

# PARENT HANDBOOK

**Welcome** to the Vancouver Waldorf School.

Our Parent Handbook is designed to help you navigate your way into and through the life of our school community. A Waldorf school differs from other educational institutions in significant ways. Parent involvement and understanding of our objectives are vital to the fulfillment of our school's mission and contribute to a vital and meaningful community.

The information contained in this handbook is aimed at clarifying school policies and provides information about Waldorf education and the distinctiveness of our school.

Please refer to the information contained in this handbook as situations arise, and do not hesitate to contact us. We will be happy to assist you in further understanding Waldorf education and the Vancouver Waldorf School.



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# VANCOUVER WALDORF SCHOOL

## Introduction

The Waldorf school movement is the largest independent school movement in the world with over 900 schools worldwide and 1200 kindergartens throughout North America. The Vancouver Waldorf School (VWS) started in 1969 with a kindergarten, adding Grades One and Two in 1971. In 1976, the school moved to its present location on St Christophers Road. The High School was added in 1980, with our first graduation in 1984, and in 2004 we opened our Early Childhood Centre

Waldorf education, founded in 1919 by Austrian philosopher, scientist, and educator Dr. Rudolf Steiner, supports the full and harmonious development of intellectual, emotional, and practical capacities in growing children.

Dr. Steiner's worldview, based on his insights into human nature and human destiny, is called Anthroposophy. Also referred to as Spiritual Science, it takes as its fundamental premise the principle of human beings as threefold spiritual beings. This understanding is central to our pedagogy and to our view of the developing child and is at the very heart of the Waldorf curriculum. Dr. Steiner contributed equally significant ideas and new methods in economics, medicine, agriculture, architecture, religion, sciences, social sciences and the arts. For more information and links to other websites about Waldorf Education, please visit [www.whywaldorffworks.org](http://www.whywaldorffworks.org).

## Organizational Structure & Governance

The Vancouver Waldorf School operates with a threefold governance structure, organized based on a living systems approach to management guided by the same principles that underpin the unique Waldorf approach to human and child development and education. In essence, it is a departmental model of management with a Pedagogical department, a Financial/Legal

department, and a Community & Resource Development department, each with its own administrator and support staff. The administrators include the Pedagogical Administrator, the Business Administrator, and the Development Administrator, who together form the Administrative Circle. This group oversees and monitors the day-to-day operations of the school and manages any urgency that might come up from time to time. Each of the three departments is responsible and accountable to one of two VWS governing bodies; the Pedagogical department is accountable to the Pedagogical Carrying Group (PCG) and the Financial/Legal and Community & Resource Development departments are accountable to the Board of Trustees (Board).

### Pedagogical Department

The Pedagogical Carrying Group (PCG) is responsible for the development and delivery of a high standard of Waldorf education; members are teachers that meet specific criteria and are appointed by the full faculty circle. There are three PCG mandated committees, Human Resources, Program and Curriculum Development, and Practical Needs, staffed by the entirety of the school's faculty. Decisions are made in these groups based on feedback from the various levels of faculty and are approved for implementation by the PCG.

The Pedagogical Administrator (PA) is accountable to the PCG and serves as Chair of this group. The PA oversees and administers to the work of the committees of the PCG.

### Financial/Legal Department

The Board of Trustees is the management body that ensures that the school is managed in a financially and legally responsible manner by tracking and overseeing the yearly budget, ensuring that the governance structure is effectively serving the delivery of the education while adhering to the philosophical principals, and ensuring that the laws of society are adhered to in the employment of staff and in

the operation of the school. The Board also facilitates the creation and updating of a strategic plan that enables development activities to provide the necessary human and financial resources to best serve ongoing development and delivery of the education. Members of the Board are nominated and appointed by the Vancouver Waldorf School Society (Society). The Society is comprised of faculty, staff, parents and friends of the VWS who support the philosophical underpinnings of the education and Rudolf Steiner's spiritual world view of society, and have an interest in ensuring the effective financial, legal, and structural operation of the school.

The Business Administrator administers to the work of and is accountable to the Board of Trustees, and ensures that the operations of the school are carried out with fiscal, legal and moral responsibility and professional decorum. She/he also ensures that the school utilizes appropriate processes and protocols, and that communication, documentation and record keeping is adequate, protected and confidential where required.

### **Community & Resource Development Department**

The Board of Trustees currently has a dual management responsibility at the VWS; alongside fiscal responsibility it holds responsibility for Community and Resource Development (Development). Development activities generate financial and human resources and nurture community life and relationships.

It is in this Development function that the parent body can find its place in supporting the school in accomplishing its mission. An important working group in the Development department is the Parent Council, which nurtures the social life of the community and facilitates parent participation in service to the school's mission.

The Development Administrator leads and directs activities in Development and is accountable to the Board of Trustees.

### **The Administrative Circle**

The three departments are closely interconnected through the work of the three administrators, who meet regularly to ensure the smooth and effective day-day operation of the school. The Pedagogical Administrator sits as an ex-officio member on the Board of Trustees, and the Business Administrator and the Development Administrator are ex-officio members of the Pedagogical Carrying Group. The interconnectedness of these working groups provides the basis for a healthy Vancouver Waldorf School – a school built on a community of like minded individuals committed to Waldorf Education as a vehicle for healthy human development and positive social change.

### **Communication**

The Vancouver Waldorf School has an open communication policy that encourages collaboration and cooperation between parents, teachers, and administrative staff. We recommend that issues pertaining to your child's teacher(s) be brought first to the teacher(s). You may also direct any and all questions pertaining to your child's education or your experience of the school to the Pedagogical Administrator, who will ensure that your issue is directed to the appropriate person or group and that it is addressed within a reasonable timeframe. The school's three administrators, in collaboration with the Pedagogical Carrying Group and the Board of Trustees monitors issues and ensures that all questions and concerns are dealt with promptly and respectfully.

### **The Bulletin**

The *Bulletin* is the leading school publication, highlighting developments made in all areas of school life. The Updater is a shorter publication that includes announcements and a

marketplace section for the VWS community. Reading these publications is an excellent way to stay connected to the school beyond your own child's class. We strongly recommend that all parents read the *Bulletin* and *Updater* as a way to stay abreast of all community events, developments, and new school projects.

### **Renewal**

*Renewal* is a publication of the *Association of Waldorf Schools of North America*, and is published twice yearly. All families receive a yearly subscription to *Renewal* magazine. Reading *Renewal* places the VWS in the perspective of Waldorf education in North America and in the world, and offers information and in-depth insights about curriculum and child development that are of great support to parents and staff alike.

## **Policies and Procedures**

### **Tuition Fees**

Your tuition amount covers all expenses related to the delivery of Waldorf education for all of the children attending the VWS. Fees paid as part of tuition cover the cost of extra-curricular expenses for class trips, most classroom supplies, flutes or recorders, gym strips, eurythmy slippers, purified water, snacks and lunches for the Early Childhood programs. You will not incur any fees beyond your tuition payment with the exception of the requirement to pay for or purchase musical instruments other than flutes/recorders, some handwork and high school supplies, school-sponsored extra-curricular programs and activities, food for multi-day class trips, ESL tutoring, and remedial tutoring. Fees paid with tuition also cover a spectrum of community development activities hosted for children and their families. Our approach to tuition and fees at the VWS is community oriented, rather than child-centric. This means that all costs related to the delivery of the curriculum are divided equally amongst all students of Preschool through Grade

Twelve, rather than charged to each student according to the particular needs of the grade they attend. This tuition structure, paid over a twelve month period beginning in May, helps realize one of the core values of Waldorf Education – creating a community of caring adults who support the education for all attending children.

### **Partial Program Tuition Policy**

The Vancouver Waldorf School offers an adjusted tuition based solely on financial need. A student who is attending the school on a conditional enrolment which asks that she/he attend only partial days is still required to pay the full tuition. This applies also to students who are registered in other programs which necessitate that they attend half days at our school. This policy is in effect for the following reasons:

- 1) Students are full members of the class whether or not they attend full time, and their space is held both physically by the school, as well as socially by the class and teacher even when they are not there. It is still their desk, chair and cubby, and they are never felt to be partial members of the class.
- 2) The school carries the same financial cost for these students whether they attend full days or not. In fact there are often additional resources required to carry students that are conditionally enrolled, in the form of remedial work, more parent/teacher meetings and extra administrative time put into conditional acceptances.
- 3) The conditional enrolment is put into place in order to best serve the needs of that student. It is not meant to be punitive in any way. It is important that we are able to look at education not as a purchase that we make, but as a gift that we give to our children

### **Admissions**

The VWS offers programs to children from Preschool to Grade Twelve. The VWS admission process has been designed to be

simple and clear and our friendly and professional staff are happy to serve you. You are welcome to contact our Director of Admissions at (604) 985-7435 extension 200 for all enquiries and additional information.

### **Tuition Adjustment (TA)**

Not all families are able to meet the base tuition requirements, and we pride ourselves in offering a generous TA. The TA Committee typically reviews and processes requests during the admissions process. If financial circumstances change during the course of a school year, families may apply for an adjusted tuition at that time. Please contact our Director of Admissions for more information.

### **Government Grant**

Under the Independent School Act of 1989, the VWS receives a percentage of the average operating cost per pupil allocated in our local school district's public schools for every qualifying pupil in Kindergarten through Grade Twelve. At this time, the VWS tuition and fees cover approximately 70% of our operating and community development expenses, with the remaining 30% generated through fundraising and government grants.

Absenteeism other than illness or medical appointments (unexcused absence) impacts the school budget significantly because inadequate attendance means that the school loses part of its government grant. Students who incur unexcused absences that would disqualify them from full funding, may at the discretion of the school be billed for the resulting lost funding if no excusable reason for absence is provided.

We strongly recommend that you do not extend your holidays to include a Friday or a Monday in order to secure adequate attendance.

### **Safety**

Our students' safety is as important to us as their education. We take great care in ensuring that

our playgrounds are sound and safe, and all our equipment is carefully maintained and adequately supervised. Our main area of concern regarding safety is our parking area. Please read our parking guidelines carefully and commit to abiding to our parking rules. These are in place to protect all children from potential harm.

### **Parking Guidelines**

In general we support that whenever possible students walk or bike to school. Even those that are brought by car can be dropped off several blocks from the school and walk the rest of the way. This can greatly enhance the educational experience for your child. If you do need to drive to the school, please read carefully and make a commitment to our students' safety by pledging to abide by these guidelines.

### **Drop off and pick-up at Grade School**

There are two areas where you may safely stop to drop-off and pick-up your children: along the widened access road in front of the Grade School and in the designated lane on St. Christophers Road bordering school property. **If you are picking-up or dropping-off, please use these lanes only.**

Early Childhood and Grade One parents who need to accompany their children to class are asked to park on the streets neighbouring the school and walk their children to class.

**Note:** The access road alongside the school is also a fire access lane. Unattended cars blocking the marked fire access spots may be towed, by regulation of the Fire Department.

- Do not use the driveway portion of the access road for drop-off and pick-up.
- Do not leave your car unattended at any time while in the drop-off/fire access lanes.
- Observe the *No Parking* signs in the drop-off lane as this is an emergency vehicle lane.
- Exercise EXTREME CAUTION at all times in the parking area as children may cross at any time.

- Do not park behind the garbage container. Parked cars in this area block the flow of traffic. In addition, a car blocking access to the bin will result in uncollected garbage.
- Do not park in front of the entrance to the play field between the *No Parking* signs. This is a FIRE TRUCK ACCESS LANE.
- Please encourage your children to use the stairs at the cedar tree and use the marked crosswalk to enter and exit the school. Support us in discouraging the walking in and out the driveway entrances and of course from walking through the landscaped rockery planting.
- We are much indebted to our neighbours for their patience with the extraordinary volume of traffic created by our school. Please respect their boundaries.

### Transportation

The Vancouver Waldorf School operates a school bus which transports students daily from Vancouver. For information regarding routing and cost, please contact our main office at (604) 985-7435.

If your children are involved in car pool arrangements, please ensure that they and their teachers know who will be picking them up on a daily basis. All travel arrangements must be made in advance. **Report all unexpected changes to the main office at (604) 985-7435 before 12:30 pm** so that your children and their teachers can be informed. The end of the school day (classes in the Grade School end at 3:00 pm and classes in the High School end at 3:05 pm) is an extremely busy time in the office. **All messages for your children should be left prior to 12:30 pm, except in emergencies.**

### Earthquake Procedures

- Teachers are responsible for holding regular earthquake drills in their class. Each classroom is equipped with an earthquake kit containing items such as water, compressed food, plastic garbage

bags for shelter, flashlight, a first aid kit and labels.

- The North Shore Municipalities have advised us that we are to be self-sufficient for 48 hours following a major earthquake. We have followed their instructions and prepared an inventory of community resources, including: ham radio operators, cellular phone owners, people with reserves of food, blankets, cooking facilities, trained first aid attendants, doctors and nurses.
- If you live or work far away from the school we recommend that you make arrangements with someone who lives near the school to accommodate your child until you can pick him/her up. **Please note this arrangement on your child's medical form.**
- Children will be released only to their parents or a person designated on your child's medical form. The release station will be in the office or at a clearly indicated location on the school property.
- Please **do not phone the school.** Functioning phone lines need to be kept available for emergency calls.
- Please **do not immediately drive to the school.** Functioning roads must be kept clear for emergency vehicles.

### Health

If students are feeling unwell we request that they remain home until fit for school, and that we be informed of their absence immediately. Students who experience high fevers should not be sent back to school until 24 hours after the fever and any accompanying symptoms have abated. **A child's general medical care is the responsibility of the child's parents. We do not offer routine medical check ups and do not arrange for children to be inoculated.**

Sick beds are available in our main office and are reserved for temporary use only. First aid is administered by qualified staff members. Students who are not well enough to attend

lessons or those who have sustained an injury requiring further care will be returned to their parents' care as soon as possible.

### **Communicable Diseases**

If a student has been diagnosed with a communicable disease (as per Public Health Act, Schedule A) please keep him or her at home until they are no longer contagious (follow your doctor's instructions) and let us know immediately as it is important for us to communicate the presence of such communicable diseases to other families.

### **Injuries**

Under the Community Act (Section 45), faculty and staff members are required to report to the Ministry of Social Services any unexplained injury to a child. Please let your child's teacher know if your child has sustained or is suffering from an injury.

We will contact parents immediately in case of an injury suffered at school requiring medical attention. However, it is not always possible to reach families. In that case, if it is necessary, we will accompany the student to the hospital. **It is absolutely essential that you keep our main office up to date regarding any changes to your daytime contact numbers and your child's pertinent health information, including current physician contact information, medical numbers, medications, and allergies.**

### **Medications at School**

If your child requires regular medication, we request that you bring to our main office a **clearly labeled two day supply accompanied by a letter of permission from your doctor** allowing us to administer the medicine, in preparation for an earthquake or other emergency.

Any medicines or remedies may be given by the teacher only with a permission form signed by the parent.

### **Head Lice**

If you identify head lice on your child, please tell the teacher immediately so we can inform other families. Head lice are very common in all school settings and are not an indication of hygiene, lifestyle, or any other circumstances. Please do not hesitate to inform us if your child has head lice. We simply request that you treat your child adequately and keep him or her home until all lice and nits have been removed. Conversely, if head lice are discovered in your child's class, you will be notified at that time. In any case, the school's policy follows the regulations of the Health Department.

## **Parent Participation**

### **Highlights**

In the past ninety years, Waldorf schools around the world have demonstrated the crucial importance of sustained parent involvement in building vibrant, forward thinking, and sustainable school communities. At the Vancouver Waldorf School parent participation in school life is essential to the health and growth of our school and plays an important role in creating a community of support for children, teachers and parents.

There are many ways for parents to contribute and find ways to get involved that are aligned with your interests and the time you have available. Taking a genuine interest in your child's school life, supporting his or her enthusiasm and effort in school work, attending Parent Evenings, volunteering in various ways in support of the school and participating in the many community social events will have a profound and lasting impact on your child's life.

### **Attendance**

As a parent, you are expected to ensure your child's uninterrupted and punctual attendance at school. Within the context of a curriculum fundamentally informed by rhythm, arriving late is very disruptive to the class. Our main

lessons are taught by blocks of three to four weeks, and the content is not easily assimilated if missed. We therefore request that the students do not miss school for personal reasons such as medical appointments or family vacations. Please discuss any extraordinary circumstances with the Class Teacher or Guardian in advance of possible absences.

In particular, Saturday festivals, evening events, and overnight trips are an integral part of the VWS curriculum. Please carefully note all extraordinary events on the school calendar, and plan your schedules in full cognizance of the impact your personal plans may have on your child's integration, success, and well-being in his or her class.

### **Home Life**

There is much you can do at home to enhance, support and complement your child's experience in school. Our task is to provide our students with a rich and fulfilling academic, artistic, and social environment that prepare them well for the future, and to provide you with the security of knowing your child is in a warm, safe, and caring school environment. We encourage you to speak with your child's teachers to reaffirm or discover ways in which you can support the rhythms and positively contribute to the physical and social environment of your child. You will also find extensive information and resources in our Parent Library, as well as many excellent books and pamphlets relative to your child's age and phase of growth in *Renewal* magazine. We hope you will find comfort and inspiring guidance in the wealth of experience conveyed in these publications.

In addition, it is important for the teachers to be aware of significant changes in your child's home life, such as illness, parent's absence, need for medication, or a move. This information will help the teachers give the adequate support necessary in periods of transition.

### **Electronic Media and Television**

Waldorf education seeks to nurture and fully develop each child's imaginative and intellectual capacities. Young children's living imagination is essential to their future intellectual development.

Current brain research now tends to confirm what Waldorf education has been suggesting for decades: that the capacity for imagination is severely impaired by repeated exposure to media images and television, and that the potential for negative impact on the nervous system of developing children could be a contributing factor in the substantial increase of learning disabilities.

In addition to potentially inappropriate content for young people, television watching and video games also impact children in their relationship to the world by providing them with a passive experience, in direct opposition to our school's fundamental gesture of lively and conscious participation in the world. Over the past 40 years, we have observed that exposure to television, videos, computer games and other visual and sound recordings significantly interfere with our educational work.

As Vancouverites, we are very sensitive to the fact that many of our parents are involved in the production of a variety of media and fully respect both the activity and its contribution to our world. However, we would like to invite you to consider the possibility of such negative impact on young people and to please consider the following suggestions, born of many years of experience in the classroom. Do not hesitate to contact your child's teacher to obtain detailed information and his or her personal observation of your child as it pertains to media exposure.

We prefer for young children to be protected from exposure to television, videos, audiocassettes or computers. We have observed that they are not able to cope with the sense impressions generated by these media, as well

as a correlation between viewing and nervousness, inability to concentrate, anti-social behavior, a dimming of the imagination and a general passivity. The younger the children, the more vulnerable they are to these effects.

- Preschool through Grade Three: no television or video games.
- Grade Four and up: no television during the school week, avoid cartoons and programs that are over-stimulating and those that feature violence.

### **Party Invitations**

If your child wishes to invite all of the children in his or her class, you are welcome to distribute party invitations at school. However, if invitations are selective, we ask that you extend them away from school. When choosing invitations that will be distributed in school we request that you refrain from using cards that feature cartoon characters and superheroes.

### **Lost and Found**

A Lost and Found box is in the hallway at the Grade School campus near the woodworking room. All contents are given to charity at the end of every term, so make sure you check the Lost and Found box for your child's belongings. Labeling your child's coats, sweaters, hats and boots will go a long way in securing their return to your home.

### **Communication with Teachers**

In addition to Parent and Teacher interviews scheduled in the fall, Parent Evenings are held once a term. These evenings are designed to strengthen the fabric of the class by presenting a picture of the dynamics and current school work as it relates to the particular stages of the student's development. You have the opportunity to understand your child within his or her class context, and your participation to all Parent Evenings ensures that you are kept abreast of class projects and events, and of your child's participation. We strongly recommend that you attend all scheduled Parent Evenings. We know through experience that your child's

school year will be much supported by your attendance.

### **Parent Responsibilities and Obligations**

In signing the contract with the school the parents/guardians acknowledged that it is their responsibility to be aware of and support all school policies and protocols as written within this handbook and the faculty policies and procedures. Parents who are not supportive of the school's mission, goals, policies and protocols with special attention given to our Code of Conducts, Discipline Policy and/or Behaviour Management Policy (ECE) may be asked to withdraw their child(ren). The Pedagogical Carrying Group may unilaterally terminate the student's enrolment, immediately upon written notice to the parents, in the event the student does not successfully complete the academic school year, or in the event that the parents actions undermine the work of the teachers or administration or in the event that their account balances are not kept current. There will be no refund or exemption from payment of monies in such cases. The Pedagogical Carrying Group's discretion will prevail.

### **Class Representatives**

Class Representatives provide a vital line of communication between parents and teachers at the class level and assist the Class Teacher in coordinating class activities, plays and trips. Class Reps. also welcome new families to the class and help ease the transitions of families into the daily life of the Vancouver Waldorf School.

Potential Class Representatives are approached by each Class Teacher at the end of a school year with a request to serve the school in this capacity. Class Representatives help to ensure timely and thorough communication to all parents. 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.

Class Reps are supported by the Class Representative Chair who is a member of the Parent Council. They meet as a group approximately once a term.

## Parent Council

### Highlights

The VWS Parent Council embraces the vision of a valued parent body actively engaged in the Vancouver Waldorf School community. Its mission is to be a portal for parent participation in the school's activities and day-to-day operations; put in action parents' strengths and interests in order to support creative activities designed to enrich the life of the school community; foster Waldorf Education by inspiring and facilitating adult learning opportunities; and create a bridge of communication between the VWS faculty and staff, and the parent body.

The VWS Parent Council adopts as its fundamental values a commitment to promote and work in synergy with the underlying principles of Waldorf Education. We have a commitment to generate, welcome and honour parents' participation in school life

The Parent Council is a place of initiative, collaboration, and social renewal. Parents who choose to participate in activities spearheaded by the school's Parent Council can have a profound impact on the school's social life, and participate in securing a living community for themselves and their children. You will find the contact information of the VWS Parent Council members in your school directory. Parent Council members will happily share with you their enthusiasm and their dedication for this essential work.

### Structure

The Parent Council is composed of parent volunteers who are willing and able to commit to a minimum of a one-year term. Parent Council meetings occur bi-weekly and regular communication occurs as needed via email,

phone or in person. The Parent Council works in close collaboration with the Development Committee and the Director of Development.

## School Cultural Life

### Assemblies

Assemblies are held at the beginning of every week in the Grade School. Beginning with a seasonal song and consisting of presentations of current work, poetry, Eurythmy, music, or a story, assemblies provide the student body and the faculty with a time to share and enjoy the work done by all during the month and to cultivate a sense of community and appreciation. A review of the previous weeks may be given and upcoming events are announced. Guests and new students are introduced. Assemblies conclude with a song followed by the verse (by Rudolf Steiner):

*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 Creation,  
In all that there is,  
In the width of the world,  
In the depths of the soul.*

An assembly is also held at the High School on Fridays, where a review of school and world events is brought to the students.

Festivals, assemblies and plays are an integral part of the life of a Waldorf School. They give students opportunities to confidently perform on stage and to become attentive listeners as part of an appreciative audience. Presentations are directly related to classroom study.

## **Festival of the Arts**

Whereas the purpose of our school assemblies is to nurture a sense of community and mutual appreciation in our student body, our Festival of the Arts is a public presentation of our students work from grades two through twelve. It generally takes place in March at Centennial Theatre in North Vancouver.

## **Festivals**

Festivals play an important part in Waldorf education. Throughout history, festivals have marked the rhythmical passing of time, reflecting nature's seasonal rhythms and cultural celebrations. They contribute to bringing shared consciousness and unity to community life.

The elements of festivals – light, food, song and story – speak deeply to children's imaginations. Our weekly school rhythm weaves into seasonal festivals to celebrate life in ways that help foster wonder, reverence and gratitude.

The Vancouver Waldorf School celebrates festivals which are primarily connected to the Christian calendar. In other parts of the world, Waldorf schools celebrate festivals that are relevant to their particular geographical and cultural context. However, we acknowledge and share other religious customs and celebrations enjoyed by our students' families whose participation helps make our festivals meaningful. Parents are welcome to keep their children home in observance of their own religious holidays.

As we enter into the preparation of our celebrations, you will find pertinent information in our school *Bulletin*. In addition, many books are available, many in our own Parent Library that give a deeper picture of the fundamental values underlying our activities. Please go to [www.whywaldorfworks.org](http://www.whywaldorfworks.org) for detailed information.

## **Waldorf Pedagogy in Grade and High School**

### **Highlights**

Waldorf pedagogy is truly unique. While careful attention to individual students' needs is widely brought forward as a mark of forward thinking and 'cutting-edge' pedagogy, Waldorf education has over 90 years of successful practice in this domain, and thousands of graduates worldwide to attest to the excellent results of its pedagogical orientation. The Waldorf curriculum is designed and subtly adapted to reflect our changing times in order to present students with each subject at a time and in ways that best awaken, nurture, and fulfill their faculties and capacities. Teachers present the subject matter in ways that suit the experience, abilities, and individual qualities of their particular class, while abiding by standards of excellence monitored and supported by virtue of the school's evaluation, mentoring and evaluation policies. In this way, the curriculum truly meets the individual and develops the capacities of each unique student.

A central aim of Waldorf Education is to harmoniously nurture all of a child's faculties to provide a foundation for initiative and moral strength in adult life. Each individual's physical, emotional, intellectual, social and spiritual needs are considered of equal importance, and the Waldorf curriculum combined with its unique teaching methods have nurtured young bodies, hearts and minds in the greater Vancouver area for over forty years.

From the sense of wonder of the toddler to the intellectual awakening and thirst for knowledge of the young adult, Waldorf education is designed to meet all stages of growth and development of children in ways both unique and proven.

## **The Main Lesson**

The Main Lesson is the heart of the school day for every student from Grades One through Twelve and lasts for approximately two hours, from the beginning of school to the morning recess. Class Teachers guide the students for a three to four week period through a concentrated exploration of a subject allowing them to become deeply familiar with it. The focused presentations and research combined with a wide scope of artistic activities, movement, and personal research enable students to deeply connect and to develop long lasting relations with the subjects studied.

Each school year comprises around ten Main Lessons providing a leading theme for each grade directly related to the phase of development of the students.

## **Reports, Conferences, and Parents Evenings**

Regular communication between parents and teachers is vital to the success of Waldorf education. Written reports are sent out twice a year in the Grade School and three times a year in the High School. Grade School mid-term reports are short and concise and longer narrative year end reports give a picture of the student's development, his/her strengths and weaknesses and areas of progress and potential for growth. Although these reports are comprehensive, they cannot replace regular meetings between parents and teacher for an objective review of the student's work and well-being. Parent/Teacher conferences are scheduled at such times as to enable most parents to attend. Please make sure to sign-up for a conference with your child's teacher. In addition to Parent/Teacher conferences, Parent Evenings are scheduled three to four times per year. The purpose of these evenings is to nurture parents' connection and understanding of the Waldorf curriculum and their child's work in the context of his/her own class. These evenings are an invaluable opportunity to share concerns and observations of a social nature with other parents of the same class, and to

bring questions and suggestions to both teachers and fellow parents. It is expected that all parents attend Parent Evenings.

## **Assessment of Student Development**

In the Grade School the progress of students is assessed through Main Lesson books, class work, quizzes, tests, oral presentations and reviews, and also assessed through reviews of their independent work. In the High School, students are assessed through both oral and written work including Main Lesson books, individual projects, essays, quizzes, and tests. A critique is given of the students' work in arts and crafts.

The Ministry of Education conducts tests annually for children in Grades Four and Seven as part of their Province-wide skills-based evaluation program. Individual scores are not published but are available.

## **Remedial Assistance**

Vancouver Waldorf School Students in Pre-School to Grade Twelve who have obstacles to learning that cannot be met within the classroom within the context of the Vancouver Waldorf School programs and curriculum may receive support through:

- A Remedial Assessment
- A Remedial Support Series
- A series of Therapeutic Eurythmy Series

Where ongoing support is necessary, such as continual tutoring or other therapeutic work, it is to be provided at the parent's expense.

## **Remedial Assessment**

All students are entitled to remedial assessment in school as per request by their teacher. Parents are notified when an assessment is to take place. Assessments typically include a classroom observation and up to three individual sessions with VWS remedial staff. Assessments may, on an individual basis, include additional consultations with parents or other educational specialists. Summary observations and recommendations are made

in writing and copied to the Class Teacher, the parent(s) or guardian, and the student's file.

Recommendations may include further educational assessment or specific tutoring or therapeutic options.

After the initial assessment, a further remedial assessment is not typically offered to the same student until a new developmental node is reached (i.e. Grades 3 and 7), or if there is significant change in areas in which support is needed.

If remedial help is recommended, the VWS will provide one Remedial Support Series. In some cases, sessions in Therapeutic Eurythmy may also be recommended, though a co-payment by the parent is required.

#### **Long Term Remedial Support**

If a student requires long-term or ongoing support beyond the sessions provided by VWS remedial staff, these additional costs must be carried by the family.

The school may also recommend other therapeutic measures. These may include Art or Music Therapy, Therapeutic Speech, or Therapeutic Eurythmy.

Academic tutoring may also be required. In some cases, families may also be requested to seek remedial advice and /or counseling services to support their child's educational experience. These costs must be covered by the parents.

If obstacles persist, the Class Teacher and the child's parents will work with the Remedial Specialist and the Pedagogical Administrator to create an Individual Education Plan to support the child's learning.

#### **Vancouver Waldorf School Discipline Policy (Grade and High School)**

The following Policy is intended to deal with issues that go beyond the corrections of class teachers, guardians and subject teachers in the classroom and during the school day.

#### **Detention**

If a student consistently fails to complete the assigned work or transgresses against the Code of Conduct, a teacher can assign extra time after school to complete and do work. As part of the ongoing support that we give to our students, contact with the parents will be sought when this happens.

#### **Discipline Support Group**

If a student consistently does not manage the given workload or if ongoing behavioural issues are having far reaching negative impact on the student and his/her class, the Class Teacher/Guardian in collaboration with Subject Teachers and the Pedagogical Administrator will form a *Discipline Support Group* and determine if a period of *Observation* is necessary.

#### **Observation**

The purpose of an *Observation* period is to develop a deeper understanding with the student, the teachers and parents regarding the difficulties and to support self-discipline and work habits in a positive manner.

During the *Observation* time a record of the student's behaviour with regard to work and focus in class is kept and filed by all teachers who teach the class.

*Observation* records are discussed with the student and with the student's parents as needed. The Remedial Specialist can also be asked to observe the student.

#### **Suspension**

If, after an *Observation* period, the student does not manifest marked improvement in his/her behaviour, *Suspension* may take place. The student will be asked to stay home for a time period determined by the *Discipline Support Group*, in order to understand that the difficulties or problems need to be addressed and remedied before he/she can participate again in school life. Parents are informed of the Suspension by letter, a copy of which is put in the student file.

### **Immediate Suspension**

An incident may occur at school which requires *Immediate Suspension*. A class teacher, guardian or the Pedagogical Administrator will take up the issue. Follow-up steps will be determined by the teacher(s) in charge in collaboration with the Pedagogical Administrator.

### **Probation**

After a period of *Suspension*, the *Discipline Support Group* will determine a period of *Probation*. A *Probation* period is accompanied by a record in which teachers are required to document the student's progress or regress. A transgression during this *Probation* period will be reviewed immediately by the *Discipline Support Group*.

After the *Probation* period there will be a review of the student's behaviour with the *Discipline Support Group* and the parents. Depending on the situation, a decision will be made to reinstate the student in good standing, to continue probation, or create a modified program.

### **Expulsion**

If there is no improvement after *Probation* and/or a second suspension occurs, the student may be expelled from school.

*Expulsion* applies to students who demonstrate that they are not able or willing to adopt behaviour conducive to fruitful learning.

### **High School Details**

Waldorf Education pays particular attention to the developmental stages of adolescence. As students enter that phase, school policies pertaining to students' life are adapted to their growing inner sense of responsibility. All High School students are invited to participate in a Student Council.

### **Class Guardians**

Each grade is guided by a class guardian who takes responsibility for the well being of that class from Grades Nine through Twelve. All

questions, concerns and observations regarding a High School student should be directed immediately to the class guardian.

### **Weekly Schedule and Calendar**

The High School sometimes holds events independently of the rest of the school. You will be informed of these special occasions via letters or communications from the Class Guardian or Class Representative, and/or through the Bulletin and Updater.

### **Weekly Assemblies**

The High School has weekly assemblies every Friday from 10:00 to 10:20 am. This is a time for students to share their work and for announcements and contributions.

### **Student Attendance**

Although we strongly discourage students to make personal appointments during school hours, it may exceptionally happen that a student requests to be dismissed early. In that case, the student must provide a written note from their parent or guardian and hand it in to the High School office. In case of a school early dismissal, the Class Guardian or school secretary will confirm the dismissal to the students' parents or guardians.

### **High School Code of Conduct**

The truest discipline is that which we impose upon ourselves: the ordering of our lives so that we can do those things we most deeply love and want to do. One of our tasks in the Vancouver Waldorf School is to educate in our students the capacity to discern, in order to make such self-discipline possible. The following code of conduct is intended to support students and teachers in doing their work.

### **General Behaviour**

Students are expected to conduct themselves in ways that show respect for and sensitivity toward the dignity and freedom of others. In our school, responsibility extends beyond the classroom and hallways, since we are part of

the Highlands United Church and Edgemont Village communities.

### **Eating**

Students may not eat or chew gum during class time.

### **Dress**

Students must wear clothing and shoes that permit them to participate in a range of activities throughout the day (artistic courses, crafts and physical education). Loose fitting clothing is most appropriate. Students are expected to dress with appropriate restraint.

### **Use of Electronic Equipment**

Students are not permitted to use electronic equipment such as iPods or MP3 players during school hours, and they must restrict the use of cell phones to breaks.

### **Attendance**

Full attendance is essential and required of all students.

### **Parent Obligations**

Parents have the authority to excuse their child(ren) from attending school.

Parents who take their child(ren) out of school for purposes of family holidays do so without the consent of the faculty.

### **Student Obligations**

Students must ensure that the high school office is informed of all absences or early departures from school or classes. This communication must happen before the student leaves the school premises.

Students who are absent for any reason are responsible for catching up on all missed work. Assistance may be received from teachers and classmates. Main lesson books are due on the final day of the main lesson.

### **Motor Vehicles**

Students who use cars to go to and from school are not permitted to drive students of the

Vancouver Waldorf School during school hours or for school events.

### **Absences**

Students are required to attend a minimum of 80% of main lessons or subject lesson blocks to attain credit. Unexcused absences from school will result in a 5% deduction from the overall mark for a given main lesson or subject lesson block.

### **Lateness**

Students are required to arrive punctually for all class and events. Lateness will result in a 2% deduction per incident from the overall mark for a given main lesson or subject lesson block.

### **Appropriate Language**

Use of offensive words, in intent or effect is unacceptable — especially words of a derogatory, abusive or racist nature, and words that are sexually explicit, bear sexual innuendos, or bear sexual harassment.

### **Threatening or Undermining Behaviour**

If a student threatens the physical well-being of a teacher or subjects a teacher to verbal abuse, that action constitutes grounds for immediate suspension and will be dealt with as per the discipline policy.

### **Vandalism and Willful Destruction of Property**

Vandalism and willful destruction of property are grounds for immediate suspension and will be dealt with as per the discipline policy.

### **Smoking**

Students are not permitted to smoke on or near the Church property, on Edgemont Boulevard, or anywhere near the Grade School. This includes all school related events. Any violation constitutes grounds for immediate suspension and will be dealt with as per the discipline policy.

### **Alcohol and drugs**

Students are not permitted to possess, deal in or consume alcohol or drugs.

## Grade School Details

### The Class Teacher

The commitment of the Class Teacher to remain with a class of students from Grades One through Eight is unique to Waldorf education. While this ideal is not always achieved and some classes experience a change of Class Teacher at some point in their Grade School education, this long lasting commitment secures a very strong sense of mutual respect, confidence, and trust in students and teachers alike. In the same spirit, but in ways adapted to the older students, a Class Guardian remains with a class from Grades Nine through Twelve.

### Subject Classes

In addition to daily main lessons with their Class Teachers, Waldorf students encounter several other teachers daily. French is taught from Grade One onward and German in Grades One through Three. Beginning with recorder in Grade One, the music program expands to include string instruments in Grade Four and Orchestra in Grade Six. Choral singing and recitation are a daily experience throughout the grades. Movement education includes two periods of Physical Education and two periods of Eurythmy per week. Eurythmy, an art of movement unique to Waldorf Education, supports the students in their encounter with the curriculum, nurtures a sense of social awareness, and harmonizes the integration of all that is taught. For further information, go to <http://www.eurythmy.org>

### Grade School Code of Conduct

*Note: This protocol applies to High School students when present for classes at the Grade School.*

The Vancouver Waldorf School expects all students to abide by its code of conduct, behaving in respectful ways towards faculty and staff members, parents, their fellow classmates and our property. Our approach to discipline emphasizes positivity, within which students are led towards an experience of self-discipline.

Individual teachers, at their own discretion and in the context of class dynamics, are responsible for taking disciplinary actions that encourage positive change in their classrooms. They strive to apply consequences for rule infractions related to the nature of the transgressions, and they take into account the age and maturity of the students.

### General Behaviour Guidelines

Students of the Vancouver Waldorf School are expected to:

- Arrive at school on time but not before 8:05 am. The first bell rings at 8:15 am with classes beginning at 8:25 am. Note: supervision for students arriving before 8:05 am and departing after 3:15 pm is NOT provided by the Vancouver Waldorf School and parents or guardians are solely responsible for them at these times.
- Leave electronic equipment at home. If brought to school, these items will be confiscated and returned at the discretion of the teacher.
- Refrain from cell phones during school hours.
- Refrain from bringing chewing gum and candy to school.
- Leave all valuables at home.
- Walk in the hallways of the school.

### School Grounds

Bicycles, roller blades or roller skates, skate boards, scooters, and all other individual means of transportation are not to be used on public areas of the school grounds. These are to be walked from the property before and after school to avoid accidents with pedestrians and vehicles. When bicycles are used as transportation to and from school, they can be ridden with the flow of traffic to and from the crosswalk.

Playground and Recess Rules: All students must

- not climb trees, fences, and roofs .

- refrain from throwing rocks, sticks, stones, snowballs, water or dirt.
- ask permission to re-enter the school building during breaks and after school.
- stay in allocated area and keep off parking lots.
- wear shoes at all times.
- refrain from using hard balls.
- refrain from eating or drinking beverages other than water
- respect Lindsay Gordon Memorial Garden.
- wear weather appropriate clothing.

### **Dress Code**

Students must wear clothing and shoes that permit them to participate safely in a range of activities throughout the day (artistic courses, crafts and physical education). Loose-fitting clothing is most appropriate. Clothing which includes distracting logos, slogans and pictures of any kind is not permitted at school. The teachers have sole authority to determine which clothing is appropriate. It is very important that children come to school with appropriate boots and raingear as they go outside in all weather.

## **Early Childhood**

### **Introduction**

We are very pleased to host our programs for young children in our Early Childhood Centre, built in 2004 to serve the growing number of families interested in Waldorf Education. Our building was designed with young children in mind and was conceived to enhance their experience away from home. The centre was designed and built utilizing healthy and sustainable living principles, and the heart shaped building houses all of the young children until they are ready for Grade School. The outdoor play areas are uniquely designed for each age group, with scented flowerbeds, gardens for planting and digging, and running and climbing space for the children. Indoor and outdoor spaces that allow children to explore with all of their senses are key to our programs.

The Vancouver Waldorf School Early Childhood Centre is a licensed childcare facility and our staff meets all licensing requirements of the Ministry of Child and Family Development. The Preschool and Kindergarten teachers are experienced child-care providers with Waldorf teacher training.

### **Waldorf Pedagogy for the Young Child**

Rudolf Steiner's worldview, based on his insights into human nature and destiny is called Anthroposophy. The Waldorf curriculum is developed from these insights, as are initiatives in economics, medicine, agriculture, architecture, sciences and the arts. Waldorf pedagogy has been experienced by tens of thousands of students worldwide in the past ninety years, and continues to inspire and guide the development of new initiatives in education.

Young children are open to every impression that lives in their environment. Their capacity to live deeply into all that surrounds them is at the root of their learning. We call that capacity *Imitation*. We strive to provide an environment worthy of

imitation, where children can play imaginatively and creatively in ways that nurture their senses and awaken their fantasy, which in later years translates into capacities for creativity, imagination and free thinking, the foundation of a lively intellectual life.

Just as the child lives in a rhythmical life of waking and sleeping, we also work with a very regular rhythm for our daily and weekly activities. Music and verses accompanied by movement, stories, practical activities of cooking, gardening, sewing, and artistic activities of painting, modeling and drawing all contribute to allowing the child to expand into the world. Rhythm and regular routine bring children a sense of joyful security that we consider essential to their healthy development. Regular meal times, rest times, bed times, and play give the children security and help avoid discipline problems.

Our Early Childhood Center offers programs to young children from one to six and a half years of age. All our programs are designed with the balanced and healthy development of the child in mind. In some ways, you may find us unconventional in our educational approach, and we deeply care about the relationship that families develop with us as they progress through Waldorf Education. We ask parents for their support in fostering the wonderful fantasy and creativity of young children, and strongly recommend the elimination of regular exposure to and use of television, movies, videos, and computers, that we regard as intrusions of the modern world in the realm of early childhood.

If you choose to enter into Waldorf Education and its many wonders, we are happy to support your continued discovery by providing you with books and publications, study groups, lectures and workshops. By engaging actively in the cultural life of our school, you and your family will participate in the continued creation of a strong and inspiring community dedicated to the preservation of childhood and the wholesome development of children.

Parents of children in the Waldorf School find themselves supported by a community of families who share and explore the challenges and experiences of bringing up children today. We encourage you to find out what Waldorf ideas have meant to other families.

## **Parent & Tot Program**

### **One Day Program**

**9:30am to 11:30am**

**For children 1 ½ to 3½ years**

Our Parent & Tot program provides an opportunity for parents to accompany their children to a morning filled with simple activities of creative play, songs, verses, movement games, stories and puppet plays, baking, painting, and snack. Activities are presented in a rhythmical way to ensure that children feel comfortable and secure. While the children play, parents are encouraged to engage in their own projects. This is an opportunity to be supported in parenting, meet other families, learn and share from personal stories, and experience Waldorf Education for the young child.

## **Preschool (Junior Kindergarten)**

### **Three Day Program**

**Monday, Tuesday & Wednesday OR**

### **Two Day Program**

**Thursday & Friday**

**8:45am to 11:45am**

**For children 3½ – 4½ years old**

## **Kindergarten**

### **Monday through Friday**

**8:30am to 3:00pm**

**For children 4½ to 6½ years old**

Waldorf Kindertages have mixed age groups, and we work with children from three and a half to six and a half years old. Following a rhythmic routine conducive to a sense of joyful security, the children are engaged in artistic and practical activities, singing, and movement, structured in such a way as to support their balanced development and their growth in

social interactions. Grade One readiness is taken very seriously, and until children show a strong pattern of readiness for formal classroom work, generally between the ages of six and seven, we consider it beneficial that the children remain in kindergarten where learning takes place through play, activity and imitation.

Young children are open to every impression in their environment. Imitation is the term that we use to describe a young children's capacity to live deeply into all that surrounds them. We give children simple natural materials so that their imaginations are awakened in using them. This exercising of healthy fantasy in the early years is important for enabling creativity and imagination in the intellectual life in later years.

Just as the child lives in a rhythmical life of waking and sleeping, we also work with a regular rhythm for our daily and weekly activities: music and verse accompanied by movement and gesture, stories, practical activities of gardening, cooking and sewing, and artistic activities of drawing and watercolour painting that are developmentally appropriate. This daily and weekly rhythm allows the children to expand out into the world through play and then to come together in a more focused activity such as the morning circle or story time. Rhythm brings a feeling of well being and joy and a balance between playing from their own initiative and working together in other activities. The daily and weekly rhythm fits into the wider rhythm of the year with its changing seasons and the corresponding festivals.

The children feel secure when their daily rhythm follows a regular routine. Regular bed times, meal times, rest times and play times give them a sense of security and help to avoid discipline problems. This rhythm and routine is a secret key to working with our very active small children who live in such a different stage of consciousness from adults. They are not yet ready for reasoning, choices, questions and decision-making, all of which will come later.

Rhythm and repetition are keys to working with this age. The children love, for example, to hear the same songs and story over and over again.

## **AfterCare**

### **Monday through Friday**

**11:45 am to 3:00 pm**

#### **For Preschool children**

The After-Care provides after school care on an ongoing or occasional basis for preschool children. Our afternoon program is designed to provide young children with a safe and nurturing afternoon in harmony with their morning activities in their familiar Waldorf environment. As part of a health-giving rhythm of the day, there is a quiet rest time after lunch. Please ask our Director of Admissions for details. At this time, the Vancouver Waldorf School does not offer after school care for older students. We hope to be able to offer this service to working families in the near future.

## **Practical Details**

### **Clothing**

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 extremely wet, the children will play outside. They love splashing through puddles and digging in the ground. Their legs should be covered and extra pants should be kept at school. They need warm hats and gloves 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.

As we present real and healthy life examples and imaginations for the children's play to imitate, we ask that clothes do not have cartoons, logos or images on them.

## **Nutrition**

In accordance with Section 48 of the Ministry of Children and Family Development licensing regulations, we aim to promote healthy eating and nutritional habits. We work with the children to prepare healthy meals together, usually a cooked cereal or bread or organic grains with fruit or vegetables and a warm drink. Filtered water is always available. Play is hard work, and a loaf of bread or bowl of cereal disappears quickly. While we do not coerce the children to eat, usually everyone has at least a little bit. Snack time is a social time and, just as if at home, we prepare the table together and wait until we have finished before we move on to the next activity.

While some children wish to eat a little upon arrival, our hearty morning snack is formally served at approximately 10:00a. For children who stay for the afternoon, lunch is at 12.30p and consists of vegetarian choices of dairy, vegetables, fruit, ground seeds and nuts and a variety of cooked grains. We are committed to serving organic or bio-dynamic produce. Much attention is given to a nutritional balance with pleasing variety. Afternoon snack at 2:45p consists of fruit and light grains or dairy.

**Birthdays:** A child's birthday is a very special day. We invite parents to celebrate it with us. Please discuss this with the teacher of your child.

## **Toys**

Toys, books, and treasures from home sometimes find their way to school. These are better kept at home since they may become lost or damaged. However, please talk to the teacher about the possibility of your child sharing a special treasure with us.

## **Discipline Policy**

Our program is a safe place for all children, where the child is respected as a unique individual and where each child must feel secure.

We work with a rhythm for the day to create security for the children. Knowing what is coming next enables children to feel comfortable and capable of moving through transitions from one activity to the next. This is essential to a young child's growth and development.

This rhythm provides the framework for activity. Within that framework, we use an approach of loving firmness when dealing with inappropriate behavior; a quiet firm tone of voice is used when the behavior is such that it would hurt the child or someone else. When a child is three or older, they are encouraged to share, take turns, and to develop self-discipline. Limits are set and quietly enforced, e.g.: "wild animals belong outside" and so forth. The child is redirected in a positive way.

It may be necessary to remove a child from a situation, usually with encouragement to work alongside an adult in such activities as washing, sewing, preparing snack, etc. With the younger child this is usually sufficient to deal with the situation. At no time is a child isolated or confined. We ensure that no child in care is ever subjected to physical, emotional or sexual abuse or neglect. This is in accordance with our school values and philosophy as well as Ministry of Child and Family Development licensing regulations, Schedule H, Sections 51 & 52.

Anyone who has reason to believe that a child needs protection must promptly report the matter to the Ministry of Child and Family Development.

In some situations it may be necessary to bring observations of the child's behaviour to the attention of the parents. If a child is not adjusting well to the program, this will be discussed with the parent/guardian and at the early childhood faculty meeting. Ideas and suggestions will be shared, implemented and further observations made and reviewed. On occasion, consultation with a professional may be necessary. At other times it may be

necessary to have the child come for a shorter, more structured part of the day. We may recognize that we are not able to work with a child within the framework of our program. The parents would be informed of the process and all recommendations will be put in writing.

### **Extra Activities**

Engaging in play, by themselves or with friends, is a fundamental need of the young child. We recognize this need for daily play, and see the stress that can be created in children's lives by over-scheduling. Therefore, because we offer a broad range of activities in art, movement and music, we advise that additional extra-curricular activities and classes are not scheduled until the child is older. Please speak with your child's teacher if you have any questions about this request.

### **Illness**

A child who has not slept well or who is not feeling well needs to be at home. Please call your teacher as soon as you are able to report an absence. Guidelines for when to keep a child at home for rest and also to control the spread of illness to others:

- 24 hours after a fever (110\* F or 38.3\* C, unless it is a low fever related to teething, then when they are feeling better)
- Pain - any complaints of unexplained or undiagnosed pain.
- A common cold with listlessness, runny nose and eyes, coughing and sore throat. Generally speaking, a person who catches a cold can spread it to others for one day before symptoms appear, and about five days after the cold symptoms begin. Once the child's temperature, well being and energy have returned to normal, the child is likely no longer contagious, and may be able to return to school or care even though coughing and runny nose may persist.
- If the symptoms are caused by allergies the child is not contagious.

- Difficulty in breathing-wheezing or persistent cough.
- Sore throat or trouble swallowing
- Infected skin or eyes, or an undiagnosed rash.
- Headache and stiff neck (should see physician)
- Unexplained diarrhea
- Nausea

### **Communicable Diseases & Injuries**

See Page 8

### **Medications at School**

See Page 8

### **Head Lice**

See page 8

## **Early Childhood Safety**

### **Parking Guidelines**

See page 6

### **Drop Off**

All Early Childhood Centre children are to be taken to their respective classroom. A brief good morning and comment on the child's evening/rising if unusual is appreciated.

### **Pick Up**

It is important that children enrolled in our Early Childhood programs are picked up on time by parents, legal guardians or other authorized persons. Parents must provide in writing to the teacher a list of persons authorized to pick-up their child. No child will be allowed to leave the premises with a person who is not a parent or someone who has been authorized by the parent. If a personal emergency arises, the designated pick-up person must notify the school as soon as possible and make alternate arrangements. It is the staff's legal responsibility not to release a child to anyone who is judged unable to adequately care for the child. If the teacher believes that the child will be at risk, they will call others on the authorized pick-up list or

contact the appropriate administrator who will inform the Ministry for Children and Families. In the Aftercare Programs we require all children to be signed in and out in the attendance book by an authorized person.

#### **Late Pick-Up**

In the event that a child is not picked up by the scheduled time and the authorized person has not called, the school staff will attempt to contact the family or someone from the authorized list to arrange to have the child picked up. If no authorized person can be reached we will attempt to arrange for an emergency assistant to be with the child in the Centre, under our supervision. If an assistant cannot be found, we are required by licensing regulations to call the Ministry.

#### **Carpools**

Most of the children come to school by vehicle, and many parents make arrangements for carpools. Your teacher may know of families in your neighbourhood who would be able to share driving. It is very important that the teacher knows the travel arrangements for your child. Please ask the driver to bring the child to the appropriate room. All travel arrangements must be made in advance. **Report all unexpected changes to your teacher before 11am** so that your children and their teachers can be informed.

If a car seat must be left for the afternoon pick-up person, please leave it against the outside wall.

#### **Earthquake Procedures**

See page 7

#### **Missing Child Policy**

The safety of children is of utmost importance. If a child is missing while in the care of the centre, staff will immediately search for the child while ensuring the safety of the other children. If the child cannot be found within 10 minutes of searching, then the RCMP will be notified and a missing child report will be filed.

Staff will inform the school administration and seek immediate support in continuing the search. The child's family will be contacted and updated if the search needs to continue.

#### **Custody and Related Court Orders**

If a custody or court order exists which denies someone access to the child, a copy of the order must be placed in the child's file and the instructions followed at all times. In this case families need to inform staff of all custody and court order changes.