraught or angry
- having good small and large muscle control
- showing an interest in activities, outside free play and carrying a project to completion
- listening to stories without interruption
- ability to clap and walk to a rhythm and skip along and sing with the teacher

The Kindergarten and Grade One teachers will determine Grade One readiness on an individual basis.

Graduation Policy

Comox Valley Waldorf School will graduate students at the end of their Upper Grades (6, 7) year. Students in this year will receive curriculum that fully covers BC curriculum for grade 7. Final report cards will officially recommend whether students should enroll in grade 7, 8, or 9 for the following year.

Students will celebrate graduation at the 'Star Ceremony' as part of the school's final assembly.

Students will have an opportunity to create a 'Years Book' to showcase the class' journey through the school over the years, this book will have a cost of about \$40.

Upper Grades will tour local high schools in the Fall term. Parents are invited to join these tours.

Family Engagement Volunteer Hours

The joyful community life that we celebrate at Comox Valley Waldorf School would not be possible without the dedicated work of our volunteers, whether organizing or participating in our fairs and festivals, working in our gardens, cleaning, repairs, committee work or numerous other tasks. Being active in the school life helps children feel supported and develops their capacity as future citizens. The goal of volunteer hours is to encourage Waldorf community through engagement.

Each family at Comox Valley Waldorf School is required to fulfill volunteer hours and service agreements will be signed each school year along with registration and tuition agreements.

Families with children enrolled full time are required to volunteer 25 hours and those who are enrolled part-time (Preschool only) are required to volunteer 12 hours. Families can opt out of volunteering by paying the appropriate fee. This fee will go into our Building Facilities budget. The fee for full time families is \$500/year and the fee for part time families is \$240/year.

Hours will be logged in a master spreadsheet managed by the Engagement Committee which is run by volunteers. Specific jobs can be chosen at the start of the school year. It is the responsibility of families to sign off upon completion of tasks.

Families will be invoiced in May for incomplete volunteer hours which will be calculated at \$20/hour.

The expected volunteer hours are for school wide needs. The needs of individual classes (driving for field trips, class fundraisers etc...) are separate. As well, it is required that all families fill one or more shifts at our Winter Faire in addition to your volunteer engagement hours.

The following are areas that require helping hands. Please read through them to consider where your strengths, gifts or interests will be used. Thank you!

- **Volunteer Tracking**
 1. Maintain spreadsheet which tracks families volunteer hours
- **Class Parent Reps**
 1. Preparing for school wide events
 2. Organizing volunteers for school wide events
- **Gardens**
 1. Maintaining street side gardens of both buildings
- **Yard Maintenance**
 1. Care for and maintain school yards based on teacher lists
 2. Care for and maintain plants inside school yards
 3. Care and maintain fences and gates
- **Toy and Equipment Maintenance or Repairs**
 1. According to teacher needs
- **Sidewalks, parking & garbage areas**
 1. Sweeping, shovelling, salting
 2. Maintain garbage and recycling areas

- **Building Cleaning**
 1. Doors, door frames, baseboards, walls, windowsills
- **Beautification of school**
 1. Caring for the spaces within the schools
- **School Yard maintenance/prep**
 1. Attend work parties (3 per year)
 2. Organize and lead work parties along with Building & Maintenance Committee members
- **Update & maintain school store and library**
- **Visitor care (AWSNA, WECAN, Ministry)**
 1. Ensure meeting spaces are clean and set-up
 2. Ensure snacks are available if needed
- **Bulletin Boards**
 1. Ensure listings are current and in good condition
- **Community/PAC Fundraisers (Dance, Pool, Fun Fridays etc..)**
 1. Attend PAC meetings
 2. Organize, set-up, take down events
- **Committee Work**
 1. Join a board committee (Promo, Revenue Building, Building & Maintenance, Volunteer)
- **Michaelmas**
 1. Follow lead of class teacher
 2. Prep (grapes, apples, napkins, cups etc...)
 3. Set-up/clean-up
- **Thanksgiving Potluck**
 1. Follow the lead of the class teacher
 2. Prep
 3. Set-up/clean-up
- **Lantern Festival**
 1. Follow the lead of the class teacher
 2. Prep (purchasing candles, tea etc...)
 3. Set-up/clean-up

- **Winter Faire**
 1. Follow the lead of class parent reps
 2. Prep (purchasing, crafting, meetings etc...)
 3. Set-up & Clean-up shifts (shifts during faire are mandatory for all families and are separate from volunteer engagement hours)
- **Maypole Festival**
 1. Follow the lead of the class teacher
 2. Prep (Games, Maypole, blankets, concession, head wreaths etc...)
 3. Set-up/clean-up

Communication at our School

ADMINISTRATORS

For matters regarding admissions, safety preparedness, school policy, fundraising, festivals, tuition, etc., please speak with a school Administrator. They will assist you or direct you to the person or group that can best assist you.

CLASS TEACHER

If a parent has a concern regarding their child or an incident with your child in the classroom, they are encouraged to speak first with the class teacher to clearly communicate the issue and work towards a resolution.

If a conversation with the class teacher does not resolve the issue to the satisfaction of either party involved, the issue can then be brought to the Director of Education and a meeting will be set up between the parent and the teacher involved. If still unresolved, the Director of Education will provide the parent with an Issues Management form to fill out which will then be forwarded to the HR Committee. If there are any conflicts of interest within the HR Committee, the individual(s) will step out of the process. *For the full Issues*

Management procedure, please see Page 16 or contact our Administrator.

THE CLASS PARENT REPRESENTATIVE

Class Parent Representatives provide a vital line of communication between parents and teachers. At the class level, they assist the Class Teacher in coordinating class activities and trips, welcoming new families to the class and helping ease the transition of families into the daily life of our School. They may also be called on by the Parent Group to help acquire class parent volunteers for help throughout various areas of the school community throughout the year.

Being a Class Rep. provides a unique opportunity to learn more about the marvels of Waldorf Education through close contact with the Class Teacher and fellow parents.

THE WEEKLY SCHOOL BULLETIN

At the end of each week, the Administrator will send an email titled “Weekly Bulletin”. This is an important email which contains information for parents for the upcoming week. There will be important dates, reminders and information about events, workshops and other things happening in the school.

THE SCHOOL NEWSLETTER

The Newsletter is published quarterly and is distributed via email and may also be viewed on the school website. Please take the time to read the newsletter to stay on top of what is happening throughout the different classes and in the broader school community.

THE SCHOOL WEBSITE

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

CONNECTIONS THROUGH SOCIAL MEDIA

For users of Facebook, we have a Comox Valley Waldorf School page parents can “like” where school events and other Waldorf articles are posted. There is also a private Facebook page called “Comox Valley Waldorf Community” which was started by a parent. This has been helpful for our community to arrange meet-ups and communicate with one another. Please ask the school Administrator how you can join this group.

PARENT EVENINGS

Parent evenings are held regularly to enable the parents and teachers to discuss the class as a whole. The teacher will speak about work being done with the children and describe the curriculum for the year/term. A broad sketch of the children’s learning process at their current stage of development and a picture of the class dynamics is given. Parents can bring their insights and ask questions about changes their child may be undergoing. These meetings are very important. To miss them is to miss a vital link in the understanding of your child’s education and development. It’s also a chance to get to know parents of other children in the class. It is recommended that at least one parent from each family attend these meetings.

PARENT-TEACHER MEETINGS

One-on-one parent/teacher interviews are scheduled in November each school year.

PARENT GROUP

The Comox Valley Waldorf School's Parent Group presents parents with ongoing opportunities to become engaged in the school community through meaningful participation that enriches and strengthens the life of the school. All parents who have children registered are automatically members of the parent group. The parent group seeks your input and grows in capacity with your involvement. Meetings are held monthly.

School Email Policy

At Comox Valley Waldorf School Faculty and Staff check their email at least every second weekday. Teachers and Staff consider email to be an effective way to inform parents of what is happening in the classroom, provide important updates and information, and invite parents to meetings or to arrange drivers for field trips. As this is a primary form of communication for teachers to impart information, parents are asked to check email weekly. Parents who do not use email must make alternative arrangements with their class teacher to keep apprised of class and school activities.

Parents are encouraged to use email to send teachers a quick note, request a meeting to discuss something in detail or to respond briefly to a question in an email from the teacher, such as, if you are interested in being a driver for a class trip.

At Comox Valley Waldorf School, email is not used for longer discussion. The transfer of information through email is a direct link between parents and teachers and staff. When questions or concerns arise as a result of a teacher's outgoing email, these should be taken directly to the teacher in person. The teacher will follow-up as necessary. When questions or concerns arise that cannot be resolved in conversation, the parent or teacher is asked to follow the Issues Management Procedure.

Unacceptable Email or Written Correspondence

At Comox Valley Waldorf School, we aim to create a positive, safe, caring environment built on trust and respect for all individuals. With this aim in mind the following are considered unacceptable in email or written correspondence:

- A group email that opens the door to on-line discussion
- Inflammatory remarks

- Aggressive or threatening language
- Anonymous communication
- Highly emotional language
- Response to teacher's group email through 'reply to all' if email can lead to discussion

Acceptable Email or Written Correspondence

Providing a positive, safe and caring environment requires the adults in the community to lead by example. With this aim in mind the following are considered acceptable content in email or written correspondence:

- Thoughtful language
- No assumption or judgement
- Direct and respectful
- Avoidance of discussion content

Issues Management Procedure

Direct and Compassionate Communication

Comox Valley Waldorf School encourages direct and compassionate communication. Parents, teachers and staff are encouraged to speak directly to the person with whom they have a conflict or question. This may be done via telephone or in person. Notes will be taken and shared between those concerned in order to ensure the content of the meeting, telephone or in-person, is accurate. Email communication is not the place to share concerns or difficult questions and is reserved for transport of information and appointment setting only, as per Saltwater Waldorf School Email and Written Communication Policy.

Comox Valley Waldorf School aims to use thoughtful, truthful and compassionate communication. Therefore, communication must be free of aggressive, threatening or inappropriate language. Should this kind of language enter a

meeting, the meeting will be ended immediately and rescheduled with additional support.

If a parent(s) has a grievance against a faculty or staff member;

- 1- The parent(s) is encouraged to have a conversation with the person directly as soon as a situation arises. If the teacher involved is a **teacher on call**, the communication will be delayed until the class teacher is updated. If urgent, another class teacher will be called into the discussion the same day.
- 2- If a resolution is not reached in step 1, the Director of Education mediates between the teacher/staff member and parent as soon as possible **within 1 week** of the grievance. Extreme circumstances will take priority.
- 3- If a resolution has not been reached in steps 1 & 2, the Director of Education offers the parent(s) an Issues Management Form to fill out. The IMF is forwarded to the full HR Committee and a decision is made on how to further proceed **within 2 weeks** of the initial grievance.
 - Communication should be constructive, specific, and written in a respectful manner. The HR committee reserve the right not to consider communication which contains threats, is personally insulting, or is otherwise inflammatory. If this is the case then the proponent (sender) will be notified as needed.
 - Anonymous communication cannot be considered, as there is no opportunity for dialogue or resolution of issues.
 - If the complaint is against the Director of Education, the Faculty Director will fill that role, and vice versa.

- If the complaint is against one of the Faculty HR members, another faculty member may be asked to fill the Faculty HR role for said grievance.
- 4- In rare situations, an ombudsman may be called upon for mediation purposes.
 - 5- In the case that the family or faculty member chooses to leave the school, an exit interview will be conducted by HR members.
 - 6- HR committee will update faculty and board post exit interview.

Report Cards

The Comox Valley Waldorf School provides parents of students with a minimum of five reports describing students' school progress per year. Three of the reports are formal written reports, one of which is a summative report at the end of the school year.

The two informal reports to parents may include: Parent-teacher conferences, student-led conferences, and parent meetings/evenings.

Formal reports will include a proficiency scale indicating the road of learning from beginning (emerging) to mastery (extending).

For students in Grades 4 through 7, a parent may at any time request a letter grade that corresponds to the level of proficiency and is based on evidence and in relation to their progress and needs at school.

Grading using the Proficiency Scale

Kindergarten-Grade 7 students' progress will be represented using the following proficiency scale:

Emerging – The student is beginning to demonstrate basic knowledge in relation to the learning standards. Works with ongoing support. (Emerging is not used for Kindergarten)

Developing – The student demonstrates some knowledge in relation to the learning standards. Works with ongoing support.

Proficient – The student demonstrates good knowledge in relation to the learning standards. Works independently.

Extending – The student demonstrates knowledge beyond the learning standards. Works independently and can support the learning of others.

Student Conduct

CVWS seeks to create a healthy social environment that is conducive to learning and the development of respectful and responsible young people. Tidiness, manners, and social grace are part of a culture of consideration that teachers model and in turn expect from the students.

We recognize that behaviour is often an expression of frustration and challenges that a student might be facing. It is our goal to work with each individual to most effectively uncover the best way forward toward optimizing potential. We encourage a collaborative approach to discipline.

Teachers and staff will respond to breaches of the code of conduct dependent on behaviour, intensity and situation. CVWS Student Support Plan Protocol describes how teachers will work to promote positive behaviour.

Overall Expectations

- A positive attitude toward learning
- Respect toward self, others, things

General Rules for Kindness and Care

- Students may not cause bodily harm or discomfort to any person at any time. Such harm includes, but is not limited to: kicking, punching, pinching, shoving, forceful holding, etc
- Students may not swear, verbally threaten, or use offensive language
- Students will remain out of garden beds, off fences and generally care for school property
- Students may use furniture and classroom items with an attitude of gratitude and refrain from defacing or otherwise damaging such items

In the Classroom

- Students will arrive to school on time
- Students will greet their teacher at the door with a handshake and close the day similarly
- Students will remain in the classroom/bounds unless permission is given to leave
- Students will eat snack/lunch sitting down
- Students are expected to complete homework
- Students will walk inside school building and on the way to field
- Students will remain silent when a teacher or another student is talking in class. Students will raise hand to signal that they wish to contribute to class discussion unless otherwise instructed
- Students will leave toys, trading items, electronics, or other play objects at home or in backpack to be used outside school time

Outside the Classroom

- Students will refrain from using bikes, scooters, skateboards, etc during school hours. Outside school hours helmets must be worn on school property.
- Students may climb designated climbing trees only, up to a maximum of marked boundary
- Sticks and pieces of wood may be used in constructive play only, children may not use such items as weapons

- Students will follow leading teacher to and from fields. Students will walk mindfully and respectfully on sidewalks and in crosswalks
- Students may not throw rocks, sticks, pine-cones, snow balls, dirt, sand or other items
- Students may not enter the school building during recess or before/after school hours without permission
- Students will remain within identified school boundaries on school grounds and at the fields during recess, class time, or festivals

Behavioural Guidance

ECE: Many children experience social situations for the first time at this age. These new situations may include rules/guidelines/norms that are different from those experienced at home. This early experience is full of opportunity to learn to communicate needs, develop empathy, and develop self-awareness and self-regulation. While respecting each child's individual journey, and out of their understanding of child development, teachers guide students through the intricacies of the social life of the school day. In early childhood, academic progress is measured by the ability to successfully participate in the activities set out by the teachers. When teachers notice behaviour that is negatively affecting the social climate of the group the Student Support Plan Protocols will be enacted.

Grades: Each child is respected as a unique individual who is part of a social community. The goal at CVWS is to ensure that each child accepts support from outside influences (parents and teachers) to develop inward faculties of self-awareness and self-control, that support the unfolding of healthy individuals. CVWS seeks to support the development of empathy, compassion, communication, and responsibility in our students. Expected behaviour for Grades students is

outlined in our code of conduct. When teachers notice behaviour that is negatively affecting the social climate of the group and/or breaches the Code of Conduct, the Student Support Plan Protocols will be enacted.

STUDENT SUPPORT PLAN PROTOCOLS

The student support plan is designed to support students who have behavioural or academic needs outside the expected developmental range for their age/grade level and/or when behaviour is negatively affected the child/class. Additional support for academic needs is described more fully in the Additional Support Needs Policy. There are three Student Support Plan Protocols that teachers will use in response to need.

SPP: Redirect – teacher will redirect negative behaviour by redirecting student to positive behaviour. This will be a reset within or outside the classroom.

SPP: Observation – when teacher notices a pattern of negative behaviour they will determine an observation period during which a plan to support the child moving forward will be created.

SPP: Critical Incident – when teacher notices consistent negative behaviour that threatens the safety of the child/class/teacher the child will be removed from the activity. Teacher will determine if next steps are necessary such as SSP – Observation or a Behaviour Guidance Plan.

Behaviour Guidance Plan – this is put into place as needed and is an individualized guide to supporting a child whose behaviour has been determined to be negatively affecting the child/class/teacher and/or is a safety concern.

Dress Code

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 the importance of warmth, comfort, neatness, simplicity and a scent free environment and ask that the students 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.
- No heavy dangling jewelry including earrings and necklaces.
- No makeup.
- Scent free.
- We respectfully ask that students' indoor clothing, lunch bags and athletic wear be free of logos.
- Media influenced and visible branding on clothing is not allowed when images are larger than fist size.
- Any images or slogans should not be scary, disrespectful, offensive or overtly distracting (at teacher's discretion).
- Spaghetti straps (less than two fingers-wide), halters, and midriff baring clothing are not appropriate for school.
- Skirts and shorts should fall to the student's fingertips when standing.

- To allow for safe movement and various physical activities clothing should be reasonably sized for the student (at teacher's discretion)
- Hats and hoods must be removed indoors.

WET/COLD WEATHER - GRADES

Wet weather clothing (boots, raincoat and a hat) is required on rainy days. Unless it is absolutely pouring, all children go outside at recess and lunchtime. 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 essential.

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

CLOTHING - PRESCHOOL & KINDERGARTEN

Children must arrive in rain pants. 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.

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 backpack 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.

If a student is found to be using their cellular devices during school hours, the phone will be confiscated and given to the parents at the end of the day.

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 to school, it must be tied up outside fenced areas.

Food

LUNCHES

We ask that parents pack a wholesome, nutritious lunch for their child with a minimum of 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.

PRESCHOOL & KINDERGARTEN SNACKS

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.

Food Allergies

Our School is a Peanut-Free Zone

We have students in the school with severe life-threatening allergies (Anaphylactic reaction) to **peanuts**.

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

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

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

Attendance & Absences

ATTENDANCE & TIMELINESS

Parents are expected to ensure their child's 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 the morning rhythm provides, often setting the course for the day.

The rhythms of daily, weekly, and seasonal cycles are important to the wellbeing of the child. In our school, subjects are taught in blocks and are often built 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 phone the office by 9am** to inform the school of the child's absence. If sickness continues, parents must notify the office of ongoing absence. If your child must leave the school grounds early for an appointment or other reason, please notify the teacher.

PLANNED OR PROLONGED ABSENCE

If circumstances necessitate a prolonged absence (3 or more days) other than due to illness, please inform your teacher and Administration as soon as possible. We request that you plan vacation time around school holidays.

While on a prolonged absence (3 days or more) we ask that you consult with your teacher on a plan to complete work covered during this period with your child. This may be in the form of an alternate independent work project or completion of classroom content.

If you do not communicate with your child's teacher and complete the requested tasks, your child will be marked as an unexcused absence. *If the total unexcused absences places your child below 650 hours of instruction between the start of school and May 15, as required by the Ministry of Education for funding purposes, **you will be charged the difference between the full funding grant per student and the prorated grant received for your child.***

Health & Safety

Student Illness Policy

If your child is ill, please keep them at home. Children returning to school after an absence due to illness may not be accepted if they exhibit symptoms not limited to:

- fever
- excessive coughing
- rashes
- lice
- excessive running nose
- fatigue
- conjunctivitis

These symptoms can limit the child's ability to fulfill the normal expectations of a student in a classroom. As well, children exhibiting symptoms such as these can transfer illness to their classmates, their families, the faculty and staff and the greater school community. Children developing symptoms such as these while at school may be sent home. If a child develops a fever above 37.8 C (100 F) the parent will be called to pick them up. Children who experience high fevers may not attend school until 24 hours have passed since the fever has abated. Children who experience vomiting or diarrhea may not attend school until 24 hours after the last episode. All decisions regarding illness and the classroom will be made by the class teacher, with the health of the whole community in mind.

Smoking Policy

Comox Valley Waldorf School does not allow the use of tobacco products, including vapours, on the school grounds or at any school function that is held on or off school property.

Lice Policy

The school does not have the authority to refuse a child's attendance for reasons of lice. Comox Valley Waldorf School recognizes lice as a nuisance that can spread quickly and takes the following steps to eliminate it when it is present:

- Parents are asked to report any instance of lice to their child's teacher
- Teachers will recommend that the child receives lice treatment
- Teachers will inform Administration that lice is present and Administration will notify the parents of affected classes (including siblings) by email and ask them to check their children and report it to school if lice is found.
- If lice is found in kindergarten or preschool, teachers will remove shared items
- If further cases are reported, Administration will notify parents that voluntary head checks will be conducted at school and parents notified by the class teacher

From the Health Link BC Website:

Head lice can affect anyone and are most common in the 3-11 year old age group. Head lice are annoying and may cause itching, but they do not cause disease. Reactions to head lice can subject children to teasing, bullying and isolation. For these reasons, head lice infestations should be treated.

Current research shows that school exclusion, early dismissal and no-nit policies do not prevent or control head lice infestations. In fact, these practices further stigmatize children, erode their self-esteem and interfere with learning. No-nit policies in schools and daycares are discouraged by the Canadian Pediatric Society.

Home Life

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

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

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

Extra-Curricular Activities

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

Electronic Media & Television Expectations

Exposure to news stories, television, videos and other visual media including computer games, can significantly interfere with the educational work of the school. Waldorf education seeks to nourish and develop each child's creative capacities. The young child's ability to imagine is crucial to the development of creativity. This capacity to imagine is compromised by media images and television. In the process, the child is also taught a passive relationship to the world.

Children are also exposed to content that is inappropriate for their age. Recent studies are questioning the effects of television watching on the nervous systems of growing children, on healthy social development and its adverse effect on learning.

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

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

Fourth grade and up: Ideally no television or video games during the school week, especially in the morning before school. Avoid cartoons and programs that are vulgar, over stimulating and those that feature violence.

For further reference, please watch [THIS VIDEO](#) and/or read [THIS ARTICLE](#).

Parent Drivers

Parents who volunteer on a regular basis in the classroom, who drive other students than their own child for fieldtrips or who attend overnight field trips will be required to have a Criminal Record Check on file at the school. Volunteer field trip drivers will also need to provide a driver's abstract and a copy of their insurance. **Please call ICBC at 1-888-715-7775 and have ICBC email Marussia a copy of a driver's abstract to marussia.n@cvwaldorf.com**

Organizational Structure

Diagram of the Three Fold Social Order at Saltwater Waldorf School



Comox Valley Waldorf School expressed its desire to adopt a Mandate system. In so doing, it is helpful to understand the Threefold Social Order in order to recognize in

which context decisions are made and in which context decisions are not appropriate. Membership on the Mandate Committees must be a mix of employees, Board members and Parents, where all members are subject to the Mandate Agreement

- *Spiritual Realm*, where the focus is pedagogy and the self-actualization of teachers (reflected in faculty meetings, child study, parent/teacher meetings).
- *Resource Realm*, where the school’s mission is exploring the requests of parents, teachers and students, making sure they are in line with the school’s current objectives (reflected in airing wishes or needs, fundraising, strategic planning).
- *Human Realm*, where decisions are made. The Human Realm creates mandates and encompasses the decision-making bodies. In a republic, we are all equals who are tasked with caring for a specific sector. Mandate Committees must be a mix of employees, Board members and Parents, where all members understand the Mandate Agreement. We trust the members of each mandate group to make decisions in the best interest of the school, given its mission and objectives.

Mandated Committees

These groups are mandated to make decisions on behalf of the Comox Valley Waldorf School Society.

Finance Committee

Human/Decision Making Realm

Mandated by: Board

Mission: To ensure integrity of the finance reports/statements. To manage financial challenges along with the Board and Faculty when necessary.

Committee Composition: Office Administrator, Director of Education, Bookkeeper, and Board Treasurer plus two other members, ideally a faculty member and a parent.

Chair or Reporting Individual: John Milligan (Board Treasurer)

Current Members: Sarah Chase (Bookkeeper), Marussia Nesling (Administrator), Rebecca Watkin (Director of Education)

HR Committee

Spiritual Realm

Mandated by: Faculty and Board

Mission: To manage unresolved conflict and grievances filed against any part of the school.

Committee Composition: Director of Education, Faculty member, one or two board members and one additional teacher when needed. Ideally both grades and ECE are represented on this committee. HR professional or mediator may be asked to join meetings when appropriate.

Chair or Reporting Individual: Position will be rotated among members

Current Members: Rebecca Watkin (Director of Education) Cheridy Whipp (ECE), Christine Farrell (Board Director), Lucie Hawesova (Board Director)

Revenue Building Committee

Resource Realm

Mandated by: Faculty and Board

Mission: To increase and diversify revenue streams and develop ongoing financial stable support for our school through donor fundraising drives, events and grants: to raise capital for special projects such as building and land acquisition; and to strive with innovation and enthusiasm to attract abundance to the school: abundant finances, abundant human connection, and abundant creativity.

Committee Composition: Board members, School Administration members, and parents. Other interested members are enthusiastically welcomed to attend meetings and may request to join the committee or may be asked to join.

Chair or reporting individual: Bobby Boyd (Board Director)

Current Members: Lucie Hawesova (Board Director), Jen Irwin (Faculty Director),

Promotional Committee

Resource Realm

Mandated by: Faculty and Board

Mission: To raise the profile of Comox Valley Waldorf School within the local community, adjacent area, the world and to build the enrollment of the school.

Committee Composition: Office Administrator, representatives from Faculty, Board and Parent Body. Additional members may request to join the committee or may be asked to join.

Chair or reporting individual: Marussia Nesling (Administrator)

Current Members: Marussia Nesling (Administrator), Lucia Perez (Faculty), Tanis Gower (Parent), Eric Alexandre (Grandparent), Christine Farrell (Board Chair)

Building & Maintenance Committee

Human/Decision Making Realm

Mandated by: Board

Mission: The committee has oversight responsibility for the security, good condition and proper operation of the physical facilities of Saltwater School

Committee Composition: Board Directors, Administrator, building owners and parents.

Chair or reporting individual: Bobby Boyd (Board Director)

Current Members: Marussia Nesling (Administrator), Aaron Dowker (Parent), Eric Alexandre (Hemlock Building Owner)

School Board

Human/Decision Making Realm

The financial and legal operations of the School are carried by the Board of Directors of the Saltwater Education Society.

Mission: To support the vision and mission of Comox Valley Waldorf School in its goal to provide Waldorf Education

according to the principles of Anthroposophy set out by Rudolf Steiner.

Committee Composition: A minimum of five members made up of Faculty, Staff, Parents and Community Members. The Board is comprised of a Chair, Vice Chair, Treasurer, Scribe and Directors.

Chair or reporting individual: Elected Chair

Frequency of Meetings: The board meets once per month

Current Members: Christine Farrell (Chair), John Milligan (Treasurer), Marussia Nesling (Secretary), Bobby Board (Director), Lucie Hawesova (Director), Rebecca Watkin (Director), Jen Irwin (Director)

Parent Group

Resource Realm

The Comox Valley Waldorf School Parent Group presents parents with ongoing opportunities to become engaged in the school community through meaningful participation that enriches and strengthens the life of the school. All parents who have children registered are automatically members of the parent group. Attend every meeting or when you can – the parent group seeks your input and grows in capacity with your involvement.

Mission: To foster a vibrant and creative school community.

- We endeavor to organize and facilitate fundraising activities, community building activities and annual faires.
- We strive to be informed of the school mission and the guiding principles of Waldorf education.
- We elect a Parent Council to review submissions and allocate funds raised for school community activities and student equipment.

Committee Composition: Chair, Treasurer, Secretary and all parents with children registered at Comox Valley Waldorf school.

Chair or reporting individual: Christine Farrell (Elected by the group)

Current Members: All parents/guardians of children at Comox Valley Waldorf School are members. The elected Parent Group Executives for the 2019-20 school year are: Christine Farrell (Chair), Sarah Chase (Treasurer). Currently seeking a Secretary.

2019-20 Faculty, Board & Committee Members

Faculty & Staff

Director of Education	Rebecca Watkin
Faculty Director	Jen Irwin
Admissions & Enrollment Administrator	Marussia Nesling
Bookkeeper/Finance Administrator	Sarah Chase
Parent & Child	Leah Herman
Preschool Teacher	Lucia Perez
Preschool Assistant	Jumana Adamjee
Kindergarten Teacher	Cheridy Whipp
Kindergarten Assistant	Vanessa Simmonds
Class One Teacher	Eva Bubb
Lower Grades Teacher/French	Francesca Cogorno
Middle Grades Teacher/Music	Jen Irwin
Upper Grades Teacher/Handwork	Amy Wells
Art/Gardening Teacher	Larissa McLean
Movement/Woodworking	Ryan Shelly
Learning Support	Samantha Mikitka

Board

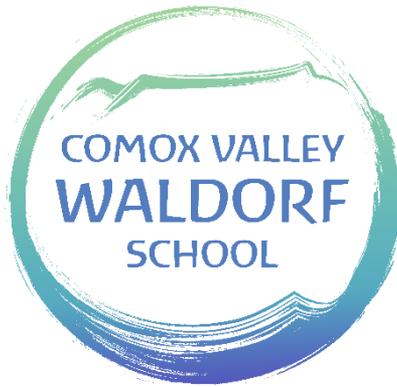
Chair	Christine Farrell
Treasurer	John Milligan
Secretary	Marussia Nesling
Director	Bobby Boyd
Director	Lucie Himmelova
Director	Rebecca Watkin
Director	Jen Irwin

Standing Committees

Revenue Building Chair	Bobby Boyd
Promotional Committee Chair	Marussia Nesling
Human Resources	Christine Farrell
	Lucie Himmelova
	Cheridy Whipp
	Rebecca Watkin
Building Maintenance/New School Location	Bobby Boyd
Finance Committee Chair	John Milligan
Parent Group Chair	Christine Farrell
Parent Group Treasurer	Sarah Chase

“The heart of the Waldorf method is the conviction that education is an art - it must speak to the child’s experience. To educate the whole child, his heart and will must be reached as well as his mind.”

- Rudolf Steiner



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