



KELOWNA WALDORF SCHOOL

November 2, 2016

To whom this may concern

As the Interim President of the Waldorf School Association of Kelowna, I am writing you to advise you of a change in the Principal under Section 8 of the Independent School act. s.22

s.22 Evelyn Debusschere has been appointed to that role in her place as the recognized decision making authority, as per the Ministry's requirements.
We will be creating a position of Vice Principal in the near future.

WSAK
President
Patricia L. Hawerty-Roy

Patricia L. Hawerty-Roy.

School: 02396360 Kelowna Waldorf School Standard School Independent School Elementary GR K-7, EU

NamePrincipal: EveLynn Debusschere

Title: Ms.

Address: s.22

Phone: ### ###-####

Fax: ### ###-####

Email s.22

EffectiveDate: immediately

Notes s.22

section * of the independent schools act

. appointment of EveLynn Debusschere as Principal under

SenderName: patricia laverty-rolf

SenderPhone: ### ###-####

SenderEmail: s.22

Neighbourhood Learning Centre type: 1. Early Learning - Y 2. Afterschool - 3. Cont. Ed. - 4. Seniors - 5. Comm. Sport - 6. Comm. Use - 7. Integr. Svcs. -

Submit2: Submit

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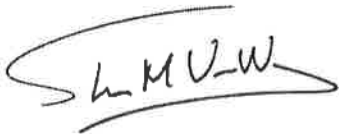
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Please confirm by November 18, 2016:

1. That Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School.
2. That Patricia Lavery-Rolf is the school board chair and the contact person for the authority.
3. That Evelyn Debusschere is current school principal and that relevant information has been submitted at <http://www.bced.gov.bc.ca/apps/imcl/imclWeb/SchoolUpdateForm.do>
4. That all dismissals, suspensions or discipline since September 1, 2016 have been reported to the Teacher Regulation Branch as required by the section 7 of the *Independent School Act*.

We wish the school every success as it continues to enable students to become effective citizens in their community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Theo Vandeweg', enclosed within a simple, hand-drawn oval loop.

Theo Vandeweg
Inspector of Independent Schools

TV:mk

pc: Waldorf School Association of Kelowna



Ministry of
Education

November 16, 2016

School ID: 2396360

Ms EveLynn Debusschere, Principal
Kelowna Waldorf School
429 Collett Rd
Kelowna, BC V1W 1K6

Dear Ms Debusschere,

On Friday, October 14, 2016, Arnold Grimm and Paul Fraser visited Kelowna Waldorf School for an external evaluation post-evaluation meeting. Your attendance at the meeting provided an opportunity to discuss the report and other related matters.

As discussed during the meeting, please email a letter to the Inspector to this address: EDUC.IndependentSchoolsOffice@gov.bc.ca (with EXTERNAL EVALUATION in the Subject Line) by January 4, 2017, **unless otherwise noted**, regarding the following:

STATUTORY REQUIREMENTS:

The following statutory requirements must be completed, implemented, and confirmed by Dec 1, 2016:

1. **Abuse Protocols (Section 4.13).** The school is required to revise its Child Abuse Reporting Policy to reflect the procedures described in The B.C. Handbook for Action on Child Abuse and Neglect (2016 revision).
2. **Abuse Protocols (Section 4.13).** The school is required to review the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

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Ministry of Education

Independent Schools
Branch

Mailing Address:
PO BOX 9153 STN PROV GOVT
VICTORIA BC V8W 9H1
Telephone: (250) 387-3711
Facsimile: (250) 953-3225

Location:
2nd Floor, 620 Superior Street
Victoria BC CANADA
<http://www.bced.gov.bc.ca>

3. Harassment and Bullying Prevention Policy (Section 4.14)

The school is required to update this policy with the following elements:

- a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;
- a reference to harassment or bullying a person based on that person's sex, sexual orientation, gender identity or expression;
- one or more statements about what is
 - acceptable behaviour, and
 - unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
- one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
- a clear commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

The school must report to the Independent Schools Branch that it has met these requirements by December 1, 2016.

POLICY ISSUES:

There are a large number of policy issues that must be addressed. The Ministry is requiring the school to address these expediently and is requiring the school authority to report in writing to the Inspector its compliance with each of the following items by January 4, 2017:

1. **School Maintenance and Safety (Section 2.02).** The school does informally inspect the site but the school is required develop maintenance procedures and policies including a site inspection checklist to ensure student safety.
2. **Drinking Water Testing Policy (Section 2.02).** The school is required to work with the Drinking Water officer at the local Health Authority to complete an initial water testing and the school is required to develop a policy to ensure that the school's drinking water supply is tested regularly to ensure water quality complies with Water Management Best Practices and the *Drinking Water Protection Act*.

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3. **Principal (Section 4.02).** The school is required to review its governance model and governance manual to ensure that when emergencies and important child safety issue occur there is a clear chain of command to manage the emergency situations effectively and immediately.
4. **Principal (Section 4.02).** The school is required to review its governance model and governance manual to ensure that the principal can exercise the duties as required by the *Independent School Act* (section 7) in relation to teacher dismissal.
5. **Student Records (Section 4.03).** The school is required to develop a student records policy that that aligns with the "Student Records: Requirements and Best Practice Guidelines – June 2012" and ensure that all records are updated accordingly.
6. **Student Records (Section 4.03).** The school is required to have written protocols in place for updating Permanent Student Records annually.
7. **Privacy Policy (section 4.04).** The school is required to have a written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school.
8. **Privacy Policy (section 4.04).** The school is required to appoint a privacy officer.
9. **Learning Resource Policy (Section 4.07).** The school authority is required to develop a Learning Resource Policy that defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process.
10. **Appeal Policy (Section 4.10).** The school is required to update its appeals policy to reflect the procedural fairness principles as described in the resource entitled "Procedural Fairness: Best Practices for Independent Schools."
11. **Student Safety Policies (Section 4.12).** The school is required to develop and implement a policy in accordance with the *Tobacco and Vapour Products Control Act* and "Tobacco and Vapour Products Control Regulation" as these pertain to the restricted use these products on or near school premises.
12. **Student Safety Policies (Section 4.12).** The school is required to update policies relating to the supervision of students on field trips.
13. **Abuse Protocols (Section 4.13).** School staff is required to provide pro-D in relation to Child Abuse Reporting Policy and provide annual refresher training.

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14. **Abuse Protocols (Section 4.13).** The school is required to designate an **Alternate Appointed School Official (AASO)** to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
15. **Anti-Bullying Policy and Program (Section 4.14).** Although the school incorporates anti-bullying strategies and skills development there is no written documentation of this.
16. **Emergency Preparedness Policy (Section 4.15).** The school is required to review its emergency preparedness policy in reference to the BC Emergency Planning Guide available at <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/safe-caring-and-orderly-schools/emergency-management-planning-guide>
17. **Special Education Policy (Section 4.17).** The school is required to update its special education policy to describe the delivery of special education services.
18. **Curriculum (section 6.04).** The school is required to develop strategies to provide opportunities for teacher supported student assessment of core competencies.

The school must report to the Independent Schools Branch that it has met these requirements by January 4, 2017.

The lack of policy and statutory compliance must be addressed expediently. Confirmation of compliance is required by **December 1, 2016** for all **Statutory** items, as listed above; and **January 4, 2017** for all **Policy** items, as listed above. The school will be re-inspected. Failure to meet compliance by the stated deadlines will result in the Ministry withholding grant payments until such time as the school is verified to be in full compliance as required.

In connection with the comments in Sections 1 and 4.02 of the report, the Ministry has become aware that the school governance model and authority structure is in a state of flux. We strongly urge you to ensure that the society operating the school, the Waldorf School Association of Kelowna, is in compliance with the *Society Act* and its own Constitution and Bylaws.

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EXTERNAL EVALUATION REPORT

on

Kelowna Waldorf School, Kelowna, BC

October 13-14, 2016

INTRODUCTION:

This External Evaluation Committee (EEC) has been appointed in accordance with Section 3 of the *Independent School Act (the Act)*, which authorizes the Inspector of Independent Schools to appoint external evaluation committees and to specify their duties.

Kelowna Waldorf School is a Group 1 Waldorf School in Kelowna with a current enrolment of 125 students in Kindergarten –Grade 7. The school is affiliated with the AMG group of the FISA as well as both the Association of Waldorf Schools of North America and the Waldorf Early Childhood Association of North America.

The EEC consisted of Arnold Grimm, Principal and Paul Fraser, Principal. Mr. Grimm served as chair of the committee. On Thursday, October 13th to Friday, October 14th the EEC:

- interviewed the Principal and other members of the school administration team,
- interviewed the Chair and a members of the Governance Committee
- interviewed the Chair of the Pedagogical Carrying Group
- met with all teachers and support staff,
- visited classrooms and examined students' work,
- reviewed curriculum planning and structure including unit planning, learning resources and student reporting,
- examined administrative procedures, school files, certification, CRC's, and school facilities.

A pre-evaluation meeting was held with the administration and faculty on the morning of October 13th, 2016 and the post-evaluation meeting took place on the afternoon of October 14, 2016

The EEC wishes to thank the administration and staff for opening their doors and welcoming us into their school.

SECTION 1 – GENERAL INFORMATION:

Registration #: S-16486 (Society, Company, Private Act, Order in Council)

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> the <i>Society Act</i>
<input type="checkbox"/> the <i>Companies Act</i>
<input type="checkbox"/> Order in Council |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

Registration # verified against Annual Report

Date of last filing of annual report with BC Registry Services or Registrar of Companies: October 15, 2015.

- The school is currently experiencing upheaval in its governance structure. In September, a petition was served to the board requesting dismissal of some board members. In days following, ^{s.22} At the time of this inspection, the authority leadership was in flux and in process of being redefined. New school board members were not yet appointed.
- The EEC encourages to school authority to clarify administrative structures and ensure that these structures ensure student safety through effective and immediate responses to child safety issues and ensure compliance with delivery of the BC curriculum.
- The School has completed several upgrades for maintenance and safety of the building.

SECTION 2 - SCHOOL FACILITIES:

- The original building was constructed in the 1940's. The land and building was donated to the KWS, with additional purpose-built buildings constructed in 1981.
- There are 8 classrooms, faculty, handwork, science rooms, as well as faculty office space and social room.
- There is also a Kindergarten building which houses an eurythmy room and the pre-school.
- External facilities used are the public library, swimming pool, skating rink
- Risk management strategies regarding off-site facilities.
 - Field trip form filled out by teachers.
 - Safety is reviewed with students and parents.

2.01 The school building complies with municipal/regional district codes regarding property zoning, building inspection, fire prevention, and health concerns.

Y, R, N (Yes, Requires updating, No)

- | | |
|---|------------------------------------------------------------------------------------------------------------------------|
| Y | The school has a current letter from the Okanagan Regional District that there are no outstanding compliance concerns. |
| Y | Alarms, fire extinguishers and safety equipment are regularly inspected and serviced. |

2.02 School Maintenance and Safety.

Y, R, N (Yes, Requires updating, No)

- | | |
|---|------------------------------------------------------------------------------------------------------------------|
| N | Maintenance and safety procedures are in place for buildings, school grounds play grounds and perimeter grounds. |
| N | School conducts routine safety checks and other school mandated external inspections or reviews |

N

School has developed drinking water testing policy in accordance with the BC Drinking Water Protection Act and routinely tests for harmful substances to ensure that students have access to potable water at school.

2.01 – 2.02 COMMENT SECTION:

The school does informally inspect the site but the school is required develop maintenance procedures and polices including a site inspection checklist to ensure student safety.

The school currently tests the water quality as part of EC licensing but no policy is in place. The school is required to work with the Drinking Water Officer at the local Health Authority to complete initial water testing to ensure potability. The Ministry is still finalizing the Drinking Water policy and additional specific policy requirements will be made available through the E-board.

SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

3.01 The school's stated educational philosophy meets Section 1 of the Schedule of the Independent School Act.

☒ Yes ☐ No

At the heart of Waldorf education is the recognition that children pass through distinct stages of development. Each segment of the curriculum corresponds directly in content and presentation to the stages of the growing child. Subjects and skills are introduced at the time when the child is most receptive to learning them. Subjects are learned holistically, not in isolation. The Waldorf curriculum uses an interdisciplinary approach, carefully integrating academic, artistic and practical activity. Healthy emotional development is nurtured by conveying knowledge through direct experience. By freely using arts and activities in the service of teaching academics, an internal motivation to learn is developed in the student.

Y / N

Y

The stated philosophy and activities observed by the EEC suggest that the school is fulfilling the requirement of Section 1 of the Schedule of the *Independent School Act*, regarding school programs and is consistent with the principal's declaration in the 2016-17 External Evaluation Catalogue.

SECTION 4 – SCHOOL ADMINISTRATION

4.01 Administrative Structure

Y, N

Y*

An administrative structure exists within the school and key administrative responsibilities have been identified and assigned.

4.02 Principal

Y, N

- ☐ Y Administrative time allocated is sufficient to enable the principal to fulfil his/her duties.
- ☐ Y Confirm that the school contact information, principal's name, etc., is current and up to date. Please ensure that this has been updated (if required) on the Independent School's website.
- ☐ Y **The Authority operating this independent school (Group 1, 2, or 4) has designated a BC certified teacher to be the principal, in accordance with Section 8 of the *Independent School Act* and Section 3(d) of the *Schedule to the Act*.**

4.02 COMMENT SECTION:

- An administrative structure exists within the school and key administrative responsibilities have been identified and assigned, however current roles do not match documentation on governance that is anchored in the school society's by-laws.

The school is required to review its governance manual to ensure that the principal can exercise the duties as required by the *Independent School Act* (Section 7) in relation to teacher dismissal, suspension, or discipline.

• 4.03 Student Records

Y, R, N (Yes, Requires updating, No)

Inclusions: if applicable, Form 1704 has attached inclusions for:

- ☐ Y Medical alerts, and required inclusions (e.g., *formal documentation* on health issues; i.e., epilepsy, anaphylaxis, etc.)
- ☐ Y Legal alerts, and required inclusions (e.g., court orders, name change, immigration documents, etc.)
- ☐ Y Individual Education Plans (IEP) or Case Management Plans (CMP)
- ☐ Y Education support services, e.g., testing, adjudication requirements
- ☐ N/A Notification of student registered as being homeschooled
- ☐ Y If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.
- ☐ Y All inclusions are stored, like the 1704 itself, in a manner that safeguards these records in case of calamity. (Fire-proof cabinetry, or backed-up electronic storage, vault, etc.; pay attention to 1704 inclusion storage as well.)

Student Records include the following Additional Required items:

- ☐ Y Copy of verified original birth certificate or other legitimate identification document.

- ☐ Y Official names of parents/guardians with home/work contact information.
- ☐ Y Parent/guardian information – declaration of being lawfully admitted to Canada and ordinarily resident in BC (Appendix II of the Student Records: Requirements and Best Practice Guidelines).
- ☐ N Does the school have a Student Records policy that aligns with the “Student Records: Requirements and Best Practice Guidelines – June 2012”?
- ☐ N The school has written protocols in place for updating Permanent Student Records annually.
- ☐ N The school is aware of PIPA requirements regarding internal handling of sensitive information, access and disclosure of information, and transfer and storage of student records.

Summative Statement on Student Records:

Y, R, N

<input type="checkbox"/> N	All items in the Permanent Student Record (Form 1704) are current and complete as specified in the "Student Records: Requirements and Best Practice Guidelines for Independent Schools (2012)"
<input type="checkbox"/> N	All Permanent Student Records (1704 and the inclusions such as Court Orders, IEPs, etc.) are stored in a manner that ensures safekeeping from fire, theft, etc.

4.03 COMMENT SECTION

- The school is required to develop a student records policy that that aligns with the “Student Records: Requirements and Best Practice Guidelines – June 2012”
- The school is required to have written protocols in place for updating Permanent Student Records annually.

4.04 Personal Information Protection Act (PIPA)

Y, R, N (Yes, Requires updating, No)

- ☐ R The school has written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school.
- ☐ N The school has appointed a privacy and information sharing officer.

Y, N

Y

The school administration has reviewed the recently published best practice guides on information sharing regarding child and youth mental health and substance abuse in BC from the Ministry of Health and the Ministry of Children and Family Development.

Resources:

- [Information Sharing for Young People Factsheet \(PDF\)](#)
- [Privacy for Parents and Caregivers Factsheet \(PDF\)](#)
- [Best Practices Guide: Child and Youth \(PDF\)](#)
- [Best Practices Guide: Substance Use \(PDF\)](#)
- [Best Practices for Service Providers: Privacy and Information Sharing \(PDF\)](#)
- [Deputy Minister's Letter to Independent Schools \(PDF\)](#)

Y, N

Y

The school has started working with these guidelines within the school and with service providers, in an effort to collaboratively explore ways of putting these guidelines into practice with the school's community partners.

4.05 Registered Homeschooled Children and other enrolments

Y, R, N, (Yes, Requires updating, No, N/A)

N/A

N/A

The school offers a homeschooling program.

4.04 – 4.05 COMMENT SECTION

- The school is required to update the written privacy policy for the collection, use and disclosure of student, teacher and parent information collected by the school.
- The school is required to appoint a privacy officer.

4.06 Utilization of Provincial Government Grants (Group 1 and 2 schools only)

Y, N

Y

The school has completed an annual financial year end review

Type of audit (**full audit, review engagement, 'notice to reader'**):

Review Engagement

Date completed: in process, expected in the next two weeks.

Name of Auditing Company/Firm: Chun and Co Accountants

Y, N <input type="checkbox"/> Y	The school is in compliance with Section 12 (3) of the Act specifying that eligible student grants may only be used for operating expenses.
Y, N <input type="checkbox"/> Y	The school is in compliance with Section 12 (4) of the Act specifying that the grants may not exceed the total operating costs.
Y, N <input type="checkbox"/> Y	<p>The school has provided evidence of its charitable or not-for-profit status as per the Schedule to the Independent School Act, Section 2(1)(a) by filing with Canada Revenue Agency within six months of the most recent fiscal period-end in one of the following ways:</p> <p><input type="checkbox"/> Evidence of filing annual information return (Form T3010),</p> <p><input checked="" type="checkbox"/> Evidence of a filing Not-for-Profit tax return (Form T1044) or Form T2 (if incorporated) or both.</p>

4.07 Learning Resources Policy

The Ministry of Education no longer conducts evaluation processes to recommend learning resources. For new curricula implemented beginning in 2016 and following years, most program guides do not include a list of Ministry recommended resources. Responsibility now rests with boards and authorities. The school authority is required to develop a Learning Resource Policy which defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process.

☐ N The school has developed a Learning Resources Policy which determines how learning resources are chosen/approved for use in the school.

☐ N As part of the Learning Resource Policy, the school has developed a procedurally fair appeal process to resolve challenges to its educational resource selections.

4.07 COMMENT SECTION:

The school authority is required to develop a Learning Resource Policy which defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process

4.08 Bonding Information (Group 4 schools only)

Y, N (Yes, No)
☐ N/A Is this school a Group 4 school? If yes, complete following items:

4.09 Communication

Y, R, N (Yes, Requires updating, No)

Does the school have specific parent handbooks with relevant policies?

Does the school have specific student handbooks with relevant policies?

Does the school have staff handbooks with relevant policies?

The Office of the Inspector's e-Board is monitored regularly.

- This responsibility is assigned to the Executive Director (Principal)

The school's policy suite is outdated and needs to be revised and updated and compiled into a teacher handbook.

- Describe how school updates parents/students/or staff on operational policy/practice changes. requirement.
 - The parent handbook is updated yearly and made available to the parents
 - There is a school newsletter which the Executive Director can utilize to inform.
- Describe how e-board information is shared within the school
 - E-Board information is disseminate as needed by email.

4.10 (Yes, Requires updating, No)

Appeals

Y, R, N

The school has a written policy for dealing with appeals by students or parents regarding school decisions; the policy reflects the procedural fairness principles as described in the resource entitled "Procedural Fairness: Best Practices for Independent Schools."

Y / N

Appeal policy has been communicated to staff, students, and parents? Is it readily available to school community?

4.11 Student Discipline

Y, R, N (Yes, Requires updating, No)

☐ Y The school has written discipline policies and procedures.

Y / N

☐ Y Discipline policies and procedures have been communicated to staff, students, and parents.

4.12 Student Supervision

Y, R, N (Yes, Requires updating, No)

☐ Y The school has policies relating to the supervision of students: in or around the school building (before, during and after school).

☐ R The school has policies relating to the supervision of students on field trips.

☐ N The school has policies in accordance with the newly updated (September 1, 2016) *Tobacco and Vapour Products Control Act* and "Tobacco and Vapour Products Control Regulation" as these pertain to students not being permitted to smoke or use vapour products on school premises.

☐ Y Supervision policies and procedures have been communicated to staff, students and students.

☐ N The school provides or receives school bus services. If yes, complete next two items.

Y, N (Yes, No)

☐ N/A The school is in compliance with regular inspection and maintenance according to the Ministry of Transportation requirements.

Date of most recent Ministry of Transportation inspection:

☐ N/A Policies, procedures, and drills are in place ensuring the safety of students when using school provided bus services to transport students to and from school and /or field trips.

☐ N/A The school has clear provisions and policies/protocols in place to provide for the needs of students with medical or legal alerts.

4.10 – 4.12 COMMENT SECTION

- The school is required to update its appeals policy to reflect the procedural fairness principles as described in the resource entitled "Procedural Fairness: Best Practices for Independent Schools."
 - The school should review and update the Field Trip Policy to ensure student safety on field trips.
 - The school was made aware of the need to develop and implement a policy in accordance with the Tobacco and Vapour Products Control Act and "Tobacco and Vapour Products Control Regulation" as these pertain to both students and adults not being permitted to smoke or use vapour products on school premises

4.13 Abuse Protocols

Y, R, N (Yes, Requires updating, No)

The school has a written policy related to the reporting of child abuse.

The school's policy reflects the procedures described in **The B.C. Handbook for Action on Child Abuse and Neglect (2016 revision)**.

The school has reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

The school has designated an **Appointed School Official (ASO)** and an additional **Alternate Appointed School Official (AASO)** to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." (The purpose of appointing an Alternate Appointed School Official is to ensure this role is filled in case the ASO is in a conflict of interest situation).

School staff has received pro-D in relation to this policy and receives annual refresher training.

The child abuse policy is communicated to school community.

4.14 ANTI-BULLYING POLICY AND PROGRAM

N

The school has implemented an authority-established Harassment and Bullying Prevention policy, containing the following elements:

- (a) a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;
- (b) a reference to harassment or bullying a person based on that person's sex, sexual orientation, gender identity or expression;
- (c) one or more statements about what is
 - (i) acceptable behaviour, and
 - (ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
- (d) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
- (e) a clear commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

N

The anti-bullying / anti-harassment policy has been communicated to staff, parents and students and has been implemented.

N

Does the school intentionally incorporate into its educational program anti-bullying strategies or additional programs to actively teach bullying prevention skills? (eg. Include: Second Step, Virtues Program, Friends, etc.)

N

Does the school participate in the provincial Erase Bullying strategy? Erase Strategy (or equivalent) training levels the school has participated in include

	ERASE STRATEGY TRAINING	Staff # trained	dates
Y/N N	Level 1 - Preventing Bullying & Ensuring Safe & Caring School Communities	0	
	Or equivalent – describe		
Y/N	Level 2 - Basic Threat Risk Assessment	0	
	Or equivalent - describe		
Y/N	Level 3 - Advanced Violent Threat Risk Assessment (or equivalent)	0	
	Or equivalent - describe		
Y/N	Other	0	
	describe:		

4.13 - 4.14 COMMENT SECTION

- The school does not have anyone trained in ERASE bullying at any level at this time. The school has not considered this up until now.
- The school is required to revise its Child Abuse Reporting Policy to reflect the procedures described in The B.C. Handbook for Action on Child Abuse and Neglect (2016 revision)
- The school is required to review the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
- The school is required to designate an **Alternate Appointed School Official (AASO)** to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
- Although the school incorporates anti-bullying strategies and skills development there is no written documentation of this.
- The School's Harassment and Bullying Prevention Policy needs to be updated to reflect the most recent requirements.
- School staff is required to provide pro-D in relation to Child Abuse Reporting Policy and provide annual refresher training.
-

4.15 Emergency Policies/Procedures

Y, R, N (Yes, Requires updating, No)

- ☐ Y The school has written policies and procedures in place to deal with accidents and medical alert situations and these policies and procedures have been communicated to staff and parents.
- ☐ Y The school has written transportation/field trip safety procedures and these policies and procedures have been implemented and communicated to staff, students and parents.
- ☐ Y The school has implemented policy to ensure that staff members on site are specifically trained for first aid/emergency situations.
- ☐ Y The school has student safety procedures in place when using rented facilities to fulfill educational program requirements.
- ☐ N The school has developed an Emergency Response Plan that aligns with the recommendations in the ministry's Emergency Management Guide <http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>
- ☐ N The school has appointed a SAFE SCHOOLS COORDINATOR?
- ☐ N The school has participated in Violent Threat Risk Assessment training (VTRA, Level 3 Erase training).
- ☐ Y **Safety drills are carried out regularly:**

Type of Safety drill	Frequency (per semester/term/year)
Based on Ministry Emergency Management Guide, the recommended annual drill frequencies are: 3 earthquake drills, 6 fire drills and 2 lockdown drills. http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf	
1. Fire	6
2. Earthquake	4
3. Lockdown	0
4. Other drills (Emergency Preparedness, etc.) —please list here.	0

4.15 COMMENT SECTION

- The school is required to develop an Emergency Response Plan that aligns with the recommendations in the ministry's Emergency Management Guide.
- It is strongly recommended that the school appoints a Safe Schools

Coordinator

- The school is strongly encouraged to participate in Violent Threat Risk Assessment training (VTRA, Level 3 Erase training).
- The Schools Emergency Management Plan should be reviewed to align with the above mentioned guide.
- The school is required to conduct 2 lockdown drills this year

4.16 International Students enrolled at the school

Y, N

☐ N The school enrolls international students

4.17 Special Education Programs

Y, N

☐ Y The school provides Special Education or Learning Assistance Programs
If so, answer the following:

Y, R, N

☐ R The school has written policies to describe the delivery of special education services.

☐ Y The school has developed a separate Special Education budget reflecting anticipated special purpose grants and operational expenditures based on needs identified in IEPs for both low incidence and high incidence students.

☐ Y The school provides Learning Assistance to students who do not qualify for Special Education supplementary funding (high incidence Categories K, P, Q, R).

☐ Y The afore-mentioned students receiving learning assistance without special needs funding do have IEPs in place.

☐ N/A If offering a Graduation Program, the school offers a school completion certificate (Evergreen Certificate) only to those special needs students who cannot complete a Dogwood Diploma program.

☐ N/A The school has a school completion certificate policy describing the criteria for achieving this certificate.

☐ Y Has the school reported categories k/p/q/r on *last* year's 1701?

☐ Y Has the school reported categories k/p/q/r on *this* year's 1701?

4.17 Comment Section

The school is required to update its special education policy to describe the delivery of special education services

4.19 Library Resources and Access

- The school has a fully established library on site and every class has one library lesson per week.

4.20 Computer Utilization for Instructional Purposes

- As per the Waldorf philosophy the school does not utilize computers in the classroom.

4.23 Additional Activities

Skating, Swimming, Skiing

SECTION 5 – TEACHER CERTIFICATION, EVALUATION, AND PROFESSIONAL DEVELOPMENT AND SUPPORT STAFF:

5.01 Teacher Certification and Assignment

Certificate Type	Number (including principal)	Valid status on Registry
Certificate of Qualification (COQ)	s.2 2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: Professional Certificate		<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: Subject Restricted (SR)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: School and Subject Restricted (SSR)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: System Restricted (SYR) (Montessori or, Waldorf)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Number of teachers for whom the Authority has a current Letter of Permission

s.2
2

Number of teachers new to the school in the last two years

s.2
2

Do the school's personnel files include proof of being TRB certified (i.e., certificate or TRB website printout) for review.

☒ Yes ☐ No

If NO, explain:

Description:

Y, N

(Yes, No)

<input type="text" value="Y"/>	Teachers' personnel files include TRB confirmation of certification
<input type="text" value="Y"/>	All teachers are appropriately assigned with respect to certificate restrictions.
<input type="text" value="Y"/>	Authority has submitted (or preparing to submit) the Employers List by the deadline of October 15.
<input type="text" value="N/A"/>	In Group 4 schools with multiple intake dates in a year, administration has plans in place to ensure all teachers are BC certified for each term in the school year
<input type="text" value="N/A"/>	ELL programs/courses <u>taken for credit</u> are taught by BC certified teachers.
<input type="text" value="Y"/>	TRB Certification Verification Response file was available for review
<input type="text" value="Y"/>	Teachers employed by the school as of September 30 are verified to be BC certified as required by Section 3(1)(d) of the Schedule to the <i>Independent School Act</i> and are assigned appropriately according to certificate conditions.

<input type="text" value="Y"/>	<p>DECLARATION by representative for School Authority has been signed and confirms compliance.</p> <p>Representative's name and position: Beverley Barcham Executive Director (Principal)</p>
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<input type="text" value="Y"/>	Satisfactory criminal record checks, in accordance with the "Criminal Records Review Act" have been obtained and placed on file for all employees (other than certified teachers) and contractors working with children.
<input type="text" value="Y"/>	The school authority tracks staff CRC renewal requirements to ensure that CRCs are regularly renewed (5-year cycle).
<input type="text" value="Y"/>	There is evidence on file that criminal record checks are current and have been completed for all employees and contractors "working with children".

5.01 COMMENT SECTION

- The school employs two kindergarten assistants, administrative support person, two SEAs, and two accompanists for eurythmy.

5.02 Professional Development

Y, N

☐ Y

The school has an orientation process for new staff.

Y, N

☐ Y

There are regular, scheduled staff meetings to deal with educational issues.

5.02 MANDATORY COMMENT SECTION

- Describe the number of professional days per year and the anticipated Pro-D activities
 - The school has 6 pro-d days, 1 in November and 5 in February. Teachers take part in AWSNA conference or workshops at the local campus.
- Staff orientation procedures.
 - New staff orientation package has recently been created to onboard new employees. They are given a tour of the schools and policies and procedures are reviewed. ED checks in with them regularly.
- Describe nature and frequency of staff meetings
 - Faculty meetings occur once a week.
 - There are no administration meetings scheduled.

5.03 Teacher and Principal Evaluation

Y, N

(Yes, No)

☐ Y

The school has written teacher and principal evaluation policies.

☐ Y

Teacher and principal evaluations are verified to occur according to policy.

5.03 MANDATORY COMMENT SECTION

- Teachers are evaluated every two years by peer or external evaluators.
- The principal is evaluated every year by the Board Chair. Last principal evaluation was in 2016. Current principal is new and has not yet been evaluated.

SECTION 6 - EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

6.01 Instructional Time Requirements NOTE: as per ES-Audit FAQs, instructional hours include hours of attendance for scheduled student examination days, learning activity days, school community involvement days, and school days closed due to inclement weather toward annual instructional hours; however, instructional hours do NOT include professional days, statutory holidays, school holidays, or recess/lunch times.

Y, N, N/A (Yes, No, Not Applicable)

Y

The educational program meets the time requirements as specified in the Educational Standards Order.

The EEC confirms the school's approximate annual instructional hours as 867 (hrs/year)

6.02 Grade Groupings

- The EEC confirms the grade groupings for the entire school program as listed in the Evaluation Catalogue are:
 - Kindergarten to Grade 5 single Grade Classes
 - Grade 6/7 multi Grade Class

- **Plans for 2016-17:**
No grade grouping changes are expected for this year
- **Plans for 2017-18:**
No grade grouping changes are anticipated for the 2017-2018

6.03 Primary Program - Kindergarten to Grade 3

Y, N, N/A (Yes, No, Not Applicable)

Y

 Does the school offer primary grades?

Y, N (Yes, No)

N

 The school's KG program Enrolls both full-day and half-day, and if so:

- Administration has developed an organizational plan that ensures completion of the Ministry's objectives and that fit the school's philosophy of education. All essential elements of the Revised Curriculum are present in teacher planning and unit development. Extensive Professional Development has been completed regarding the planning process.
- Administration is ensuring that Pro-D for teachers is provided to ensure they properly and authentically incorporate First Peoples Principles of Learning into their educational programs.

PO, PU	(<u>P</u> lanning <u>O</u> rganized, or <u>P</u> lanning <u>U</u> norganized) based on BC Ed Plan

PO

 The EEC confirms that classroom practice for (Language Arts/English, Mathematics, Social Studies and Science provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are being met as required (*in accordance with Educational Standards Order Sections 4(1)*).

PO	The EEC confirms that classroom practice for Career Education provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives or Authority approved learning objectives are being met (<i>in accordance with the Educational Standards Order Section 4(1)</i>).
PO	The EEC confirms that classroom practice for Art Education provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives or Authority approved learning objectives within the curricular competencies as set out in the educational program guide for Art Education (<i>in accordance with the Educational Standards Order Section 4(3 and 4)</i>).
PO	The EEC confirms that classroom practice for Physical and Health Education provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are met through classroom (<i>in accordance with the Educational Standards Order Section 4(1)</i>) or, if applicable, through Alternative Delivery (<i>in accordance with the Educational Standards Order Section 7</i>).
PO	The EEC confirms that classroom practice for Physical and Health Education provides evidence that Daily Physical Activity learning standards are being addressed (<i>in accordance with the Educational Standards Order Section 4(1)</i>).
PO	The EEC confirms that classroom practice for Applied Design, Skills, and Technologies provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are being met (<i>in accordance with the Educational Standards Order Section 4(1)</i>).
N/A	The EEC confirms that classroom practice for <u>Authority-approved Courses</u> (cultural, philosophical, faith-based studies, etc.) provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that authority-approved learning objectives are being met as required (<i>in accordance with Educational Standards Order Section 6</i>).
PO	For multi-graded classrooms, the school is planning how the Ministry curriculum is addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
PO	First Peoples Principles of Learning are evident in the planning

PO

For those subjects where the curriculum delivery is integrated into other school subjects, documentation is available to show how and where this integration occurs – thereby demonstrating that although the subject is integrated it meets all the ministry requirements.

PO

Communicating student learning (Assessment and Reporting) reflects reporting in all subjects and, in addition, addresses (teacher-supported) self-assessment in Core Competencies. Formal reporting of self-assessment of Core Competencies occurs at year-end.

Y or N

Y

Summative statement: Classroom practice in the Primary Program (Grades K-3) provides evidence that the Ministry prescribed learning objectives and/or the authority-approved learning objectives are being met as required.

As noted above:

- Administration has developed an organizational plan that ensures completion of the Ministry's objectives and that fit the school's Waldorf philosophy of education. All essential elements of the Revised Curriculum are present in teacher planning and unit development. Extensive Professional Development has been completed regarding the planning process.
- AWSNA, in collaboration with school Administration, is providing ongoing Pro-D for teachers to ensure they properly and authentically incorporate First Peoples Principles of Learning into their educational programs.

6.04 Intermediate Program (Grades 4-9)

DOES THE SCHOOL OFFER INTERMEDIATE GRADES?

Y, N

Y

If 'No', delete remaining parts of section 6.04 and 6.05.

- Administration has developed an organizational plan that ensures completion of the Ministry's objectives and that fit the school's Waldorf centered philosophy of education. All essential elements of the Revised Curriculum are present in teacher planning and unit development. Extensive Professional Development has been completed regarding the planning process.
- AWSNA, in collaboration with school Administration, is providing ongoing Pro-D for teachers to ensure they properly and authentically incorporate First Peoples Principles of Learning into their educational programs

PO, PU

(Planning Organized, or Planning Unorganized)

PO	The EEC confirms that classroom practice for (Language Arts/English, Mathematics, Social Studies and Science provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are being met as required (<i>in accordance with Educational Standards Order Sections 4(1)</i>).
PO	The EEC confirms that the school's educational program in Grades 5 and up offers a second language with evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are being met as required (<i>in accordance with Educational Standards Order Sections 4(2)</i>).
PO	The EEC confirms that classroom practice for Career Education provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives or Authority approved learning objectives are being met (<i>in accordance with the Educational Standards Order Section 4(1)</i>).
PO	The EEC confirms that classroom practice for Art Education provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives or Authority approved learning objectives within the curricular competencies as set out in the educational program guide for Art Education (<i>in accordance with the Educational Standards Order Section 4(3 and 4)</i>).
PO	The EEC confirms that classroom practice for Physical and Health Education provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are met through classroom (<i>in accordance with the Educational Standards Order Section 4(1)</i>) or, if applicable, through Alternative Delivery (<i>in accordance with the Educational Standards Order Section 7</i>).
PO	The EEC confirms that classroom practice for Physical and Health Education provides evidence that Daily Physical Activity learning standards are being addressed <i>in accordance with the Educational Standards Order Section 4(1)</i> .
N/A	If grade 8-9 students are choosing to meet the weekly requirements, the school has developed policy and implemented a tracking system to ensure that these weekly DPA requirements are met.

<input type="checkbox"/> PU	The EEC confirms that classroom practice for Applied Design, Skills, and Technologies provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that Ministry prescribed learning objectives are being met (<i>in accordance with the Educational Standards Order Section 4(1)</i>).
<input type="checkbox"/> PO	Are First Peoples Principles of Learning incorporated in the educational program?
<input type="checkbox"/> PO	The EEC confirms that classroom practice for <u>Authority-approved Courses</u> (cultural, philosophical, faith-based studies, etc.) provides evidence (through teacher-developed planning instruments, daily teacher plans, student work, assessment records) that authority-approved learning objectives are being met as required (<i>in accordance with Educational Standards Order Section 6</i>).
<input type="checkbox"/> PO	For multi-graded classrooms, the school provides clear indication how the Ministry curriculum is addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
<input type="checkbox"/> PO	For those subjects where the curriculum delivery is integrated into other school subjects, documentation is available to show how and where this integration occurs – thereby demonstrating that although the subject is integrated it meets all the ministry requirements.
<input type="checkbox"/> PU	Communicating student learning (Assessment and Reporting) reflects reporting in all subjects and, in addition, addresses student self-assessment in Core Competencies
Y or N <input type="checkbox"/> Y	Summative statement: Classroom practice in the Intermediate Program (Grades 4-9) provides evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)

Grade 4:

Percentage of students participating in FSA: ___100___%

Y, N, N/A (Yes, No, Not Applicable)

☐ Y FSA results are reported to parents.

☐ Y FSA results are used to enhance student learning.

Grade 7:

Percentage of students participating in FSA: 100%

Y, N, N/A (Yes, No, Not Applicable)

☐ Y FSA results are reported to parents.

☐ Y FSA results are used to enhance student learning.

- Both Grade 4 and Grade 7 students participate in FSAs.
- Kelowna Waldorf School uses FSA results, to support learning to the needs of their particular students
- Performance Standards are sporadically used to engage students in their learning and improvement at Kelowna Waldorf School.

Y or N <input type="checkbox"/> Y	Overall Summative Statement for Elementary Program (Sections 6.03-6.05) The educational program in Kindergarten through grade 9 meets the time requirements as specified in the Educational Standards Order (Sections 2, 3, 4).
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7.0 REPORT SUMMARY:

COMMENDATIONS:

The EEC commends the faculty and staff of Kelowna Waldorf School in the following areas:

- the teaching staff of Kelowna Waldorf – for their success in providing a school program that truly addresses all aspects of their students’ growth and development.
- the teaching staff of Kelowna Waldorf - for their hard work in preparing and planning using the Revised BC Curriculum.
- staff and administration for the warm and nurturing learning environment they have actively developed and sustained. The high degree of care that goes into school programming and developing the whole child is in keeping to the principles of Waldorf Education.

RECOMMENDATIONS:

4.14 Anti-Bullying Program and Policy

1. The Ministry strongly recommends that 2 staff members have current (last 2 years) level 1 and 2 ERASE (or equivalent) training and that the school consider participating in Erase Level 3 training (Violent Risk Assessment Training).
2. The Ministry strongly recommends that the school appoint a Safe Schools Coordinator to oversee all policies and protocols related to student safety and Safe Schools initiatives.

POLICY ISSUES:

There are a large number of policy issues that must be addressed. The Ministry is requiring the school to address these expediently and is requiring the school authority to report in writing to the Inspector its compliance with each of the following items by January 4, 2017:

1. **School Maintenance and Safety (Section 2.02).** The school does informally inspect the site but the school is required develop maintenance procedures and polices including a site inspection checklist to ensure student safety.
2. **Drinking Water Testing Policy (Section 2.02).** The school is required to work with the Drinking Water officer at the local Health Authority to complete an initial water testing and the school is required to develop a policy to ensure that the school's drinking water supply is tested regularly to ensure water quality complies with Water Management Best Practices and the Drinking Water Protection Act.
3. **Principal (Section 4.02).** The school is required to review its governance model and governance manual to ensure that when emergencies and important child safety issue occur there is a clear chain of command to manage the emergency situations effectively and immediately.
4. **Principal (Section 4.02).** The school is required to review its governance model and governance manual to ensure that the principal can exercise the duties as required by the *Independent School Act* (section 7) in relation to teacher dismissal,
5. **Student Records (Section 4.03).** The school is required to develop a student records policy that that aligns with the "Student Records: Requirements and Best Practice Guidelines – June 2012 and ensure that all records are updated accordingly.
6. **Student Records (Section 4.03).** The school is required to have written protocols in place for updating Permanent Student Records annually.
7. **Privacy Policy (section 4.04).** The school is required to have a written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school.
8. **Privacy Policy (section 4.04).** The school is required to appoint a privacy officer.
9. **Learning Resource Policy (Section 4.07).** The school authority is required to develop a Learning Resource Policy which defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process.
10. **Appeal Policy (Section 4.10).** The school is required to update its appeals policy to reflect the procedural fairness principles as described in the resource entitled "Procedural Fairness: Best Practices for Independent Schools."
11. **Student Safety Policies (Section 4.12).** The school is required to develop and implement a policy in accordance with the *Tobacco and Vapour Products Control Act* and "Tobacco and Vapour Products Control Regulation" as these pertain to the restricted use these products on or near school premises.

12. **Student Safety Policies (Section 4.12).** The school is required to update policies relating to the supervision of students on field trips.
13. **Abuse Protocols (Section 4.13).** School staff is required to provide pro-D in relation to Child Abuse Reporting Policy and provide annual refresher training.
14. **Abuse Protocols (Section 4.13).** The school is required to designate an **Alternate Appointed School Official (AASO)** to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
15. **Anti-Bullying Policy and Program (Section 4.14).** Although the school incorporates anti-bullying strategies and skills development there is no written documentation of this.
16. **Emergency Preparedness Policy (Section 4.15).** The school is required to review its emergency preparedness policy in reference to the BC Emergency Planning Guide available at <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/safe-caring-and-orderly-schools/emergency-management-planning-guide>
17. **Special Education Policy (Section 4.17).** The school is required to update its special education policy to describe the delivery of special education services.
18. **Curriculum (section 6.04).** The school is required to develop strategies to provide opportunities for teacher supported student assessment of core competencies.

The school must report to the Independent Schools Branch that it has met these requirements by January 4, 2017.

STATUTORY REQUIREMENTS:

The following statutory requirements must be completed, implemented, and confirmed by Dec 1, 2016.

1. **Abuse Protocols (Section 4.13).** The school is required to revise its Child Abuse Reporting Policy to reflect the procedures described in The B.C. Handbook for Action on Child Abuse and Neglect (2016 revision)
2. **Abuse Protocols (Section 4.13).** The school is required to review the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
3. **Harassment and Bullying Prevention Policy (section 4.14)**
The school is required to update this policy with the following elements:
 - a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;
 - a reference to harassment or bullying a person based on that person's sex, sexual orientation, gender identity or expression;
 - one or more statements about what is
 - acceptable behaviour, and
 - unacceptable behaviour, including bullying, cyberbullying, harassment,

intimidation, threatening or violent behaviours

- while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
- one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
- a clear commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

The school must report to the Independent Schools Branch that it has met these requirements by December 1, 2016.

8.0 SUMMATIVE RECOMMENDATION:

Group 1 – It is the opinion of the External Evaluation Committee that Kelowna Waldorf School satisfies the requirements for Group 1 classification, and recommends that this classification be granted, contingent on meeting the conditions of Section 3 (1) (a) of the Schedule of the *Independent School Act* regarding the FTE cost per student in the previous school year (and contingent on meeting the requirements as set out under the heading Statutory Requirements in the Report Summary).

9.0 CONCLUSION:

The lack of policy and statutory compliance must be addressed expediently. Confirmation of compliance is required by December 1, 2016 for all Statutory items, as listed in Section 7; and January 4, 2017 for all Policy items, as listed in Section 7. The school will be re-inspected. Failure to meet compliance by the stated deadlines will result in the Ministry withholding grant payments until such time as the school is verified to be in full compliance as required.

In connection with the comments in Sections 1 and 4.02 of the report, the Ministry has become aware that the school governance model and authority structure is in a state of flux. We strongly urge you to ensure that the society operating the school, the Waldorf School Association of Kelowna, is in compliance with the Society Act and its own Constitution and Bylaws.

Please confirm by **November 18, 2016:**

1. That Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School.
2. That Patricia Laverty-Rolf is the school board chair and the contact person for the authority.
3. That Evelyn Debusschere is current school principal and that relevant information has been submitted at <http://www.bced.gov.bc.ca/apps/imcl/imclWeb/SchoolUpdateForm.do>
4. That all dismissals, suspensions or discipline since September 1, 2016 have been reported to the Teacher Regulation Branch as required by the section 7 of the *Independent School Act*.

10.0 APPENDICES:

Appendix C:

- Attach the school's Data Sheet

Appendix D:

- A scanned attachment of the TRB Response file dated no later than two weeks prior to the inspection date.

Appendix E:

- Scan of municipal compliance letter or documentation

2015/2016 Independent Schools Report

School name: Kelowna Waldorf School

Mincode: 02396360

Authority: Waldorf School Association Of Kelowna

Facility type: Standard

School funding group: 1

Students by demographic characteristics

School Year	All Students	Female	Male	Aboriginal	English Language Learners	Special Needs
2011/12	60	22	38	1	0	0
2012/13	59	29	30	1	0	0
2013/14	91	48	43	3	0	4
2014/15	114	61	53	7	0	7
2015/16	120	69	51	2	0	8

Students by grade

School Year	Grade This Enrolment									
	KH	KF	1	2	3	4	5	6	7	8
2011/12	S.	13	S.	10	S.	S.	S.	S.	S.	S.
2012/13	--	11	2	S.	2	2	22	2	22	2
2013/14		31	13	12	2	2		10		2
2014/15		37	19	13	13		10	S.		
2015/16		26	25	19	16	12	S	10		

Grade descriptions:

EU - Elementary ungraded

SU - Secondary ungraded

GA - Graduated adult

KF - Kindergarten full time

KH - Kindergarten half time

Students by special needs category

School Year	Special Needs Category			
	D	G	K	P
2013/14	1	1	1	1
2014/15	2	2	2	1
2015/16	2	2	3	1

Special needs category codes:

Category A - Physically Dependent

Category B - Deafblind

Category C - Moderate to Profound Intellectual Disability

Category D - Physical Disability / Chronic Health Impairment

Category E - Visual Impairment

Category F - Deaf or Hard of Hearing

Category G - Autism Spectrum Disorder

Category H - Intensive Behaviour Intervention / Serious Mental Illness

Category K - Mild Intellectual Disability

Category P - Gifted

Category Q - Learning Disability

Category R - Moderate Behaviour Support / Mental Illness

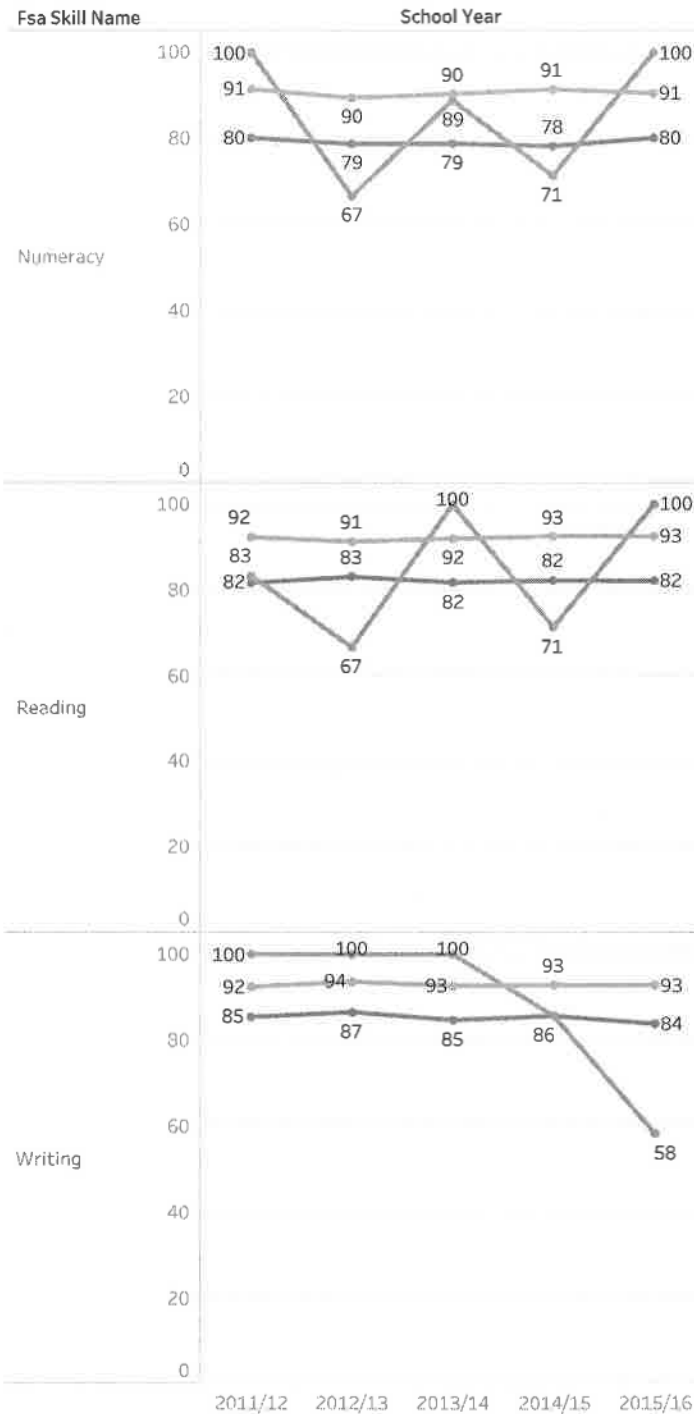
Not for public distribution

FSA Grade 4

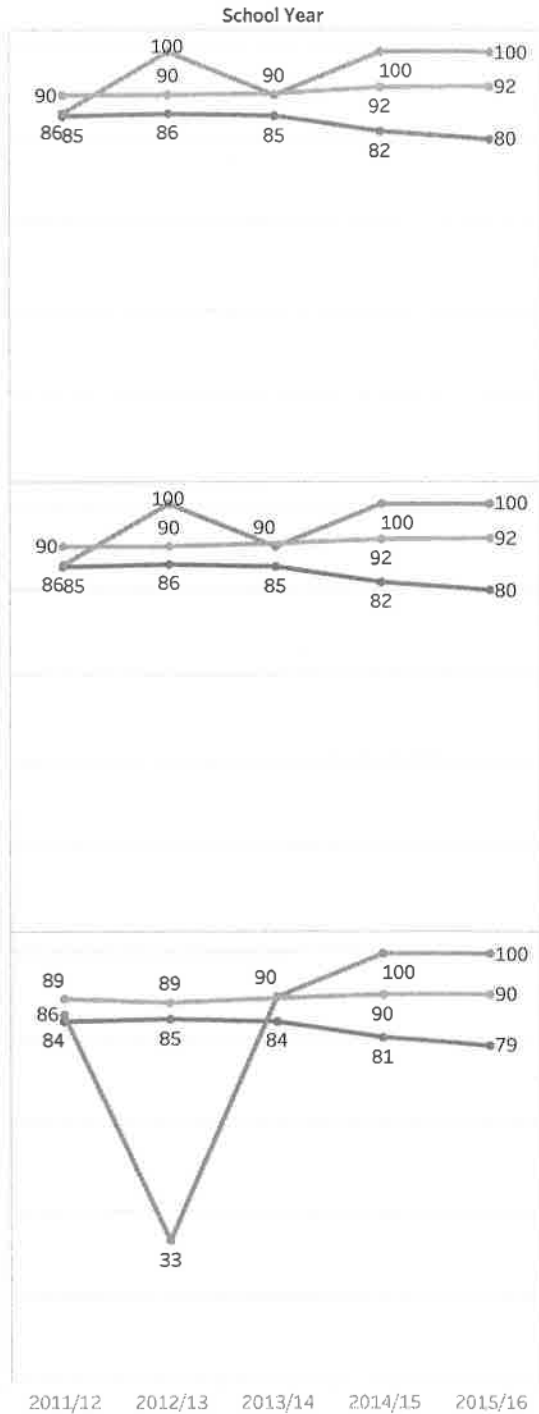
Legend

- Independent
- Kelowna Waldorf School
- Province

Percentage meeting or exceeding



Participation rate



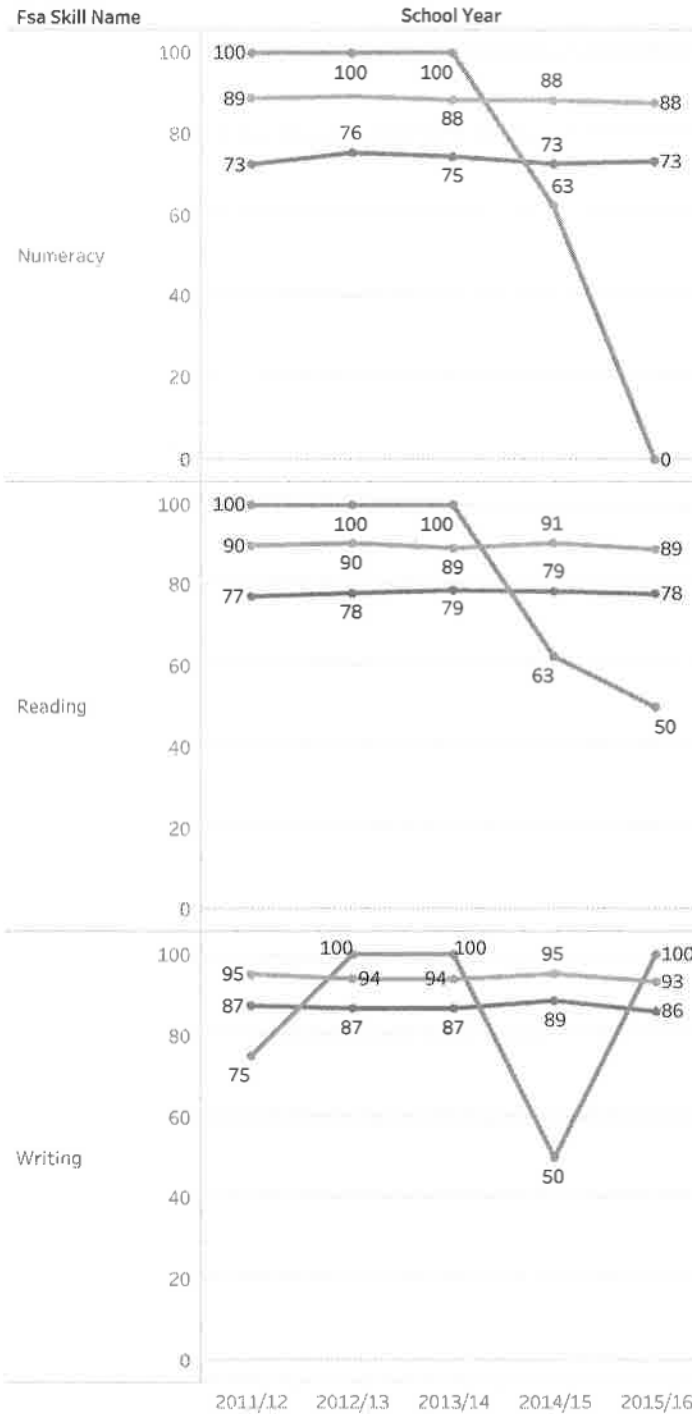
Note: The calculation for the percent of students meeting or exceeding expectations is based on the number of students who actually wrote the assessment, not the total number of students that were expected to write. The FSA participation is the number of writers divided by the number of students expected to write.

FSA Grade 7

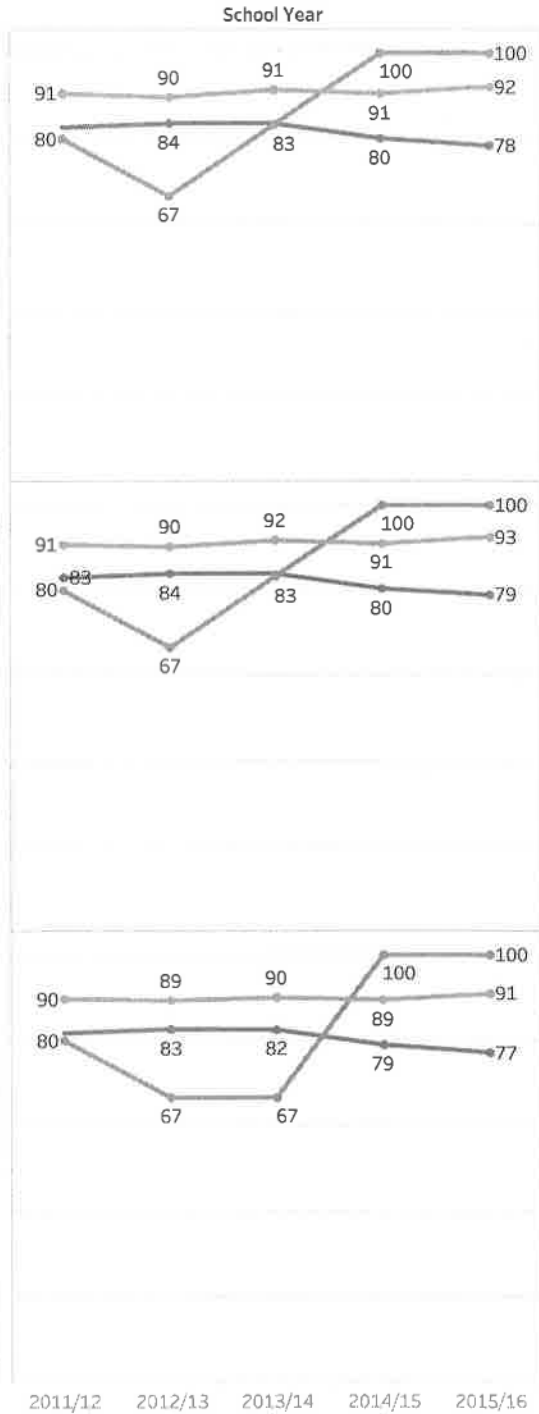
Legend

- Independent
- Kelowna Waldorf School
- Province

Percentage meeting or exceeding



Participation rate



Note: The calculation for the percent of students meeting or exceeding expectations is based on the number of students who actually wrote the assessment, not the total number of students that were expected to write. The FSA participation is the number of writers divided by the number of students expected to write.

Certificate Verification Response File
WALDORF SCHOOL ASSOCIATION OF KELOWNA, Tuesday, October 11, 2016

Surname(Provided)	Certificate #	Date of Birth(Provided)	Certificate Holder Status	Certificate Type*	Valid From	Valid To	Restriction
S.22							

*COQ: Certificate of Qualification, valid for employment in the public and independent school system
ISC: Independent School Certificate, valid for employment in the independent school system only

September 12, 2016



Kelowna Waldorf School
429 Collett Rd
Kelowna, BC V1W 4A7

Dear Administrator:

Re: Letter of Compliance - Kelowna Waldorf School - 429 Collett Rd

This letter is in response to your inquiry on September 7, 2016 regarding the above noted Kelowna Waldorf School at 429 Collett Rd.

Please be advised that the City does not have any compliance related concerns pertaining to your school at this time.

Should you have any further inquiries please do not hesitate to contact the undersigned.

Yours truly,

A handwritten signature in black ink, appearing to read "Terry Kowal", written over a horizontal line.

Terry Kowal
Building Inspection Supervisor

/lm

Development Services
1435 Water Street
Kelowna, BC V1Y 1J4
TEL 250 469-8960
FAX 250 862-3314
kelowna.ca