



Lakeside School
Parent-Student Handbook

2019/2020



SCHOOL INFORMATION

Address: 429 Collett Road, Kelowna, BC, V1W 1K6

Phone: 250-764-4130

Website: www.lakesideschool.ca

Principal and Director of Education

EveLynn Debusschere – evelynn@lakesideschool.ca

Director of Operations

Karen McDonnell – admin@lakesideschool.ca

Office Hours

Monday – Thursday: 8:00 am – 3:30 pm

Friday: 8:00 am – 2:00 pm

Parent & Child Hours

Tuesday & Thursday: 9:00 am - 11:00 am

Lakeside Kinderhaus Hours

Preschool: Monday – Friday: 7:30 am – 11:30 am

Kindercare: Monday – Friday: 11:30 am – 5:30 pm

Kindergarten Hours

Monday – Thursday: 8:30 am – 3:15 pm

Friday: 8:30 am – 12:30 pm

Grade School Hours

Monday – Thursday: 8:30 am – 3:15 pm

Friday: 8:30 am – 12:30 pm



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LAKESIDE SCHOOL PHILOSOPHY

MISSION STATEMENT

Lakeside School seeks to provide the highest quality education for children by offering a creative, supportive learning environment. It promotes independent thinking and social responsibility, as well as academic and artistic excellence. The unique gifts and contributions of each child are honoured through a developmentally appropriate awakening of thinking, feeling and willing. The faculty of Lakeside School understand children as beings of body, soul and spirit, and guides them to develop compassion and reverence for themselves and the world community.

SHARED VALUES

- We value the philosophy and pedagogy of Rudolf Steiner, with his insights into human development.
- We value inclusiveness and respect for religious, racial, cultural, and gender differences.
- We value enhancing the growth and well-being of each child through parents and teachers working together.
- We value beauty, and reverence for our environment.
- We value supporting our teachers with fair and healthy salaries, benefits, and professional development.
- We value our community of families, working together and sharing festivals and celebrations.
- We value and support the personal growth of all members of the community.
- We value open, honest, and respectful communication among community members.
- We value the practice of accountability for one's words and actions.
- We value a consensus-oriented approach to decision making.
- We value a conciliatory approach in resolving differences.
- We value clarity in, and accessibility to, School policy and procedures.
- We value an active spirit of collaboration and collegiality among Waldorf Schools, regionally, nationally, and internationally.
- We value being active in the broader community.



COMMUNITY CODE OF CONDUCT

Courtesy, integrity, discipline and respect for the needs of others is the cornerstone of Lakeside School. Whether you are in the role of parent, staff member, or volunteer, and whether you are at school or participating in a field trip or other out-of-school activity, your conduct and the way you relate to others in verbal or written form, will reflect on the school, community and our ability to live by our Mission and Shared Values.

1. Members of the Lakeside School community acknowledge and uphold the seven [AWSNA Principles](#)
2. Members of the Lakeside School community are truthful, honest, open and respectful towards each other in words and deeds.
3. Members of the Lakeside School community are respectful of any religious, ethnic, social or philosophical views of other community members.
4. Members of the Lakeside School community are under no obligation to take an interest in or embrace the philosophical-spiritual foundation of the school. In fact, they are at liberty to ignore it. But they will conduct themselves with respect towards those who embrace it.
5. Members of the Lakeside School community respect the pedagogical expertise of the faculty and cooperate with them to make their children's education a positive and fruitful experience for them.
6. Members of the Lakeside School community will uphold all Lakeside School policies as outlined in the Parent and Student Handbooks.
7. Members of the Lakeside School community acknowledge and respect the organizational structure of the school and contribute to its smooth operation by following the established policies and procedures of governance. Parents pay their tuition and other fees as agreed upon.
8. Members of the Lakeside School community who have accepted a task within the school organization, regardless of whether they receive remuneration for this or not, fulfill their tasks in a timely manner, cooperatively and effectively. If they require help or clarification they ask for it in due time. If for some reason, they cannot fulfill the accepted task(s) in due time, they notify the appropriate individual(s) as soon as this becomes apparent.
9. Members of the Lakeside School community communicate about a problem or conflict with those directly involved. If that does not lead to a solution, the problem is then discussed with those who are in a position to resolve it. Members of the Lakeside School community agree that it is unfair and counterproductive to discuss conflicts with individuals who are neither directly involved nor in a position to find a solution.
10. Members of the Lakeside School community acknowledge that social media and emails are not a tool for problem-solving. The most helpful tool is face-to-face communication guided by good will.
11. Members of the Lakeside School community who become aware of another community member agitating against the school or another community member should make the agitating person aware of his/her inappropriate behaviour. If the person continues to agitate the Principal should be informed.
12. Members of the Lakeside School community who become aware of another community member failing to comply with this Code of Conduct should make the person aware of his/her inappropriate conduct. If the person continues to disregard the Code of Conduct the Principal should be informed. Members of the Lakeside School community who repeatedly fail to comply with this Code of Conduct will receive a written notice from the Board of Trustees.



SCHOOL POLICIES & INFORMATION

ATTENDANCE

Consistent attendance is essential for good learning. When a children has been absent even for one day, they can feel lost and out of place. Please notify the school office by 8:30 am of any student absence or tardiness. A note is also required when the student returns to school. Following an absence, on the day of return to school, your child first goes to the office to provide a written note from the parent to the teacher, briefly explaining the absence. The office returns the note to the child, who delivers it to the teacher. A physician's or parent's written permission is required to excuse a student from the daily activities, including recess and physical education.

We ask that you do not plan family vacations for times when school is in session or extended weekend trips which include Friday and Monday. Please send in a written note to your child's teacher as early in the term or year as possible (at least a week prior) for an extended absence of three or more days.

The rhythms of daily, weekly and seasonal cycles are essential to the child's well-being. The curriculum is designed through the block teaching of subjects to build upon itself in a beautiful, meaningful, and healthy way.

ARRIVAL

Students should arrive at school no earlier than 8:20 am. The school bell rings at 8:25am and all students are expected in the classroom by 8:30 am. Teachers will greet students outside their class door. Students who are late are required to receive a *glad to see you slip* from the office, this is to be brought to the student's teacher. For children in Grades 1 the parents stay with their child until they have been received into the class.

As parents, you are responsible for making sure your child comes to, and is delivered to the school safely. If a student is not present, the office staff will attempt to make immediate contact with the parents or caregivers of the student to establish the reason for the absence. If the school is unable to establish a reason for the absence and it cannot be reasonably assumed your child is home safe, the [Missing Child Policy](#) may be enacted.

DISMISSAL

When a student is leaving the school early the parent or caregiver must first report to the office to sign the student out. An office staff member will bring the student to the parent. Notice to the school and or class teacher prior to an early dismissal is also helpful and appreciated.



WHAT IS EXPECTED OF STUDENTS

1. Be respectful and cooperative, in thought, word, and deed towards teachers, adults, and students.
2. Accept and value individual differences.
3. Know and abide by the school Code of Conduct.
4. Use appropriate language at all times.
5. Participate in classroom lessons in a way that supports group learning.
6. Participate in all school activities, unless prevented by illness or physical challenges
7. Hold the awareness that attending LAKESIDE SCHOOL is a privilege by:
 - Maintaining orderly conduct in classrooms, buildings, grounds, school-sponsored excursions.
 - Attending classes punctually, regularly, rested, and prepared for the day
 - Meeting the standards of learning and conduct set by teachers.
 - Complete learning tasks, workbooks, etc. as required by teachers, and any missed work, to the best of abilities
 - Following directives given by the supervising adult in class, on school grounds, and on school-sponsored excursions.
 - Complying with school rules and expectations.
 - Being ambassadors of the school.
8. Respect school property, the property of others, and of the learning environment
9. Bring a healthy snack/lunch to school. The following items are to be avoided at school: candy, chocolate, gum, sunflower seeds in shells, and no nut products.
10. Follow the Appearance and Dress Code. Students will otherwise be required to change into appropriate clothing.

Student General Rules

1. All students go outside at recess unless supervised elsewhere by a teacher.
2. Walking, not running, up and down stairs and ramp.
3. No sliding on railings.
4. No rough play, i.e. no pushing, hitting, shoving, tripping, or wrestling.
5. No food on playgrounds, in hallways, or outdoor walkways.
6. Children are not to play in the parking lot at any time, even when parents are present.
7. Children should not play or rough house around windows.
8. Soccer and the kicking of balls are discouraged (except Classes 5 – 8 during Games Class).
9. All playground equipment is to be used appropriately. Swing supports are not to be climbed on and swings should not be twisted.
10. Any student causing willful damage to the School building/furnishings, or belongings of another person will be required to pay for the damages and contribute service time to the School.
11. The following items are not to be brought to school: toys, electronic music players, cell phones, video games and electronic devices, trading cards, hard balls, lighters, and matches. These



items, if seen, will be confiscated and parents will be asked to collect them from the Front Office at the end of the day.

12. Children should bring only as much money as they will need for the day (for bus, bake sales, etc.)
13. Bikes, scooters, roller blades, GT snow racers, 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. Bike stands are available on the grounds.
14. Children are to walk on the left-hand side of the road, facing traffic, when coming to and from school and are not to cut through any private property along the road.

Playground Rules

1. **KNOW** and stay within boundaries
 - If children need to use the washroom while on the playground, they must ask the supervisor's permission and use the downstairs washroom in the Main building only.
2. **Supervision**
 - **LOOK** for a supervisor: A supervisor must be outside and visible before students can enter the playground.
 - **LISTEN** to the supervisor(s) on duty: Supervisor(s) can make changes to any rule at any time and respond to exceptional situations. These changes overrides all rules and must be followed.
3. **RESPECT** and **SHARE** with others, equipment, and the environment
 - Using inclusive language is required on the playground (No swearing or put-downs)
 - Help return all equipment to the classroom (or games room) at the end of recess whether you took it out or not.
 - No digging on any hills or slopes and only dig in designated area, i.e. sandbox
 - Include others in group games.
 - Take turns swinging, sledding, or sliding
 - Make sure one game does not take up the whole playing area so no one else can play a different game.
 - Forts are shared spaces for all students.
4. **PLAY** safely.
 - No climbing trees, buildings, fences, or the School sign.
 - No walking on flower gardens.
 - No flips off rocks, slopes, or structures.
 - **SNOW** is for building or sliding: No throwing, kicking, tossing, caves
 - Snow stays outside, brush off before coming inside
 - Sticks are for building or digging and stay outside - No throwing, hitting, threatening, sword fighting, or running with sticks
5. **RETURN** to class promptly when recess is over or line up in a designated area.
 - Students late for Class following recess or students not following the above rules will have a five-minute time on the Bench at the next recess under the direction of the supervising teacher



DISCIPLINE

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

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

Please refer to the [Student Discipline Policy](#) for further information.

PROCEDURES FOR CONFLICT RESOLUTION

Lakeside School strives to keep an open line of communication between parents and teachers.. As you know your child best, please bring any thoughts or concerns to the teacher's attention promptly so that the information can be used for your child's benefit.

It is essential that teachers have time before class in the morning to prepare to meet the children in a calm, focused, and meaningful way. For this reason, please contact the School office before or during school hours to request that the teacher speaks with you at another time. Teachers are available to meet or answer calls after classes in order to have a productive discussion and focus on you and your child's needs.

If you are unsure of how to handle a situation, we ask that you undertake the following steps: If the conflict centres on a classroom issue, the first approach should always be made with your class teacher. If a resolution is unmet, it is then appropriate to involve the Principal. Should the matter result from a situation arising outside of the classroom, discuss this with the Principal first. If you feel that further help is required or is not classroom specific, please contact the Principal who will assist you in seeking out additional resources where needed.

If after following the outlined process the parties involved have yet to resolve the issue, an appeal may be made to the Board of Trustees. Please review the [Appeals Policy](#).

CHILD ABUSE REPORTING

Lakeside School employees have a duty under the law to ensure that reasonable care is exercised and appropriate action taken, to protect students from harm or risk of harm. Accordingly, employees who have reason to believe that a student has been, or is likely to be, physically, sexually, or emotionally harmed by a Lakeside School employee or any other person, must promptly report the matter to the Ministry of Children and Families (MCFD). Investigations are the responsibility of MCFD or the Police. Please review the [Child Abuse Policy](#) for more information.



EMERGENCIES & SAFETY DRILLS

Emergency drills are conducted regularly throughout the school year. The school is prepared to care for your child in the event of an emergency until you or an authorized alternate is able to pick him or her up. In order to make your child as comfortable and safe as possible until you arrive, we ask for your help in the following areas.

- Please do not phone the school following a disaster. We must keep the lines open for outgoing emergency calls.
- Please, in the event of a lockdown, do not phone your child's cell phone. A ringing phone can call attention to students.
- Please do not drive to the school. Streets and access to the school must remain clear for emergency vehicles. Park as close as you safely can and walk to the school.
- Listen and watch for updates - the school will use a variety of communication tools including phone trees, e-mail, traditional and social media to alert parents of the current situation and next steps.
- As soon as school officials indicate it is safe to pick up your child, we request you or your alternate guardian travel to the school or identified student-parent reunification site to reunite with your child.
- No student will be released from the school unless a previously authorized parent/guardian or alternate comes for the student.
- All parents/alternates who come to pick up children must sign the students out at a designated student release area.

In case of an emergency evacuation, students and staff will proceed to Anne McClymont Elementary School (4489 Lakeshore Road).

In case of relocating out of the neighbourhood, the students and staff will go to Okanagan Mission Secondary School.

Students and staff will remain off-site until the situation is deemed to be safe or a parent has collected their child(ren). This process helps to ensure a speedy reunion for you and your child and contributes to the safety and well-being of your child in an emergency.

For more information, you can review our [Emergency Response Plan Policy](#).



FIELD TRIPS AND CLASS OUTINGS

A field trip consent form signed by the parent is REQUIRED for each child before they may participate in an outing other than a short walk near the school. Trips of a longer duration require a separate consent form. Outings are considered part of the curriculum. The consent forms will also list any needed items such as food, clothing, and cost. Children who do not have written parental consent must remain supervised at the school. Sufficient supervision and volunteer drivers for outings will be sought among parents.

All parent drivers must submit their *driver's abstract, driver license, and proof of insurance* before students will be permitted to travel in their vehicle. The Principal retains the authority on decisions regarding parent volunteer drivers. Please refer to the [Volunteer Driver Policy](#).

CLASSROOM VISITORS

Parents and prospective parents are asked to arrange classroom observations/visits with the teacher beforehand. On Wednesday mornings, as part of regular scheduled school tours, inquiring parents may wish to visit classes. The teachers will be informed at least one week prior to the visit.

In the early childhood programs, those wishing to observe/visit must make arrangements directly with the teacher beforehand.

If the teacher invites a visitor as part of the lesson, it is helpful to post his/her name, the purpose and the date/time of the visit on the faculty blackboard so that the guest can be recognized and welcomed. All visitors must report to the office and sign in with the office staff. They will then be issued a visitors' tag. The visitor will be escorted to their destination within the school. Visitors are required to return the tag to the office and sign out of the log once their visit is completed.

ADMISSIONS

As the School's curriculum is strongly based on the progressive stages of human development, the decisions about appropriate class placement are taken earnestly and seriously. It is important that Faculty and parents strive to work together to support the well-being and healthy development of the child. Faculty cannot be held responsible for social-emotional or learning difficulties known to the parent at the time of the child's entry into school, but not disclosed to the teachers. For more information, please refer to the [Admissions Policy](#).

Students who are experiencing some form of obstacles to learning may require additional support to succeed. Please refer to the [Remedial Services Policy](#).



TUITION

Fees are paid by cash, post-dated cheques, or pre-authorize debit unless otherwise arranged, and must be paid promptly. A signed tuition contract and registration form is required of each family, on a yearly basis. Re-registration of students will be conducted in February of each year.

A registration fee per child will be charged at the start of each school year. An interview/assessment fee for children new to the school will be charged prior to the interview with the teacher. The supply fee reflects the cost of supplies for each student. It covers water-colour paints, paper and brushes; coloured pencils; modeling beeswax; wax crayons; drawing, writing and construction paper; notebooks; main lesson books; clay; wood, nails and sandpaper; knitting needles and yarn; crochet cotton and hooks; embroidery and sewing notions; craft, and many other supplies. Flutes and some special handwork supplies will be charged in addition, at cost. School fees are determined by budgeted operational costs each year.

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

- Monthly statements will be issued on overdue amounts.
- A parent will not be allowed to re-register for the next year before their account is fully paid.

TUITION ASSISTANCE

At Lakeside School strives to serve all families who sincerely desire the education offered for their children. Families who cannot afford full fees may apply for tuition assistance. Application forms are available at the office.

WITHDRAWALS

If a child is to be withdrawn from school, two months' notice in writing should be sent to the School office. If two months' notice is not given, two months' fees will be retained. A withdrawal form must be completed by the parent/guardian and an exit survey is available for giving feedback. Students' records will be forwarded to the changed school upon their formal request.

For more information about admissions and tuition, refer to the [Admission Policy](#).



CURRICULUM

PARENT & CHILD, PRESCHOOL, & KINDERGARTEN

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, eurythmy, painting and beeswax modeling are natural activities for children from two and a half to six. The role of the Lakeside Early Childhood Educator and Kindergarten Teacher is to create beautiful environments in which to foster the child's natural curiosity and wonder. The foundation for later learning is firmly laid through imitative play.

FIRST GRADE READINESS:

At Lakeside School, ensuring that the children are developmentally ready to move into First Grade is essential. If the tasks and challenges in front of the children are appropriate for their stage of development, they will rise to meet them with enthusiasm, intelligence, and drive and the rate of success is much greater. If a child is not developmentally ready, the task may seem overwhelming and bring with it a great deal of stress and insecurity. This is not a reflection of intelligence but of developmental readiness. Lakeside School screens the students who are 6 by May 31st to ensure that students have the developmental capacities they need for a successful start in First Grade. If your child is born after May 31st, you can request to have a screening done.

To gain a picture of the developmental readiness for the children who are transitioning from Kindergarten to First Grade, the child will play movement games and participate in desk activities. These activities are designed to reveal gaps in stages of development that may impact the success a child will experience in First Grade. This then allows the First Grade teacher to address specific issues through classroom activities. Following the First Grade Readiness screenings, the teachers decide together to accept a child into the Grades Programme. Once this is completed, a letter of acceptance into First Grade will be sent to parents.

CLASSES ONE THROUGH SEVEN

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 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. A recess and shorter lesson periods follow the Main Lesson with subjects such as French, Handwork, Form Drawing, Painting, Physical Education, Math and English Skills, and Music. 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 curriculum presented in Main Lesson. For a complete overview of the curriculum offered, please refer to the [Curriculum Overview – Goals & Aims](#).

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. The students experience the qualities of numbers and the four operations in arithmetic (addition, subtraction, multiplication, and division). They learn to knit and play the pentatonic flute. As well as they begin to learn French.

Class 2 – In Class Two, the students 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, clothing and textiles. 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 of time, weight, volume, distance, and money are learned. Grammar and composition now enter the curriculum. Students learn to play the diatonic flute.

Class 4 – Class Four students hear the epic tales of Norse mythology and the Finnish Kalevala. 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.

Class 5 – Class Five students study the history and mythology of the ancient civilizations of India, Mesopotamia, Persia, Egypt, and Greece, as well as the geography of Canada and North America. This year, students study the science of botany and in math, are introduced to decimal fractions. They learn to knit with four needles.

Class 6 – Class Six students embark on a diverse curriculum. In addition to their first Physics lessons (sound, light, heat, static electricity, and magnetism), the students study Geology, Roman and Medieval History, Astronomy, Geometry, Business Math (interest and percentage), and ratio and proportion. They learn to play the recorder.



REPORTING ON STUDENT PROGRESS

Parent-Teacher interviews for Kindergarten through grade 7 will be held in November and February. Written reports will also be available at the end of the fall and spring terms. A detailed summative written report of the child's progress and achievements will be given to the parents on the final day of school in June.

You may arrange at any time to meet with a teacher to discuss your child's progress and/or ask questions about the curriculum. Class Parent Evenings are set by the class teacher and provide an excellent opportunity to learn about ongoing class work; parents are encouraged to attend.

HEALTH AND SAFETY

NUTRITION

A nutritious breakfast each morning is an essential component of a child's successful day at school, even if it means rising a little earlier. Please support your child by packing a hearty snack and enough food for lunch. Please avoid candy, gum, or extra sweet treats in your child's lunch. Children are asked to refrain from sharing or trading of food. Students are encouraged to drink water instead of sugary drinks.

Kindergarten snack time is important, not only as a mid-morning refresher but as a time for giving gratitude and sharing with friends. We encourage each child to bring one fruit or vegetable and place it in the basket each day.

ALLERGIES

To protect the health and safety of all our children, both Lakeside School Kelowna and our Preschool are nut-free environments. Everyone in the community must provide the care and support to students who may have developed allergies to a type of food. It is imperative that parents, carefully check labels on packaged food for peanut or nut content before packing your child's lunchbox to avoid sending nut products to school.

Please inform the school of any allergies your child may have so that staff may outline any procedures accordingly. Please review the [Anaphylaxis Policy](#) for further information.

MEDICATION

Children will only be administered homeopathic remedies (such as Rescue Remedy) in an emergency. Parents whose children require medication at school must complete the "Request for Medication Administration at School Form". All medicines should be in the original containers, labelled with the child's name and a visible expiration date. If a child requires medication, such as antibiotics, the child is better suited to receive care at home. If a child requiring medicine (such as allergies) is attending a field trip, the parent must give the medicine by hand directly to the staff person who will administer the dose to the child. Provide the school with accurate and timely information about their child's Medical Alert condition, both at the time of registration and at any time there is a change in the student's condition or care. In cases of life-threatening conditions, an emergency plan is necessary. Complete the "Health Management Planning Form" in these cases.



ILLNESSES & INJURY

A child should not attend school if an illness requires more care than the school can provide without compromising the health and safety of other students. A child should not attend school if they have:

- Fever, runny nose, sore throat or trouble swallowing
- Head lice, infected skin or eyes or undiagnosed rash
- Diarrhea, blood or mucus visible in stool or vomiting (2 or more times in the previous 24 hours)
- Difficulty breathing
- Or with a known or suspected communicable disease

If a child becomes ill or injured during school hours and needs care beyond simple first aid, the school will notify the parent to pick up the child. If the child is severely injured the school will contact 911 first and parents/caregivers/emergency contacts will be contacted immediately after.

PARENT INFORMATION

APPEARANCE AND DRESS CODE

We aim to foster an authentic environment for learning by limiting visual distractions and excessive marketing messages while striving to inspire creativity and expression within each child.

Clothing worn to school should be as plain as possible, in solid colours or tasteful prints. Wearing clothing with lettering higher than one inch, or with advertising, TV characters, cartoon pictures, rock stars, movie scenes, photographs, or pictures is discouraged. Feet and trunk, including the midriff, must be covered. Shoulder straps must be at least three fingers width. Shorts must reach mid-thigh. Clothing should be suitable for the season.

We ask that parents and children avoid nail polish, hair dye, distracting hairstyles, make-up, piercings, and tattoos. All jewelry should be kept simple for safety purposes.

Kindergarten – Grade 3: Additional Clothing Needs

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



OUTDOOR/INDOOR CLOTHING

Please send your child with clothing appropriate to the expected weather, as they will go outside every day unless the weather is extreme. When conditions reach -20 Celsius or colder including the wind-chill factor, the students will be kept inside for recess. Outdoor clothing is required and If you have spare items of this special clothing, you may leave them at school on your child's coat peg.

- Kindergarten – Grade 3 - Raincoat, rain hats, rain pants, and rain boots in wet conditions.
- Grade 4th – 8th – Jacket in cold or wet weather
- Kindergarten – Grade 8: Jacket, snow pants, hat, gloves, snow boots in snowy conditions.
- Kindergarten – Grade 8: sun hats in sunny conditions.

Footwear appropriate to school activities must be worn at all times, in the interests of safety and health. For indoor and outdoor use, children may wear leather or running shoes. Please do not send them with loose-fitting slippers, flip flops, or strappy sandals. Closed toe sandals are acceptable. Running shoes are required for physical education.

CELL PHONE POLICY

We acknowledge that cell phones are a valuable tool for communication between parents and their children. Should a student need to contact a parent during school hours, a telephone is available at the office. Should a student bring a cell phone to school, it is at their own risk; the school is not responsible for lost or stolen cell phones.

Should a student be found with or using a cell phone, the phone will be confiscated and the parents can collect it from the front office at the end of the day. If a child is found sharing inappropriate content during school hours, the phone will be confiscated and a meeting between the teacher, parent, and student regarding cyber-safety and digital citizenship will occur.

BIRTHDAYS

Birthdays are very special days and will be acknowledged at school. Teachers will communicate at the beginning of the year how birthdays will be celebrated in the classroom. Parents may be asked to bring fruit or a wholesome cake to share. Please be mindful of children's sensitivities and allergies to food, and use adapted recipes when appropriate. If your child is having a birthday party and the whole class is invited, invitations free from cartoon characters or media-based images are welcome to be distributed at school. If the invites are selective, please extend the invitations away from the school.



NO DOG PROTOCOL

Lakeside School does not permit dogs on school property at any time (even on a leash). This is a safety issue for our students. Exceptions to this policy would be made for a working or therapy dog that accompanies a student or community member. In the event that a visit from an animal would supplement the curriculum permission may be granted by the Faculty on a case-by-case basis.

This is a health and safety issue. By bringing dogs onto school grounds, the health and safety issue is exposing students and staff to the hazards of dog bites, dog fights, and dog faeces, which have to be cleaned up by school staff. Even if dog owners clean up messes, the residue can still be left on the grass where children play. Therefore, in order to stay in compliance with our efforts to create a safe school environment, dogs are not permitted on school grounds at any time.

PARENT INVOLVEMENT

Parent participation is the cornerstone of success and growth in our school. We rely on parent participation to enrich and support the school's rich programs. A healthy home life is essential to the growth of children and the quality of education they receive at school. Watching television and video games are strongly discouraged, as they are disruptive to the teaching process practised at Lakeside School. Children feel secure when their daily rhythm follows a regular routine. Regular bedtimes, meal times, rest times, and play times give the children security and help prevent discipline problems. Please organize your home and your family life to ensure that your child arrives punctually to school each day. Children who are late miss experiences of worth and can lose a sense of continuity. We ask your cooperation in providing a home environment and rhythm that support your child's education.

Sharing rides to and from school is essential for many families and can also develop social contact and friendship. If children are part of a routine car-pooling arrangement, it is important they know who will be taking them home each day for their sense of well-being and security. Parents must complete and submit the *Student Authorization Pick up Form* to the office.

Besides supporting our school at home, your participation in school events and activities models to the children the care we all share about the school and also provides an excellent opportunity to meet and develop relationships as a wider community. Should you have any questions, please do not hesitate to speak with your Class Parent Rep, Parent Council, or the Director of Operations.

All parent volunteers are expected to respect the confidential nature of any student or school information that may share with them. Volunteers may be asked to sign a confidentiality agreement depending on the type of service work performed for the school. For more information on the Policy and Procedures of a Lakeside Volunteer, review the [Volunteer Policy](#).



COMMUNITY HOURS

To encourage broad community involvement, families are required to provide a minimum of 20 hours per family of participation time, over the course of the year. Many families offer more, and the school urges you to consider 20 hours the minimum starting point for your volunteer contribution. Some examples of community hours are, but not limited to:

- Classroom-related projects
- Yard and maintenance upkeep

Families are asked to provide \$300 cheque or pre-authorized debit payment for October 1, at the time of registration. Parents are responsible for tracking their participation hours using [Track it Forward website](#). Hours are recorded at a rate of \$15.00/hour. Families will receive a credit appropriate to the hours they have completed for the 2020-2021 school year maintenance fees.

CLASSROOM REPRESENTATIVES

Each year, the faculty choose Class Parent Representatives for the class to aid in the organizing of parent involvement in a variety of classroom and extracurricular activities. Teachers should make their requests for assistance well in advance.

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

- Welcome new families to the community
- Arrange for snacks at the parent evenings.
- Plan field trips from the small details to making reservations, doing research, securing trip drivers, etc.
- Plan class social events, including holiday celebrations in class.
- Coordinate class fundraising as needed.
- Organize class parents' participation in school festivals.
- Help the teacher with any and all specific needs as they are able.
- Help 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 Director of Education needs a parent's perspective on the class.
- The teacher is responsible to create the list of sign-up tasks for the year at the first parent meeting.

Class representatives also:

- Attend the monthly Parents' Council meetings
- Follow the Community Code of Conduct and Communications Protocols.



FESTIVALS

Throughout the world, in all civilizations, there are celebrations reflecting nature's rhythms, important transitions, and significant moments in the life of the culture. We celebrate these to sustain and renew ourselves.

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

Some celebrations are during school hours, with only children and teachers present, while others can occur in the afternoon, evening, or weekends with parents, family, and friends joining in. Parents can help to create the mood of the festivals by learning more about the background of each one, volunteering, assisting with their children clothing and grooming, setting an appropriate mood before the festival, supervising younger children during festival presentations. We ask that no camera/video recordings take place during presentations/performances. The following are some of the festivals important in our school life:

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

- *Michaelmas* (end of September) - Awakening from the dreamy days of summer, we summon new strength and courage to take up our autumn tasks. The festival features the Michaelmas play, challenging activities, and eating wholesome dragon bread. Everyone is welcome.
- *Enchanted Garden* (end of October) - Marking All Hallows' Eve, we take an early evening walk by candlelight through a mysterious, enchanted garden. For the families of children up to Grade 3.
- *Lantern Walk* (early November)—We carry hand-made, candle-lit lanterns through the gathering dusk of autumn, accompanied by singing.

FESTIVALS OF LIGHT: In cultures all over the world, people celebrate festivals of light at the darkest time of the year. Advent marks the beginning of our festivals of light – Hanukkah, Solstice, Christmas.

- *Children's Christmas Faire* (late November or early December, Saturday or Sunday) - this a wonderful community seasonal celebration and fundraiser for the whole school and wider Kelowna community. The school is transformed into a Winter Village with a bakery, "children's only" store, craft rooms, cafes, artisan stalls, music, the beloved Cookie House, and a puppet show.
- *Advent Garden* (late November or early December,) - This is an indoor gathering, beginning with the light of a single candle. We walk through a spiral path of greens, light a candle, and place it on the pathway as the room brightens gradually. Quiet anticipation is the mood, with soft singing and the music of the lyre as accompaniment.
- *Saint Nicholas Day* (traditionally on December 6th) - This is a European tradition in which children place their shoes outside the door, hoping Saint Nicholas will leave a treat. At school, Saint Nicholas visits the classrooms, reading from his Golden Book about the good deeds of the children and encouragement for improvement. He leaves treats for the child.



- *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 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 Second Grade offers the 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 buns to the students of the school in a lovely ceremony of sharing and gratitude.

FESTIVALS OF RENEWAL: celebrate Spring and the beauty it brings to our lives as we move through the cycle of the seasons.

- *May Day* (early May) - This is a celebration of the return of blossoms and flowers, which includes a traditional Maypole dance, games and song, food, and fun.
- *Midsummer Festival* (third week of June) – the entire community welcomes the light and warmth of summer. There are class presentations, a potluck picnic, and a dance.

More information is available in the [Annual Calendar](#) and WAAG.

COMMUNICATION

Lakeside School Kelowna shares school information with parents via email and the school website. All parents and guardians should ensure they have an up-to-date email address registered on file with the school. Should your email address change during the year, please contact the Director of Operations to update this information. Parents must read all of the email communications sent to remain informed about what is going on at school and in their child's class.

WEEK AT A GLANCE (WAAG)

Our office delivers the WAAG in an email format containing information on school and community events. The WAAG is our primary source for distributing all school news.

PARENT EDUCATION EVENINGS

These meetings, held at least once each term, bring together the parents of each class for an evening with the Class Teacher. During these gatherings, the discussion is focused on the upcoming curriculum, the daily life in school, relevant topics on child development, planning for festivals, plays, class outings and trips, and are opportunities to view the children's work. These evenings are essential for the whole class and parents are expected to attend.

ALL-SCHOOL MEETINGS

Meetings of the whole School community are held occasionally to discuss current concerns, to share visioning for the future, and to share in the shaping of plans. It is essential that everyone takes part in these meetings. The September All-School Meeting offers an orientation to the School and an introduction to Parent Council Society and the different volunteer opportunities available throughout the year.



COMMUNICATION WITH STUDENTS

Children have the right to feel safe at school. There may be times when you think that the actions of another child have infringed the rights of your child. In that case:

- Approach your class teacher first, then the Principal to seek intervention in bringing about an equitable and peaceful solution to the situation.
- Under no circumstances is a parent or guardian to approach another child while in the care of the school to discuss behaviour.

Children have a different perception of situations:

- A child's understanding is not the same as an adult's, due to their developmental maturity.
- Listen to and reflect with your child as concerns are shared; however, remember that others may have a different viewpoint of that concern.

COMMUNICATION WITH COMMUNITY MEMBERS

We believe that an essential aspect of a healthy, compassionate and supportive community is an agreed-upon, respectful and consistent system for communication and problem-solving. Our community can evolve and strengthen only with a conscious effort by every member to practise healthy, open, and respectful dialogue.

Prepare to listen to another's point of view actively. It may be that the perspective from which you are approaching a situation is very different from that of the other party.

Approach the school personnel to verify the factual basis of any opinions or rumours you might hear and be a leader in this process by directing others to do the same. Do not engage in rumours or gossip. It is detrimental to our shared goal of a healthy school environment and does not set a good example for the children.

Attempt to resolve conflicts and difference of opinion through calm, direct, respectful dialogue between the parties involved. It is the expectation of the Board of Trustees and the Principal that all interactions between staff and parents are polite and dignified.

All interactions between members of the community must be in keeping with our Shared Values, Policies and Community Code of Conduct. Intimidating or threatening behaviour, including disparaging comments either written or verbal, to or about other people or the school itself, has no place within the community and will not be tolerated. If you have a concern, please bring it directly to the Principal or Director of Operations who can help you resolve it.

Please refer to the [Harassment and Bullying Prevention Policy](#) for more information.



ORGANIZATIONAL STRUCTURE

The Lakeside Education Society of Kelowna (LESK) is a registered non-profit society that operates Lakeside School Kelowna. The LESK Board of Trustees governs Lakeside School and serves as its legal entity, as required by the Ministry of Education. The Principal has responsibility for all pedagogical and operational aspects of the school.

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

Children are at the center of the school, at its heart. Parents share with the school in the education of the children. Committed, involved parents are vital. They support the School by fulfilling their financial obligations, by striving to understand more about Lakeside education, and by taking their place within the community.

Lakeside School operates using a threefold model of management, with three distinct spheres of activity and with management bodies responsible for overseeing the work unique to each realm. The three realms consist of Financial/Legal/Operations, Pedagogical, and the Parent Community.

ROLE OF THE BOARD OF TRUSTEES

The Board of Trustees is a volunteer Board, made up of parents from the school and members of the community. The process to recruit new Board Trustees is overseen by the Board. The Board of Trustees approves appointments. Each Trustee brings professional expertise and insights to support the Principal and Administration Team.

The role of an independent school Board is to guide the school's mission, vision, values and strategic goals and to establish policies and procedures consistent with those objectives. The Board safeguards the school's assets and oversees executive decision making to enhance the school's performance and reputation.

With the Principal and Administrative Team, the Board guides the strategic plan and provides vision and leadership for the school's continued growth. Questions about the workings of the Board of Trustees can be answered by the president or a trustee.

ROLE OF THE PRINCIPAL

The Principal's role is a key role and forms an integral part of the educational team, providing leadership within the school's pedagogical realm. The Principal also plays an integral role in governance, working closely with the Board of Trustees and Director of Operations.



ROLE OF THE FACULTY

The primary focus of the Faculty is to carry the pedagogical impulse of the school along with the Principal. Together they are responsible for program development and review and to be in touch with and informed by what is living in the school community. The Faculty works directly with the Principal and the Director of Operations, who then work with the insights from the group in a practical sense for the healthy development of the school's educational programmes. Questions about the school policies, administration, curriculum or your child's progress can be answered by the class teacher or subject teacher.

ROLE OF THE DIRECTOR OF OPERATIONS

The Director of Operations works to support the Principal, Faculty, Board of Trustees, Parent Council and families in the smooth functioning of the daily operations of the school. Questions about school policies, administration finances regarding tuition and reimbursements can be answered by the Director of Operations.

The Director of Operations is responsible to see to the implementation of policies as developed by the Board of Trustees and Principal.

ROLE OF PARENT COUNCIL

The Lakeside School Parent Council Society (LSPCS) is a non-profit society whose purpose is to support and strengthen the school community. This is achieved through financial support from fundraising and through encouraging and coordinating parent involvement in the School. Parents/Guardians are eligible to be voting members of the Society by joining LSPCS. Please consider becoming a member!

The Parent Council works with the Principal and Director of Operations to create and execute a plan for the school that aligns with the strategic objectives of the Board of Trustees in developing our parent community and fundraising for the school. This revenue is used for the development of our educational program and many other required resources that enhance the classroom experience for our children.

Parent Council shares the responsibility of welcoming new families, communicating with class parents, assisting the teacher with class activities and Parent Evenings, coordinating volunteers for larger fundraising events, and contributing at Parents' Council Society meetings. Some of the additional activities undertaken by the Parent Council are:

- Encouraging parent involvement in the school community.
- Energizing the parent community to work towards the vision and mission of the school.
- Supporting the school with fundraising functions and events.
- Providing volunteers for school activities and events.

Questions about how to help: Speak to Parent Council, Class Representative, or to the Chair of a committee. (Ask at the School Office for contact information).

To contact Parent Council, please email pcs@lakesideschool.ca.



SCHOOL AFFILIATION

ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA

The main purpose of AWSNA is to aid each member school to improve the quality of education that it offers. There are 157-member schools in Canada and the United States and six-member teacher-training institutes. A twice-yearly newsletter containing reports on the schools and articles on educational issues is available in the School foyer. The Association sponsors conferences, workshops, and consultations, and works to increase the visibility of Waldorf education in North America.

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

WALDORF EARLY CHILDHOOD ASSOCIATION OF NORTH AMERICA (WECAN)

WECAN supports Waldorf early childhood initiatives through a semi-annual newsletter, conferences and workshops, networking, teacher training and international contacts such as the Alliance for Childhood.

FEDERATION OF INDEPENDENT SCHOOLS ASSOCIATION (FISA)

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