



nelson waldorf school

EDUCATION FOR LIFE

2011-2012

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Nelson Waldorf School Mission Statement

The **principal mission** of the Nelson Waldorf School is to provide an education that matches the natural development of our students over the years and grades.

We are committed to provide scholastic excellence through a comprehensive academic, creative, and artistic program stimulating a sense of purpose and self-worth.

We strive to enliven and enhance the social and cultural life of our school and the surrounding community through school festivals, artistic and academic presentations.

We recognize our role in the economic life of the community and strive to develop and strengthen its health and diversity.

We attempt to make it possible for any family to enroll in the school.

We participate in sharing human and material resources in a wider field of service through affiliation with the regional and international Waldorf movement.

We are guided by the work of Rudolf Steiner and the evolution of Waldorf curriculum worldwide.

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Introduction

We are very excited to welcome back many long standing families and faculty as well as welcome new families and faculty who are bringing their fresh perspectives and energies from many parts of the world. While we all share the common values upon which Waldorf education is founded, everyone who is drawn to this amazing community constantly influences the continuing evolution of our school's life.

The intention of this Handbook is to offer a glimpse of what your children will experience each day as well as the agreements under which the school operates. If you have any questions, we hope you will not have any difficulty finding the correct person to ask, based on the information in this book.

History of Waldorf Education

The Nelson Waldorf School is part of a growing community of schools that embrace the educational philosophy of Rudolf Steiner (1861-1925). The first Waldorf School was founded in 1919 in Stuttgart, Germany by Emil Molt, the director of the Waldorf Astoria Company, out of his concern for the new generation of school children emerging from the devastation of WWI.

If these children were to develop capacities that would allow them to transform society, they would need to be taught in a new way – one that addressed their essential humanity, that enhanced their concern for other people, and that fostered a sense of responsibility for the earth. They would need an education that went beyond dry, intellectual schooling, an education that would cultivate their artistic abilities and develop their practical skills, and above all, one that would nurture the capacities that would allow them to adapt to a rapidly changing world.

Molt approached Rudolf Steiner to develop a form of education to meet these needs. Born in Austria and educated in Vienna, Steiner, already recognized as an editor of Goethe's scientific works, had become increasingly well known in Europe as an author and lecturer. In 1919, at Emil Molt's request, he developed a curriculum and trained the teachers for the first Waldorf School.

Waldorf education is based on a developmental approach, addressing the needs of the growing child. It strives to transform education into an art that educates the whole child – the head, the heart, and the hands. Its highest endeavour is to “develop free human beings who are able of themselves to impart purpose and direction to their lives.”

Because of its philosophical base and its innovative teaching methods, the original Waldorf School quickly grew, gaining international recognition and inspiring the establishment of new schools. There are now more than 2500 schools and kindergardens in over 65 countries. Many of the over one hundred schools in North America are members of the Association of Waldorf Schools of North America (A.W.S.N.A.). Each school is an independent, self-governing entity. The Nelson Waldorf School was initiated as a Kindergarden class in a living room in 1983 by a group of parents seeking Waldorf education for their children. Since these small beginnings many dedicated hands have helped to build the thriving Nelson Waldorf School of today.

Nelson Waldorf School - Values and Beliefs

The goal of Steiner/Waldorf Education is to enable young people to go into the world with a sense of their own unique destiny, able freely and confidently to give direction and purpose to their lives.

Learning with purpose and meaning

Rudolf Steiner, the founder of Waldorf Education, believed that life is infused with higher purpose and meaning. We honour and respect this core spiritual nature of each individual and of all life and strive to infuse this in our teaching.

Educating the whole child

Our aim is to foster a child's lifelong love of learning. We strive to meet the needs of the whole child: the thinking, feeling, and willing or doing. (Head, heart, hands). We meet these through a balanced curriculum and by challenging students academically, artistically, and physically. The care, effort and thoughtfulness experienced by the child, as well as the concepts and facts learned, bring meaning and value. We follow a pedagogy that meets each child's uniqueness in developmentally appropriate stages.

The teacher as mentor, role model and guardian

Teachers strive to teach with imagination, to make use of creative skills and talents, and to be active learners in the subject areas they teach. Class teachers, in teaching the same class of children for a cycle of time, build a strong relationship with each child. This allows the teacher to recognize the child's full potential, enabling the child to flourish.

Community and diversity

Our school is a community with the children at the centre. We value and welcome cultural, economic, ethnic and spiritual diversity. Everyone is respected for his or her individual gifts and differences. Supportive and respectful relationships are valued amongst the adults and are modeled to the children. We see that the children benefit from parents and teachers striving together in support of Waldorf education and learning.

Consensus

We value the opportunity to use consensus in the adult realm wherever possible. The Faculty works collaboratively and makes decisions practicing a consensus format. Each person's contribution is valued and considered because we believe consensus decision-making leads to outcomes that are greater than the sum of the contributions.

Principles and Curriculum

Waldorf Education offers an integrated and developmental curriculum that prepares students to successfully meet the challenges of a changing world. Our teachers strive to foster genuine enthusiasm for learning, respect for the world, and a healthy sense of self. The curriculum is based on a holistic approach designed to present a balance of the sciences, the humanities and the arts. Appreciation and reverence for the natural world and the cultural heritage of humanity form the core. The curriculum follows all the Ministry of Education guidelines, but is presented in a unique order to meet the developmental needs of the children intellectually, physically, socially and artistically.

Waldorf education approaches the education of the whole child, from Kindergarten through High School, as a gradual awakening of a full and complex adult consciousness. What the young child needs is understandably different from what is needed by the adolescent. From birth through ages six or seven, children absorb the world through their senses and respond primarily through imitation. As they enter the primary school years, they are centered more in feeling and imagination. Then, as they continue their journey into the Middle School, rational, abstract thinking begins to emerge. The curriculum respects this developmental process and gives it substance. Based on the idea that a developing child goes through the phases of human cultural evolution, children at different ages study what is appropriate to their development.

Parent & Child, Childcare & Kindergarten

Young children are filled with wonder. They see beauty and purpose in everything. They are curious about all that comes to meet them. It is this natural sense of wonder that opens young children to the world around them.

Children learn about life first by seeing and then by imitating what they see. Therefore, great care is taken to surround them with as many life-filled experiences as possible. Free play, singing games, stories, puppet shows, crafts, baking, gardening, nature walks, eurhythmy, painting and beeswax modeling are natural activities for children from two and a half to six. The foundation for later learning is firmly laid through imitative play.

The role of the Waldorf Early Childhood Educator and Kindergarten Teacher is to create beautiful environments in which to foster the child's natural curiosity and wonder. At the Nelson Waldorf School Parent and Child, Childcare and Kindergarten classes are held in the Cedar Forest Kinderhouse and in the lower level of the main school building.

Classes One Through Eight

The curriculum of the elementary school is rich and diversified, offering humanities, mathematics, sciences and the arts. Mastery of the traditional academic disciplines is interwoven with artistic and practical activities to provide a rich and varied educational experience for every student.

Each morning begins with the Main Lesson, lasting for two hours and taught by the class teacher. During this time the class teacher leads the students in a rhythmic component of the lesson and then presents the current academic subject, which the children question and

discuss. The teacher engages the students with a variety of approaches: scientific, literary, historical and artistic. Each student creates a record of main lesson work in books that are filled with compositions, observations, maps, diagrams and illustrations. These colorful Main Lesson books are carefully crafted with attention to detail and artistic presentation. They are a unique and vital element of Waldorf education.

A recess and shorter periods follow the Main Lesson with subjects such as French, choral and instrumental music, handwork, woodwork, form drawing, painting, movement education, math and English skills and eurythmy (form of movement). Thus, the rhythm of the day alternates between the work that requires intellectual focus and physical activities that engage the body and hands.

The following is a brief summary of the language arts, mathematics and science curriculum presented in Main Lesson, grade by grade.

Elementary

Class 1

In Class One, fairy tales, folk tales and nature stories are the literature base. Students prepare to read by first discovering the forms of the letters in nature and related visual images, and through writing. In their main lesson books that are their own textbooks, crayoned pictures of mountains and trees metamorphose into the letters M and T, and form drawings of circles and polygons become numbers. They experience the qualities of numbers and the four operations in arithmetic (addition, subtraction, multiplication, and division). They learn to knit and play the recorder in first grade, as well as begin French.

Class 2

In Class Two, students will hear fables, legends and stories of saints and heroes from different cultures as they continue their academic work in writing, reading, and arithmetic. This year the children begin cursive writing, from a solid foundation of form drawing, which develops eye-hand coordination and mental flexibility.

Class 3

In Class Three, the students study the ancient stories of the Old Testament. The study of practical life includes farming, gardening, housing, wool spinning and weaving. Through many and varied practical activities students experience how human beings in many different cultures and climates, transform the raw materials of nature to meet their needs. In Mathematics, measurement, time, weights and money are learned. Grammar and composition now enter the curriculum. Students often make a number of field trips during this year such as planting and reaping wheat at a local farm and a year-end farm field trip.

Class 4

Class Four students hear the epic tales of the North, the Finnish Kalevala and Norse mythology. Zoology, local geography and map-making as well as local history of First Nations peoples and early settlers are central to this year's themes. Fractions are added to earlier math skills. A holistic approach to the study of the animal kingdom occurs over the year. In form drawing students draw complicated weaving forms, such as Celtic motifs. In handwork they learn cross-stitch embroidery. The trip related to the curriculum for this grade is to historic Fort Steele.

Class 5

Class Five students study the history and mythology of the ancient cultures of India, Mesopotamia, Persia, Egypt and Greece, as well as the geography of Canada. This year, students study the science of botany

and in math, are introduced to decimal fractions. They learn to knit with four needles, play 3 recorders (alto, tenor, soprano) and start Woodworking. The class trip for this grade is the participation in a Waldorf Olympiad with other regional Waldorf schools at a collaborative location.

Middle school

Our Middle School program (Classes 6, 7 & 8) offers expanded opportunities such as Friday Main Lesson enhancement (skills like calligraphy, poetry, writing, table tennis, soccer, dance); and special project weeks twice a year (e.g. songwriting, musical instrument, blacksmithing, felting, marionette making), and the beautiful setting of the Nelson Waldorf School also leads us naturally to focus on outdoor education as a valued component of the curriculum through these three years.

Class 6

After a 3-day back packing trip to Kokanee Glacier to begin their middle school experience, Class 6 students are ready to embark on a diverse curriculum. In addition to their first Physics lessons (sound and light, heat, static electricity and magnetism) the students study Geology, Roman and Medieval History, Astronomy, Geometry, Business Math (interest and percentage), ratio and proportion. The year ends with a multi-day local bike and camp trip.

Class 7

In this year, students begin more specialized Math lessons, including algebra, geometry and business math (profit/loss). The sciences include Inorganic Chemistry, Human Physiology (health and nutrition); and Physics (mechanics, electricity and magnetism). Creative writing, Geography, History of the Renaissance and the Age of Discovery are also explored. Students do a felting project in handwork, and experience a low ropes course at the start of the school year. The year ends with a wilderness adventure such as the skill and character-developing Tipi Camp.

Class 8

The Class Eight students do a major dramatic production; study the History of Revolutions including French, American and Industrial revolutions; World Geography; Physiology (human skeleton); Physics (electricity and hydraulics); Algebra; Geometry; Organic Chemistry; Meteorology; and the Short Story and Poetry (epic and dramatic). Each student researches and works with a mentor to present an individual project in the spring. The final year-end trip varies with a focus on a strong experience.

Visual Arts/ Modeling

In every subject and at every grade level in the school, art is seen as an essential instructional tool. In the early years, artistic work precedes academic work. Instruction in drawing, painting, and modeling happens daily in the grades. The first medium the children use for modeling is beeswax, a natural material that warms to the touch. Children in the early grades delight in creating beeswax plants, animals and human characters. With drawing children in the early grades begin to bring forms out of the colours: mountains, trees, horses and people. In addition to the artistic work the students do in Main Lesson, First grade through Fifth grade students have a weekly double period of Watercolour Painting. By the Middle School years, students are drawing in perspective and practicing the challenging tasks of drawing portraits and the human figure in proper proportion. In these years charcoal, pastel and clay are also introduced in the classes' weekly Art Lessons.

Music

Music is an important part of the Waldorf school curriculum from Kindergarten through Eighth grade. The children sing with their teachers and in First grade begin to learn the interval or

pentatonic flute, or soprano recorder. In Third grade music lessons begin with the school's music teacher. These are taught twice a week and morning recorder practice and regular singing continue with the class teacher. In Third grade and Fourth grade there is a focus on singing rounds, which brings the children smoothly and easily into harmony singing in the older grades. There is also a focus on learning to read music and developing a weekly recorder home practice to support this. By Fifth grade the students can read music well enough to begin to play recorder pieces in two-part harmony, and by the end of this year are ready to take up either the alto or tenor recorder if they wish. From Sixth grade through Eighth grade the students play soprano, alto and tenor recorders in three-part harmony, and sing many of their songs in two and three-part harmony as well. The songs and styles of music chosen enhance main lesson curriculum throughout the grades.

Eurythmy

Eurythmy is a relatively new movement art introduced by Dr. Rudolf Steiner in the early 20th century. It has been a vital part of the Waldorf School curriculum since the opening of the first school in 1919. At NWS Eurythmy as a subject is taught from Kindergarten through Eighth grade. This unique art, a form of dance, is speech and music made visible through movement. In the early grades, as they explore "moving stories and fairytales" the natural play of the child is led into formed movement, acquainting the child with his own body through imitation of the teacher's movements. In later grades the child is guided toward more exact movements in rhythm with the spoken word. The movement and quality of speech is explored through letters, allowing the child to experience letter sounds with the body, and then carried further via poetry and verse.

In the higher grades the student learns to move more consciously. Exercises with copper rods help the body and mind cooperate and bring about greater strength and accuracy. The sounds of the words in poetry and the tones in musical intervals determine the movements. Group formations teach students to consider the movements of others, to harmonize his/her own movements with the group.

Handwork

At NWS students begin their formal handwork lessons in First grade and continue with two lessons per week throughout the grades. Handwork teaches the children to carry through with a task, a practice that is essential to the development of thinking. In First grade, boys and girls learn to knit, developing their hand-eye coordination while bringing together a long string of yarn to make a recorder case or a small animal. In Third grade, the students crochet a bag or a winter hat. By Eighth grade the students learn machine sewing and are making personal clothing items. Other skills are also taught throughout the years, including hand sewing, felting and embroidery. Students complete many beautiful projects that are of a practical nature yet each piece is always done with an appreciation for and development of aesthetic qualities.

Woodwork/Clay

The formal woodworking curriculum begins in Fifth grade, when students develop a feel for their material by rasping and sanding a darning egg out of a square block of wood. Once this project is completed, the students can move on to concave shapes like bowls, which involve digging into the wood. Sixth grade projects, typically forks and spoons, begin to reflect the style of individual children. The student's woodwork experience culminates in the Eighth grade with the building of a piece of furniture, often a three-legged stool. Clay work is also presented

through grades 5 to 8 with the children learning how to work with this medium to find expression and give form to their ideas and visions.

Physical Movement/Education

Classes One through Eight receive Movement Education as an essential component of their curriculum. Our goals and objectives are to develop:

- An understanding and a healthy approach to movement and exercise.
- An increased social awareness and responsibility; the ability to work and play with a group.
- An understanding as well as specific skills in relationship to sport and games.
- A sense of growing strength, flexibility and endurance through movement activities.
- The ability to listen to and follow instructions.
- A movement program in harmony with physical development, bringing appropriate activities for each stage of development.
- Recreation activities may include pentathlon training, circuit training, running, archery, skipping, cooperative games, skiing and swimming. Supervised activities take place outdoors and in the gym at lunch break.

French as a Second Language

French is taught twice a week and begins in Class One. In the Early Grades, children are immersed in the French language through songs, games, and stories. In the Middle Grades children learn conversational French through practice reading, short plays and writing small skits, which they enjoy performing for their peers. In Class 8, students deepen their learning with more formal applications of language and writing. As well, the study of French culture is introduced where students look at places in the world that French is spoken and how and why languages enrich our life. French culture is studied in numerous creative ways, with the hope that the students will travel and use their French in the future.

Festivals and Celebrations

Seasonal festivals renew our awareness of the rhythms of the year and foster the children's relationship to the world into which they grow.

Many festivals are celebrated during the school year. Certain festivals may be observed differently according to the grade and teacher and others are celebrated only in the kinderhouse or by individual classes associated with the historic and cultural period of their curriculum. The whole school also gathers for regular assemblies, eurhythmic and music performances, and class plays that span history and cultures of the world.

Start of School

Rose Ceremony (First Day of School)

The first day of school is a rite of passage for the incoming Class One children. This is the beginning of their journey through grade school. All of the grade classes assemble along with parents, faculty and staff. Kindergarten parents and children are also invited. Each Class One child is welcomed to the school by receiving a rose presented by students in the oldest grade.

All School Welcome and Hoedown

A welcome gathering and potluck for new and old families is held in the first weeks of school to set intentions, dance and feast together to start the new school year..

Autumn Equinox – Festivals of Harvest

Michaelmas

This festival focuses on strengthening our will forces and facing our fears as we enter the days of the year with less sunlight. The younger classes present a traditional play about St. George taming a dragon. The dragon is harassing villagers, and dwarfs forge a sword of Light made with meteorites sent by St Michael to assist St George in his courageous quest to offer a deed of Light to the villagers. This festival also actively involves the children's and community's will forces in a community work morning to prepare the school grounds for winter, in all the children collectively preparing Community Harvest Soups, and in the making of "dragon bread" in the kinderhouse.

Halloween (All Hallows' Eve)

This festival originates from the Celtic new year celebrations, Samhain, as the season moves into the darker, inner winter time of the year's cycle. The children enjoy pumpkin carving, sharing their costumes, and the Halloween Journey. On Halloween night, when the veils between worlds are thinner and one can see into the Magic world, small groups of children and parents are guided on an enchanting non scary journey along a pumpkin lit path past various scenes and characters. At most scenes they receive a simple gift that is symbolic of what they experienced. This is a silent journey that holds a mood of reverence to better witness the magic of this autumn night.

Martinmas

Martinmas, which honours the life and deeds of St. Martin, is celebrated when the days are growing shorter and the nights colder. St. Martin of Tours was born in 316 and died Nov. 11,

397. One cold night St. Martin, a Roman soldier, was riding his horse through the gates of a town, and saw a beggar shivering. He did not have money to offer the beggar, so instead, took off his own thick red cloak and tore it in two with his sword. He then gave half of his cloak to the cold beggar. Children, who witnessed his kindness, ran back through the streets with their lanterns to tell the townspeople. On St. Martin's Eve it is a tradition all over Europe for children to carry lanterns through the streets singing and telling the story of St. Martin's deeds of kindness and compassion. According to these old European customs the lanterns carried by children in the streets serve as symbols of our inner light shining forth to be seen and shared by all. St. Martin's story is one of many stories in all cultures of the world that celebrates sharing of our spark of humanity with the world in our expressions of brotherliness /sisterliness and compassion.

Winter Solstice – Festivals of Light

Advent

Advent, “adventus”; the arrival of the spirit of inner joy and peace in the darkest part of the year is celebrated with the many festivals of light of many traditions. Each Monday morning during Advent, the school gathers together for a special story and lighting of advent candles. Each Advent week is represented by one of the four kingdoms: mineral, plant, animal and human. In these assemblies, the festivals of light of other cultures / traditions, such as Hanukkah, are also honoured through story, song or ritual.

Advent Spiral

At the beginning of the “Advent” Season, the youngest children in the school (Kindergarten to Class 3) walk through an Advent spiral garden, accompanied by the simple music of a lyre or harp. In this “garden” the children experience a mood of quiet and darkness which “enhances” and parallels their experience of nature at mid winter. In the darkened room they begin their walk at the outer spiral of sweet smelling cedar boughs, hold their unlit candle and walk towards the centre where a flame of a larger candle glows. They each light their little candle from the center candle and walk with their piece of this flame until they find the spot where they place it within the spiral. In so doing they bring their own light into the darkness, and light the way for the next child. The room gradually fills with the light of all the children. During the spiral walk the young child experiences in an outward way the inner light which we are seeking during this time of outer darkness. In cultures all over the world people celebrate festivals of light at the darkest time of the year. This celebration marks the beginning, or advent of our festivals of light- Hanukah, Christmas, and Solstice.

Saint Nicholas Day

Saint Nicholas Day, traditionally on Dec 5th, is a European tradition in which children place their shoes outside the door, hoping Saint Nicholas will leave a treat. At school Saint Nicholas leaves treats in the kinderhouse children's shoes, and visits the upper school classrooms, reading from his golden book about the good deeds of children, and leaving treats for each child.

Winter Faire

In the darkest part of the year when candles and fairy lights remind us of our inner Light glowing and sparkling the school hosts the Winter Faire. This is a wonderful community seasonal celebration and fundraiser for the whole school community and the wider Nelson community. The school is transformed into a Winter Village with a bakery, candle dipping, a

children only store, wool works, cafes, the Silver King Artisan Market, winter crafts, music, a central fire, and the cookie kingdom.

Santa Lucia

According to the old Julian calendar, December 13th was the longest night of the year. Ancient people, aware of the diminishing daylight and fearing the cold and possible hunger that accompanied the sun's decline, yearned for a friendly spirit to intercede, restoring the light to the earth. One spirit of light is personified in St. Lucia, the Queen of Light., and celebrated commonly in Sweden on St. Lucia's Day. The grade eights offer a St Lucia celebration with one of the oldest girls dressing as "Lucia", and collectively singing the ancient Sicilian song "Santa Lucia". Dressed in white and wearing a crown of lighted candles, Lucia presents tea and buns to the school community in a lovely ceremony of sharing and gratitude.

Hanukkah

Near the time of the winter solstice, the people of the Jewish faith celebrate Hanukkah, or the Festival of Lights, in remembrance of a miracle that took place in Palestine over 2100 years ago. This festival is a re-dedication of the Jewish people to the ideals of religious freedom and political liberty under their God. The Hanukkah festival lasts eight days. The principle ceremony is the lighting of the Menorah candles, following the same ritual as in the original ceremony. The candles symbolize faith, freedom, courage, love, charity, integrity, knowledge and peace.

Christmas and the Shepherds' Plays

In the Christmas festival the image is of a birth surrounded by love with the Christ child in the stable, with his mother and father, and the shepherds and animals. In the dark of winter, the birth of a son, "a light for the world", born just after the winter solstice is paralleled to the birth of the sun in the deepest darkness of the year. Faculty and staff traditionally perform a humorous medieval nativity play, "The Shepherds' Play", as a gift to the students and school community. This tradition of "The Shepherds' Play" is observed in most Waldorf schools throughout the world.

Mid Winter Celebration

Winter Carnaval

The very word "carnival" brings to each of us a riot of images-crowds of merrymakers in the street, pirates and clowns, a King and Queen of Carnaval in colourful parades, ice sculptures, BonHomme, masquerade balls, laughing, shouting, singing and feasting. In many Spanish, Italian, French and Portuguese speaking countries, Carnaval celebrations sometimes last for days beginning in early February and growing more and more boisterous until they reach their peak on Shrove Tuesday-Fat Tuesday-Mardi Gras. Famous Carnaval celebrations are in Venice, New Orleans, Rio De Janeiro and Quebec City. The school has a French Winter Carnaval, with a visit from "Bonhomme", a French assembly, co-operative Winter Carnaval team games and delicious crepes.

Spring Equinox to Summer Solstice - Festivals of Renewal

Earth day

Many walk and bike to school for Earth Month and the community renews and expands active commitments to living Earth Day everyday in our lives at home and at school. School wide gardening, and Earth Day games celebrate the earth with digging, laughter and fun.

Mayfest

Mayfest celebrates the sun's return and the earth's renewal of all its wondrous colours and life. In the upper school the children make flower garlands, present class dances around the May Pole, and enjoy strawberry shortcake. The kinderhouse hosts a celebration for young children in the wider with Nelson community with a nature craft, flower garland making, a puppet show, May pole dancing and strawberry shortcakes.

Closing Rose Ceremony

To end the school year the whole school gathers for the Rose Ceremony and closing. The class one students give a rose to honour each of the graduating students who will be moving on to High School. The ceremony closes with the "All Community Handshake" in which all students, teachers, staff and parents, in a moving circle, shake hands. This is followed by the final goodbyes for the summer from class teachers to their classes and an ice-cream cone for everyone in the upper field.

Nelson Waldorf School Calendar 2011 – 2012

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5	Labor Day
6	NWS Begin
23	Pro D No School
24	Kim Payne Wrkshp
30	Michealmas Early Dismissal

February 2012

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

3	Parnt/Tchr Interview Whitewater Gr. 4-8 No School Gr 1-3
10	Whitewater No School Gr. 1-3
17	Carnival/Early Dismiss
20-24	Pro D Week Gr. K-8

October 2011

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10	Thanksgiving
31(Oct)-4	Project Week
31	Halloween Journey

March 2012

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25	26	27	28	29	30	31

16	Early Dismissal
19-30	Spring Brk Gr K-8
19-22	Spring Brk Daycare

November 2011

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4	Early Dismiss Gr 6-8
7-11	Fall Break
11	Remembrance Day
28	Spiral Walk
28	1 st Advent Assembly

April 2012

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5	Early Dismissal
6	Good Friday
9	Easter Monday

December 2011

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5	2 nd Advent
6	St Nick Celebration
8	Winter Concert
10	Winter Faire
12	3 rd Advent Hanukkah
13	Santa Lucia
15	Last day of School Early Dismissal
16	First day of Winter Break Gr 1-8

May 2012

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27	28	29	30	31		

17	Mayfest Gr 1-8 Early dismissal
18	Pro D
21	Victoria Day
22	Pro D
26	Kinderhouse Mayfest

January 2012

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3	NWS Resumes
17, 24 & 31	Bluebells Parent/Teacher Int
20	Gr. 1-8 Parent/Teacher Int. Whitewater Gr. 4-8 No Class 1-3
27	Whitewater Gr. 4-8 No Class 1-3
28	Gr 1-8 Prt/Tch Interviews

June 2012

S	M	T	W	T	F	S
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15	Last Day of School Gr K-8
29	Last Day of Childcare Centre

- Children raise their hands to ask a question, to respond to class work and to participate in a discussion unless the teacher has indicated another way to be acknowledged in a specific situation.

Snack and lunch time

- Desks are cleared and things are put away.
- Children are asked to wash hands and get their food.
- Children say a blessing together before eating.
- Class teacher remains in class while snack/lunch is eaten.
- Children eat their food inside, sitting down, with the exception of outdoor picnics planned and supervised by the class teacher.
- No one is dismissed before the time set for an outdoor supervisor to be on duty

Inside at recess

Please send a note to the class teacher if you feel it necessary for your child to be kept in during recess or outdoor activities.

Bathroom Visits

In order to reduce class interruptions, children will be encouraged and reminded to use the bathrooms during snack/recess and between classes with permission from the teacher.

Closing

- Children with class cleaning duties begin their work.
- All children tidy their desks and put things away.
- Children stand at desks with their chairs pushed in for closing verse.
- Teacher says goodbye to the group and they respond.
- Children put chairs up and collect their belongings.
- Children sweep floor.
- Children line up quietly at the door to shake the teacher's hand

Dismissal

Children are ready to be picked up at dismissal time at 2:40 p.m. (12:30 p.m. on Friday for Grades 1–5). Supervision ends in the parking lot at 2:50 p.m. (1:10 p.m. on Fridays for Grades 1-6). Any remaining students wait at the School Office and this is considered a 'late' pick-up.

Bus Schedule

The bus leaves the Nelson depot at Ward and Baker Streets, downtown, at 7:55 a.m. Monday to Friday and drives directly to the Waldorf School. Children arrive at school at 8:05 and proceed directly to their classes. Bell time is 8:10 a.m. The city bus returns for *after school* pick-up in the lower parking lot and leaves for town at 2:45 p.m., arriving at the downtown depot at 2:55 p.m. There is no bus service for Grade 1-5 students who let out at 12:30 (1/2 days) on Fridays.

With the proposed changes to our previous arrangements with the contracted bus from the City of Nelson schedules may change. Parents will be notified of all changes and alternatives as they become available.

School Bus Behaviour

- While on the bus, students are expected to refrain from any behaviour that might hurt a student or detract from the safe operation of the vehicle.
- No food items are to be consumed on the bus.
- Rude or vulgar language is not acceptable.
- Large bulky items are not allowed on the bus.

Any serious infractions will result in an immediate suspension from using the bus for a period of time to be determined by the Nelson Waldorf School and in consultation with the child's parents. Please make adequate arrangements for your children upon de-boarding the bus downtown.

Child Progress

Class teachers will make themselves available for parent consultation. Please arrange for an appointment as needed. Leave a message at the office and the teacher will return your call. If it is essential that you call a teacher at home, please phone during the times the class teacher has specified

Communication with Your Child's Teacher

Waldorf parents and teachers share a special partnership in the nurturing and development of the children in their care. As partners, there is a need to be in close touch. Parents are the "eyes and ears" at home, just as the teachers are the "eyes and ears" at school. Teachers encourage parents to share their insights, questions, and goals regarding their child's development. Regular communication, and meetings as needed, with the teacher help strengthen this partnership.

Parent/Teacher Conferences

Parent/teacher conferences are scheduled at least once per year. These conferences are held to discuss the development and well being of each child. The teacher presents a progress report and provides an opportunity to exchange ideas and questions.

End of Year Reports

The End of Year report is a detailed narrative prepared by the child's class teacher, describing each child's academic and social progress over the course of the year. This report is an official transcript of the child's elementary Waldorf education.

What to Leave at Home

Most of the following is obvious but must be stated and enforced. Please refrain from having children bring any toys from home to school, except in specially arranged circumstances. We have found, in the past that this causes more complications than desirable for all concerned. If your child occasionally wishes to share a found treasure from nature, or a handmade article from home, it would be welcomed. Candy or gum is not to be brought to school or purchased and eaten on the bus on the way to school. Skateboards and roller blades are also not to be brought to school. If a child is going to a friend's house after school and wishes to bring any of these personal items to school, they must be kept in a covering until the child leaves the school grounds. Dogs are not to be brought to the school at any time. Even though we all love dogs,

they do leave their mark in the playground and have been known to help themselves to unattended lunch snacks.

Late Attendance

Children must be ready at 8:10 a.m. for morning handshake. This means outdoor clothes and boot off, indoor shoes on, a visit to the washroom completed, and lunch in hand or in a cubby. If your child is late please go to the office to confirm attendance before going to the classroom. Consistent late arrival will result in the following process:

- The teacher notices that a child is arriving consistently late to class and can either ask the Office to phone home or do so themselves to be sure the parents are aware of the late arrivals.
- When the next late arrival occurs the teacher may initiate the next step. The Administrator will call the parents to attend a meeting with the School Administrator and Faculty Chair. The goal of this meeting will be to find a way to have the student arrive on time.
- If the student is late again in the same term, another meeting will be called, immediately.

Absentees

If your child is going to be absent from school, please phone the school in the morning before school starts so the teacher can be informed. If your child will be leaving the school grounds at any time during the school day prior to dismissal report to the office before the child leaves the school grounds. If a child who was in attendance in the morning does not report to class after lunch, and no absentee notice has been given, our search procedure will be implemented to locate the *missing* child. Please recognize the magnitude of inconvenience this procedure would cause the school if it was done unnecessarily.

First Aid – Emergencies

All parents/guardians are required to complete the medical information form in their registration package, including the name of an emergency contact for their child. This person will be notified if a child is sick and the parents/guardians cannot be reached. Homeopathic remedies may be used, with the parent/guardians permission. Our staff are trained to deal with emergencies, however, should our child require medical assistance, s/he will be taken to the hospital by ambulance.

Structure, Governance and Roles

A partnership between parents, faculty and administration.

Non-Profit Society

The Nelson Waldorf School is a registered non-profit society and is governed by an elected Board of Directors.

Meetings at the Nelson Waldorf School strive to use the consensus model of decision-making.

Administration

NWS Board of Directors

Parent Boards of Directors are elected at the Annual General Meeting as per Society By-Laws. Faculty members are appointed by the faculty to sit as members on the Board. The Administrator/Principal organizes and sits in on the Board meetings. The mandate of the Board is to be responsible for the financial and legal health of the School.

Current Board of Directors

- James Loepky, Chair
- John Leishman, Treasurer
- Fern Sabo, Secretary
- Steve Forte
- Darragh Hardy
- Michael Bowick
- Tanya Thayer (Faculty)
- Natasha Kraus (Faculty)

General Administrator – Beverley Barcham

The General Administrator is responsible to the Board of Directors. Responsibilities include administration, financial accounting, transportation, facility, public relations and school promotion, and non-teaching staff. Although Waldorf Schools do not have a “Principal” in the traditional sense, the Nelson Waldorf School has a “Principal” position as required by the B.C. Ministry of Education for the administration and supervision of an independent school. This Board-appointed position is currently held by the General Administrator.

Faculty

NWS Faculty

The Faculty circle (salaried teachers) meets once a week. In addition to teaching, the sphere of this group includes all aspects pertaining to the learning environment: conducting class, child and curriculum studies; overseeing school festivals; developing personnel, policy and finance recommendations to the Board; as well as participating in the day-to-day administration and long-range vision of the school. Anthroposophic study and professional development underlie the work of the Faculty.

NWS Faculty Steering Committee

The scope of this committee is pedagogical administration. The Steering Committee manages pedagogical issues and topics, prepares meeting agendas and is a voice of the Faculty. The

Committee “steers” work to various mandate groups as it arises and ensures follow through. The Committee is comprised of the Faculty Chair and two other Faculty-appointed representatives.

NWS Faculty Chair – Marcelo Porto Goncalves

The Faculty Chair is responsible for chairing Faculty meetings, representing the Faculty at Coordination Team meetings, as well as being a Faculty representative in discipline, curriculum and policy related work. This position is a Faculty appointment.

NWS Mentor – Donna Switzer

The Faculty Mentor supports the teaching staff with pedagogical recommendations as well as coordinates teacher evaluations. This position is a Faculty appointment.

Parents

Parent Council

Nelson Waldorf School Parent Council Guidelines: A Living Document

Draft Oct. 03, 2011

VISION

The Nelson Waldorf School Parent Council (NWSPC) embraces the vision of an engaged and valued parent body in service of the actualization of the school's mission.

MISSION

The mission of the NWSPC is to guide, and facilitate the participation of parents in partnership with the Faculty and Board of Directors of the Nelson Waldorf School (NWS).

CORE VALUES

The NWSPC adopts as its fundamental values a commitment to working with the underlying principles of Waldorf Education as developed through the Faculty and Board, and a commitment to generate, welcome, and honour parents' participation in the life of the school.

STRUCTURE AND MEMBERSHIP

All parents of children enrolled at the NWS are **General Members** of the NWSPC. General Members can be involved with the NWSPC in a variety of ways, including attending meetings, taking on active roles in NWSPC activities and projects, bringing suggestions and concerns to the NWSPC steering group, or alerting the NWSPC steering group to fundraising opportunities or other ideas.

The NWSPC Steering Group consists of parents who take on a regular role to provide structure and oversight for NWSPC activities and projects. Membership of the Steering Group is open to all General Members. The NWSPC Steering committee needs, at minimum, to include a chair or co-chairs, a treasurer, a faculty rep., an admin. rep., ideally a board rep., and to have some form of representation from each class (the class rep or a designated class member, or at least email correspondence of agendas and minutes with the class rep) There is no requirement that Steering Group members commit to serving for particular time periods and all parents are welcomed to join the Steering Group as and when their interest and availability permits. However, it is hoped that Steering Group members would attend most NWSPC meetings and that Steering Group members would let their colleagues know within an appropriate time frame of any desired changes in future levels of involvement. At the end and beginning of each school year it is important that the NWSPC establish who is to take responsibility for the following leadership / positions: PC Chair, PC treasurer, Winter Faire coordinator, Halloween Journey coordinator, costume room coordinator, parent room coordinator, festival room coordinator, Grade 8 turkey fund raiser coordinator, leads for grocery card fund raisers and Sept class rep coordination and class rep binder distribution.

NWSPC Funds: The treasurer or designate must apply for the annual grant money for the parent council in May /June for the following year and complete all documentation required for this with appropriate reporting to the Steering committee. This particular grant has specified rules regarding areas of use for funds that must be followed. Other funds that parent council requires must be raised through various fund raising efforts.

It has been agreed that the parent council 's spending of any of these funds follows the principle that the parent council funds are to benefit all children in the school. When funds are requested for specific benefit of the younger aged children in the school, similar funding must be designated to support the needs of older aged children in the school to ensure an equal use of the funds for all children's benefit. All spending must be documented in the budget with appropriate receipts and reviewed regularly by the steering committee.

Types of Parent Council activities:

- **Regular Meetings** – All parents are invited to attend NWSPC meetings, which are expected to take place approximately once a month during the school year. Steering Group members will typically attend most meetings, as will a member of the Faculty (in the role of Faculty-Parent Council Liaison) and the General Administrator. Specific roles at each meeting (e.g. Chair, minute taker, time-keeper, etc.) can be rotated among current Steering Group members . One role that should remain constant throughout the year is that of **Treasurer**, who manages the NWSPC's finances / budget and bank account. It is also ideal to have a relatively consistent chair to prepare agendas, review minutes, and chair the meetings, opening and closing the meeting with some form of reverence ,and using principles of consensus and collaboration.
- **Social Inclusion Coordinating Group (SICG)** – It is ideal to have on going communication between the SICG and parent council. Along with their regular SI work this group organizes welcoming teas for parents before or after events like the Rose ceremony and fund raises through a community Valentine Dance
- **Webpage and News E-zine** – a parent may wish to take on a regular parent council electronic newsletter, linked to the NWS website. The E-zines newsletter could contain interesting and useful information about parent activities and opportunities at the school and links to further information about Waldorf education
- **Parent Handbook Updating** – NWSPC members work with NWS staff to update the Parent Handbook each year.
- **All-School Welcome and Celebration** – Members of the NWSPC Steering Group often work with Faculty to support the All-School Welcome and Celebration at the beginning of each school year.
- **Grocery Card Program** – Parent Council helps to support and organize various Grocery Card Fund Raising Projects- Co-op cards, Save-On for grade 8
- **Applying for Grants** – NWSPC members seek out and apply for grants and other funding opportunities, for example, the \$20,000 grant acquired in 2009 to build the lower school Natural Playground, and the annual community gaming grant for Parent Advisory Councils (application deadline: June 30 each year). The creation and maintenance of a “grant database” would be a worthwhile goal.
- **Festivals and Events** –The NWSPC Steering Group solicits parent volunteers to provide leadership in the organization of parent-led school Festivals and Events, such as the Halloween Journey and the Winter Faire. Parent council ensures the distribution of class rep binders with information for individual class organizing responsibilities (ie: Martinmas Lantern walk, Advent Spiral Walk, Winter Carnival, Mayfest) Parent council has created and updates these binders and any electronic documentation of events and festivals.
- **Building and Grounds Projects** – NWSPC members volunteer to organize and carry out specific projects associated with the NWS buildings and grounds. Examples include: the kindergarden, lower and upper school playgrounds, a NWSPC display area, festival supply room, costume room, parent room.

Class Rep - Job Description

The responsibility for the success of every activity of a class lies with the teacher. However, the quality of that success is greatly shaped by the support that teacher receives from the school and from the parent body. Parents have a wealth of experience, talent, and dedication to offer a teacher and, as a way to best access this resource, the school-wide practice is that a teacher have one or two designated Class Parents. The role and tasks of the Class Rep go from the mundane to the monumental.

In the hands-on arena, it includes calling on class parents to help:

- Arrange for snacks at the parent evenings.
- Plan field trips, from small detail to making reservations, doing research, etc, as the teacher needs. It can include signing up drivers.
- Plan class social events, including holiday celebrations in class.
- Co-ordinate class fundraising as needed.
- Organize class parents' participation in school festivals.
- Help the teacher with any and all specific needs as they are able.
- Helping with the class play

In the ears and eyes arena – being a listening antenna and speaking partner for the teacher.

- What are the worries of the parents/what do they appreciate?
- What is brewing under the surface?
- What needs to be talked about openly at the parent evening?
- Who needs a private conversation?
- Being an *advocate* for the parents. Listening to parent concerns.
- Being a support person for both parents and the teacher.
- Being a *check-in* person for the school.
- Providing a contact when the Faculty Chair needs a parent's perspective on the class

Essential Parent Support

Written collaboratively by parents and faculty

Building healthy community, both within the classes and within the whole school, honours the vision of the Nelson Waldorf School (NWS), where everyone, including teachers, parents, and administration, participate together. Teachers, parents, and administration are asked to commit to cooperating in a climate of mutual respect, support, and healthy communication, and to strive to continue developing a deeper understanding of the principles of Waldorf Education.

For parents, this involves supporting their child to learn and participate fully in the school, and supporting the school in the following areas: the curriculum in the classes; school activities and festivals; school fundraising; and school codes of conduct, communication, and conflict resolution. These efforts may require some reflection and some adjustment in lifestyle choices. Each parent should also feel that their voice and gifts are heard and all parents should find for themselves what they are comfortably able to contribute to the whole.

Below is a list of ways that parents can participate and provide support to their children and to the Nelson Waldorf School. This will allow the teachers to be freer to teach, allow the children to be freer to learn, and allow the building of a healthy school community. May this be a helpful and inspiring guide.

Supporting Your Child

- Create daily, weekly, and seasonal rhythms in your family life.
- Maintain a simple, unhurried family schedule, which balances each busy day with a quiet one and, within a day, balances busy time with quiet time. (Consider that maintaining rhythm requires a “breath in and a breath out.”)
- Ensure your child is well rested with a regular bedtime that provides enough restorative sleep for their age.
- Provide healthy whole-foods at home and in school.
- Choose to keep your child at home to rest when sick, and make arrangements to make this possible.
- Ensure your child routinely engages in healthy physical activity.
- Choose extracurricular activities with consideration for the age and developmental needs of the child and avoid over-loading or over-scheduling the child.
- De-clutter your child’s bedroom, playroom, and common area with goals of simplicity and beauty.
- Be willing to explore individual learning and care support for your child as needed.

Supporting the Curriculum and the School

- Ensure your child’s regular and punctual attendance at school and school events (with holidays scheduled around school vacation).
- Attend all class parent meetings with the teacher. (These meetings include child development education, which is invaluable.)
- Attend individual parent/teacher conferences.
- Ensure your child adheres to the NWS Appearance and Dress Code and that your child has appropriate seasonal clothing for recess and the day’s activities.
- Support the child’s curriculum and learning at home (including age-appropriate homework completion and study skills, and extra learning support when needed).
- Take opportunities to learn more about Waldorf Education. (i.e. guest speakers, visiting mentors etc.)
- Strive to adhere to the NWS Media Policy.
- Follow the NWS Code of Conduct and Disciplinary Policy.
- Participate when possible in the social and cultural life of the school (festivals, assemblies, school and class events, etc.).
- Honour rhythm, routines, play, reverence, creativity, and imagination in the home.
- Organize activities at social gatherings and children’s parties that are congruent with the values of the school.

- Follow the NWS policy of no smoking, alcohol, or drugs on school grounds or during school activities or field trips.
- Follow the NWS Driver's Requirements when a driver on field trips.

Supporting Communication and Relationships in the School Community

- Be willing to participate in creating a learning environment and school community with healthy social interaction and conflict resolution.
- Encourage all voices and ideas in the school community be heard.
- Be willing to use compassionate communication without blame and to practice respectful thinking, listening, speaking and acting.
- Support and learn more about the Social Inclusion Practices developed by Dr. Kim John Payne that have been adopted by the school.
- Bring any concerns to faculty, administration, or board members in an explicit, timely, and constructive way using guidelines from the NWS Respectful and Conscious Communication Guide and encourage others to do so.
- Use the NWS Concerns/Complaints Process as needed.
- Work with Consensus Decision Making in meetings and support each meeting beginning and ending from a place of reverence.
- Maintain open communication with your child's teacher to ensure a healthy dialogue to support your child.
- Respect the private lives of the teachers and staff (e.g., limit home phone calls and out-of-school requests to emergency only).
- Attend the All School Welcome and Celebration Meeting in September each year.
- Strive when possible to attend the Opening Rose Ceremony in September, the Closing Rose Ceremony and All School Hand-shake in June, and other school gatherings and community celebrations.
- Strive toward inclusivity in your interactions, activities and social gatherings (and in your child's interactions, activities, and social gatherings. We are models to our children.)
- Recognize that we are each ambassadors of the NWS when we speak about the school in the wider community.
- Adhere to the NWS email communication guidelines .
- Keep informed of school activities and business by reading the School Bulletin (distributed each Wednesday of the school year) and other information sent from the school (also available on the school website, www.nelsonwaldorf.org)
- Keep informed of class activities, news and business by reading the class letters sent by class teachers either weekly or bi-weekly.
- Ensure that phone tree messages are passed along in a timely manner (a message must be received by another parent directly, not on an answering machine or voice mail to consider that the message has been truly passed on through the phone tree.)

Financial and Fundraising Support

- Support the organization and advertising of seasonal school events, which invite the wider Nelson community and which are very important for school public relations (e.g., Halloween Journey, Winterfaire, Kinderhouse Mayfest). The Winterfaire is the largest seasonal fundraiser and every family is asked to contribute to the individual class-run components (e.g., cookie kingdom, winter crafts, candle dipping) or to the coordination of the Faire as a whole (e.g., parking, music, Silver King Artisan Market).
- Support the grocery voucher fundraisers, which enable your regular shopping to contribute to school fundraising.
- Support other school and class fundraisers (e.g., turkeys, bulbs and flowers, dried fruit and nuts, bottle drives, coffee houses, silent auctions, bake sales, large plays and concerts, etc.).
- Offer grant writing skills or knowledge of grants available for school projects.
- Support (and develop where possible) NWS marketing strategies and the school's website to increase enrollment (each new student increases government funding for the school and strengthens the financial health of the school).
- Consider contributing to the annual NWS Giving Campaign and/or making a tax-deductible charitable donation to the NWS at any time.
- Think creatively about other non-monetary ways to contribute to the financial health and growth of the school through contributions of time, particular skills, or donations from your business (e.g., donations to silent auctions or giving materials, food, or particular items needed in the school and at school events).
- Encourage families who would like their children to experience a Waldorf education, but who are struggling with tuition, to explore tuition reduction options. As our enrollment increases so does the vibrancy and diversity of our school
- Complete financial agreements and pay tuition and supply fees in a timely manner.

Parent Participation and Volunteering Support

Parent participation and volunteering is an integral part of the NWS experience. This helps to build a school community that supports the children and that thrives socially and financially with wonderful curriculum enhancement possibilities. Parents have the opportunity to participate in various areas of the school community's functioning, visioning, and growth, and the success of most school activities and celebrations depends on broad parent participation.

We recognize that family, life, work, and health circumstances vary and impact how parents can contribute time and energy to the school. There are so many different ways to contribute that we hope that parents will individually explore how they are inspired to offer their time, skills, gifts, thoughts, food, creativity, organization, etc., throughout the year and throughout different stages of their child's journey in the school. Each contribution is unique, valued, and enhances the whole; many hands makes light work.

Parent Participation and Volunteering Opportunities

Class Volunteer Opportunities

- Class representative.
- Classroom set up and beautification.

- Volunteering in the classroom.
- Class plays and costume making.
- Class field trips and ski day chaperones/drivers.
- Ski Day chaperones/drivers.
- Potlucks.
- Supporting practical arts in the class room (e.g., weaving, blacksmithing, archery, leather work).
- Class curriculum events (e.g., a Medieval feast or an Indian dinner).
- Kinderhouse and Class 1-3 Lantern Walk.
- Kindergarten and Class 1-3 Spiral Walk.
- Saint Nicolas' visit in early December.
- Class 5's Winter Carnaval Crepes fundraiser.
- Class 6's Mayfest Strawberry Shortcake fundraiser.
- Middle School Project Week mentor.
- Grade 8 Project mentor.
- Eurythmy performances – help with costumes/gowns, ironing, sewing and help with changing.
- Handwork assistants.
- Outdoor education.

Seasonal Celebrations Volunteer Opportunities

- Halloween Journey
- Winterfaire
- Kinderhouse Mayfest

Additional Volunteer and Support Opportunities

- Parent Council and Sub-committees
- Social Inclusion Working Group
- NWS Board member
- Web design, computer skills
- Building and grounds development
- School committees (marketing, fund raising)

Nelson Waldorf School Communication

The school welcomes any constructive input about programs or policies.

NWS Respectful and Conscious Communication Guidelines

The NWS is committed to ensuring communication in the school involves mutual respect , collaboration and honesty with the highest interest of the children in mind.

- When applicable, direct another person's statement or question about another back to the source of an action or statement.
- If possible, offer to go with that person to the source.
- It is acceptable to suggest a better time and/or place for a particular conversation to occur.
- It is helpful to both parties to ask another person their intent in telling you something, especially a *second-hand* story.
- Remind each other to speak from the 'I'. (Speak for yourself, not for your group, unless specified to)
- Honor a request for a moment of silence in a conversation or a meeting.
- Provide *reflective listening* back to the speaker (i.e. "what I heard you say is...").

~ It is healthy and necessary to acknowledge a communication breakdown and to seek appropriate support ~

Email Communication Protocol

School Email communication is a convenience regularly used, however, we do not process on email. We are not in process regarding concerns until we talk in person. Email is a tool for arrangements, confirmations and information. We do not register complaints/concerns on email. Email communication is to be used for relaying routine information pertaining to school and class business, however not used for student specific, information or issues needing discussion.

Concerns and Complaints

Definitions

Concerns are issues that cause discomfort or anxiety and which the concerned person wishes to resolve.

Complaints are issues of a higher level of intensity: a grievance which has not found resolution through the concerns process, or an issue of such severity or urgency that immediate action must be taken.

Gateway for Parent Concerns

Step 1: Communicating a concern

When there is a concern about a school-related topic, parents have the following options:

- Speak directly to the person to which that the concern is related.
- Speak to one of the following designated NWS contacts, called “Gateway” designates:
 - Faculty Chair, Marcelo Goncalves
 - School Mentor, Donna Switzer
 - Social Inclusion Coordinator, Diana Finley
 - General Administrator, Bev Barcham
 - Daycare Manager – Erica Maclennen

These contacts are available for conversation and consultation. If desired by the parent, anyone of these contacts may help to activate the tracking of a concern to ensure that it is directed to the proper person and that follow-up steps take place so that the original concern is resolved in a timely manner.

Concerns are tracked by the “Gateway” designate. It is not intended as the escalation of an original concern, but rather, as a tool for providing assurance and ensuring that a concern is seen through to resolution.

Step 2: Tracking a Concern

- At the parent’s request, the Gateway designate documents the concern, and takes it to the relevant person/group within the school, advises the Gateway team, and the Faculty Steering group.
- The relevant person/group will review the concern and respond to the person lodging the concern within 3 working days of receipt of the concern.
- The gateway designate will make follow up contact in 10 working days to determine whether the person lodging the concern has received a response and whether the issue is in process, completed or unresolved.
- The Gateway designate will continue to track the issue until completion is reached.
- If the parties are unable to reach resolution, a formal complaint may be initiated as in Step Three below.

- All steps in the process will be documented by the Gateway designate. A summary of concerns will be reported to Faculty Chair and the General Administrator, and statistics on concerns reported to the Board of Directors.

Guiding Principles in NWS Concerns Process

Concerns or complaints do not necessarily signal a crisis. The Nelson Waldorf School (NWS) approach to concerns and complaints is based on a belief that concerns and complaints are a natural outcome of providing care, and offer an opportunity for change and improvement.

Wherever possible, concerns should be resolved by the affected parties. Parties affected by a concern should, wherever possible, participate in addressing and resolving the concern among themselves directly.

Organizations and people act in good faith. The NWS will approach concerns with the assumption that all parties are acting in good faith.

Concerns will be treated with consistency. Not all concerns will be alike; however, we will strive to treat concerns that are similar in nature in a consistent manner.

The response to concerns will be timely. Review of a concern will begin as soon as practical after it has been received, and concerns will be addressed in a timely manner.

Concerns will be treated with fairness. The actions of the NWS will be guided by what is fair and reasonable, and the validity of concerns will not be prejudged.

Concerns will be treated confidentially. Subject to applicable legal requirements, all concerns will be treated as confidential.

Step 3: Complaint Policy

If Step Two is unsuccessful in resolving the concern, or if the issue is of a severe or urgent nature, a formal written complaint may be initiated according to the Nelson Waldorf School's Complaint Policy.

1. Any complaint relating to an alleged illegal act, or involving the risk of harm to the children, staff, or volunteers, will be immediately referred to the General Administrator and the Faculty Chair (the school representatives) who will investigate the validity and relevance of the complaint. If founded, the school representatives will immediately address the complaint. In some cases there may be a legal requirement to report to outside authorities.
2. Where a complaint involves a serious breach of trust or policy, the school representatives will immediately inform the Board of Directors for further investigation and necessary action.

The Complaint Process

Introduction

The Complaint Process should generally be followed only if the “Concerns Process” has been found to be ineffective. Complaints must be received in writing. The person lodging the complaint may receive assistance in writing the complaint, but must sign it and take responsibility for the content of the complaint.

Each complaint will be directed to a “Complaint Manager” who will have the authority and knowledge necessary to deal with the Complaint. Depending on the issue, the Complaint Manager may be the School Mentor, Social Inclusion Coordinator, Faculty Chair, General Administrator or the Early Childhood Education (ECE) Manager. Where complaints concern one of the potential Complaint Managers, please refer to Table 1 to help identify the appropriate person to direct the complaint to. A Complaint Administrator (usually the general Administrator) will be able to provide guidance on how to lodge a complaint and will help identify an appropriate Complaint Manager.

The progress of each complaint will be monitored by the Complaint Administrator, who will keep appropriate records of the receipt of complaints, track the progress of response to the complaint and provide summaries of basic statistics regarding complaints to the Board, General Administrator and Faculty Chair on at least a quarterly basis. The information provided would include, but not necessarily limited to the number received, the number dealt with within the specified time frame, and the number pending resolution. The purpose of this reporting is to allow the effectiveness of the Complaint Procedure to be monitored.

Complaint Management and Administration

COMPLAINTS CONCERNING	COMPLAINT MANAGER (responsible for resolution of the complaint)	COMPLAINT ADMINISTRATOR (responsible for tracking the progress of the complaint)
Most Issues	School Mentor, Social Inclusion Coordinator, Faculty Chair, General Administrator or the ECE Manager.	General Administrator
General Administrator	President of the Board	Vice-President of the Board
ECE Manager	General Administrator	General Administrator
Faculty Chair	Steering Member	General Administrator
Board Member (not including the Board President)	President of the Board	General Administrator
President of the Board	Vice-President of the Board	General Administrator
Social Inclusion Coordinator	Faculty Chair	General Administrator

Receipt of Complaints

1. A complaint is formally received when it is delivered to the Complaint Administrator in the appropriate form (i.e. in writing). The Complaint Administrator, usually the General Administrator, will forward the complaint to the appropriate Complaint Manager.
2. When a complaint is received, the Complaint Administrator will provide the party registering the complaint with a copy of the Complaints Procedure.
3. When a complaint is received, the Complaint Administrator will record basic information such as the date of receipt of the complaint, contact information for the complainant(s), and the date for the next steps in the process.
4. The Complaint Administrator will be responsible for keeping copies or originals of all documentation associated with the complaint. Where necessary to protect privacy or meet other legal requirements, the Complaint Manager may provide documents in a sealed envelope.
5. The Complaints Administrator will hold all information about complaints in confidence, except as required in law or by the by-laws of the NWS. If there is a need for reporting to outside authorities, the Complaints Manager and/or Complaint Administrator will notify the General Administrator and President or Vice President of the Board at the earliest opportunity and in advance of reporting to outside authorities, except where such a delay would result in failure to meet legal reporting requirements.
6. Any complaint that has legal implications or major risk implications (e.g. lawsuit) should be reported to the General Administrator and to the President or Vice President of the Board, who would in turn bring it to the attention of the Board as a whole.

Complaints about Failure to Follow the Complaints Procedure

1. If the deadlines for a complaint are missed or the complainant considers that the complaint was not dealt with in a satisfactory manner, then the complainant may lodge a complaint about the process to the Board.
2. A formal complaint must be in writing. The complaint must be delivered to the Board President, who must bring it to the Board as whole.
3. The Board President will become the Complaint Administrator and fulfill all the duties associated with that position.
4. If time is a critical factor, the Board President will call a special meeting of the Board or commission a sub-committee of the Board to initiate a response.

Appeal Procedure

1. Requests to the Board for appeals must be in writing and state the basis for the appeal.
2. The Board will normally only deal with matters of procedure, not the content of complaints. However, the Board may allow an appeal of a decision. In the case of an appeal, the Board would strike a committee to consider the content of complaints.
3. Appeals will normally be allowed only where there was an apparent failure to follow the Complaint Procedure, where there is new information available, or where the complainant offers new options for consideration.
4. The Board may allow an appeal if in its judgment, failure to do so would put the NWS at risk.

Policy Review

The Complaint Procedure will be reviewed annually by the Board.

Timelines

1. A written response to a complaint will be provided within 10 working days of receipt of a complaint except where a mutually agreeable alternative has been agreed to in writing by the Complaints Administrator and the complainant.
2. Agreements about scheduling for next steps will be documented in writing and reported to the Complaints Administrator.
3. Failure to meet written timelines can form the basis for complaint to the Board.
4. The Board must respond in writing within five weeks to complaints about procedure or to requests for appeals.
5. In matters that involve potential legal matters, significant risks to the NWS, or substantial matters of significant urgency, an appropriate timeline for response must be set by the Complaint Administrator.

Communications

1. The Complaints Procedure must be in written form and accessible to all members of the Nelson and Area Waldorf School Association (adults only).
2. The Complaints Procedure should be included in the Parent's Handbook
3. The Complaints Procedure should be available from the Front office.
4. If the Complaints Procedure is changed during the year, then a notice that a change has taken place should be published in the Bulletin.

Nelson Waldorf School Social Inclusion Approach

Accountability in situations of social conflict
through a no-blame, no-shame approach

Lower School/Middle School Policy

Social Inclusion Approach

The healthy social life is found
When in the mirror of each human soul
The entire community finds its reflection,
And when in the community
The virtue of each one is living.

The Social Motto
Rudolf Steiner

The Nelson Waldorf School is committed to healthy social relationships between students, teachers and all members of the school community. This value is reflected throughout the curriculum and implicit in the working of the school. In support of deepening existing practices, our school has adopted the Social Inclusion Approach brought to us by Kim John Payne, an educator and consultant, who is respected worldwide for his work in justice without blame, building self-esteem and helping children deal with conflict and social issues.

At the Nelson Waldorf School, we strive to create and sustain a healthy social environment. We understand that conflict is a normal part of life and offers opportunities to learn about each other and ourselves. Conflict is one catalyst by which we grow as social beings. How we handle conflict affects our relationships and our sense of trust and safety within our school. Bullying, teasing, and gossiping promote fear, blame, and disrespect and will be actively addressed.

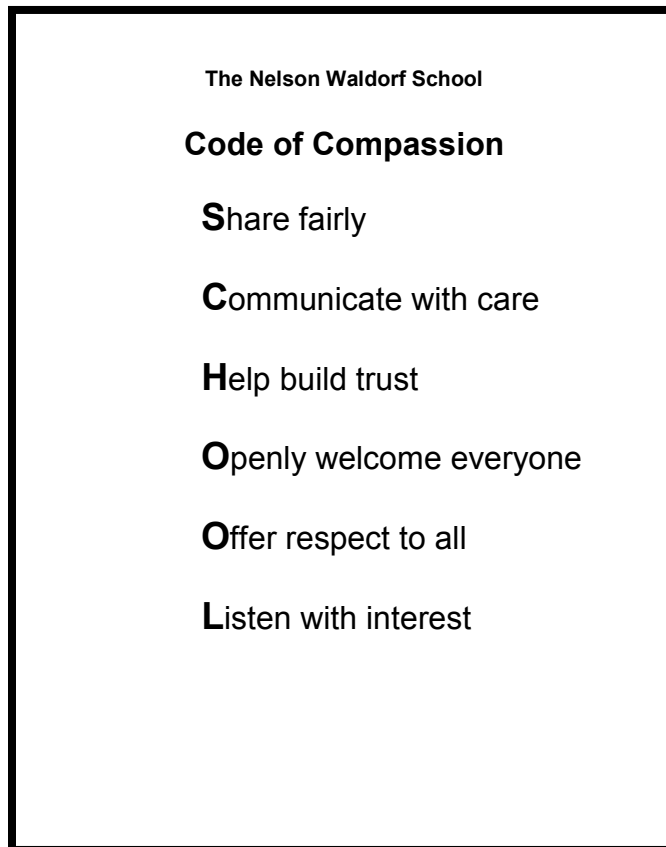
It is our goal to assist students to resolve and learn from their social conflicts. The Social Inclusion Approach provides a structure whereby students experiencing social challenges can develop greater understanding and awareness of the implications of their actions. A Social Inclusion Approach provides the opportunity to be accountable, to deepen relationships with others, and to create the safety needed to allow a social situation to improve.

We, the students, teachers, staff and parents of the Nelson Waldorf School, are committed to a community that stands for love, truth, and respect. We are committed to meeting situations of conflict with compassion and a tone of interest and discovery, not blame. The Nelson Waldorf School invites all students, teachers, staff and parents to actively participate in building and maintaining a healthy social life in our school community.

Code of Compassion

The Code of Compassion was created in 2007/2008 by the students of the school, who gave their input to the Class 9 members of the Student Social Action Committee (SSAC).

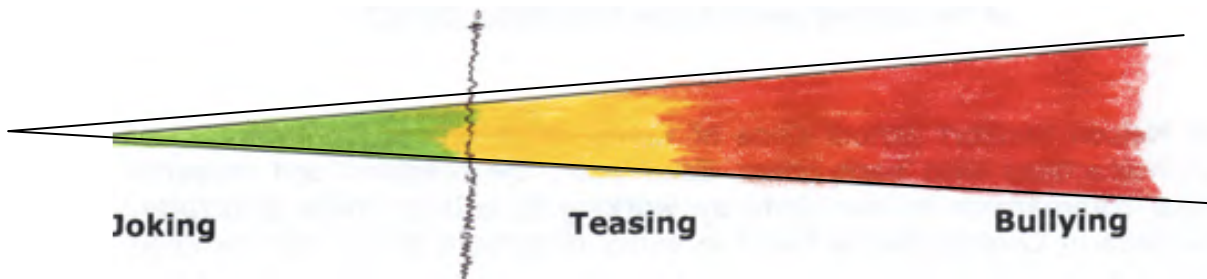
The Nelson Waldorf School Code of Compassion guides the intention of our interactions with each other. Each year, the teachers and students renew commitment to our Code by working to enliven these principles. The Code of Compassion is found in every classroom and in our common spaces.



Definition of Bullying

(As defined by our students)

Any form of teasing becomes bullying when it goes too far.



“Joking” becomes “Teasing” when...

- The person or anyone asks for it to stop and it doesn't
- It doesn't feel right inside
- The person feels shut down or hurt
- It is meant to put down
- The person and bystanders don't think it is funny
- Someone is left out
- People are afraid to help because they think they will get teased too
- People go along with it but feel uncomfortable
- It happens a lot
- A person feels outnumbered
- The person feels they can't tell anyone about it

Bullying is persistent, prolonged and deliberate and includes:

- Excluding others, intentionally ignoring or leaving someone out
- Physical aggression such as pushing, poking, tripping, spitting, hitting, and throwing things at another
- Verbal aggression such as put downs, name calling, teasing, threatening, insulting, swearing, gossiping, spreading rumours, lying
- Stealing from another, damaging or disrespecting property
- Ganging up
- Intolerance of differences
- Making someone else do any of the above actions
- Doing any of the above actions by electronic means such as texting, or email

In summary...

Bullying is persistently teasing, hurting, threatening, or excluding someone.

Social Inclusion (SI) Process

An interaction of bullying or teasing between a student and another student or an adult is observed. Who can you tell? Tell the Class Teacher(s) of the student(s) involved or tell the Social Inclusion Coordinator (SI Coordinator) who will bring it to the Class Teacher.

The Class Teacher will then decide what to do about the problem, and stays with the student throughout the process. The teacher may handle the situation within the class (the Classroom Approach) or decide that it is an issue that needs to enter one of the following school streams: Social Inclusion, Discipline, or Care Group. Sometimes more than one stream is followed. The teacher can consult with the SI Coordinator or another teacher in making this decision.

If the Class Teacher begins with the Classroom Approach, pedagogical, implicit and explicit methods can be used. The SI Response Levels One and Two (see page 8 for Response Levels) offer the teacher more options. If the issue is resolved, no further steps will be taken. If it is unresolved, then the teacher pursues another stream.

When the SI stream is engaged, the concern is taken to the SI Coordinator, and the SI Coordinating Group (SICG) teachers are informed. It is determined whether a child is able and willing to make a change through a Ready for Change meeting with the student, the SI Coordinator, and sometimes, a student helper from the SSAC. The Class Teacher, or the SI Coordinator, notifies the parent that SI work is beginning.

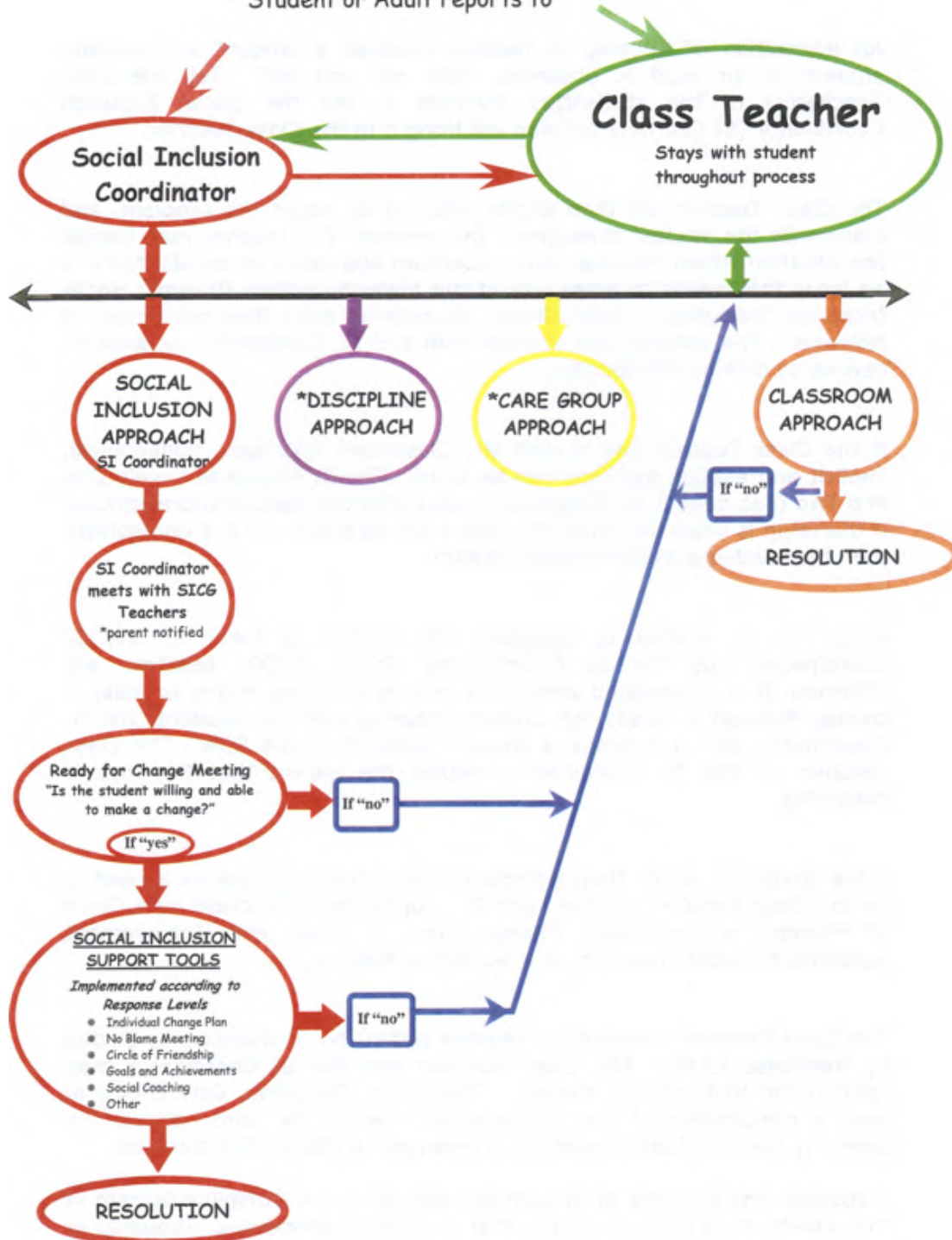
If the student is ready, then a Social Inclusion tool is chosen as agreed to by the Class Teacher, student, and SI Coordinator. This could be a Circle of Friends, an Individual Change Plan, a Goals and Achievement Agreement, Social Coaching, or a No Blame Meeting.

The Class Teacher supports the student within the SI framework, guided by Response Levels. The Class Teacher and the SI Coordinator may recommend that another stream – Classroom, Discipline, Care Group or a combination of these approaches - would be helpful. The parent is contacted and a meeting is arranged to discuss the situation.

A student who is in the SI Stream will also be in the Discipline Stream of the school, if an incident occurs that is severe, dangerous, frequent, or conscious.

FLOW CHART showing PROCESS OF SOCIAL INCLUSION

Teasing or Bullying Incident is Observed
Student or Adult reports to



Response Levels

One

An informal private conversation will take place with the student(s) involved, using the DADD (Disapprove, Affirm, Discover, Do-over) method. This conversation is normally initiated by the Classroom or supervising Teacher, but may include the SI Coordinator. This level is handled in the Classroom Approach. Parents may be informed. If the above has not brought resolution...

Two

A range of moderate intervention tools will be used with the student(s) involved, such as "Crossing the Line" exercises; "The Way We See it" artistic perspective-taking exercises; or a referral to the "Outside-In Playground". Which tools are used will depend on the nature of the incident and the age of the student involved. Again, the Class or Specialty Teacher, with support from the SI Coordinator, handles this level, in the classroom.

If the above has not brought resolution, Parents are informed and...

Three

The student(s) involved is given the opportunity to indicate his or her willingness to work for positive resolution in a "Ready for Change" meeting. The Class Teacher or the SI Coordinator holds the meeting. A member of the SSAC can be asked to help the student(s). If the above has not brought resolution, Faculty, Administration and Parents are informed and...

Four

If the situation warrants, the process may move directly from Step 3 to Step 5.

A "Circle of Friendship" may be formed for the student(s) involved. A "Support Circle" meeting may be called in which the Class Teacher discusses the student situation with the SI Coordinator, the teachers of the SICG, and the parents. Note: A Circle of Friendship can be started as a social support network at any time, with or without incident. If the above has not brought resolution Faculty, Administration and Parents are informed and...

Five

A "No Blame" meeting is held, which is facilitated by the SI Coordinator or Class Teacher. At this point a "Holding Group" may be formed, consisting of an SICG member, the Class teacher, and other faculty. There are three to four weeks of follow-up with the student(s). If the above has not brought resolution Faculty, Administration and Parents are informed and...

Six

The student(s) involved is given a "Goals and Achievement" card by the Class Teacher which is reviewed daily with the student(s) and shared with the parents weekly. In Classes 1-3, this is modified for age appropriateness. The Class Teacher guides the activity to bring self-reflection with an end of day conversation with the student. If the above has not brought resolution, Faculty, Administration and Parents are informed and...

Seven

The situation enters the discipline stream and is brought to the Faculty Steering Committee and Administration to determine appropriate next steps, including the possibility of suspensions and/ or conditional enrolment.

If at any point in the Social Inclusion stream the student, and/or parent, is not capable of proceeding, the Class Teacher and SICG may move directly to the Care or Discipline stream.

Ready for Change Meeting

Ready for Change Meeting

The Ready for Change meeting is usually the first of any formal meeting and is used to prepare the ground for a No Blame meeting. Sometimes accountability and reconciliation is reached at this stage in which case, a No Blame meeting is not needed. It may also become clear that a response of a different kind is needed.

Who is present at a Ready for Change Meeting?

- A facilitator (either a teacher or the SI Coordinator)
- Sometimes the class teacher
- The students involved
- A student SSAC member to support each student

The Goal of the Ready for Change Meeting

- To listen without judgment and blame to the student's account
- To convey that no one is in trouble
- To express real concern that the difficulty cannot continue
- To convey that the situation can change and make things better or worse
- To affirm that everyone's feelings about the situation are valid
- To respect differences
- To relay that others have been in similar situations
- To affirm that often the student is successful in these situations
- To explore possible solutions

No Blame Meeting

The purpose of a No Blame meeting is to bring students experiencing conflict together in a spirit of no blame and genuine interest in exploring solutions.

Who is present at a No Blame Meeting?

- A facilitator (The SI Coordinator or a teacher)
- Student SSAC members supporting each student
- The students involved in the conflict
- At times, two “neutral” students from the class who the students involved agree to invite.
- Sometimes the class teachers of the students involved

The Process of a No Blame Meeting

1. Warmth

Setting the scene
No one is in trouble or being blamed
Now is our chance to work it out
Stories from the SSAC members are shared

2. Light

Telling the Stories
The story of each student is told by the supporting SSAC member
“This is how you saw it...Did I get it right?”

3. Movement

Brainstorming/Heart Searching
Can each of you say what it is you need for this problem to get better?
“How can we make that happen?”

4. Reality

Making it Real/ Keeping in Touch
“Let’s work out who will do what and when you will do it.”
“We will meet again tomorrow/next week to check in. What will be the best time?”

Definition of Terms

Social Inclusion generates a common language throughout the school. These are some of the terms that are used.

- **Social Inclusion Approach** - This is an “accountability without blame” approach towards social conflict that the school uses to foster an environment of respect and tolerance towards each other. Social Inclusion gives us a common language, structure and tools with which to deal with social conflict between students.
- **Truth Telling** - We encourage the students to speak to an adult about what is really going on. When adults are told, it becomes everyone’s responsibility to do something about it. Truth telling gets a person or situation out of trouble.
- **Pedagogical Classroom Approach** - Teachers use developmentally appropriate stories or lessons within the curriculum to address social issues in an implicit way.
- **The Put Down Diet** - This practice invites the members of the school community to be aware of their own speech, body language, and attitudes that criticize or demean others with or without intention. Students, teachers, and staff agree to name, discover why, and do over negative verbal and body language.
- **Code of Compassion** - The Code of Compassion is comprised of six guiding principles for how we want to relate to each other at our school. The Code of Compassion is an active way of being kind and understanding to oneself and others. It was created by students of the SSAC of 2007/08 in response to input from all the students of the school. It is found in every classroom and in our hallways and is renewed yearly.
- **Social Inclusion Change Plan** This is a form that a student completes with the assistance of the SI Coordinator that outlines the student’s plan to change behaviour.
- **Ready for Change Meeting** - An adult mediator (the SI Coordinator or SI teacher) interviews a student involved in a social difficulty to determine the underlying issues. An SSAC member is assigned to assist the student through the process and to take notes. The class teacher may also attend.
- **No Blame Meeting** - This is a group meeting of the students involved in a social difficulty. They will attend the meeting with their SSAC helpers, an adult facilitator (either the SI Coordinator or teacher) and sometimes the class teacher, to brainstorm solutions and build agreements.
- **Goals & Achievements Agreement** - A student is helped to create a plan for change and then charts his/her own progress for meeting these goals on a written form.
- **Circle of Friends** - When a student is having social difficulties, the class teacher will choose two or three students from the class, and one or two students from the SSAC will be selected to greet the student each day, meet together once a week with the student, help the student problem solve, and be available for support.

- **Social Support Circle** - This is a facilitated meeting with the parents and class teacher of a student having social difficulties, to discover how to strengthen and support the child.
- **Student Social Action Committee (SSAC)** - This is a group of student volunteers from the eighth grades trained to assist students through the Social Inclusion Approach. They build relationship with an assigned class by having weekly snack with the class and help in the playground.
- **Social Inclusion Coordinating Group (SICG)** - This is the group that is responsible for the Social Inclusion approach at the school. It is comprised of the Social Inclusion Coordinator, 4 teachers and 4 parents. The teachers and SI Coordinator meet weekly to support students, plan teacher training during Faculty meetings, and guide the work of the Social Inclusion Coordinator. The parents meet weekly to plan and support parent education and meet monthly with the SI teachers and Coordinator to share information.
- **Politeness and Courtesy** - Actively practicing politeness and courtesy keeps a rhythm of respectful example to all members of our school community. Students, teachers, and staff take the opportunity to practice politeness and courtesy so that they occur as a matter of course.
- **Greetings** - Greeting each other by name allows one to feel known and therefore, to feel valued. We strive to know every child and adult by name.
- **Calling Out Scale** - The calling out scale is a system that teachers can use to help students learn to self-monitor when the student calls out and interrupts the flow of a lesson.
- **DADD** - This is an immediate tool used sometimes by teachers in response to inappropriate behaviour by a student. It stands for
 - Disapprove
 - Affirm
 - Discover
 - Do over

Creating a “Truth-Telling Culture”

at the Nelson Waldorf School

How we are creating a “Truth Telling Culture” at the Nelson Waldorf School

Bullying and teasing are often underground issues. In order to be able to resolve the problem, those involved need to feel free to tell the truth. Truth-telling is different from tattle-taling. Tattle-taling gets someone into trouble; truth-telling gets someone out of trouble and gets to the heart of the issue. Creating a truth-telling culture can only be done if confronting and reintegration are not confused with punishment and blame.

By not blaming...

- the student who is bullying does not gain status amongst his/her peers;
- the student who is bullying does not receive positive attention for his/her deeds;
- the student who is targeted is not put under more pressure;
- peers and the student who is being targeted feel free to “tell” about the incident;
- our community encourages and exemplifies how a positive, caring, and inclusive approach can be effective.

How to Support your Child in Telling about Socially Difficult Situations

1. Help them know when they need to ask for help.

Talk with your child, “You know it is time to get help when...”

- You have asked someone to stop and they haven’t
- You are starting to feel bad about yourself
- It is bothering you a lot and/or it’s all you can think about
- You don’t want to come to school
- You feel like you can’t tell anyone
- You feel like you don’t have any friends

2. Help them to know to whom they can talk.

Talk with your child, “You can talk to and get help from...”

- A parent or guardian
- A parent of a friend or a relative
- A teacher
- An adult in the school (like the Social Inclusion Coordinator, parent, secretary...)
- A friend
- A classmate
- A student on the Student Social Action Committee(SSAC)
- Anyone in the Social Inclusion Coordinating Group (SICG)

3. Model and practice communication skills with your child that strengthen social responsibility.

Ask yourself, “Do I...”

- Apologize sincerely when I hurt someone?
- Listen, and respond when spoken to?
- Always tell the truth?
- Give compliments sincerely?
- Express gratitude often?

Ask yourself, "Am I...."

- Always polite?
- Aware of my tone of voice and use of put-downs?
- Aware of my body language and gestures?
- Aware of respecting other people's space?

4. Support your child's foundation of resiliency and strength.

Ask yourself, "Am I supporting my child to..."

- Eat healthy food?
- Get enough sleep?
- Have a balance of quiet and active play?
- Have at least one or two good friends?
- Have the help he/she needs with class work?
- Feel he/she can ask for and get help when he/she needs it?
- Does he/she feel able to handle the situation?

NELSON WALDORF SCHOOL CARE GROUP

“Our task as educators is to be removers of hindrances so that each child’s spirit may enter in full freedom into life.” --- Rudolf Steiner

The **Care Group** is a small circle of teachers who carry questions about the deeper issues of child development, the learning process, and the general well-being of our children. Care Group also enhances the work of teachers as educators.

The Care Group currently consists of an ECE teacher, a specialty teacher, the Learning Enhancement teacher and the Social Inclusion coordinator. The Care Group meets weekly for the on-going study of therapeutic topics as well as to:

- support the Faculty with Child Study and Class Study;
- coordinate in-school services related to students, such as conducting assessments, provide in-class skills support and developing adaptations to accommodate different learning styles;
- make outside referrals for further assessment and/or therapies and tutoring;
- form *Support Teams* for individual children with unique learning, social or behavioural needs.

Support Teams are made up of a child’s parent(s), the class teacher and a member of the school’s Care Group. They sit together with trust, respect and confidentiality. A specialty teacher and community resource people sometimes join these teams.

A Support Team can only function when it rests on a foundation of a strong teacher-parent relationship. When this exists, members can create a vessel where the interest and compassion for the child can thrive, helping to create openness to inspirations for helping the child reach his or her potential.

When families access and utilize Care Group *Team* support, they are expected to:

- attend meetings with school (and often community) personnel
- share background information (early history, medical etc.)
- share in regular communication between home and school
- agree to have appropriate assessments (See Care Stream Flow Chart)
- agree to take up recommendations (e.g. therapeutic, nutritional, behavioural)

When families access Team Support, they can expect the faculty members of the team to endeavor to:

1. understand the child’s strengths and challenges in the realms of academic, social, emotional and physical development;
2. build on the child’s strengths to address the areas of challenge;
3. develop supportive strategies for increased success in school;
4. communicate relevant background information and strategies to the rest of teaching and school staff;
5. follow up on Team agreements;
6. respect confidentiality and use professionalism.

The three streams of student support in our school (Social Inclusion, Discipline and Care) are very connected, especially Social Inclusion and Care. For example, a child with a persistent

problematic social pattern receives Social Inclusion attention, but is also referred to the Care stream for deeper support.

Definitions

Child Study –By carrying an individual child through observation and discussion in Faculty meetings over three weeks, a child study helps teachers understand child development in general, as well as sheds light on that child’s deeper needs.

Class Study – In the course of each year, the Faculty studies the health, challenges and needs of certain classes as a whole as they journey through the school.

Support Circle Meeting – The format used by *Support Teams* to deepen their understanding of a child’s situation, to brainstorm supportive actions, and to create a follow-up procedure for full support.

NELSON WALDORF SCHOOL CARE STREAM PROCESS

Referrals to Care Group come from...

- Parents** - after a parent-teacher conversation and/or...
- Teachers** - after a parent-teacher conversation and/or...
- Students** - self-referral



Care Group documents all requests with a Referral Form



Gather observations from all teachers and from parents
(including a Case History for early years information)



Create a Support Team and hold a Support Circle Meeting
(Parents are given Support Circle and Care Stream descriptions beforehand)



Care Team Recommendations
(Parents are active participants in the care circle)



Therapeutic Referrals - School Services - Assessment Referrals
(See the next page for examples of each category)

Therapeutic Referrals:

- Medical/Therapies – Naturopathic, Family Physician, Homeopathic, Acupuncture, Nutritional
- Tutoring
- Brain Gym
- Art of Balance
- Art Therapy
- Cranial-Sacral
- Parent Educator/Counselor
- Child/Youth Mental Health Counseling

School Services

- Record Case History – and share appropriate information with teachers
- Dominance Profiling
- Social Coaching (Social Inclusion) – Whole class and/or 1:1
- In-class academic support
- Classroom adaptations
- Tracking teacher agreements regarding – communication, academic expectations, progress
- Hygienic Eurythmy
- Screen for grant eligibility – special needs education grant
- Complete Grant Application – depending upon assessment results
- IEP development – Individual Education Plan

Assessment Referrals

- Psychoeducational
- Complex Child and Youth
- Occupational Therapy
- Child Psychiatry
- Hearing
- Vision
- Parent Educator/Counselor

*Contact information for community resources is available from the special needs teacher

** Process and contact information for each assessment described below

Description of Assessment Referrals

1. Psycho-educational Testing

Purpose: To have full-scale intelligence testing results and test for learning disabilities; for supporting child and informing teachers and parents

Contact: Summit Psychology, Nelson

250 352-6600

Cost: Approx. \$1,400.00

2. Occupational Therapy Assessment

Purpose: To assess sensory system functioning underlying learning and/or behaviour difficulties; for supporting child and for Grant application.

Contact: Rachelle Vogel, Occupational Therapist

250 505-7062

Cost: Approx. \$150.00

3. Complex Child and Youth

Purpose: To access Interior Health Children's Assessment Network for supporting child and for Grant application.

Contact: Laurie Timmermans

250 825-0266

Cost: None

4. Child Psychiatry

Purpose: To have an assessment with Dr. Sue Penfold, Provincial Child Psychiatry consultant, for mental health/behavioural issues; for supporting child and for Grant application.

Contact: Ministry of Children and Families

250 354-6480

Cost: None

5. Hearing Testing

Purpose: To discern physical hearing functioning

Contact: Audiology, Interior Health

250 364-6212

Cost: None

6. Vision Testing

Purpose: To discern vision and eye functioning

Contact: Optometrist of your choice or see Parent Directory

Cost: Varies with insurance coverage and age of child

7. Parent Educator

Purpose: To use information derived from a Functional Analysis of Behaviour for supporting child and for Grant application.

Contact: Liz Amaral, Parent Consultant, Nelson Community Services 250 352-3504 Ext.

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Cost: None

Behavioral Support - NWS Code of Conduct and Policies

Code of Conduct

At the Nelson Waldorf School, we regard every human being not only as a citizen of the world but also as a soul and spirit-being living in accordance to inner laws that manifest in the physical world. As educators, our task is to form an orderly school life out of which children can harmoniously unfold their individual gifts, free themselves from encumbrances and grow outwardly independent and inwardly strong. These are some of the tenets that rise from our study of Anthroposophy and the indications of Rudolf Steiner. With this as our common view, we recognize that a positive, wholesome learning environment requires the well-intentioned collaboration between Faculty/Staff, Parents and Students.

The following expectations and guidelines represent our overall Code of Conduct:

What is Expected of Faculty

1. Promote a climate of trust and mutual respect.
2. Treat all people in a just and fair manner, and show respect for individual differences.
3. Address collegial concerns directly and honestly with one another.
4. Provide a safe and secure emotional and physical learning environment.
5. Provide opportunities that enable students to view their own behaviour in a positive manner.
6. Model respect for self, others and public/personal property.
7. Communicate expectations and consequences to students clearly and respectfully.
8. Manage discipline, as a faculty, in a consistent manner and ensure equitable treatment, as agreed upon in policy and procedure guidelines.
9. Communicate in a professional and respectful manner with all adults and students.
10. Provide adequate opportunities for parents to address school matters and concerns.
11. Be ambassadors of the school.

What is Expected of Parents/Guardians

Provide a home environment that works collaboratively with Waldorf pedagogy by:

- Supporting the child's need for a predictable daily rhythm that honours the need for "restorative sleep" and healthy nutrition.
- Upholding the school's Media Guidelines.
- Modeling respect for self, others and public/personal property.
- Ensure regular and punctual attendance at school.
- Keep child at home when sick and inform the school of absence.
- Encourage children to come fully prepared for class.
- Support children to ensure that all homework and assignments are completed in a timely fashion.
- Inform the teacher of any significant changes in home life that might affect the student's behaviour at school, including use of/change in medications.
- Attend parent/teacher conferences and class meetings whenever possible.
- Seek to address concerns directly and honestly with teachers.
- Be ambassadors of the school.

What is Expected of Students

- Be respectful in thought, word and deed towards teachers, adults (staff parents/guardians, visitors, etc.) and students by: following the Golden Rule—of treating others as you would want to be treated.
- Accepting individual differences.
- Working cooperatively with adults and students.
- Using appropriate language at all times.
- Participating in classroom lessons in a way that supports group learning.
- Hold the awareness that attending the Nelson Waldorf School is a privilege by:
 - Maintaining orderly conduct in classrooms, buildings, grounds, school-sponsored excursions and on the city (school) bus.
 - Attending classes punctually and regularly.
 - Meeting the standards of learning and conduct set by Main Lesson and Special Subject teachers.
 - Following directives given by the supervising adult in class, on school grounds and on school-sponsored excursions.
 - Complying with all other school rules and expectations.
 - Being ambassadors of the school.

Rules and Expectations

Respect for self, others and the learning environment is expected of all students. In addition to the norms of respectful behaviour and language necessary to ensure the physical and emotional well-being of all our school community members, students are expected to demonstrate respectful consideration for all school property.

It is also expected that the following rules be observed:

- Bring a healthy snack/lunch to school. Leave candy, chocolate, gum, electronic music players, video games and other electronic devices and toys at home. These items, if seen, can be confiscated and parents will be asked to collect them at the Front Office.
- Follow the Appearance and Dress Code. Students will otherwise be required to change into appropriate clothing.
- Wear indoor shoes in the classroom.
- Bikes, scooters, roller blades and skateboards are to be walked on school grounds. Riding/skating is not permitted on school grounds at any time (either during or after school hours). These items may be impounded if used on school grounds repeatedly and parents will be asked to collect them.
- Observe School Rules while on the city (school) bus. Students who do otherwise will be required to find an alternative mode of transportation to and from school.

The following section describes the disciplinary actions that will be taken in the case of repeated incidents or as a consequence of more serious infractions. Serious infractions are incidents that affect the emotional and/or physical well-being of the student, teacher or class. Factors such as severity, frequency, conscious intent and endangerment are considered when defining serious infractions.

They include the following:

- Intimidation/hurtful actions towards others (both verbal and physical).
- Possession of, using, or distributing drugs or alcohol.
- Possession of a firearm, prohibited weapon or replica thereof, knife (if not prescribed for program).
- Insubordination/truancy.
- Causing willful damage to the school building, grounds, furnishings or belongings and/or belongings of another person (could include irresponsible loss of school equipment).
- Persistent disruption of the learning environment.
- Disruption and/or intimidation on the bus to or from school.

Disciplinary Actions

Discipline Approach

Children/students who do not uphold school rules and expectations or where there has been a lack of resolution through the Social Inclusion approach will experience fair and clear consequences that are aimed at changing their behaviour.

Steps to Progressive Discipline

First Incident

Step 1

The Teacher identifies the problem and the appropriate consequences.
E.g. For environment/property well-being... make good the damage

Step 2

The Teacher calls home to inform parent/guardian of consequence for next (second) incident. An incident report form is completed.

Second Incident

Step 1

The Student is sent home and returns after Re-entry Procedure is completed. A second incident report form is completed.

Step 2

Re-entry Procedure is completed.

NOTE: Serious infractions will result in the child being immediately sent home.

Re-entry Procedure

A meeting is convened with General Administrator, Faculty Chair, Teacher, Parent(s)/Guardian(s) and the student. In this meeting, all parties consider the situation and seek further understanding that will support the student and facilitate a positive resolution. Notes of the meeting and objectives for change are signed by teacher, parent/guardian and (if appropriate) by the student and kept in the teacher's student records. Disciplinary Actions for ongoing or repeated serious infractions may include a 1-3 day suspension, a probation period, and/or expulsion in the case that a resolution cannot be reached or in the case of a serious breach.

NWS Policies

Playground Rules/Policies

General Expectations

- Recess supervisor's judgment to respond to exceptional situations overrides all rules and must be followed.
- All students go outside at recess unless supervised elsewhere by teacher.
- Students must play within the boundaries of supervised play areas.
- Walking, not running, up and down stairs; using stairs, not outer sides of stairs (hill).
- No sliding on railings.
- Sticks are to be used as tools, not weapons. No throwing, hitting, threatening or running with sticks.
- No rough play, i.e., no pushing, hitting, shoving, tripping or wrestling.
- No foul language.
- No food on playgrounds, in hallways or outdoor walkways.

Winter Conditions

- Only crazy carpets and foam sliders are allowed (no snowboards, GTs, saucers).
- Students wait for supervisor's permission before sliding.
- No head-first sliding.
- Follow sliding procedure: wait in line for path to be clear; go down one at a time; return promptly up designated side of path.
- No snowball throwing.
- Adequate winter clothing includes jacket, hat, snow pants (Classes 1-3), gloves/mitts, boots.
- Playing in mud is allowed only with appropriate outerwear and boots, and at supervisor's discretion.

Lower Field Guidelines

- Students wait for supervisor at the top of the lower stairs.
- Students may go into forest only under supervision.
- No crossing the parking lot.
- Students must tell supervisor when leaving playground (e.g. going to bathroom) and report back to same supervisor.
- Students line up at the bottom of the stairs when the recess bell is rung.

Upper Field Guidelines

- Slope between upper and lower fields is out of bounds except with supervisor's permission to retrieve lost balls.
- Return all playground equipment to proper storage area.
- Students immediately return to classes when recess bell is rung. Behaviour that does not honour safe recess and play expectations (as outlined above) will result in the child being removed from the situation following the school's rules (see "Disciplinary Actions").

Appearance and Dress Code Policy

In our school, beautiful images and objects surround the children. The clothing they wear can enhance this environment by setting a mood of preparation, calmness, and respect for oneself and others. In welcoming the children into the classroom each morning, and at the beginning of each special subject class, it is preferable that the teachers spend their time and energy on greeting each child rather than addressing appearance. The Appearance and Dress Code supports the child's readiness for learning, movement and play and reflects consideration of the following:

- The child's health and safety
- Age appropriateness
- Reverence for the inner imagination
- Social inclusion
- Seasonal variations
- The natural environment
- Freedom from consumer advertising

It is the responsibility of parents/guardians, teachers and students to work together to uphold the Appearance and Dress Code. At the beginning of every year, the Appearance and Dress Code will be reviewed with the students and parents/guardians. We ask that you also read and discuss the guidelines with your child(ren) at home. If you have any concerns, please bring them to your child's Class Teacher.

Lower School Appearance and Dress Code (Classes 1-5)

- Student's appearance is neat and clean.
- Clothing is in good repair and well fitting.
- Hats, coats or other outside clothing are worn outside only. Students wear sweaters and sweatshirts inside on cold days. Hood on hoodies must be off head when inside.
- Clothing does not inhibit upper and lower body movement.
- Shorts, skirts and dresses reach the end of fingertips when arms hanging down straight at the side (or longer), opaque leggings may be under shorter clothing.
- Tops extend to waistband when arms are stretched out to the side.
- Long sleeves don't extend beyond wrists.
- Solid bright-coloured tops are preferred.
- Logos, letters, and images are the student's fist size or smaller.
- Children do not wear makeup or nail polish.
- Hair is tidy and kept out of eyes. No dyed hair.
- No tattoos and piercings, other than small ear or nose studs.
- Other jewelry is subtle and non-distracting.
- Watches may be worn in Class 3 and up.
- Watches are analogue.
- Children wear indoor shoes that fit snugly – no flip flops.
- No strapless tops or spaghetti straps.

For Classes 1-3 the following also apply

- Appropriate dress for weather and outside play. In rainy weather, children wear rain jacket, rain pants and rain boots.

- In winter, children wear winter jacket, snow pants, snow boots, hats and gloves.
- Children have a change of clothes, in accordance with the Appearance and Dress Code, stored in labeled cloth bag in classroom.

Upper School Appearance and Dress Code (Classes 6-8)

- Clothes are in good repair. No ripped or tattered clothes.
- Hats, coats or other outside clothing are worn outside only. Students wear sweaters and sweatshirts inside on cold days. Hood on hoodies must be off head when inside.
- Shorts, skirts and dresses reach the end of fingertips when arms hanging down straight at the side (or longer), opaque leggings may be under shorter clothing.
- Boxer and underwear are not visible over the top edge of jeans or pants, pants must be secured at the hips or higher.
- No strapless tops or spaghetti straps.
- Tops extend to waistband when arms are stretched out to the side.
- Subtle makeup is allowed.
- Jewelry is subtle and non-distracting.
- Hair tidy and kept out of eyes. If dyed, hair is to be kept within the range of natural colours (genetically possible variances).
- Logos, letters, and images are the student's fist size or smaller.
- Visible tattoos and body piercings are covered up, except ear and nose piercings.
- In consideration of people with allergies, choose scent-free personal care products.
- Students are prepared for learning in the indoor and outdoor classroom in all seasons each school day. Students are prepared to stand outside comfortably for a length of time.
- On festival days, students are expected to come in suitable dress as notified.
- No flip-flops.

Movement Education Clothes

Clothes for movement education classes in the gym are stored in a breathable cloth or mesh bag that hangs in the coatroom in the class. Gym clothes are required to participate in gym classes. These include:

- Non-marking running shoes that lace up snugly (no loose-fitting skate shoes).
- Shorts, sweat pants or warm-up pants.
- Plain t-shirt with sleeves that are long or short.

Festival Dress Guidelines

- All children to wear a white or light-coloured solid top and dark pants or skirt. Alternately a light, solid-coloured dress may be worn.

Follow-through on Breaches of the Appearance and Dress Code

For Classes 1-3

Breaches will be dealt with in an age-appropriate manner and will most often entail a discussion between parent/guardian and teacher.

For Classes 4-8

- Should a student arrive wearing inappropriate clothing, he/she will be asked to change. Extra t-shirts, track pants and belts are available to students who need to change, either from the lost-and-found bin or from the classroom.
- A student who is wearing heavy makeup or scented personal care products (perfumes, cologne, etc.) will be asked to wash it off.
- A student wearing nail polish that breaches the Appearance and Dress Code will be instructed to remove it at snack recess.
- If a student arrives with hair dyed outside the range of natural colours (genetically possible variances), he/she will be sent home to dye it to an acceptable colour.
- A student who comes to school with a tattoo or piercing (other than an ear or nose) will be asked to cover the tattoo or remove the piercing. If these are not possible, the child will be sent home until able to return with an appearance that is within the guidelines.

For breaches of the Appearance & Dress Code, please see “ Disciplinary Actions” section.

School Protocol and Procedure

Photography and video taping at the NWS

We recognize the need and desire among ourselves to record that “special moment” so we can remember it in future years. Yet, we also acknowledge the potential distraction that picture taking and video taping pose for others, including the children who are most often the focus of this attention. We ask that the following guidelines regarding photography and video taping of school events be followed:

- At indoor ceremonies, performances and festivals a designated school photographer (and, if requested, a video taper) will be used to record these indoor events. Photographs (and DVDs, if video taping was prearranged) will then be available to parents for purchase at a nominal fee. Parents are therefore asked to refrain from personal photography and video taping during these indoor school events. Due to the solemnity and brevity of the Rose Ceremony, only photography will be used. Please note that the Advent Spiral is a non-photographed/videotaped festival.
- At class plays photography will be allowed during dress rehearsals by a designated photographer and /or individual parents, as has been the practice in the school. Official photographs will be available to parents to purchase at a nominal fee. A designated video taper can be arranged to record actual class play performances. Parents will be expected to refrain from personal photography and video taping during class play performances.

Media Policy

The Nelson Waldorf School is dedicated to nurturing the child’s capacities for imagination, healthy emotional development, independent thinking and positive action.

In recognizing the harmful effects that media have on the development of these capacities, the Nelson Waldorf School is committed to supporting the development and maintenance of media-reduced, age-appropriate environments for the children that attend our school.

Underlying this commitment is a firm belief that electronic media affect child development, regardless of the content. The passive condition and the electronic stimulation of these activities cannot be reconciled with the rhythms of nature. Electronic media lacks the human presence so vital to the nourishment of the child, replacing it with electro-magnetic forces that inhibit healthy sleeping and eating patterns. Children’s need for creative play and their ability to create images from within is suppressed by the mechanically produced imagery of the television or computer screen.

Experience at the Nelson Waldorf School (and other Waldorf schools) shows that individuals who are shielded from media at home are more likely to experience, and contribute to, positive learning and social interactions.

For the purposes of this policy, media are considered to include:

- Televisions
- Computers
- Video and electronic games
- Walkmans, Discmans, or other portable music players
- Radios

NOTE: While music itself is not “media,” parental discretion is expected in terms of music *content* and *appropriateness* within the child’s daily rhythm.

Media Policy Goals

Based on this commitment to healthy experience, it is the goal of the Nelson Waldorf School that all children from Kindergarten through Class 5 be media free.

It is also the goal of the Nelson Waldorf School that all children in the Upper Classes 6 to 8 be appropriately limited in their exposure to media including television, videos, movies or other electronic media such as games, computers, internet, MSN chat lines and emails during the school week.

The Nelson Waldorf School fully recognizes that the challenge presented in the course of achieving these goals may be substantial and that it may vary significantly from family to family. The School also recognizes that achieving these goals in a satisfactory way will require an ongoing commitment of time and energy both on the part of the School and on the part of the parents.

With this in mind, the Nelson Waldorf School is prepared to work actively with parents and guardians to develop practical, collaborative solutions and meaningful, personalized support that will move us steadily closer to realizing a healthy, nurturing environment for our children.

Media Policy Support Plan

To address the reduction and elimination of media exposure in a practical manner, the School is developing, in consultation with parents, a Media Policy Support Plan. The Media Policy Support Plan will furnish written and oral information as well as provide a forum for discussion and partnering support. Support initiatives include:

- Discussion and collaboration among parents in each class community.
- Actively sharing educational materials on the effects of media.
- Providing suggestions for how to reduce and monitor exposure.
- Creating opportunities to increase awareness of media habits and provide an opportunity to change media habits.
- Providing support and discussion groups for the exploration and cultivation of family life without media.
- Gathering a bibliography of information sources on the effects of media.
- Creating a resource pool of healthy alternatives to media exposure.
- Creating a partnering network or “buddy” system for off –campus support.

Every effort will be made to assist families in working towards fulfilling the goals of the Media Policy, so that everyone can benefit from the gifts that a healthy Waldorf classroom atmosphere provides. Creating and keeping mutual agreements that directly support these goals is a necessity.

While the school can commit to working to a point of agreement with parents on development and management strategies around limiting media, the onus of keeping the parent’s part of the agreement falls to the parent, as that is where the responsibility for determining a healthy environment for their children ultimately rests.

Media Policy Procedures

Parents will be informed of the details of the school's Media Policy at the time of registration and will be required to make a commitment to working towards its goals.

Head Lice Policy

The collective goal of the NWS community is for nit-free classrooms. This is seen as a communal effort. It is agreed that the best way to eliminate the cycle of re-occurrence is for every family to help and support this goal.

Families are the first line in lice management and prevention. However, the NWS will assist families in accessing supports, where requested, or deemed necessary by both family and School.

In support, NWS adopts the following guidelines that allows for the ongoing detection/treatment of lice and nits.

- The school will offer opportunities for education regarding lice to staff, parents and children. Emphasis will be on the benign nature of the insect and infestation, the need for acceptance/respect and ways to minimize infestation. The school will offer reminders to students through the school year to minimize activities that can assist the spread of lice (sharing hats, combs; close head-to-head contact, etc.)
- Checks within the school will occur in an environment that is respectful of the child's person and privacy.
- The responsibility of recruiting of volunteers to conduct the lice checks or to support families will be through Class Reps, as set out each year at the first meeting of the Class when parent tasks are allocated.
- A head lice check of the children and teachers in the school will be scheduled at the beginning of each term as well as upon the report of any cases of head lice in the School (based on the availability of volunteers).
- Prior to the head lice check, teachers will be informed and will have the opportunity to speak to the children to provide information and an explanation of the process. A note will go home to parents with the request that they check their children's hair. If classroom volunteers are not available, a further second request will be sent home to parents.
- Upon the discovery of lice or nits the child's parents or guardians will be informed of the discovery via telephone and provided with information regarding treatment options and parent resources. Within the classroom, the teacher will re-address, as needed, the benign nature of lice, the impact that teasing and bullying can have, and reinforce the importance of activities that minimize the spread of lice. The child may stay in the class until the parents pick up the child or to the end of the School day.
- Children may return to class after the following requirements are met:
 - 1) completion of an initial treatment; and,
 - 2) completion of a school form describing the treatment steps taken.

- Children may then return to class with precautions to minimize any spread of lice. There is the expectation that regardless of the treatment method chosen (wet combing, medicated lotions etc) that the treatment regimes be completed (every 2-3 days for wet combing, every 7 days for medicated lotions) at the appropriate intervals, and that these be documented at the Front Office.
It is expected that nit combing will be ongoing throughout the treatment process.

ADDENDUM: The above Policy/practice has been written for Classes One through Eight. Due to practices and classroom behaviours in the Early Childhood Program, a review will be ongoing. (This refers directly to the closeness of head-to-head contact, as well as the 'dress-up' play).

Tuitions, Fees & Guideline Programs

2011-2012 School Year

ANNUAL TUITION FOR THE 2011/2012 SCHOOL YEAR

	1 ST CHILD	2 ND CHILD	3 RD CHILD	4 TH CHILD
Rate of pay	100%	50%	33%	25%
Kindergarten Half-Day	\$3300	\$1650.00	\$1089.00	\$825
Kindergarten Full Day Grades 1-8	\$5875	\$2937.50	\$1938.75	\$1468.75

FOREIGN STUDENT FEE \$4,800 –IN ADDITION TO TUITION FEES

Early Payment Program Kindergarten – Grade Eight:

- All fees will be reduced by 5% if received by June 15th.

Tuition reduction:

- Available to all families.
- With financial documentation & completion, 11% of household income for a ‘per family’ rate of tuition.

Pre-Payment Plan – is available for prepayment of fees prior to September of the registering year. Please enquire at the Administrator’s office for more information.

Tuition Scholarship

To increase enrolment and to offer the opportunity to new families to consider a Waldorf education, the Board of Directors has agreed to continue to offer ‘free’ tuition to new families to the School for grades 1-8 with a credit for Kindergarten registration for a future year registration. Families receiving the Scholarship are required to submit, in written form, a synopsis of why they have chosen a Waldorf Education, as well as attend a ‘NWS Windows on Waldorf’ session. Please enquire at the Administrator’s office for this information.

ADMINISTRATION FEE:

- One time/per Family Fee: \$100/family
- Yearly household Fee (society dues)\$1/household

SUPPLY FEES (per child)

- Kindergarten: \$250
- Grades One-Three \$385
- Grades Four-Five \$410
- Grades Six-Eight \$510

All fees are due and payable prior to first day of School.

Nelson Waldorf School Tuition Schedules 2011-2012

Tuition Guidelines

1. Sibling discount - tuition for the second child is 1/2 of full rate, tuition for the third child is 1/3 of the full rate, for the fourth child is 1/4 of the rate and so on (e.g. tuition for the fifth child is 1/5, for the sixth it is 1/6 and so forth). The discounts are given in inverse order of the grade level of the children (tuition for oldest child is 100%).
2. That "income" for the purposes of determining eligibility for tuition reduction is based on *household* net income based on the previous year's income tax statement. (ie Revenue Canada Notice of Assessment Line 236 Net Income)

2010-2011	A hypothetical schedule of fees based on the above principles is illustrated in the table below, for families of up to four children.					
GUIDELINES	Number in Kindergarten (half-day)					
Sibling Discount	# of Children Grades 1 to 8	0	1	2	3	4
Sibling Discount 1st Child (oldest child) 100% full tuition						
2nd child 50% of full tuition	0	\$0	\$3300	\$4950	\$6039	\$6964
3rd child 33% of full tuition	1	\$5875	\$7525	\$8614	\$9439	
4th child 25% of full tuition And so on...	2	\$8812.50	\$9901.50	\$10,726.50		
	3	\$10,751.25	\$11,576.25			
	4	\$12,220				
	Note: Full Tuition for full-time Kindergarten & Grades 1-8 is \$5875 Full Tuition for half-time Kindergarten is \$3300					

3. That the tuition due for a family be equal to the schedule outlined above or to a level equal to "income" as defined above, multiplied by a factor "a" that is set annually by the Board whichever is less, provided that proof of income is submitted. It was agreed that the current factor continue at 11%.
4. That exceptions to the standard tuition and tuition assistance must be authorized by the Board and the reasons for the exception must be documented, although the identity of those involved should remain confidential. Although the Board does have wide discretionary powers in this regard, it is expected that changes will be granted only where there are circumstances that significantly impact a family's ability to pay.
5. Tuition for Kindergarten full-day & Grades One - Eight \$5875 and tuition for Kindergarten half-day \$3300.
6. That the early payment discount for the School year 2011-2012 be 5% when payment is received by June 15th.
7. Supply Fees: Kindergarten \$250, Grades One-Three \$385, Four-Five \$410, Six-Eight \$510
8. Administration Fee is paid once in the life of a family and is payable in the first year of registration.
9. All households will pay a minimum of \$1 Society Membership dues to the Nelson and Area Waldorf Association.
10. All fees are due and payable prior to the first day of attending School.

Faculty and Administration Biographies

Debbie Laurin - Sweet Pea Program Coordinator/Teacher

Debbie is as the Sweet Peas Parent/Child teacher and has been employed with the Nelson Waldorf School since 1998. Debbie has lived in the Kootenays since 1992 moving with her family from Southern Ontario. She assisted in the nursery at the Halton Waldorf School. Just prior to the move, Debbie attended the summer intensive at the Steiner Institute in Waterville, Maine, thus beginning her journey in Waldorf education and Anthroposophy. In 2006, Debbie completed her M.ED in Waldorf Education through Antioch University in Keene, NH. As well, Debbie has completed a two-year diploma in Early Childhood education and is a licensed B.C. early childhood educator. She participated in a two year Pre and Perinatal psychology training on bonding and attachment in early childhood. Debbie traveled to Los Angeles to complete Level I of the Resources for Infant Educators (RIE) training based on the work of Magda Gerber. In the past, she has worked with special-needs children in both Waldorf and public school settings. Her interest in working with families of young children has led her to take up the Parent & Child Program along with the Kindergarten. She is a dedicated yoga practitioner, is curious about life, and loves to read, cook, garden and learn.

Maria Seeger - Bluebell Kindergarten Lead Teacher

Maria was born in Coventry, England the youngest of three children. When she finished high school, she spent a year in Germany working in a Camphill village for adults with disabilities. It was here that she first met Anthroposophy, and Waldorf education. Maria majored in German at London University, and as a part of that course she spent a year teaching English in Vienna, Austria. After graduating from university, Maria spent three years in Camphill Village Botton in North Yorkshire, where she ran the coffee bar, and later also worked in the weavery. During this time she developed an interest in Waldorf education, and in 1985 she moved to Stuttgart, Germany to do her teacher's training. The following year, she emigrated with her husband Andreas and their young son, to Canada, to work in Camphill in Ontario. In 1993, Andreas, Maria and family moved to Nelson, so that their now three children could attend the Nelson Waldorf School. Since then, Maria has taken the Classroom and Community Support Worker programme at Selkirk college, following which she worked as a support worker for adults with special needs for three years. She also took the level 1 RIE course in Los Angeles in 2006. Maria has worked in the Kindergarten at the NWS since 2000, and her work there has allowed her to nurture an on-going interest in the healthy development of the young child.

Erica MacLennan - Childcare Lead Teacher/Manager

Erica was born the first of three girls just outside Montreal Que. At the age of six she moved to California to spend five years at the seaside, in Disneyland, and crossing the Golden Gate Bridge. Then it was back to Montreal for a year before heading again to the west, spending her teenage years in the suburbs of Vancouver. After high school, Erica began to read Steiner's works, and left university where she was studying Computer Science, to work in a Waldorf Preschool. She then went for her teacher training in Gloucester England with a scholarship from the International Steiner Kindergarten Association. Upon returning to Canada Erica completed her ECE Certification and began teaching in a Waldorf preschool/ kindergarten. She moved to Nelson in 1991 to teach at the Nelson Waldorf School. She then had a couple of boys of her own teaching part time, doing some mentoring work, as well as administration. She is glad to be back in Nelson working with our school again.

Heather Willard – Class One Teacher

The NWS Faculty and Board are pleased to announce the hiring of Heather Willard as our Class 1 Teacher for 2011/2012. Heather was born in Ontario and received a Bachelor's degree in Geography at Kingston, Ontario. It was here that she met her husband to be and they both completed Education Degrees and then taught internationally in Mexico, Brazil, Edmonton and Vancouver before moving to the north. They have worked in remote communities in the Northwest Territories, Nunavut, and the Yukon. It was during this time that Heather began her studies of Waldorf Education and she is currently enrolled in the West Coast Waldorf Teacher Training program. We welcome Heather to our school with her diverse educational experience and deep passion for Waldorf Education

Christopher Lunde – Class Two Teacher

Christopher grew up in a small town in Ohio. After graduating from Southern Oregon University with a B.S. in History, he set off on a great adventure. In the spring of 2002, Chris began his thru-hike of the Appalachian Trail, a 2167-mile path that stretches from Georgia to Maine. After five months of hiking he began his Waldorf Teacher training and met his wife Rachel in Eugene, Oregon. Chris took a class from grade one through five at the Whatcom Hills Waldorf School in Bellingham, Washington. He now lives in Nelson with his wife Rachel and two children, Jasper (4) and Opal (2).

Marcelo Porto Goncalves - Class Three Teacher

Marcelo was born in Brazil and raised in a farming community near Brazil's capital, Brasilia. In 1992 he moved to Canada together with his mother and two brothers, and his two other siblings have since then also immigrated. In 2004 Marcelo completed a B.Sc. in Applied Physics in Toronto and began a search for his vocation. With jobs ranging from art teacher and tutor all the way to sprinkler and cable technician, Marcelo finally came upon the Waldorf educational system. There he found a home where he could explore and share his passions for child education, art, music, science, and the outdoors concurrently. He obtained a Waldorf Teaching Certificate in 2009 from the Rudolf Steiner Centre in Toronto and that same year took on the first grade teacher position at the Nelson Waldorf School. Marcelo will continue his journey through the grades with his class this year. He lives in Nelson with his spouse and baby boy.

Tanya Thayer – Class Four Teacher

Tanya moved to Nelson with her two children, Bethany and Sierra, and husband, Iain, from Eugene, Oregon in 2007. Tanya has worked for over 20 years in some capacity with children and in education. *"My first job as a 'teacher' was when I was 17. I spent one summer as a volunteer counselor at Camp Easter Seals in Vashaugn, Washington. I knew after spending a half-hour teaching a woman in her twenties with Down Syndrome how to tie a knot that I wanted to be a teacher. I just felt a tremendous sense of fulfillment in helping others learn."* Tanya's education includes a B.A. in Elementary Education (1993), a Masters Degree in Curriculum (2000), and Waldorf Teaching Training (2007). Her teaching practicum was at NWS. Tanya's teaching experience is wide-ranging. She has been an elementary teacher in a rural farming community, an Inner-city Native American alternative school, and a village in a remote island in the Pacific, and she has also been a preschool director, substitute teacher, camp counselor, parent volunteer aide in her daughters' schools, and, of course, a mother of two in her home. It was Tanya's experience as a mother that led her to search for the best form of education that she could find for her children and for her growth as a teacher. "I learned about Waldorf education through a parent of a Waldorf student. I was curious and so

did some research, then attended a 'Windows on Waldorf' tour of the school and decided that this was what I had been looking for in education." The rest is history.

Debora Oese-Lloyd – Class Five Teacher

The NWS Faculty and Board are pleased to announce the hiring of Debora Oese-Lloyd as our Class Five teacher for 2011/2012. Debora Oese-Lloyd set out on her life's path as a teacher during her high school years. It was her work as a volunteer teacher in an inner-city school that sparked her interest in education. After teaching in the Northwest Territories and completing a Master's Degree in Art Education she discovered Waldorf Education and "...this has made all the difference." Debora completed her Waldorf teacher training at the Antioch Graduate School in New Hampshire and has taught in Waldorf schools in Calgary, Vancouver, Santa Fe, and previously in Nelson. She has recently returned to Nelson and is the Math specialist for Classes Seven and Eight.

Natasha Kraus - Class Six Teacher

Natasha graduated from the University of Guelph with a Bachelor of Arts degree in Psychology and German. She then completed her Waldorf Teacher Training at the Toronto Waldorf School, where she subsequently taught a class from first through eighth grade. After a number of years of travel, teaching, taking courses in wilderness survival, and a 12-month apprenticeship in biodynamic gardening, Natasha arrived in Nelson in October of 1998 to take a class from fourth through eighth grade. For a number of years Natasha taught Math, English, and Physics in the upper grades and Handwork to Classes 1 through 8. In September 2009 she became the class teacher for her present class when they were entering class 4. Natasha was born in Parry Sound Ontario, on the shores of Georgian Bay. One of five children, her rural childhood was complete with all manner of pets, including a beloved Shetland pony. Natasha and her partner, Frank, live in Nelson with their daughters, Mia and Emma.

Dorita Van Vugt - Class Seven Co-Teacher

Dorita was born in Amsterdam, the Netherlands and immigrated to Canada as a young child. She grew up in French Quebec where she graduated from McGill with a BA in Education. In 1987, she moved to BC with her husband and children and they eventually settled in Nelson, where the two youngest of their seven children attended the Nelson Waldorf School. In those first years, Dorita worked in various capacities at the school, from board member to handwork teacher and interim administrator. In 2000, Dorita completed her M.Ed in Waldorf Education at Antioch, New England, and that same year, she took a Grade 1 Class. They spent six exciting years together, years of stories, plays, math problems, science projects and class trips. After Grade 6, Dorita took a four year leave from teaching and developed a small business, which she maintains during the summer months. Dorita returns to teaching this year with renewed enthusiasm and experience.

Vanessa Kuran Class Seven Co-Teacher

Vanessa, our Class Seven Co-Teacher and Movement Education Teacher for the upper grades, grew up in beautiful British Columbia near an awe-inspiring granite monolith called "The Chief" in Squamish. She is the daughter of a Dutch mother and a Croatian father, and the youngest of five siblings. Vanessa always wanted to be a teacher and began that journey teaching PE, Outdoor Education, and Environmental Education programs in her 20's. Her discovery of Waldorf Education occurred while she was on a week-long hiking trip in the Cathedral mountains near Keremeos, BC. Here, she and a friend were camped next to the grade 9 class from the North Vancouver Waldorf School. Whilst brushing their teeth at the lake, Vanessa and two boys from Class 9 made each other's acquaintance. After chatting with the boys for the better part of an hour she said "take me to your leader." She then met her first

real Waldorf teacher, David Hesketh, talked anthroposophy and Waldorf pedagogy, and the rest is history. Vanessa went on to do her Waldorf High School teacher training in New Hampshire, which she completed in 2004. Vanessa is returning to us after two years of maternity leave, and brings with her a wealth of Waldorf education and experience from her many previous years of teaching at our School. In her spare time Vanessa takes a strong interest in the out-of-doors, exploring with her partner Cheryl and their 2 dogs, Chester and Willow. When not out-of-doors, Vanessa gives in to her renovation cravings, thus leaving their house in a perpetual state of "project." And this mirrors her personal journey in every way: One Big Perpetual Project

Donna Switzer - Class Eight Teacher

Donna was born in Edmonton Alberta in 1954. In 1976 she graduated from the University of Alberta with a B.Sc. degree in Household Economics. Her eldest daughter, Bree, was born in 1977 and in 1979 Rob, Donna and Bree moved to Creston B.C. to build their own home, raise their own vegetables and grow their children in the country. Two more daughters were born in Creston; Kayla in November 1979 and Aspen in May 1982. In 1984 after becoming enamored of Waldorf education, the family moved back to Edmonton to give Donna the opportunity to apprentice with well know Waldorf Educator, Franklin Kane. When the apprenticeship year was completed they moved back to Creston where Donna helped to found a small Waldorf initiative called Skimmerhorn School. However, in 1986 Donna was "called" to the Kootenay Valley School in Nelson and with two other trained Waldorf teachers worked with the parents and children of this strong Waldorf initiative. By the end of the year the school was called the Nelson Waldorf School. Donna's first class graduated in June 1993. She was granted a one year sabbatical and returned to teach in September 1994 and graduated this second class in June 2002. Throughout the 2002-03 school year she co-taught a grade two class with Barry Gray. This class she joyfully handed to Phil Fertey in 2003 and took a full year of sabbatical. Donna returned to take her present class one in September 2004. In addition to her class teacher duties, Donna works with teachers in the capacity of mentor.

Karin Weidemann - Eurythmy Teacher

Karin was raised on a farm near Hannover, Germany. She graduated from the University of Augsburg with a Masters Degree in Sports, M.E. (Movement Education) and Social Science. While teaching these subjects to Grades 5 – 12, she was exposed to Anthroposophy and Waldorf pedagogy during a visit to Canada. A few weeks later she was enrolled in the Waldorf Teacher training course at Emerson College, England. There she discovered her love for Eurythmy. After completion of her Waldorf teacher training, she hoped to take the Eurythmy training but destiny proved otherwise. The following six years in England were filled with teaching Kindergarten and M.E. at the Michael Hall, Forest Row and Brighton Steiner, schools and a 5 year in-service training in Bothmer Gymnastics as well as the birth of her son. She moved back to Germany where she taught Grade One and M.E. at the Freie Waldorf School, Hannover. After the birth of her twin daughters and a two year stay in the United States, she returned to the family farm in Germany where she worked as a therapist with children and horses. In 2001, Karin was finally able to do the Eurythmy training at the School for the Art of Eurythmy in Hannover. She then taught Eurythmy at the Freie Waldorf School in Sorsum and was part of the Eurythmy stage group in Hannover until she joined the Nelson Waldorf School in December 2007. "My family and I are grateful to be here and to have found a place to belong".

Bree Switzer – Music Teacher □

Bree is an alumnus of the Nelson Waldorf School, having graduated from the first eighth grade class in 1991. Bree's music training is based in six years of private flute lessons, ten years of singing in a range of different choirs, and a two-year vocal and composition training at Selkirk College from 2000 – 2002. Bree completed the Waldorf Teacher Training program at Emerson College in Forest Row, England from 2002 – 2004, where she also studied conducting with Danish composer Gregers Brinch and sang in his compositions choir. From 2004 – 2006 Bree taught Music and English at the Nordstrand Steiner School in Oslo, Norway. Her other teaching experience includes one year teaching English in Japan, teaching classes one, three and five handwork here at the Nelson Waldorf School, and assistant teaching in the Rose Garden Preschool, also at the Nelson Waldorf School, in 1999/2000. She has also led several choirs including the presently active Waldorf Community Choir, a choir made up of teachers, parents, alumni and friends of the Nelson Waldorf School.

Rayya Liebich – French Teacher

After completing a Bilingual International Baccalaureate in Geneva, Switzerland, Rayya returned to Canada and pursued her Bachelor in Arts at McGill University (English Lit. Major). After a year of environmental activism, and a year of traveling and volunteering in Nepal and India, Rayya returned to school to complete her post degree Bachelor in Education through the University of Victoria. Her belief in change and in a better educational model led her to her destiny as a Waldorf teacher in Nelson, B.C. Bringing her passion for languages, and countless tales from her travels. Rayya teaches French to classes 1-8. Apart from teaching, Rayya finds inspiration and joy in creative writing, photography, and the great outdoors.

Fiona Brown – Clay and Woodwork Teacher

Fiona Brown is a Certified BC teacher who holds a BA, BEd, and DFA. She is delighted to be combining her love of making art, especially clay, mixed-media, and woodwork, with her passion for teaching, in an integrated and exciting programme for the Waldorf Middle School. She has lived in Nelson since attending KSA in 1998, and currently lives in a large community house with her artist-husband Brian McLachlan and young son Christopher, who has just begun his Waldorf journey in Class 1.

Geraldine Finch – Handwork Co-teacher

Geraldine Finch has had a lifelong love of fibre arts. As a child, she learned many handcraft traditions as she traveled with her family between Kenya and England. She was inspired by the work of her mother who was a professional silversmith. Her grandmother did exquisitely fine handwork - Geraldine has brought some of her treasured pieces to the classroom to show the children. One of Geraldine's sisters is also a handwork teacher and fibre artist in Australia.

Geraldine has been working at the Nelson Waldorf School in various positions for the past 10 years since moving here from the Coast. Geraldine's youngest children are both graduates of the NWS. She is currently sharing her skills and passion for fibre arts as Handwork Teacher. She graduated from the Kootenay School of the Arts Three Year Fibre Program and has been taking Waldorf Kindergarten Teacher training. She loves to weave blankets on the two looms that reside in her kitchen when she is not gardening, canoeing, camping or felting.

Joanne Beiler – Handwork Co-teacher

Joanne Bieler loves to see the surprised delight that spontaneously arises from a student learning a handwork skill and completing a project for the first time. Handwork is something that she has been doing and sharing with others for her whole life.

Joanne was born in Montreal, Quebec and has lived in all of the Atlantic Provinces. She and her husband and two sons lived on Prince Edward Island until going on a family adventure and discovering Nelson by accident. Her sons enrolled in the NWS, and Joanne jumped in too - first on the Human Resources Committee, then as Board Chair as well as several other positions.

She is a graduate of St. Francis-Xavier University with an Honours B.A. in Canadian History and Anthropology and she has an ESL certification from the Cambridge Program.

Lisa Bramson – Special Needs Coordinator

Lisa is a Nelson Waldorf School fixture: her two children attended the school; she has been a member of numerous committees and was a class parent throughout. Lisa was a NWS Board member and Board chair; she has been involved with the Learning Enhancement program for 12 years. Prior to this, Lisa worked as a speech therapist for the public school system. Steiner's 12 Senses are a beloved topic that gets woven into Lisa's work. Other interests include yoga, guitar, skiing and gardening!

Diana Finley (Danny) – Social Inclusion Coordinator (4th year)

B.A. (Psychology), Kingston, Ontario.

B.Ed. (Elementary/Junior High) University of Ottawa, Ottawa, Ontario.

M.A. (Counseling) Gonzaga University, Spokane, Washington.

Danny has been with the school for over 20 years in a variety of roles...as a parent, class parent, academic tutor, faculty administrator, faculty chair and now as SI co-ordinator. Her 2 daughters, now ages 20 and 24, have wonderful memories of their education at NWS K-8!

Danny finds that working in the realm of Social Inclusion with the children, teachers, staff and parents of NWS inspires a joy and gratitude for life's many wonders. She works part-time as a social worker at Kootenay Lake Hospital. She enjoys gardening, singing, yoga, traveling, time with family and friends.

Beverley Barcham – General Administrator

Bev is now entering her thirteenth year with NWS. Bev's educational background includes an Associate Degree, office management certification courses from the B.C. Justice Institute. Independent School Teacher Certification, and is a graduate of the Waldorf Administration Program from Rudolf Steiner College in Sacramento. Bev's journey with children is ongoing to include four step-children, two birth sons, a delightful daughter-in-law, and happy, healthy grandchildren. From their home in Balfour, Bev and her family enjoy dancing, skiing, camping and walking their dogs

Morning Verses

By Rudolf Steiner

Every morning, in every class, in every Waldorf School around the world, versions of these verses are spoken:

Classes One Through Four

The sun with loving light
Makes bright for me each day,
The soul with spirit-power
Gives strength unto my limbs.
In sunlight shining clear
I do revere, O God,

The strength of humankind
Which thou so graciously
Has planted in my soul,
That I with all my might
May love to work and learn.
From thee stream light and strength,
To thee rise love and thanks.

Classes Five Through Eight

I look into the world
In which the sun is shining,
In which the stars are sparkling,
In which the stones repose,
Where living plants grow,
Where feeling animals live,
Where the soul-gifted human being
Gives dwelling to the Spirit.
I look into the soul
That lives within my being.
The World-Creator weaves
In sunlight and in soul-light,
In world-space without,
In soul-depths within.
To Thee, O Spirit of Light
Will I now turn myself
To ask that strength and blessing
To work and to learn
May ever grow within my inmost being.

Nelson Waldorf School 'Song of Peace'

This is my song, O God of all the nations,
A song of peace, for lands afar and mine.
This is my home, the country where my heart is,
Here are my hopes, my dreams my holy shrine.
But other hearts, in other lands are beating,
With hopes and dreams as true and high as mine.

My country's skies are bluer than the ocean,
And sunlight beams on clover leaf and pine,
But other lands have sunlight too and clover,
And skies are everywhere as blue as mine.
O hear my song, O God of all the Nations,
A song of peace, for their lands and for mine.

May truth and freedom come to every nation!
May peace abound where strife has raged so long;
That each may seek to love and build together,
A world united, righting every wrong.
A world united in its love for freedom,
Proclaiming peace together in one song

