

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Friday, October 28, 2016 2:27 PM
To: Vandeweg, Theo EDUC:EX
Subject: CLIFF ID 190368 - Kelowna Waldorf - External Evaluation

Hi Theo.

A discussed, this email came in Sept 6, marked as and info/file, but we are now directed to handle it as a direct reply. Brian has asked us to work together on a response.

I forwarded Brian my correspondence with ^{s.22} in August about ^{s.22} concerns about the management of the school and uncertified staff ^{s.22} was concerned that teaching assistants weren't certified, but I let ^{s.22} know this isn't necessary, but that teachers must be certified. ^{s.22} declined to provide us with any information on staff ^{s.22} might be uncertified, I gave ^{s.22} the link to the TRB website so ^{s.22} could check herself if ^{s.22} wished.

I told ^{s.22} that the EEC was scheduled and that we check the teacher certification as part of that process. I understand that the report on the school is currently being drafted and there are some issues that will need to be addressed when we report back to the school.

If you want to give me a couple of board bullets about what you think should be in the response, I can take a crack at drafting it.

Thanks

Terry

-----Original Message-----

From: ^{s.22}
Sent: Tuesday, September 6, 2016 9:50 PM
To: Minister, EDUC EDUC:EX; EDUC DM EDUC:EX
Cc: Stewart, Terry J EDUC:EX
Subject: Concerns regarding Independent Schools in BC

^{s.22}

6th of September, 2016

Honourable Mike Bernier and Honourable Dave Byng
CC: Terry Stewart

Dear Honourable Ministers,

^{s.22}

s.22

We chose not to send our s.22 to a BC public school in our neighbourhood because the teachers can strike for months at a time, there is no before or after school care s.22

So, we sought out an independent school and came upon the Kelowna Waldorf School. After doing quite a lot of research on the curriculum and taking a tour of this school s.22

Fast forward s.22 and trying to find out more about the operation of this so called school. We have come to find that this is a place that is highly dysfunctional, mismanaged at all levels and employs people who are not certified BC teachers s.22

s.22

s.22

I am sickened by the fact that my tax dollars continue to fund such an abomination!

In a province like this all children should have one good option for the same great education, ONE OPTION!

Furthermore let's make sure each and every child in BC gets the SAME great education, alongside their peers delivered by qualified teachers. Also let the province provide before and after school care at ALL schools so that families aren't left to fend for themselves. Most times there are NO options!

s.22

Please, if you do one more thing before the election next year look into this school, it is up for an audit/inspection by the inspector for independent schools in October.

Thank you for your time,

s.22

Stewart, Terry J EDUC:EX

From: Jonker, Brian EDUC:EX
Sent: Tuesday, December 20, 2016 9:16 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: AWSNA Update on Kelowna

One note please

From: Melanie Reiser [<mailto:mreiser@awsna.org>]
Sent: Monday, December 19, 2016 3:14 PM
To: Jonker, Brian EDUC:EX; Vandeweg, Theo EDUC:EX; peter@fisabc.ca
Cc: Vicky Bunbury; Arnold Grimm; Stephanie Rynas; Beverly Amico
Subject: AWSNA Update on Kelowna

Dear Mr Jonker, Mr VandeWeg, and Mr Froese,

I am contacting you on behalf of the Association of Waldorf Schools of North America.

We have been made aware of the challenges the Kelowna Waldorf School is facing. Although each school is independent, we are working with and supporting the school to ensure they are meeting the membership requirements of our association to maintain membership in good standing.

If you have any specific questions, do not hesitate to contact me directly.

Sincerely,

Melanie Reiser, PhD - Executive Director, Membership

cc:

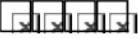
Executives of the Association of Waldorf Schools of North America

Vicky Bunbury – Northwest Regional Representative to the Leadership Council

Arnold Grimm – BC Sub-Regional Representative



*Melanie Reiser, PhD - Executive
Director, Membership
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mreiser@awsna.org |
WaldorfEducation.org


Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, October 31, 2016 4:17 PM
To: s.22
Subject: FW: CLIFF ID 190368 - Kelowna Waldorf

Dear s.22

Thank you for your email of September 6, 2016, to the Honourable Mike Bernier, Minister of Education and Dave Byng, the Deputy Minister of Education, regarding your concerns about Kelowna Waldorf School.

Brian Jonker, Executive Director of the Independent Schools Branch, informs me that he contacted you today to discuss your concerns.

If you have further questions or concerns you can contact Mr. Jonker at brian.jonker@gov.bc.ca or 217-3991.

Terry Stewart
Policy Analyst
Independent Schools Branch
International Education, Independent Schools and Partner Relations Division Ministry of Education
Ph: 778-679-2883

-----Original Message-----

From: s.22
Sent: Tuesday, September 6, 2016 9:50 PM
To: Minister, EDUC EDUC:EX; EDUC DM EDUC:EX
Cc: Stewart, Terry J EDUC:EX
Subject: Concerns regarding Independent Schools in BC

s.22

6th of September, 2016

Honourable Mike Bernier and Honourable Dave Byng
CC: Terry Stewart

Dear Honourable Ministers,

s.22

s.22

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Fast forward s.22

and trying to find out more about the operation of

this so called school. We have come to find that this is a place that is highly dysfunctional, mismanaged at all levels and employs people who are not certified BC teachers s.22

s.22

s.22

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Furthermore let's make sure each and every child in BC gets the SAME great education, alongside their peers delivered by qualified teachers. Also let the province provide before and after school care at ALL schools so that families aren't left to fend for themselves. Most times there are NO options!

s.22

Please, if you do one more thing before the election next year look into this school, it is up for an audit/inspection by the inspector for independent schools in October.

Thank you for your time,

s.22

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Tuesday, August 16, 2016 2:21 PM
To: Jonker, Brian EDUC:EX
Cc: Korican, Michael EDUC:EX
Subject: FW: Kelowna Waldorf Concerns.

Hi Brian.

s.22 mentioned s.22 had concerns about
Kelowna Waldorf s.22
s.22

s.22

I believe Donna used to make note of incoming concerns like this for schools with upcoming evaluations, would Michael be doing this now? I'll save this in OneNote.

- s.22 general concerns are:
- Uncertified teachers (no specific examples provided, s.22 provided the link to the TRB s.22 check to see whether or not a teacher is certified)
 - Unqualified non-teaching employees/parent volunteers (informed s.22 we don't set qualifications for non-teachers)
 - Building upkeep, structural concern about a ramp and a covered walkway between school buildings. (I informed s.2 if s.2 had immediate concerns about the safety of the facility to contact the local government)
 - The involvement of an 'Anthroposophical Studies group' in the school. (I did some research, and it appears that the Waldorf approach is based on the philosophical ideas of Anthroposophy, so this isn't terribly surprising)
 - Concerns about the schools financial operations (I asked, s.22 didn't give details)

Terry

From: Stewart, Terry J EDUC:EX
Sent: Tuesday, August 16, 2016 1:30 PM
To: Stewart, Terry J EDUC:EX
Subject: FW: Kelowna Waldorf Concerns.

From: s.22
Sent: Friday, August 12, 2016 10:02 AM
To: Stewart, Terry J EDUC:EX
Subject: Re: Kelowna Waldorf Concerns.

Hi Terry,

I am so happy to hear that the Ministry is evaluating the Kelowna Waldorf School this year. I have provided as many details and concerns as I can at this time. I truly feel for the children at this school, I am saddened that they are not receiving the education they deserve.

Wishing you warm blessings,

s.22

On Fri, Aug 5, 2016 at 4:27 PM, Stewart, Terry J EDUC:EX <Terry.J.Stewart@gov.bc.ca> wrote:

Hello.

The last external evaluation was in October of 2102. The External Evaluation Catalogue shows all the areas covered in an external evaluation, it may be viewed at: http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/eval_cat.docx. Confirmation of teacher certification is a part of this process.

I have looked at the school's file and did not find any prior concerns relating to teacher certification noted on the file.

There is a way for members of the public to determine if an individual holds a current BC teaching certificate. Please see: <https://www.bcteacherregulation.ca/CertificateServices/FindATeacher.aspx>.

With regard to parents assisting in a school, this is not uncommon, and as I noted we do not set qualifications for non-teaching staff.

Could you provide any information about the nature of your financial concerns with the school?

Terry

From: s.22

Sent: Friday, August 5, 2016 1:22 PM

To: Stewart, Terry J EDUC:EX

Subject: Re: Kelowna Waldorf Concerns.

terry I have answered each of your questions below.

Generally, our office would advise s.22 with concerns about a school to share those concerns with the independent school authority responsible for the school s.22
s.22

s.22

However, it should be noted that Kelowna Waldorf is scheduled for an external evaluation by our office in the coming year. As part of this process we ensure that all teaching staff are certified and that the local municipal government is satisfied with the safety of the school facility. General information on the external evaluation process may be found at: <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/external-evaluation-and-inspection-for-independent-schools>.

This is excellent news, I am curious when the last one occurred and how thorough was it?

Despite the pending external evaluation, our office will follow up as appropriate in the short term if appropriate.

Thank you!

Kelowna Waldorf School is a Group 1 Independent School. Under the Independent School Act it is the responsibility of the independent school authority for a Group 1, 2, or 4 independent to ensure that school all teachers including the school principal be BC certified teachers. If you aware of anyone who is not a BC certified teacher but who is acting in the capacity of a teacher at the school please let us know.

I do not have proof of this s.22

s.22

With regard to non-teaching staff, qualifications for these employees are not set by the Ministry of Education. It is our expectation that the qualifications would be set by the employer, the independent school authority responsible for the school. Generally our office does not become involved in matters relating to non-teaching staff qualifications, but if you can provide further information on staff you believe to be unqualified I will pass this information on as well.

I am aware that parents have been asked to come in and help with classes especially in the kindergarten. Again, I have no official knowledge of their qualifications. Although it seems a bit strange to me to have parents working at the school.

In your note you mention the state of repair of the buildings, are your concerns related to the health and safety of the students in relation to the school facilities? A bit more information in this regard would be helpful. If you feel there are immediate health and safety issues regarding the facilities I encourage you to contact the City of Kelowna directly and advise them of your concerns.

One major concern is the safety/structural integrity of the passage between the two main buildings as well as the ramp from the back building which can become extremely slipper in wet weather.

With regard to the involvement of the Anthroposophical Studies group, it is my understanding that Rudolph Steiner, the founder of the Waldorf educational philosophy, based the Waldorf approach on the ideas of Anthroposophy, which he also founded. While I am not personally aware of similar study groups being established at other Waldorf schools in BC, its existence does not seem out of place at a Waldorf school.

Terry, you are completely correct in that Steiner did apply his studies in Anthroposophy to the curriculum and teachings at a Waldorf school. This is something the teachers study and then deliver to their students and the community through the curriculum and at festivals.

The problem with this study group (named the "Parcival" group) is that it is comprised of alumni parents, some teachers, current parents and members of the community. This group is an "outside" group and takes on the study of Anthroposophy for their own personal interest. In no way should any of the members of this group who are not employed by the school have any influence in the operation of the school.

Lastly I also have concerns about the past financial operations of the school but I understand that this is being looked into as well?

Thank you so very much for your time Terry!

s.22

On Tue, Aug 2, 2016 at 10:11 AM, Stewart, Terry J EDUC:EX <Terry.J.Stewart@gov.bc.ca> wrote:

Hello s.22

I will be passing your concerns on to my Executive Director, but first I would like to gather a bit more information.

Generally, our office would advise s.22 with concerns about a school to share those concerns with the independent school authority responsible for the school, s.22
s.22

However, it should be noted that Kelowna Waldorf is scheduled for an external evaluation by our office in the coming year. As part of this process we ensure that all teaching staff are certified and that the local municipal government is satisfied with the safety of the school facility. General information on the external evaluation process may be found at: <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/external-evaluation-and-inspection-for-independent-schools>.

Despite the pending external evaluation, our office will follow up as appropriate in the short term if appropriate.

Kelowna Waldorf School is a Group 1 Independent School. Under the Independent School Act it is the responsibility of the independent school authority for a Group 1, 2, or 4 independent to ensure that school all teachers including the school principal be BC certified teachers. If you aware of anyone who is not a BC certified teacher but who is acting in the capacity of a teacher at the school please let us know.

With regard to non-teaching staff, qualifications for these employees are not set by the Ministry of Education. It is our expectation that the qualifications would be set by the employer, the independent school authority responsible for the school. Generally our office does not become involved in matters relating to non-teaching staff qualifications, but if you can provide further information on staff you believe to be unqualified I will pass this information on as well.

In your note you mention the state of repair of the buildings, are your concerns related to the health and safety of the students in relation to the school facilities? A bit more information in this regard would be helpful. If you feel there are immediate health and safety issues regarding the facilities I encourage you to contact the City of Kelowna directly and advise them of your concerns.

With regard to the involvement of the Anthroposophical Studies group, it is my understanding that Rudolph Steiner, the founder of the Waldorf educational philosophy, based the Waldorf approach on the ideas of Anthroposophy, which he also founded. While I am not personally aware of similar study groups being established at other Waldorf schools in BC, its existence does not seem out of place at a Waldorf school.

Once I have your response I will pass this on.

Sincerely.

Terry Stewart

Policy Analyst

Independent Schools Branch

International Education, Independent Schools and Partner Relations Division

Ministry of Education



From: s.22
Sent: Thursday, July 28, 2016 9:27 PM
To: Stewart, Terry J EDUC:EX
Subject: Re: Homeschooling and DL

Dear Terry,

Thank you for taking the time to speak to me on the phone a few weeks ago. s.22

s.22
concerns about the independent school s.22 in Kelowna.

s.22
s.22 actual day to day operations (of)
and teaching (at) the school started to raise some red flags for us.

s.22

s.22 aware of some truly upsetting practices taking place at the Kelowna Waldorf School.

One of which is hiring unqualified staff, teachers as well as administration staff. Another is allowing students who are physically and verbally abusive to staff and students to continue to attend school. A third is that there is a group of alumni parents and staff who come together under the title of the *Anthroposophical* Studies group, these people have a strange and questionable influence on the operation of the school s.22 These people hold no official positions at the school and yet they seem to be deeply involved with the way the current and past staff have carried out in operating the school.

Further to these concerns the two main buildings are in disrepair and because the main administrator or "Principal" for the last six years has been doing some questionable accounting the only way things get fixed is mostly with parent volunteer time.

s.22

s.22 happy to discuss this matter further with you or your staff. We would like to prevent the further neglect and abuse of education by such so called "schools".

Thank you for your time and attention to this matter.

s.22

On Tue, Jul 19, 2016 at 1:43 PM, Stewart, Terry J EDUC:EX <Terry.J.Stewart@gov.bc.ca> wrote:

Hello.

As we discussed I am providing you with general information s.22
s.22

Terry Stewart

Policy Analyst

Independent Schools Branch

International Education, Independent Schools and Partner Relations Division

Ministry of Education

Ph: 778-679-2883



Ministry of
Education

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Wednesday, March 1, 2017 1:45 PM
To: Stewart, Terry J EDUC:EX
Subject: FW: Waldorf School Association of Kelowna
Attachments: LT Ministry of Education.pdf

From: Tran, Dianne [<mailto:dianne.tran@dlapiper.com>]
Sent: Thursday, December 15, 2016 3:00 PM
To: EDUC Independent Schools Office EDUC:EX
Cc: Horswill, Jeffrey
Subject: Waldorf School Association of Kelowna

Dear Sirs/Madams,

Please see the attached letter from Jeffrey Horswill with respect to the above.
The original of same will be forwarded to you via regular mail.

Regards,

DIANNE TRAN
Legal Secretary
DLA PIPER (Canada) LLP

T 604.648.3121
F 604.687.1612
dianne.tran@dlapiper.com

2800 Park Place
666 Burrard Street
Vancouver, BC V6C 2Z7

www.dlapiper.com

This e-mail and any attachment(s) are confidential and may be privileged. If you are not the intended recipient please notify me immediately by return e-mail, delete this e-mail and do not copy, use or disclose it.

Stewart, Terry J EDUC:EX

From: Jonker, Brian EDUC:EX
Sent: Tuesday, December 20, 2016 9:42 AM
To: Stewart, Terry J EDUC:EX
Subject: Fwd: FISA's official position

Also for one note

Brian Jonker
Executive Director
International Education and Independent Schools
Ministry of Education
250 217-3991

Begin forwarded message:

From: Peter Froese s.22
Date: December 19, 2016 at 4:34:12 PM PST
To: s.22 "Jonker, Brian EDUC:EX" <Brian.Jonker@gov.bc.ca>, "Vandeweg, Theo EDUC:EX" <theo.vandeweg@gov.bc.ca>, Doug Lauson <dlauson@fisabc.ca>
Subject: Re: FISA's official position

s.22
Hello

The role of FISA is to support member independent schools throughout the province by acting on their behalf in Legislation, policy and funding issues with the provincial government.

I choose to respond to the AGM because it was important that representatives of KWS were making decisions from an informed position. My opinion letter provided information that would likely not have been communicated by those leading the meeting.

From your comments, the information was heard but did not appear to have an impact on the decisions at the meeting. s.22 . The AGM is a legally constituted meeting under the Society Act and any decisions of this meeting are legally binding. Therefore, the KWS membership is now guided by the newly elected members that make up the WSAK. You may not like it but that is the way a democracy works.

I received several calls and emails from parents that were concerned over the direction of the school during the past few months and I empathize with their concerns. However, the direction for the coming year has been established. The direction of the past few months are now overruled by the decisions of the AGM so I see no value in circulating my opinion other than to generate further disunity within the school community. I do not wish that on WKS.

If a group were to call for an EGM by getting the signatures of 10% of the membership, that is not likely to change anything because the question, such as the failure to process the membership applications prior to the AGM, would have to pass by 50% plus 1 in order to change anything. s.22 , it is not

likely that an EGM would provide a different result. s.22

s.22

Upon thoughtful reflection, my opinion was written for the AGM and I am not authorizing any further distribution. Should the current board wish a copy, they can request a copy from FISA.

Thank-you for all your effort in working towards making KWS a positive learning experience for the children that attend this school.

Best regards,

Peter

On Thu, Dec 15, 2016 at 9:26 PM, s.22
Hi Peter,

wrote:

Ha! Definitely no apologies necessary. s.22
s.22 . you really went above and beyond the call of duty!

Thanks,

s.22

On Dec 15, 2016, at 6:30 PM, Peter Froese s.22

· wrote:

Hello s.22

I will consult with the FISA president before I authorize any further distribution of my letter. I'll get back to you when I return to Vancouver. Thanks for identifying my errors in an opinion I wrote in less than 30 minutes. My apologies. I'll make the corrections.

Best regards,

Peter

On Thu, Dec 15, 2016 at 7:04 PM, s.22
Dear Peter,

wrote:

Yes, I was thinking of a new EGM, requested because there are questions about the validity of yesterday's "AGM" due to the unelected leadership having made an invalid decision not to process dozens of membership applications. (Though I suppose there's an argument to hold the original EGM, if yesterday's "AGM" was not a real, properly performed AGM.)

I request permission to forward your letter to the "interim board", the "new board", and our "Principal", along with a note asking them to distribute it to the community, and encouraging them to contact you to take you up on your offer of help... emphasizing that FISA is an advocate for the school.

s.22

s.22

No doubt because of its hasty preparation – for which I’m very grateful! – there are a couple of small errors in terminology. The main one is that “KWSS” should in fact be “WSAK” (Waldorf School Association of Kelowna). Also “chairman” should be “president”, and there’s one occurrence of “AMG” instead of “AGM”. If you sent a corrected version with the changes I could forward that instead, if you prefer.

Best wishes, and definitely Merry Christmas!

s.22

On Dec 15, 2016, at 5:38 PM, Peter Froese

s.22 m> wrote:

Hello s.22

I’m glad that you were able to share my opinion at the AGM. As for an EGM, I do not think that my comments will facilitate this. The EGM should have occurred before the AGM in order for it to change anything. With duly elected directors at the AGM, it can be argued that the membership had an opportunity to choose who they wanted on the board. Unless of course you decide to request a new EGM by getting 10% of the membership to deal with a new issue.

My concern is for those families that enrolled their children at KWS but whose membership requests were not processed in time for the AGM to enable their voices to be heard. I’m not sure if that would have changed the outcome of the AGM but the perception of procedural fairness can certainly be called into question.

For the record, my letter was written to you to provide a response to the members attending the AGM. Any further distribution must be granted by FISA or me.

Best regards and Merry Christmas,

Peter

s.22

On Wed, Dec 14, 2016 at 11:42 PM,

s.22 wrote:

s.22

Thanks so much, Peter.
s.22

But it will help get an EGM.
s.22

On Dec 14, 2016, at 7:15 PM, Peter Froese
s.22 wrote:

Here is my opinion on the KWSS issue. I leave it to your digression on whether to share at your meeting. Please advise what your decision is or will be.

Peter

On Wed, Dec 14, 2016 at 8:09 PM, Ryder, Dan
s.22 wrote:

Standing by.

s.22

On Dec 14, 2016, at 7:00 PM, Peter Froese
s.22 wrote:

s.22

I'm working on a comment which is currently being reviewed by our President. It should be ready momentarily.

Peter

On Wed, Dec 14, 2016 at 5:28 PM,
s.22

wrote:
Awesome, thank you - the meeting isn't until 7:00 pm.

On Dec 14, 2016, at
4:26 PM, Peter
Froese

s.22

s.22 wrote:

s.22

Hello

s.22

computer but I will
provide a response to
your question by 6:30
BC time. What time
is your meeting?

Peter

On Dec 14, 2016
3:55 PM, s.22

s.22

wrote:

Hi Peter & Arnold,

I'm just checking if it
is OK to say tonight,
at the AGM, that
FISA and/or
AWSNA "does not
have any confidence
that the current board
is legally
constituted."

Also is it possible to
say that, according to
AWSNA, "the
current interim
"Board" has put the
school's Waldorf
designation at risk"?

Thanks,

s.22

--



Peter Froese, EdD / Executive Director
Office: [604-684-6023](tel:604-684-6023) / Cell: [604-309-0985](tel:604-309-0985)
peter@fisabc.ca

Federation of Independent School Associations in BC
4885 St. John Paul II Way, Vancouver, BC., V5Z 0G3
www.fisabc.ca / www.fisabc-convention2016.com

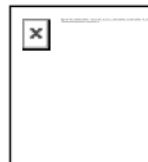
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peter@fisabc.ca

Federation of Independent School Associations in BC
4885 St. John Paul II Way, Vancouver, BC., V5Z 0G3
www.fisabc.ca / www.fisabc-convention2016.com

E-mail Message

From: Patricia Lavery-Rolf [SMTP:s.22]
To: EDUC Independent Schools Office EDUC:EX
[SMTP:EDUC.independentSchoolsOffice@gov.bc.ca]
Cc: EveLynn Debusschere [SMTP:s.22]
Sent: 2016-11-18 at 1:18 PM
Received: 2016-11-18 at 1:12 PM
Subject: RE: Emailing - 0847_001 (003).pdf

Attachments: 0849_001.pdf

attention: Theo VandeWeg, Inspector of Independent Schools

RE: External Evaluation Requirements.

Confirmation as of November 18, 2016:

1. Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School.
2. Patricia Lavery-Rolf is the school board Chair and the contact person for the authority.
3. Evelyn Debusschere is current school principal and the information was submitted to the Ministry.
4. All dismissals, suspensions or discipline have been reported to Teacher Regulation Branch since September 1, 2016.

Thank you,

Patricia Lavery-Rolf

Waldorf School Association of Kelowna BOT Chair

From: Patricia Lavery-Rolf [mailto:s.22]
Sent: Friday, November 18, 2016 11:36 AM
To: 'educ.independentschoolsoffice@gov.bc.ca'
Cc: EveLynn Debusschere

Subject: Emailing - 0847_001 (003).pdf

Good Morning,

To whom this may concern,

I was asked that the Board Chair and contact for the authority to call the Independent Schools Branch.

I spoke with Ellen who thought I best send this email. She was uncertain that I needed to directly talk to Theo VandeWeg. (see attached letter from Theo)

I am writing as per the letter from Theo VandeWeg, stating I must confirm by November 18,2016. I confirm that we have received the official report and are working on the statutory requirements due by December 01,2016.

I as well noted other policies due by January 04,2017.

I have been in Contact with our Principal Evelyn Debusshere. Attached again is the letter I send per section 7 of the intendent schools act. I did update the form on the Independent school site at the time of my letter.

Thank you

Regards

Patricia Laverty-Rolf

E-mail Message

From: Evelynn Debusschere [SMTP:evelynn@kelownawaldorf.org]
To: EDUC Independent Schools Office EDUC:EX
[SMTP:EDUC.independentSchoolsOffice@gov.bc.ca]
Cc:
Sent: 2017-01-04 at 9:55 AM
Received: 2017-01-04 at 9:56 AM
Subject: EXTERNAL EVALUATION

Dear Theo:

I am writing to confirm that Kelowna Waldorf School Board of Trustees has approved changes to the governance manual as required in points #3 and 4 of the review report. Policies have been created, updated, revised to meet the other requirements of the review - other than point #9 - Learning Resource Policy which has been postponed with approval from your office. The school Administrator has been designated as the Alternate Appointed School Official. A teacher has been appointed as privacy officer. The Faculty Chair is organizing professional development in relation to Child Abuse Reporting Policy.

If you wish for me to forward you these policies I am able to do so.

Thank you for your continued support of Kelowna Waldorf School.

Sincerely,
EveLynn Debusschere
Pedagogical Administrator/Principal

E-mail Message

From: EDUC Independent Schools Office EDUC:EX
[SMTP:EDUC.independentSchoolsOffice@gov.bc.ca]
To: Jonker, Brian EDUC:EX [SMTP:Brian.Jonker@gov.bc.ca]
Cc:
Sent: 2016-11-07 at 2:13 PM
Received: 2016-11-07 at 2:13 PM
Subject: FW: Kelowna Waldorf School

Attachments: Letter to Vandeweg.pdf

Brian - sending this directly to you for your attention.

/ellen

From: s.22 [mailto:s.22]
Sent: Monday, November 07, 2016 12:47 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: RE: Kelowna Waldorf School

Mr. Vandeweg,

Please find attached a document I've prepared in relation to the Kelowna Waldorf School.

Please pay special attention to restrictions on distribution on the first page.

Many thanks,
s.22



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 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

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.

.../4

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.

.../5

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 large, loopy, horizontal oval shape.

Theo VandeWeg
Inspector of Independent Schools

TV:mk

pc: Waldorf School Association of Kelowna

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="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, other board members resigned. 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	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 <i>Independent School Act</i>, regarding school programs and is consistent with the principal's declaration in the 2016-17 External Evaluation Catalogue.
Y	

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

- Administrative time allocated is sufficient to enable the principal to fulfil his/her duties.
- 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.
- 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:

- Medical alerts, and required inclusions (e.g., *formal documentation* on health issues; i.e., epilepsy, anaphylaxis, etc.)
- Legal alerts, and required inclusions (e.g., court orders, name change, immigration documents, etc.)
- Individual Education Plans (IEP) or Case Management Plans (CMP)
- Education support services, e.g., testing, adjudication requirements
- Notification of student registered as being homeschooled
- If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.
- 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:

- 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 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 checked="checked" 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 checked="checked" 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 checked="checked" 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="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)

- | | |
|---|---|
| Y | The school has a written policy related to the reporting of child abuse. |
| N | The school's policy reflects the procedures described in The B.C. Handbook for Action on Child Abuse and Neglect (2016 revision) . |
| N | The school has reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." |
| N | 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). |
| N | School staff has received pro-D in relation to this policy and receives annual refresher training. |
| N | 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)	8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: Professional Certificate	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: Subject Restricted (SR)	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: School and Subject Restricted (SSR)	5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: System Restricted (SYR) (Montessori or, Waldorf)	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

1

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

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)

Y	Teachers' personnel files include TRB confirmation of certification
Y	All teachers are appropriately assigned with respect to certificate restrictions.
Y	Authority has submitted (or preparing to submit) the Employers List by the deadline of October 15.
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
N/A	ELL programs/courses <u>taken for credit</u> are taught by BC certified teachers.
Y	TRB Certification Verification Response file was available for review
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.

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>
---	---

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.
Y	The school authority tracks staff CRC renewal requirements to ensure that CRCs are regularly renewed (5-year cycle).
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

<ul style="list-style-type: none"> • 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 (<i>in accordance with Educational Standards Order Sections 4(1)</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>).
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	(<u>P</u> lanning <u>O</u> rganized, or <u>P</u> lanning <u>U</u> norganized)
--------	--

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>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)

FSA results are reported to parents.

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="text" value="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).
--	---

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 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*.

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	s.22	0	0
2012/13	59	29	30		0	0
2013/14	91	48	43		0	s.22
2014/15	114	61	53		0	
2015/16	120	69	51		0	

Students by grade

School Year	KH	KF	1	2	3	4	5	6	7	8
2011/12	s.22	13	s.22	10	s.22	s.22	s.22	s.22	s.22	
2012/13		11		s.22						
2013/14		31	13	12				10		
2014/15		37	19	13	13		10	2		
2015/16		26	25	19	16	12	s.22	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	D	G	K	P
2013/14	s.22			
2014/15				
2015/16				

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

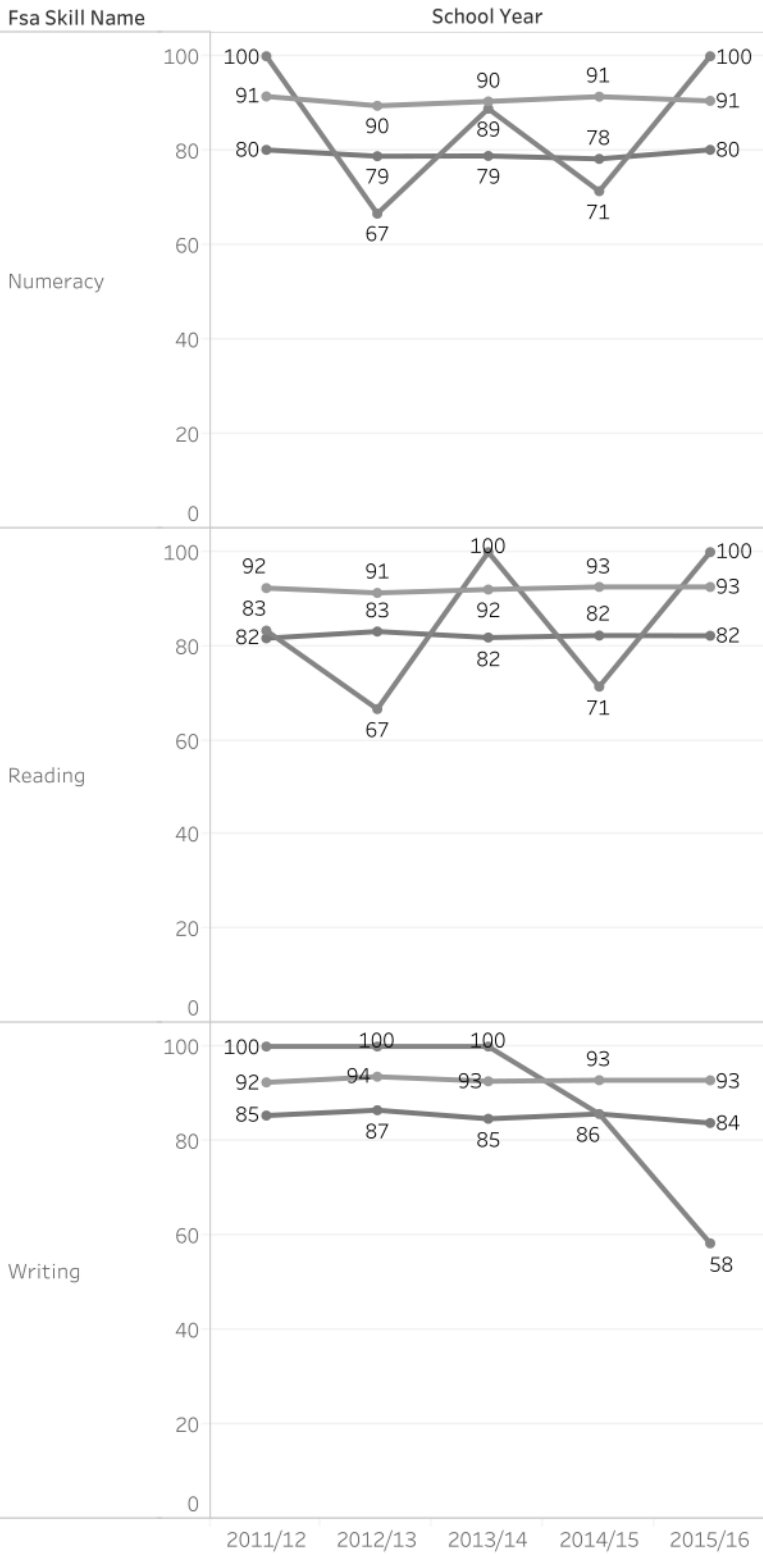
Category R - Moderate Behaviour Support / Mental Illness

Not for public distribution

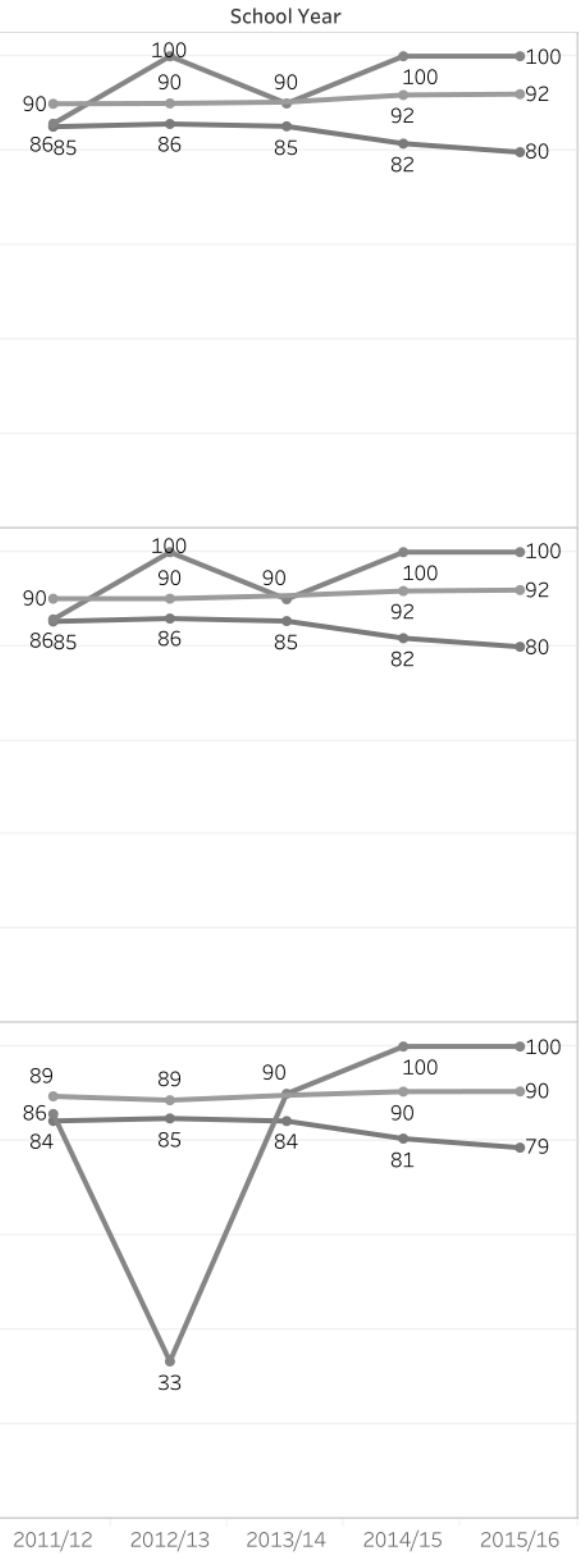
FSA Grade 4

- Legend
- Independent
 - Kelowna Waldorf School
 - Province

Percentage meeting or exceeding



Participation rate

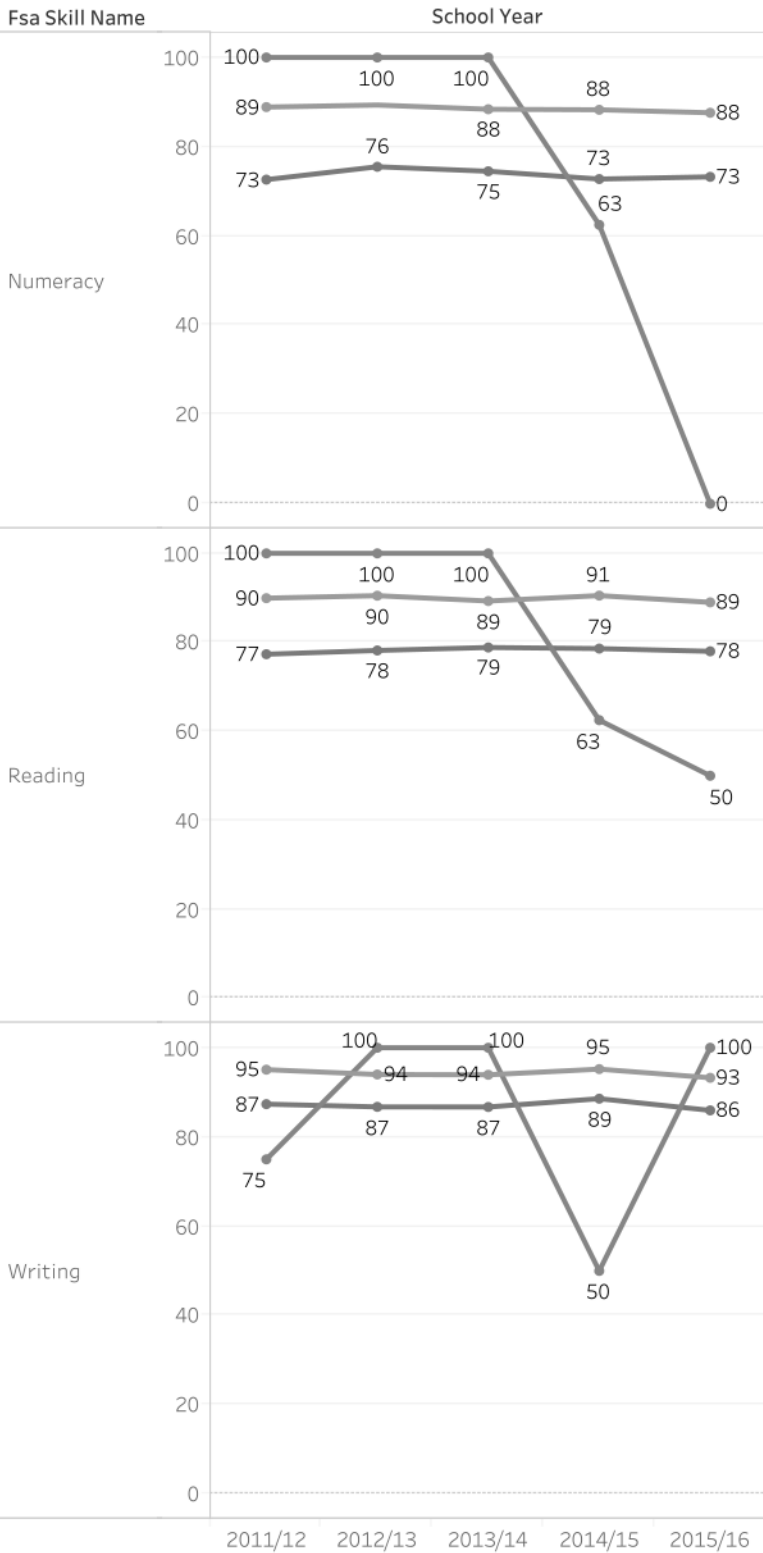


Note: The calculation for the percent of students meeting or exceeding expectations is based on the number of students who actually wrote the assessment, not the total number of students that were expected to write. The FSA participation is the number of writers divided by the number of students expected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

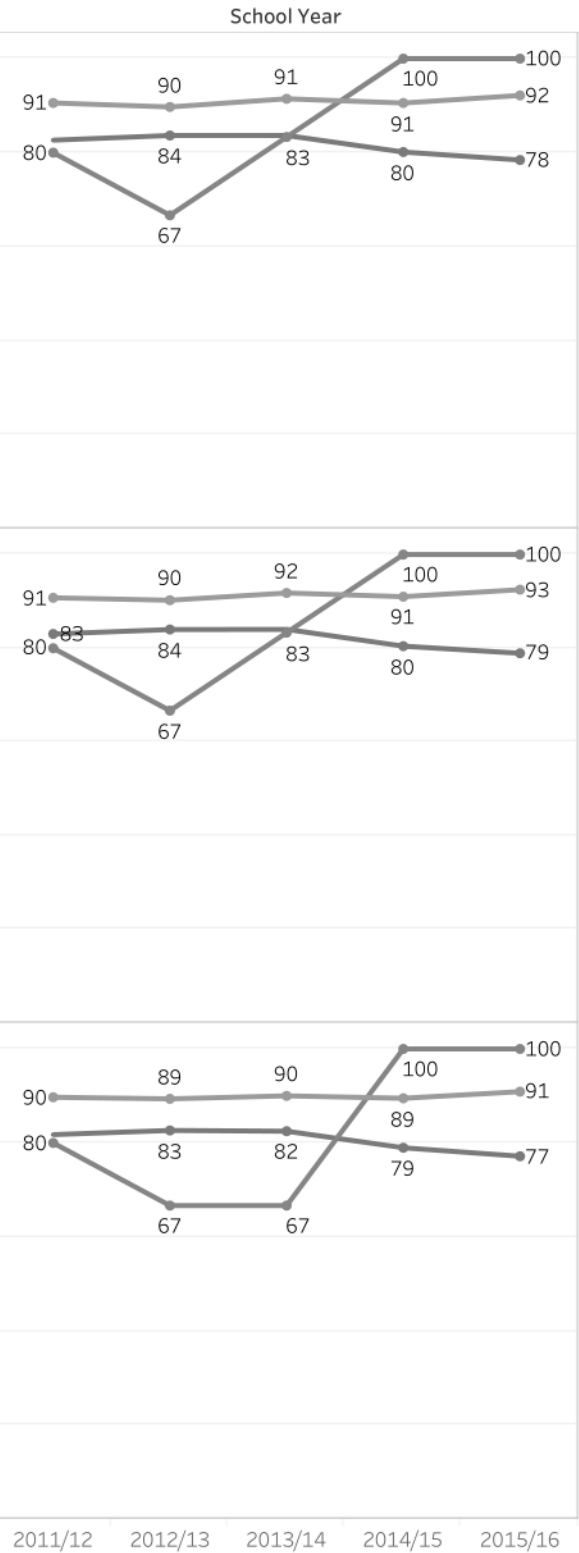
FSA Grade 7

- 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						June 30, 2018	No Restriction
						June 30, 2019	No Restriction
							Kelowna Waldorf School, Euryt
							Waldorf
							French, Spanish
							German
						June 30, 2020	Kelowna Waldorf School, Hand
							No Restriction
							No Restriction
							No Restriction
							No Restriction
							Waldorf
							No Restriction
							No Restriction
							No Restriction
						June 30, 2021	Nelson Waldorf School, Busine
							Kelowna Waldorf School, Leadi
							No Restriction
							No Restriction
							No Restriction
						June 30, 2019	Kelowna Waldorf School, Gerr
							No Restriction

*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

Kelowna Waldorf School

Evelynn Debusschere, principal

Via email.

On May 15, 2017, Paul Fraser (principal) and Theo VandeWeg (Inspector) visited the Kelowna Waldorf School to further review and discuss with each of the teachers the school's implementation of the new curriculum and student assessment and progress reporting.

The Ministry recognizes that the BC Curriculum scope and sequence does not fully align with Waldorf educational philosophy. Consequently, BC Waldorf schools are permitted to arrange curricular objectives within grade groupings: all curricular requirements for grades K-3 must be completed and met by the end of Grade 3 and, similarly, all curricular requirements in grades 4-7 are required to have been fully met by the end of Grade 7. However, using this model, it is important that student assessment and progress reporting clearly communicate how the student progresses through the Waldorf curriculum as it reflects the BC curriculum requirements. Strong classroom assessment practices support student achievement by informing students, parents and teachers on where students are at with their learning and for establishing new learning goals.

Discussions with the teachers at Kelowna Waldorf School were open and frank and revealed that, while the school has adjusted its Waldorf curriculum to reflect the curricular transformation, the school needs to further address its progress reporting framework to ensure that student s assessment for, as, and of learning is reported clearly and effectively in relation to the BC curriculum.

The Ministry has developed Performance Standards to assist teachers with the assessment for, as, and of learning. The B.C. Performance Standards are intended as a resource to support ongoing instruction and assessment. (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/bc-performance-standards>)

These B.C. Performance Standards and associated Quick Scales are intended as a resource to support ongoing instruction and assessment. Teachers can use these standards to:

- monitor, evaluate, and report on individual student performance
- identify students who may benefit from intervention
- develop a profile of a class or group of students to support instructional decision-making
- prompt discussions with parents, students, and other teachers about student performance
- inform professional development activities
- collaboratively set goals for individuals, classes, or schools
- develop evidence for school growth plans
- provide models for designing performance tasks

In order to assist the school in strengthening its student assessment and progress reporting, the Ministry requires the school to make the following adjustments:

1. In anticipation of the 2017-18 school year, Kelowna Waldorf School is required to develop a progress reporting framework that incorporates the B.C. Performance Standards. The school may wish to consider developing this document in collaboration with the other BC Waldorf schools.
2. For the remainder of the current 2016-17 school year, the final student progress report is required to clearly address both quantitative and qualitative progress by incorporating the B.C. Performance Standards Quick Scales as part of the reporting out documentation for each student.

Please confirm that the school will move forward this year and the coming school year with these requirements.

Sincerely,

Theo M. VandeWeg

Inspector



DLA Piper (Canada) LLP
Suite 2800, Park Place
666 Burrard St
Vancouver BC V6C 2Z7
www.dlapiper.com

Jeffrey D. Horswill
jeff.horswill@dlapiper.com
T 604.643.6357
F 604.605.3792

December 15, 2016

FILE NUMBER: 19587-00001

DELIVERED BY EMAIL AND REGULAR MAIL

Ministry of Education
Independent Schools and
International Education Branch
PO Box 9153 Stn Prov Govt
Victoria, BC V8W 9H1

Attention: Mr. Theo VandeWeg

Dear Sirs/Mesdames:

Re: Waldorf School Association of Kelowna (the "Society")

We are legal counsel for the Society and write in response to your letter of December 8, 2016, particularly your request for confirmation about the establishment of the Society's Board of Directors.

Societies Legislation

The *Societies Act* (B.C.), which replaced the previous *Society Act* (B.C.) effective November 28, 2016, requires simply that to become a director of a society, an individual must be elected or appointed to that office in accordance with the bylaws of the society (see section 42(2)). The corresponding provision in the *Society Act* that was previously in force provided that the members of a society may, in accordance with the bylaws of a society, nominate, elect or appoint directors (see section 24).

Society Bylaws

The Society bylaws (the "Bylaws") similarly provide as follows:

27. Election and Appointment of Trustees

- (1) Voting shall be by secret ballot if so requested by a resolution of a majority of the members and otherwise by show of hand.

- (2) The members shall elect the officers and the trustees-at-large of the society.
 - (3) Three appointees to the Board of Trustees suggested by the faculty and received by the president not less than 48 hours before the issuance of the notice of the annual general meeting may be appointed by the president.
 - (4) The number of trustees shall be no less than five. A greater number than five trustees may be determined from time to time at a general meeting.
 - (5) The outgoing president shall be past president for the term of one year. If that is not possible, then another past president may be appointed by the Board of Trustees.
 - (6) All candidates for election or appointment must be members of the society prior to accepting a nomination.
 - (7) The process of nomination and election of individual officers and trustee(s) shall be as outlined in the Governance Manual.
 - (8) If no successor is elected the person previously elected or appointed continues to hold office.
34. The elected trustees shall retire from office at each annual general meeting when their successors shall be elected. The appointed trustees may be replaced by the process outlined in bylaw 27 (3 & 5).
35. (1) The trustees may at any time and from time to time appoint a member as a trustee to fill a vacancy on the Board of Trustees.
- (2) A trustee so appointed holds office only until the conclusion of the next following annual general meeting of the society, subject to bylaw 34, but is eligible for re-election at the meeting.

The term "trustees" is defined in the Bylaws as the officers and other trustees, elected or appointed of the Society for the time being, and "officers" defined as the president, vice-president, past-president, secretary and the treasurer of the Society. (See Bylaws 1(1)(b) and (e) and 32.)

Appointment of Trustees to Fill Vacancies

The Society previously had a 9 person Board of Trustees.

We are advised that the following individuals resigned as Trustees of the Society effective as of the dates set out beside their name:

<u>Trustee (position)</u>	<u>Date of Resignation</u>
s.22	September 24, 2016
	September 27, 2016
	September 29, 2016
	October 3, 2016
	October 12, 2016
	October 12, 2016

These resignations resulted in six casual vacancies on the Board of Trustees.

We are further advised that the remaining Trustees exercised their authority under Bylaw 35 as follows in order to fill the above-noted casual vacancies until the conclusion of the next following annual general meeting:

- s.22 was appointed as the President at a meeting of Trustees held on September 29, 2016; and
- s.22 was appointed as the Secretary and Treasurer at a meeting of Trustees held on October 18, 2016.

Following these appointments, the Board of Trustees was comprised of: s.22
s.22 . We are advised that s.22
s.22 were appointed in June 2016 as faculty suggestions under
bylaw 27(3).

Election of Trustees at the Annual General Meeting

As required by the Societies Act and the Bylaws, the Society subsequently held its 2016 annual general meeting ("AGM") on December 14, 2016 at 7:00pm. One of the items of business at the AGM was the election of Trustees.

We are advised that, at the AGM, the following individuals were elected as Trustees for a one year term, until the close of the next following AGM:

- Rick Salsa - President
- Ezra Cipes – Vice President
- Mary Lapointe – Treasurer
- Jill Buffie – Secretary



- Carlo DiStefano – Trustee at Large and
- Gabriele Knodel – Trustee at Large

We are further advised that all incoming Trustees were present at the AGM and consented to their appointment. Monika Ficke, Rose Powell, and Stephanie Menezes continue to sit as Trustees.

We trust the foregoing is responsive to your questions, but please do not hesitate to contact us if you have any further questions.

Sincerely,
DLA Piper (Canada) LLP
Per:

A handwritten signature in black ink, appearing to read 'Jeffrey D. Horswill'.

Jeffrey D. Horswill

JYH/mkk

cc: Client

CAN: 23352591.3

Stewart, Terry J EDUC:EX

From: Jonker, Brian EDUC:EX
Sent: Wednesday, September 7, 2016 8:35 AM
To: Stewart, Terry J EDUC:EX
Subject: RE: Concerns regarding Independent Schools in BC - Kelowna Waldorf

Please draft a reply which indicates that we appreciate the concerns expressed and that the school will be receiving an external evaluation this fall.

-----Original Message-----

From: Stewart, Terry J EDUC:EX
Sent: Wednesday, September 7, 2016 8:08 AM
To: Jonker, Brian EDUC:EX
Subject: FW: Concerns regarding Independent Schools in BC - Kelowna Waldorf

FYI the writer copied the Minister and the DM. I will forward you our previous contact with this person.

Terry

-----Original Message-----

From: s.22
Sent: Tuesday, September 6, 2016 9:50 PM
To: Minister, EDUC EDUC:EX; EDUC DM EDUC:EX
Cc: Stewart, Terry J EDUC:EX
Subject: Concerns regarding Independent Schools in BC

s.22

6th of September, 2016

Honourable Mike Bernier and Honourable Dave Byng
CC: Terry Stewart

Dear Honourable Ministers,

s.22

We chose not to send s.22 to a BC public school in our neighbourhood because the teachers can strike for months at a time, there is no before or after school care s.22

s.22 So, we sought out an independent school and came upon the Kelowna Waldorf School. After doing quite a lot of research on the curriculum s.22 we decided that it would be a good fit s.22

Fast forward s.22 and trying to find out more about the operation of this so called school. We have come to find that this is a place that is highly dysfunctional, mismanaged at all levels and employs people who are not certified BC teachers s.22
s.22

I am sickened by the fact that my tax dollars continue to fund such an abomination! s.22

In a province like this all children should have one good option for the same great education, ONE OPTION!

Furthermore let's make sure each and every child in BC gets the SAME great education, alongside their peers delivered by qualified teachers. Also let the province provide before and after school care at ALL schools so that families aren't left to fend for themselves. Most times there are NO options!

s.22

Please, if you do one more thing before the election next year look into this school, it is up for an audit/inspection by the inspector for independent schools in October.

Thank you for your time,

s.22

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Thursday, September 15, 2016 9:58 AM
To: s.22
Subject: RE: Query - Inspections

General info on eligibility requirements for teachers in the independent school system may be found here: <https://www.bcteacherregulation.ca/Teacher/IndependentApp.aspx>. If after reading this you have further questions relating to teacher certification they would be best addressed to the Teacher Certification Branch.

Contact information for the TRB may be found at: <https://www.bcteacherregulation.ca/AboutUs/ContactUs.aspx>.

Terry

From: s.22
Sent: Thursday, September 15, 2016 9:44 AM
To: Stewart, Terry J EDUC:EX
Subject: Re: Query - Inspections

Good morning Terry,

How does an individual get a teacher's certificate if they are not teaching nor have taught? Even if it is a system restricted certificate, doesn't the individual have to prove they are teaching?

On Sep 14, 2016, at 3:12 PM, Stewart, Terry J EDUC:EX wrote:

Hello.

- 1) When an Inspector communicates with an Independent school, are they required to do so in writing or would there ever be instances where they might simply phone or email a school's authority?

For the purposes of government records, electronic and paper documents are considered to be the same as far as record keeping requirements. Many of our routine communications, whether from the Inspector or from our office in general, to and from schools are done via email. For some things, such as communications to schools about the outcome of external evaluations a formal letter (signed and on Ministry letterhead) is often still sent, though sometimes even these communications are digitized and sent electronically as an attachment to an email.

It is not uncommon for the Inspector to communicate by phone with a school, they contact him directly quite frequently with questions or concerns. For a routine question, such as a question about what to expect on a school monitoring visit, or other day-to-day matters it is often more efficient for everybody to give information over the phone. However, for matters of significant concern (such as a concerns non-compliance with requirements for independent schools) there would likely be written communication as well.

2) If a Principal has only a restricted teaching certificate (limited to teach Admin only) and not their B.Ed, can they still satisfy the Ministry's requirements of a Principal needing to be a teacher?

Kelowna Waldorf is a Group 1 school. All teachers at Group 1, 2 or 4 schools must be BC certified teachers. As defined by the Independent School Act:

"principal" means the teacher responsible for administering and supervising an independent school;

and

"certified teacher" means a teacher who holds any of the following issued under the *Teachers Act*:

- (a) a certificate of qualification;
- (b) an independent school teaching certificate;
- (c) a letter of permission;

From the perspective of the Act any 'certified teacher' could be the principal of a group 1, 2, or 4 school. This being said, as far as I know most school authorities select teachers with a certificate of qualification as principal, but this is a matter of individual authority policy. I encourage you to contact your school authority with any questions or concerns you have about the selection of a school principal.

Terry

From: s.22

Sent: Wednesday, September 14, 2016 9:56 AM

To: EDUC Independent Schools Office EDUC:EX

Subject: Re: Query - Inspections

Good morning Terry. Some other questions have come up regarding your information of yesterday.

1) When an Inspector communicates with an Independent school, are they required to do so in writing or would there ever be instances where they might simply phone or email a school's authority?

2) If a Principal has only a restricted teaching certificate (limited to teach Admin only) and not their B.Ed, can they still satisfy the Ministry's requirements of a Principal needing to be a teacher?

s.22

On Sep 13, 2016, at 4:34 PM, EDUC Independent Schools Office EDUC:EX wrote:

Hello.

According to our certification system Kelowna Waldorf's certificate expires in July 2017. It is not uncommon for an external evaluation to be scheduled in the year before a certificate expires. Sometimes and EEC can be scheduled early if there are concerns about the school, but a quick look at the school file didn't locate anything that would result in an early EEC visit.

Terry

From: s.22

Sent: Tuesday, September 13, 2016 1:05 PM

To: EDUC Independent Schools Office EDUC:EX

Subject: Re: Query - Inspections

Hi Terry. Just curious - is there a reason why we are having an Evaluation only 4 years after our last? I was told evaluations are every 6 years for 1 and 2 DL's.

s.22

On Sep 13, 2016, at 9:56 AM, EDUC Independent Schools Office EDUC:EX wrote:

Hello.

General information on the external evaluation and inspection process for independent schools may be found there: <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/external-evaluation-and-inspection-for-independent-schools>.

Kelowna Waldorf is scheduled for an External Evaluation this fall.

Terry Stewart

Policy Analyst

Independent Schools Branch

International Education, Independent Schools and Partner Relations Division

Ministry of Education

From:s.22

Sent: Tuesday, September 13, 2016 9:23 AM

To: EDUC Independent Schools Office EDUC:EX

Subject: Query

Hello! I am a parent at the Kelowna Waldorf School looking for information on the Ministry's inspection requirements for Independent Schools. I have tried the website and cannot find anything specific to that. Please advise.

Thanks,

s.22

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Friday, October 28, 2016 3:47 PM
To: Jonker, Brian EDUC:EX
Subject: s.22 FW: CLIFF ID 190368 - Kelowna Waldorf - External Evaluation

Hi Brian.

Here is Theo's info on Kelowna Waldorf.

-----Original Message-----

From: Vandeweg, Theo EDUC:EX
Sent: Friday, October 28, 2016 2:32 PM
To: Stewart, Terry J EDUC:EX
Subject: RE: CLIFF ID 190368 - Kelowna Waldorf - External Evaluation

Hi Terry,

The EEC paid particular attention to CRCs and certification. All was found to be in good order. All CRCs current and complete. All teachers certified and properly assigned.

Not sure if there is more to be said to a parent at this point. The EEC report identified some follow up items but these are typically not communicated to the public in this way.

T

-----Original Message-----

From: Stewart, Terry J EDUC:EX
Sent: Friday, October 28, 2016 2:27 PM
To: Vandeweg, Theo EDUC:EX
Subject: CLIFF ID 190368 - Kelowna Waldorf - External Evaluation

Hi Theo.

As discussed, this email came in Sept 6, marked as an info/file, but we are now directed to handle it as a direct reply. Brian has asked us to work together on a response.

I forwarded Brian my correspondence with s.22 in August about S. concerns about the management of the school and uncertified staff. s.2 was concerned that teaching assistants weren't certified, but I let S. know this isn't necessary, but that teachers must be certified. s.2 declined to provide us with any information on staff s.22 might be uncertified, I gave S. the link to the TRB website so S. could check herself if s.2 wished.

I told s.2 that the EEC was scheduled and that we check the teacher certification as part of that process. I understand that the report on the school is currently being drafted and there are some issues that will need to be addressed when we report back to the school.

If you want to give me a couple of board bullets about what you think should be in the response, I can take a crack at drafting it.

Thanks

Terry

-----Original Message-----

From: s.22

Sent: Tuesday, September 6, 2016 9:50 PM

To: Minister, EDUC EDUC:EX; EDUC DM EDUC:EX

Cc: Stewart, Terry J EDUC:EX

Subject: Concerns regarding Independent Schools in BC

s.22

6th of September, 2016

Honourable Mike Bernier and Honourable Dave Byng

CC: Terry Stewart

Dear Honourable Ministers,

s.22

We chose not to send s.22 to a BC public school in our neighbourhood because the teachers can strike for months at a time, there is no before or after school care s.22

s.22 So, we sought out an independent school and came upon the Kelowna Waldorf School. After doing quite a lot of research on the curriculum and taking a tour of this school s.22

Fast forward s.22 and trying to find out more about the operation of this so called school. We have come to find that this is a place that is highly dysfunctional, mismanaged at all levels and employs people who are not certified BC teachers s.22
s.22

I am sickened by the fact that my tax dollars continue to fund such an abomination! s.22

In a province like this all children should have one good option for the same great education, ONE OPTION!

Furthermore let's make sure each and every child in BC gets the SAME great education, alongside their peers delivered by qualified teachers. Also let the province provide before and after school care at ALL schools so that families aren't left to fend for themselves. Most times there are NO options!

s.22

Please, if you do one more thing before the election next year look into this school, it is up for an audit/inspection by the inspector for independent schools in October.

Thank you for your time,

s.22

Stewart, Terry J EDUC:EX

From: Korican, Michael EDUC:EX on behalf of EDUC Independent Schools Office EDUC:EX
Sent: Monday, December 12, 2016 11:46 AM
To: Vandeweg, Theo EDUC:EX
Subject: FW: EXTERNAL EVALUATION - Kelowna Waldorf

Hello Theo,

We gave them a January 4, 2017, deadline for this.

Their request sounds reasonable.

Do you want me to write back and say Tuesday, May 30, 2017, or earlier, will be fine?

Cheers,

Michael Korican, BFA
Intake Officer

Independent Schools Branch
International Education, Independent Schools and Partner Relations Division
Ministry of Education

(778) 679-5293

From: Evelynnn Debusschere [<mailto:evelynn@kelownawaldorf.org>]
Sent: Monday, December 12, 2016 9:47 AM
To: EDUC Independent Schools Office EDUC:EX
Subject: EXTERNAL EVALUATION

Dear Theo:

I have a question regarding point 9 of the policy issues listed in our review - Learning Resource Policy.

This policy is referenced on the BC Ministry of Education Eboard - November 25, 2016. FISA has offered to develop a generic template policy for Independent Schools to adapt for use in their particular context. Thereby, the Ministry has agreed to extend the compliance deadline for this policy to May 30, 2017.

I respectfully request that we too be able to await the template policy from FISA and ask that the deadline for compliance for this policy be extended to May 30, 2017.

sincerely,
EveLynn Debusschere
Pedagogical Administrator/Principal
Kelowna Waldorf School

Stewart, Terry J EDUC:EX

From: Korican, Michael EDUC:EX on behalf of EDUC Independent Schools Office EDUC:EX
Sent: Thursday, May 11, 2017 9:38 AM
To: Vandeweg, Theo EDUC:EX
Cc: McConnell, Jenni EDUC:EX
Subject: FW: Waldorf school Kelowna

Hello Theo,

This message came in addressed to you yesterday.

Cheers,

Michael Korican, BFA
Program Coordinator

Independent Schools and International Education Branch International Education, Independent Schools and Partner Relations Division Ministry of Education

(778) 679-5293

-----Original Message-----

From: s.22
Sent: Wednesday, May 10, 2017 12:05 PM
To: EDUC Independent Schools Office EDUC:EX
Cc: s.22
Subject: Waldorf school Kelowna

Hi Theo,

Thank you so much for your time. Please feel free to contact me with any questions. I have asked s.22 to compile s.22 report cards and the independent assessment to send for your review s.22

I will further contact both the independent assessors and ask for a report on there findings. Of course in the interest of privacy they will not mention the children's names Just their overall synopsis of their findings.

With regards to the other parents who would like to do the same. May I have your permission to share your contact information?

Thanks in advance,
s.22

s

Stewart, Terry J EDUC:EX

From: EDUC Independent Schools Office EDUC:EX
Sent: Wednesday, June 21, 2017 11:53 AM
To: Vandeweg, Theo EDUC:EX
Cc: Korican, Michael EDUC:EX
Subject: FW: Waldorf School

For your attention

-Leah

From: s.22
Sent: Tuesday, June 20, 2017 4:00 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: Waldorf School

Hello Mr. Vandeweg

I am writing to you in regards to my experience with Waldorf Kelowna.

Recently I pulled s.22
This after a repeat performance s.22

It's very disheartening to see such dogmatic fools ruin a great opportunity.

Perhaps we could have a conversation and go from there.

Kind regards,

s.22

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 large, loopy, handwritten flourish.

Theo VandeWeg
Inspector of Independent Schools

TV:mk

pc: Waldorf School Association of Kelowna

Stewart, Terry J EDUC:EX

From: Korican, Michael EDUC:EX on behalf of EDUC Independent Schools Office EDUC:EX
Sent: Friday, November 18, 2016 2:13 PM
To: Vandeweg, Theo EDUC:EX
Cc: Jonker, Brian EDUC:EX
Subject: FYI: November 18 2016 response from Kelowna Waldorf School
Attachments: 0849_001.pdf

Importance: High

From: Patricia Laverty-Rolf [mailto:[s.22](#)]
Sent: Friday, November 18, 2016 1:19 PM
To: EDUC Independent Schools Office EDUC:EX
Cc: EveLynn Debusschere
Subject: RE: Emailing - 0847_001 (003).pdf
Importance: High

attention: Theo VandeWeg, Inspector of Independent Schools

RE: External Evaluation Requirements.

Confirmation as of November 18, 2016:

- 1. Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School.**
- 2. Patricia Laverty-Rolf is the school board Chair and the contact person for the authority.**
- 3. Evelyn Debusschere is current school principal and the information was submitted to the Ministry.**
- 4. All dismissals, suspensions or discipline have been reported to Teacher Regulation Branch since September 1, 2016.**

**Thank you,
Patricia Laverty-Rolf
Waldorf School Association of Kelowna BOT Chair**

From: Patricia Laverty-Rolf [mailto:[s.22](#)]
Sent: Friday, November 18, 2016 11:36 AM
To: 'educ.independentschoolsoffice@gov.bc.ca' <educ.independentschoolsoffice@gov.bc.ca>
Cc: EveLynn Debusschere <[s.22](#)>
Subject: Emailing - 0847_001 (003).pdf

Good Morning,
To whom this may concern,
I was asked that the Board Chair and contact for the authority to call the Independent Schools Branch.

I spoke with Ellen who thought I best send this email. She was uncertain that I needed to directly talk to Theo VandeWeg. (see attached letter from Theo)

I am writing as per the letter from Theo VandeWeg, stating I must confirm by November 18,2016. I confirm that we have received the official report and are working on the statutory requirements due by December 01,2016.

I as well noted other policies due by January 04,2017.

I have been in Contact with our Principal Evelyn Debusshere. Attached again is the letter I send per section 7 of the intendent schools act. I did update the form on the Independent school site at the time of my letter.

Thank you

Regards

Patricia Laverty-Rolf

KELOWNA WALDORF SCHOOL

The Kelowna Waldorf School (KWS) has been in operation since 1981.

Issue:

- Former parent of KWS has requested contact information for and engagement with the Minister of Education with regard to the educational program provided at the school.
- Ministry staff will provide contact information for the Minister's office on October 9, 2017 as requested by the parent and indicate that the Inspector is satisfied with the actions taken by KWS in 2016/17 and the plan in place for KWS during the 2017/18 school year and that we will continue to monitor the program.

FTE and Funding Summary

School Year	Operating Grant	Spec. Ed Grant	Total Grant	FTE
2013/14	\$ 335,313	\$ 45,750	\$ 381,063	88.59
2014/15	\$ 448,961	\$ 73,200	\$ 522,161	115.34
2015/16	\$ 474,869	\$ 75,400	\$ 550,269	122.20
2016/17	\$ 417,830	\$ 75,400	\$ 502,574	128.00
2017/18				55 projected

Background

Independent Schools are required to meet the requirements of the *Independent School Act (ISA)* and Ministerial and Inspector's Orders and Regulations. The *ISA* provides the regulatory framework requiring teacher certification, policies, and program standards, while enabling independent schools to operate their educational program in a manner consistent with their educational philosophy.

Recognizing the inherent accountability that independent schools have to their school communities, independent schools that do not perform adequately or deliver substandard programs will need to respond to their communities or discover that parents choose other educational programs for their families.

Waldorf Schools:

Parents choose a Waldorf education for their children because they value the educational philosophy and unique programs.

In Waldorf schools, a cohort of students will progress through the school years with the same teacher. Core subject areas (Math, Science, Language Arts) are typically integrated into daily 'main lessons' and the educational program also strongly emphasizes literature and the performing arts and de-emphasizes computer-based learning in favor of traditional 'handwork' skills.

Waldorf educational programs sequence curriculum materials according to its child development theories in which academic readiness do not align with the traditional BC school system.

Recognizing that a Waldorf educational philosophy meets parental choice, the Ministry has required Waldorf programs to meet Ministry curriculum requirements over three year periods; Primary curricular requirements are required to be completed by the end of Grade 3, the Intermediate curriculum by the end of Grade 6, and the Junior High School requirements by the end of Grade 9.

Issue History:

- The Ministry has received complaints from the KWS school community regarding governance and the educational program being delivered at KWS dating back to November 2016.

Complaint	Resolution
Initial allegations indicated that a take-over of the board did not adhere to the Society's by-laws and constitution.	The Authorities legal counsel supplied confirmation indicating that the change in board directorship occurred in compliance with the Society's bylaws and constitution at the annual AGM.

- A subsequent complaint in May 2017 from a former school community member

Complaint	Resolution
Allegations that the educational program and student progress reporting at school is not meeting educational standards requirements and that the school authority and administration are deceiving inspection teams when they are at the school and in classrooms.	<ul style="list-style-type: none">The Ministry conducted 3 inspections during the 2016/17 school year<ul style="list-style-type: none">an external evaluation of the school in October 2016,an unannounced inspection in January 2017, andan inspection focused on student progress reporting in May 2017.The school has complied with all Ministry requests for adjustments to programs and reporting resulting from the inspection visits.No indications of administration or teachers deceiving the inspection teams.

- The same former parent complained in September 2017

Complaint	Resolution
<ul style="list-style-type: none">s.22 : former school community member alleges that the school's program failed to educate s.2 child to the necessary standard and provided misleading information on report cards, and the school misrepresenting its program during Ministry inspections.The parent wanted the Ministry to stop funding the school and the Minister to meet with all former parents to find out why they left the school's.22s.22	<ul style="list-style-type: none">Ministry staff replied to the parent with history of the school's multiple inspections during 2016/17 and the ongoing compliance requirements and Ministry efforts to move the school onto a path of school improvement through remediation and monitoring.

- The Ministry has in place an action plan for 2017/18 to ensure continuous improvement.

s.13 **2017/18 Action Plan - CONFIDENTIAL**

Attachment: Provincial Assessment Analysis

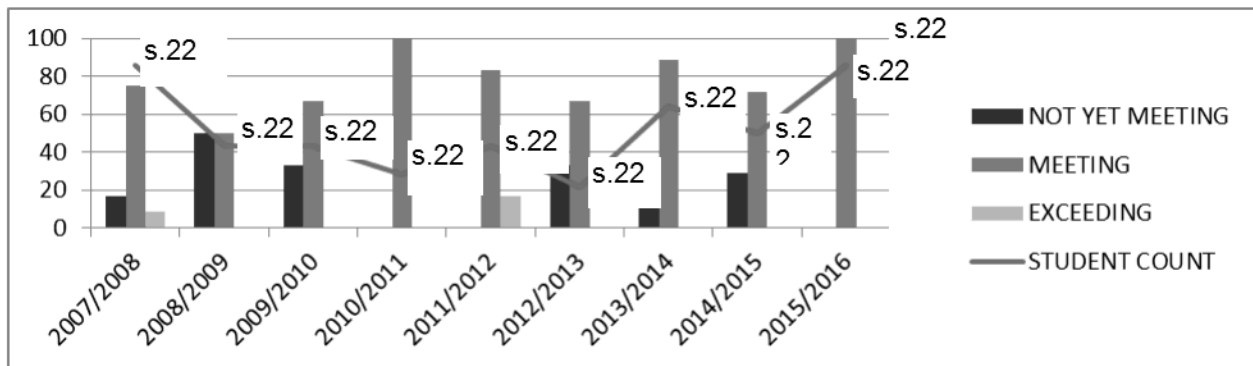
Attachment 1: FSA DATA from 2007/08 to 2015/16:

- Overall participation in Grades 4 and 7 has typically been good (between 75-100%). In the last two years, both Grades 4 and 7 students had 100% participation rate.

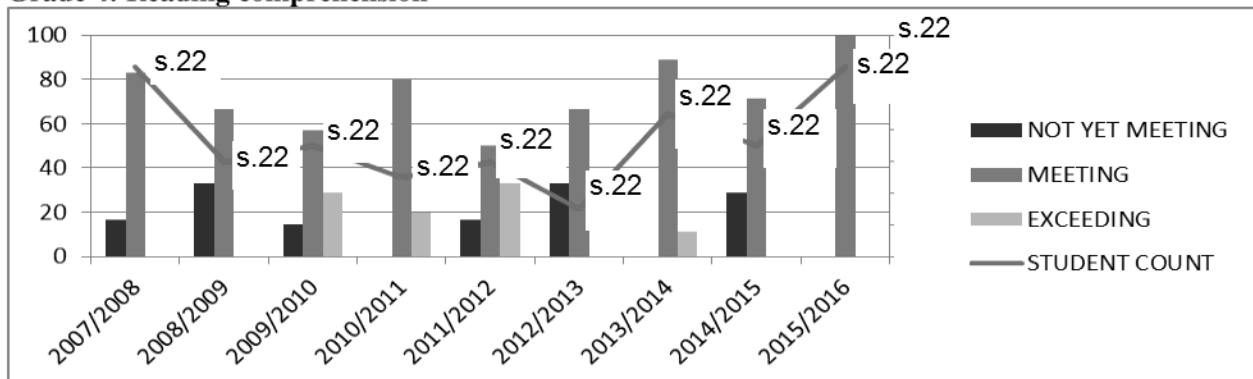
Grade 4 Overall

- In the most recent FSA data for Grade 4 (2015-16), all students met expectations in Numeracy and Reading Comprehension, and more than half either met or exceeded expectations in Writing.

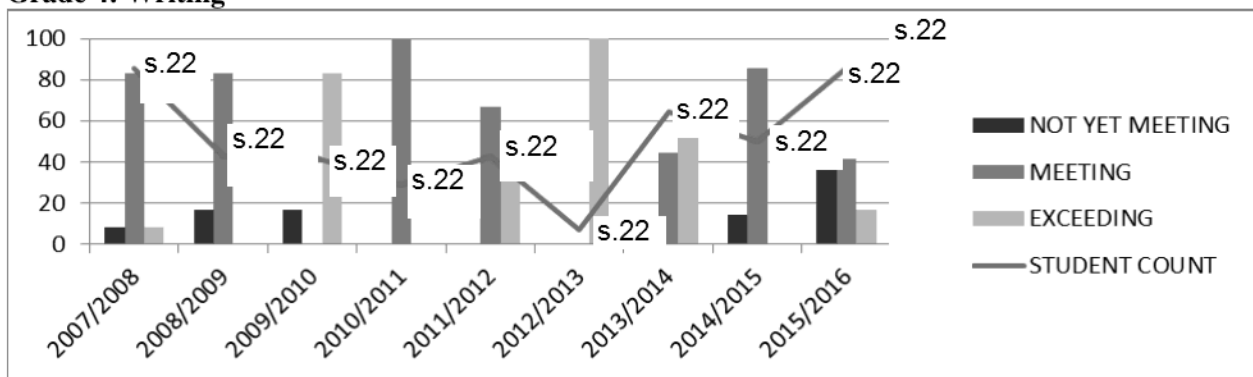
Grade 4: Numeracy



Grade 4: Reading comprehension



Grade 4: Writing

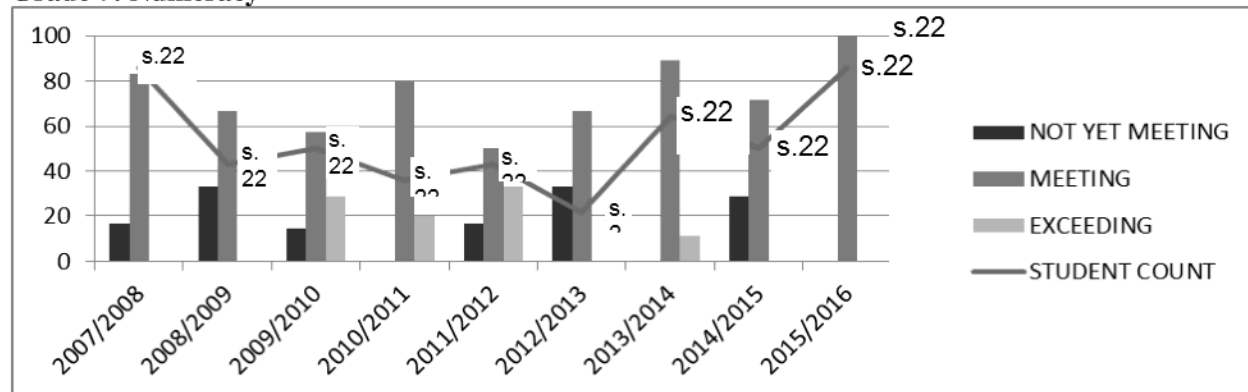


Grade 7 Overall

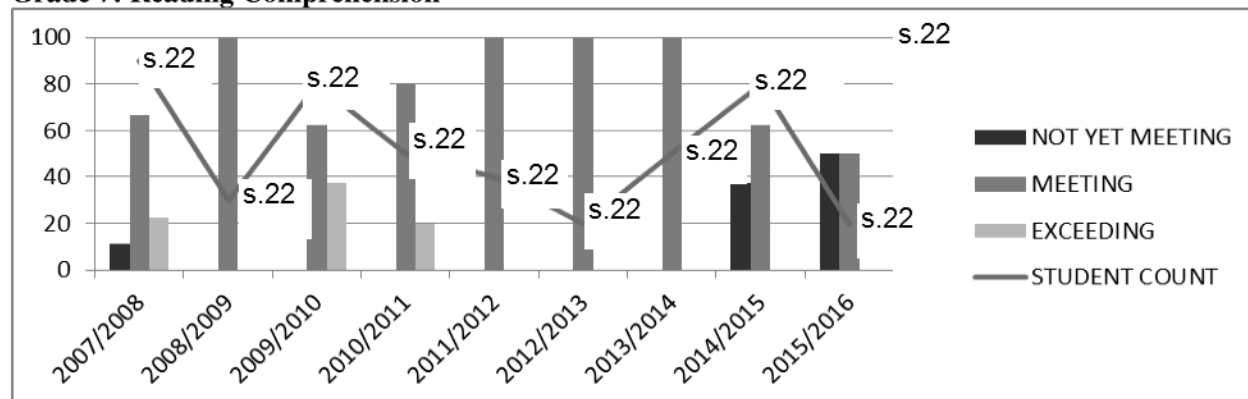
- Grade 7 students met or exceeded expectations from 2009/10 until 2013/14.
 - Since 2014/15, Numeracy and Reading Comprehension result have been declining. In Writing, student performance improved and all students met expectations by 2015/16.

Note: participation rates are strong, but student counts have typically been fewer than 5 since 2008-09.

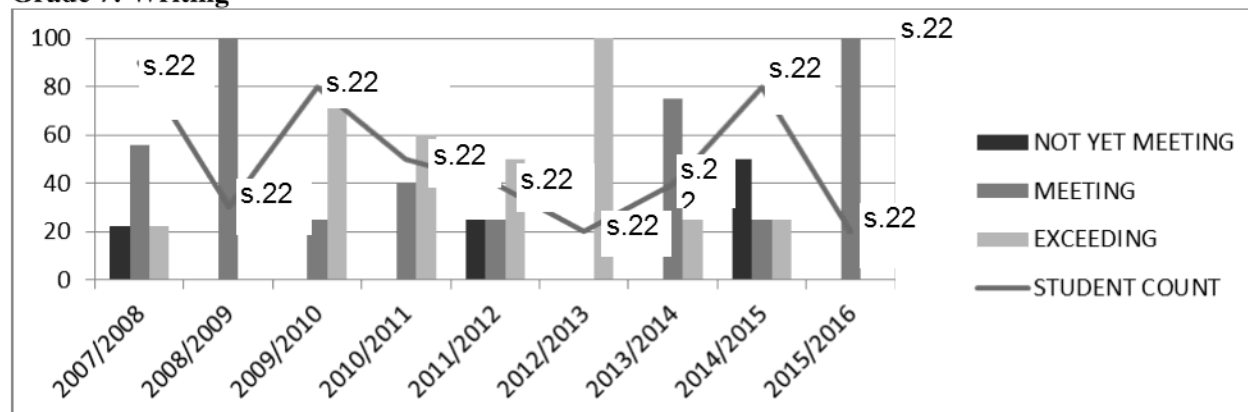
Grade 7: Numeracy



Grade 7: Reading Comprehension



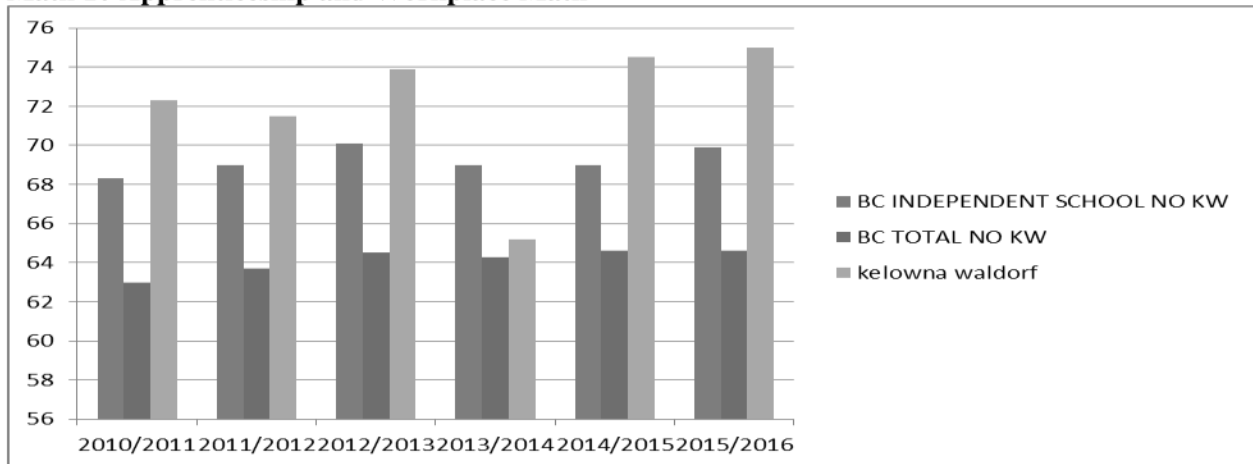
Grade 7: Writing



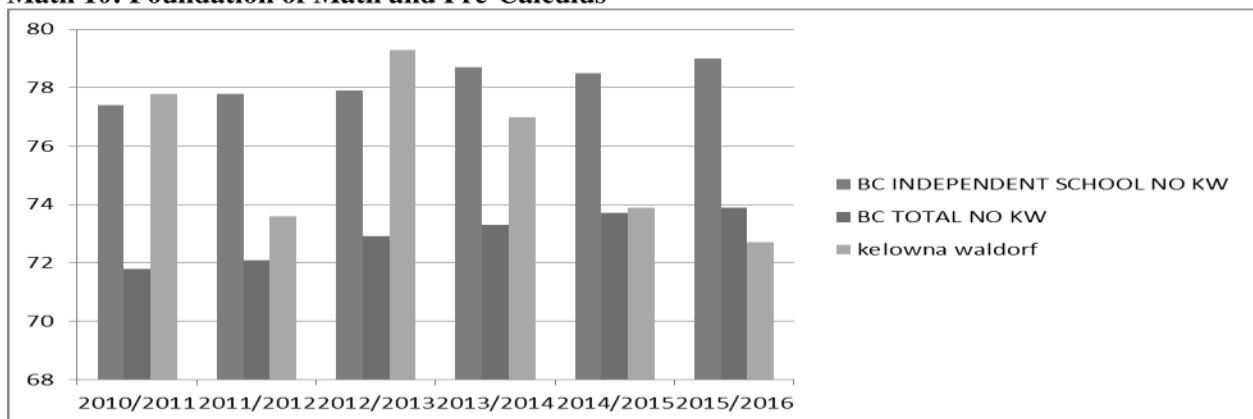
Exam performance for students who formerly attended KWS

- KWS is a small K-7 school with cohorts fewer than 20 students in each grade.
- The analysis was conducted to determine if student outcomes for those student who attended KWS were significantly different compared to Provincial outcomes.
 - The data tracks students who attended KWS by personal education number (PEN) to determine their success on provincial exams after their transition from KWS to their next program of choice.
 - Overall, former KWS students have generally performed better than provincial averages with the exception of Foundations of Math 10 and Science 10. It is important to note that these while performance is lower, students still score 70% or better on the assessments.

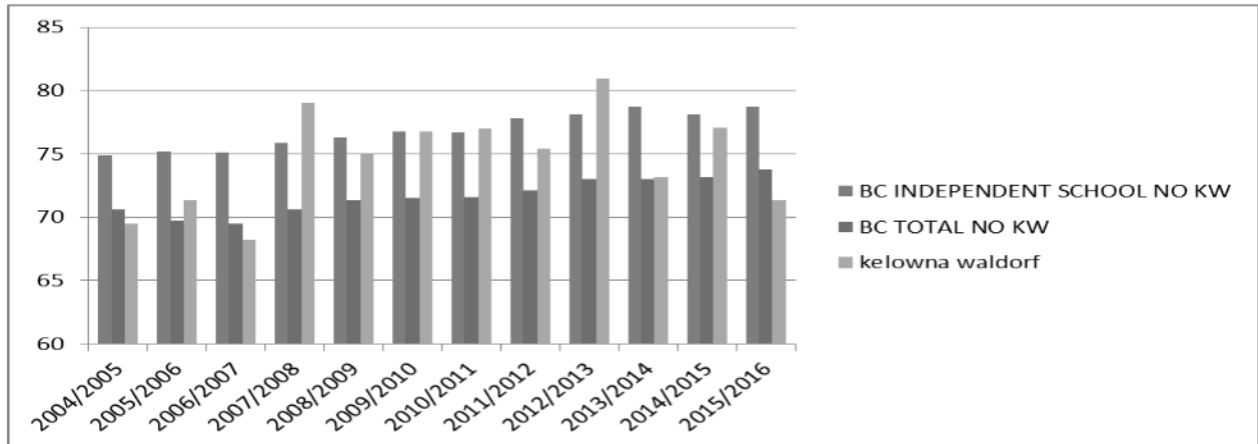
Math 10 Apprenticeship and Workplace Math



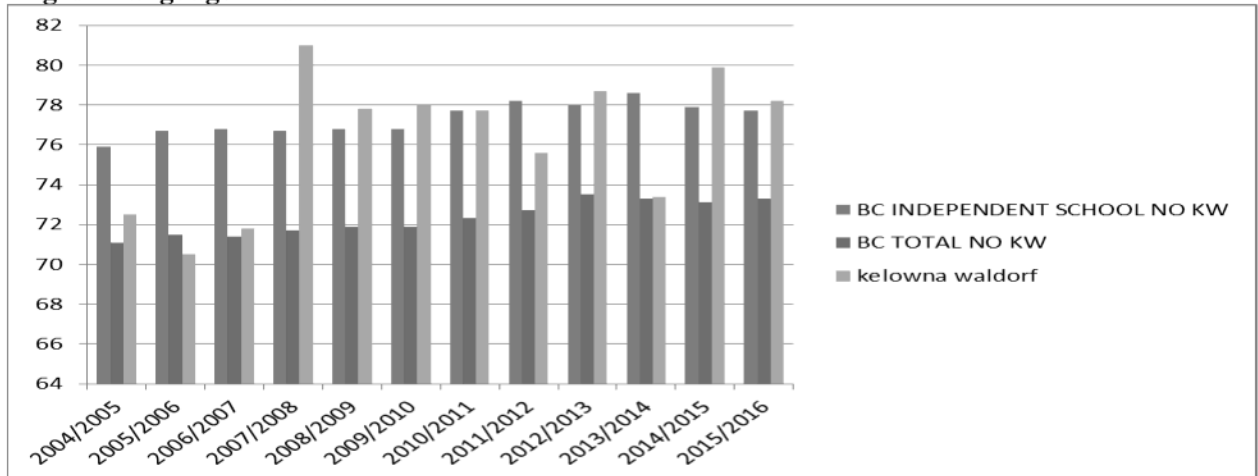
Math 10: Foundation of Math and Pre-Calculus



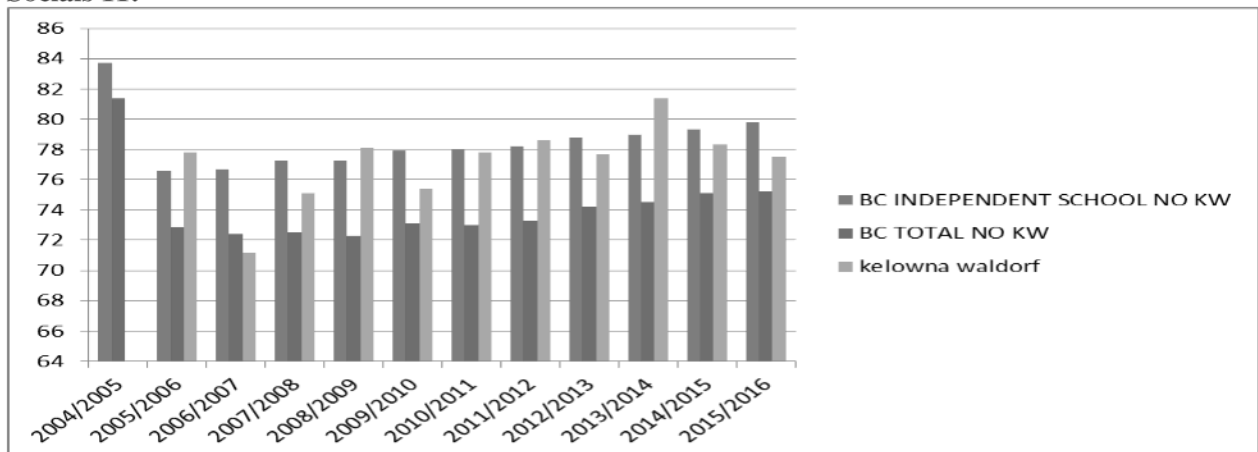
Science 10



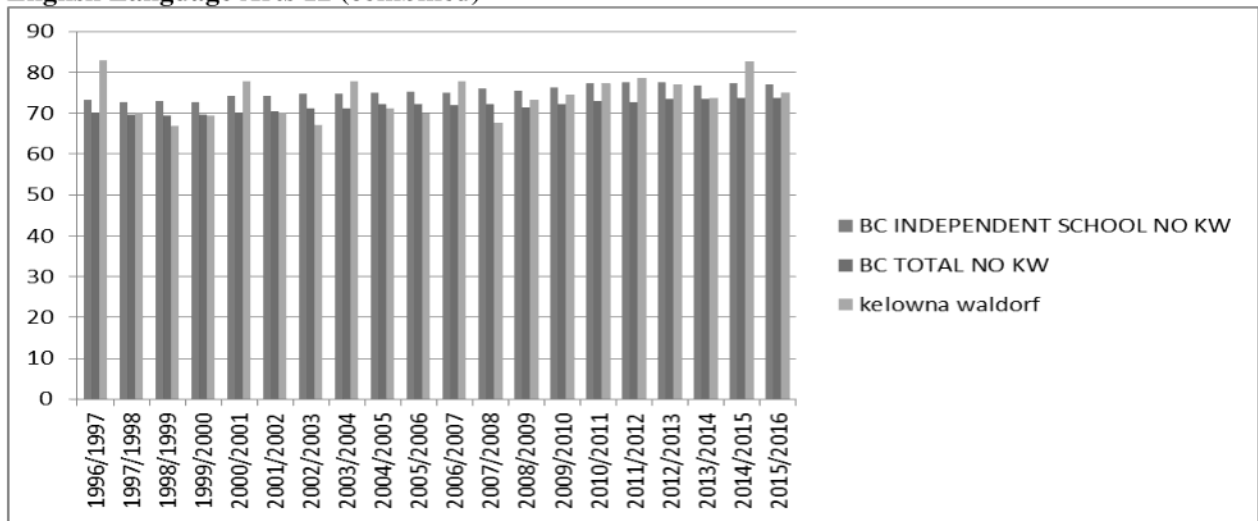
English Language Arts 10



Socials 11:



English Language Arts 12 (combined)



Stewart, Terry J EDUC:EX

From: Korican, Michael EDUC:EX on behalf of EDUC Independent Schools Office EDUC:EX
Sent: Thursday, September 8, 2016 3:57 PM
To: 'Beverley Barcham'
Subject: RE: External Evaluation inspection for Kelowna Waldorf School

Hello Bev,

That will be fine.

Cheers,

Michael Korican, BFA
Intake Officer

Independent Schools Branch
International Education, Independent Schools and Partner Relations Division
Ministry of Education

(778) 679-5293

From: Beverley Barcham [<mailto:bev@kelownawaldorf.org>]
Sent: Thursday, September 8, 2016 2:26 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: Re: External Evaluation inspection for Kelowna Waldorf School

Hi Michael:

I am requesting an extension to submit the catalogue to Monday, September 12, 2016.

Please confirm acceptance of this request.

with appreciation

Bev

Beverley Barcham
Executive Director
250 764-4130

On Wed, Aug 31, 2016 at 3:57 PM, EDUC Independent Schools Office EDUC:EX
<EDUC.independentSchoolsOffice@gov.bc.ca> wrote:

Hello Beverley,

Thanks for contacting the ministry.

We are working on the schedule right now. Perhaps October 13 and 14?

The External Evaluation Catalogue will be due in September.

Sincerely,

Michael Korican, BFA

Intake Officer

Independent Schools Branch

International Education, Independent Schools and Partner Relations Division

Ministry of Education

(778) 679-5293

From: Beverley Barcham [mailto:bev@kelownawaldorf.org]

Sent: Wednesday, August 31, 2016 11:48 AM

To: EDUC Independent Schools Office EDUC:EX

Cc: Vandeweg, Theo EDUC:EX

Subject: Fwd: External Evaluation inspection for Kelowna Waldorf School

Good morning - just follow up to my email sent Aug 22nd, any news?

thank you,

Bev

Beverley Barcham

Executive Director

250 764-4130

----- Forwarded message -----

From: **Beverley Barcham** <bev@kelownawaldorf.org>

Date: Mon, Aug 22, 2016 at 1:29 PM

Subject: Re: External Evaluation inspection for Kelowna Waldorf School

To: EDUC.independentSchoolsOffice@gov.bc.ca

Hello:

Further to the notification of an External Evaluation inspection in October, please send me:

- Dates of Evaluation Visit
- Date of submission of School catalogue

thank you

Beverley Barcham

Executive Director/Principal

Kelowna Waldorf School

250 764-4130

----- Forwarded message -----

From: **EDUC Independent Schools Office EDUC:EX** <EDUC.independentSchoolsOffice@gov.bc.ca>

Date: Mon, May 9, 2016 at 2:29 PM

Subject: Please respond-External Evaluation inspection for your school

To:

Hello

Please be advised **your school is due for an External Evaluation inspection this October 2016**. The External Evaluation is an inspection for the purpose of renewing or issuing a certificate of group classification. Our records indicate your certificate expiry date is June 30, 2017.

The External Evaluation inspection normally takes 2-3 days and is conducted by an External Evaluation Committee made up of 1- 3 individuals appointed by the Inspector of Independent Schools. You will receive instructions on completing the External Evaluation Catalogue and other pertinent information closer to October 2016.

In order for us to schedule a date and time the External Evaluation Committee will arrive at your school, **we would like to know if there are certain dates in October 2016 your school will be closed and/or engaged for activities such as Pro-Development, or religious observations.**

Please send your reply to this email address EDUC.independentschoolsOffice@gov.bc.ca by **Friday, May 13, 2016** and we will do our best to accommodate school closure/activity days as much as possible.

Many thanks.

Independent Schools

620 Superior Street

PO Box 9153 Stn Prov Govt

Victoria BC V8W 9H1

Phone: [250-387-3711](tel:250-387-3711)

Information about the External Evaluation inspection can be found at: [External Evaluations for Independent Schools](#)



December 9, 2016

VIA EMAIL

Ref: 191806, 191976

s.22

Dear s.22

Thank you for your correspondence to the Honourable Steve Thompson, the Honourable Mike Bernier, Minister of Education and the Honourable Christy Clark, Premier. I have been asked to respond to your concerns regarding the Kelowna Waldorf School on behalf of Government.

I would first like to acknowledge the conversations you have had with Ministry of Education staff in October and November where you first brought some of the concerns outlined in your correspondence to our attention. The Ministry of Education understands that there are ongoing concerns and dissatisfaction within the school community with regard to how the “interim” directors were established and subsequent decisions made.

The Ministry of Education regulates independent schools according to the *Independent School Act* and its associated Regulations and Orders. The *Independent School Act* does not provide the Ministry of Education the ability to intervene in the governance aspects of the Society established as the authority operating the independent school. The Society operating the school is established under the *Society Act* and is required to meet its obligations under the *Society Act* and the constitution and bylaws of the Society itself.

The regulatory requirements of the *Independent School Act* focus on the school’s educational program and its compliance with the legislated requirements. The Kelowna Waldorf School received an External Evaluation inspection on October 13-14, 2016 which reviewed the school’s educational program, matters of teacher certification and employee criminal record checks among other compliance requirements. Outcomes from the external evaluation inspection have been communicated to the school authority by letter.

The Ministry of Education continues to monitor the school authority’s compliance with requirements resulting from the recent External Evaluation inspection and takes these matters very seriously. The Ministry will take appropriate action as required to ensure the school is in compliance with requirements under the *Independent School Act*.

.../2

The Federation of Independent Schools Associations (FISA) is also aware of the concerns within the school community. You may wish to contact them for additional information at info@fisabc.ca or call (604) 684-6023.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Soares". The signature is fluid and cursive, with a large initial "R" and a trailing flourish.

Ramona Soares
Assistant Deputy Minister
International Education, Independent Schools
and Partner Relations

Stewart, Terry J EDUC:EX

From: s.22
Sent: Tuesday, December 13, 2016 6:27 PM
To: info@fisabc.ca; Minister, EDUC EDUC:EX
Subject: Fwd: Response from ADM Ramona Soares, Ministry of Education

Categories: Info/File

----- Forwarded message -----

From: s.22
Date: Tue, Dec 13, 2016 at 6:11 PM
Subject: Re: Response from ADM Ramona Soares, Ministry of Education
To: "Partner Relations EDUC:EX" <EDUCADMO@victoria1.gov.bc.ca>, brian.jonker@gov.bc.ca,
"Thomson.MLA, Steve" <steve.thomson.MLA@leg.bc.ca>

Dear Ms. Ramona Soares

First, thank you for your response. It deeply saddens me to know that with all of the different organizations we have in place in this province to protect our children and to ensure they get an education; in this situation every single one has failed them.

FISA, the ministry and AWSNA have done nothing in this current situation with the Kelowna Waldorf school except place blame and point fingers. All while failing the children and families of this really corrupt organization.

I am deeply concerned for the children of this province especially with the current Liberal government's mishandling of such a sacred thing as their education.

s.22

Very sincerely,

s.22

On Dec 9, 2016 1:35 PM, "Partner Relations EDUC:EX" <EDUCADMO@victoria1.gov.bc.ca> wrote:

Please see the attached letter from Assistant Deputy Minister Ramona Soares.

Assistant Deputy Minister's Office

International Education | Independent Schools
& Partner Relations

Ministry of Education

This e-mail message may contain privileged or confidential information. You may not disclose, use, distribute, or copy this message or attachment in any way without permission from the sender.

If you received this e-mail message in error, please delete the e-mail and any attachments.

Stewart, Terry J EDUC:EX

From: s.22
Sent: Saturday, February 18, 2017 11:11 AM
To: Minister, EDUC EDUC:EX; EDUC DM EDUC:EX; Stewart, Terry J EDUC:EX; Jonker, Brian EDUC:EX; okanagan@globalnews.ca; OfficeofthePremier, Office PREM:EX; gopublic@cbc.ca
Subject: Holding B.C. Private Schools accountable
Categories: Info/File

It's about time someone puts some light on this horrible place, and yet tax payers continue to pay this "institution" to "educate" children.

Shame on You BC Ministry of Education!!

<http://www.castanet.net/edition/news-story-189049-1-.htm#189049>

Stewart, Terry J EDUC:EX

From: s.22
Sent: Tuesday, May 23, 2017 4:22 PM
To: Minister, EDUC EDUC:EX; Partner Relations EDUC:EX; Thomson.MLA, Steve LASS:EX; Stewart, Terry J EDUC:EX; oppositionleader@leg.bc.ca; Clark.MLA, Christy LASS:EX; Weaver.MLA, Andrew LASS:EX
Subject: Fwd: Education

Dear Education Minister,

I am absolutely saddened and disgusted after reading the results of the Fraser Institutes's "report card" on BC's elementary schools. Overall it seems that private, Christian and Catholic schools are out performing our public schools.

What is the ministry's game plan on correcting this problem? After wasting thousands of dollars on an independent school in Kelowna that was not being properly held accountable or regulated we had to pull our children from the Kelowna Waldorf school. We home schooled them this year hoping to transition them to public school in September.

I can't understand from purely a taxpayer's perspective (never mind a parent's) how and why certain children are being held back. They attend a poor performing public school through no-fault of their own, probably their catchment school. I am further worried that BC's work force will suffer in the future because we have chosen to put some children at a disadvantage, simply because they don't live in the right neighbourhood, they aren't practising Christians or Catholics or their parents can't afford to pay out of pocket for their education.

Is this the Canadian way? I THINK NOT. ALL BC children deserve the best education we can provide them. Get to work and fix this!

EQUAL EDUCATION FOR ALL BC KIDS!!!!!!!!!!

s.22

Kelowna, BC

Stewart, Terry J EDUC:EX

From: s.22
Sent: Monday, October 16, 2017 8:56 AM
To: Minister, EDUC EDUC:EX
Subject: Children's education Urgent issue (IIPRD)

Mr. Fleming,

I am writing this email in hopes to have you intervene in a critical matter at the Waldorf School in Kelowna. It has been lost on Theo from your department what truly the issue is. Last year a group of parents started a petition to remove the board. They didn't stop there and continued to push parents and faculty out the door until 75 out of 120 kids were pulled from the school.

Next came the staff from the front office to the teachers. s.22 Should this have been a public school multiple investigations would have been started.

These are not the reasons I'm writing. I Am writing this email because of the Gross injustice done to s.22 and several others. In order to maintain funding from the Ministry the school needed to show the students were at grade level or better. In fact s.22

s.22 assured s.22 doing fine s.22 catch up after all it's how Waldorf works. We excepted that and allowed the process to unfold. As did many other parents with concerns.

s.22

s.22

s.22

first we had been told that. When asked why s.2 didn't have an aid it was stated funding was no longer available. This as she stated was due to the number of kids being pulled rapidly from the school!

In order to move schools we had to have s.22 assessed. We did so at a independent assessment office. This office had done many kids leaving Waldorf so we felt it was best to use them. s.22
s.22

When I pressed for more information I was told this was normal in almost all Kelowna Waldorf Children s.22 assessed s.22 grade 5 students coming s.22 who are reading at a grade 2 level. Those students report cards stated they were at a grade 5 level. Reports cards are one critical component you base your internal reports on the schools success I understand.

The Ministry was mislead into believing the school was running well academically and if it cleaned up some administrative issues they would continue receiving ministry funding. I know this because s.22
s.22 when the ministry did it's assessment of the school. Unfortunately it wasn't until after the assessment s.22
s.22 did I realize the report cards were not truly reflective of the children's abilities.

This is a critical issue that you must address! We as voters and taxpayers depend on the ministers in the cabinet to act as our voice. It is further your job as the Minister of education to protect all children whether at independent schools or the public school system that are funded by the ministry!

Theo from your office was asked to interview the parents who had left the school regarding their children's education. To date this has not been done and I continue to hear about the administrative issues being solved.

If these issues are not addressed and more children are left to suffer as s.22 is suffering you leave me no choice but to consult my legal counsel on next steps! It is your duty to protect these children. I would like a response to my email no later than close of business this Friday. I also expect to hear from you directly Mr. Fleming and not another staff member.

Thanks in advance,

s.22

Stewart, Terry J EDUC:EX

From: Evelyann Debusschere <evelyann@kelownawaldorf.org>
Sent: Tuesday, September 19, 2017 2:47 PM
To: Vandeweg, Theo EDUC:EX
Subject: an update

Good afternoon Theo

I met with Art on Friday and we had an interesting conversation. He said that his schools are also revamping their report templates. He feels that there is one school that has proceeded more with this task than the others and he is willing to share these templates with me.

Representatives from the BC Waldorf Schools had a conference call yesterday where this topic was discussed at length. We are aiming for a modified or new version of what I submitted to you by October 13th.

If you are able to send feedback from the report templates that I sent to you, we will be able to take this into our conversation and development of our reporting procedures.

As well as the idea of creating a 'mapping document' that shows where we teach each aspect of the BC Curriculum - a somewhat taking the document that was created last year, but from the reversed perspective. Some schools need to yet get confirmation of funds for this project.

I have registered for the workshop that will be held in Kelowna on October 20th.

warmly,

EveLynn Debusschere
Pedagogical Administrator/Principal
Kelowna Waldorf School

For the purpose of supporting clear communication practices, KWS uses email solely for the purpose of relaying general information pertaining to school and class business and for making meeting arrangements. For student specific information or discussion, please call the school at 250-764-4130. Thank you!

Page 109 to/à Page 112

Withheld pursuant to/removed as

s.14;s.22

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Friday, September 29, 2017 8:18 AM
To: Jonker, Brian EDUC:EX
Subject: Chronology issues at Kelowna Waldorf School (2016-17-18) (4).docx
Attachments: Chronology issues at Kelowna Waldorf School (2016-17-18) (4).docx

TIMELINE OF ISSUES KELOWNA WALDORF SCHOOL

The Kelowna Waldorf School (KWS) has been in operation since 1981.

FTE and Funding Summary

School Year	Operating Grant	Spec. Ed Grant	Total Grant	FTE
2013/14	\$ 335,313	\$ 45,750	\$ 381,063	88.59
2014/15	\$ 448,961	\$ 73,200	\$ 522,161	115.34
2015/16	\$ 474,869	\$ 75,400	\$ 550,269	122.20
2016/17	\$ 417,830	\$ 75,400	\$ 502,574	128.00
2017/18				55 projected

Background

- The Ministry has received complaints dating back to the fall of the 2016/17 school year from the KWS school community regarding governance and the educational program being delivered at KWS.
 - Initial allegations included that there was a take-over of the board which was not adhering to the Society's by-laws and constitution.
 - The Ministry of Education's regulatory authority does not extend to the Governance of independent school authorities; however the Ministry requested and received notarized confirmation from the schools solicitor that the Governance changes for the school authority occurred legally and in adherence to the society's by-law and constitution.
- Subsequent complaints from a former school parent~~community members~~ have focused on the educational program and student progress reporting with allegations that the school has not meeting Ministry educational standards requirements and that the school authority and administration are deceiving inspection teams when they are at the school and in classrooms. s.22

Ministry Action

- In 2016/17 the Ministry conducted an external evaluation of the school in October 2017, an unannounced inspection in January 2017, a follow-up visit in April 2017 and an inspection focused on student progress reporting in May 2017.
- The school has complied with all Ministry requests for adjustments to programs and reporting resulting from the inspection visits.
- The Ministry is reviewing the schools past performance data to further ensure the school improves its program.
- The school will be monitored and inspected during the 2017-18 school year to ensure Ministry requirements are being met and the school continuous on the path of school improvement.
- A chronology of Ministry engagement and action is provided as attachment 1 for reference.

Current Issue

- The Ministry received a complaint in September 2017 from s.22
- This parent, specifically, has complained about school's failure to educate s. child to the necessary standard and misleading information on report cards, and that independent testing of 'mutiple' students revealed that a 'great majority were behind grade level expectations.'
- This parent has requested that the Ministry meet with former parents and the third party assessors to review their concerns and wants this matter personally addressed by the Minister and requests a conversation with the Minister and his direct contact information

On first page we need

-very brief high level statement on what the parent continues to be concerned about and that he is requesting meeting with minister

| - what we are doing to investigate his complaint

-
- The Ministry has in place an action plan for 2017/18 to ensure continuous improvement at the school and is satisfied that the school has performed its

2017/18 Action Plan - CONFIDENTIAL

s.13

Attachment 1 - KWS Chronology – September 14, 2017

Date	School Action	Ministry Action
October 13 – 14, 2016		The Ministry conducted a regularly scheduled full external evaluation at Kelowna Waldorf School. The inspection resulted in multiple and substantive follow-up compliance requirements. The Ministry placed tight deadlines on achieving full regulatory compliance. Given the large extent of the compliance items identified, the school's funding was suspended until all follow-up compliance requirements were completed satisfactorily.
November 2016	<p>Shortly after the October external evaluation inspection, s.22</p> <p>s.22</p> <p>s.22 The school community and its Board became embroiled in a leadership/governance struggle which appeared to be based in ideological differences relating to school governance.</p>	Over the months following the October inspection, the Ministry was contacted by a number of school community members regarding changes in governance structures and internal board struggles at the school.
November 16, 2016		<p>The Ministry:</p> <ul style="list-style-type: none"> • issued the inspection report and follow-up requirements dated November 18, 2016 (regarding names of board chair and principal and completion of any applicable

		TRB reporting requirements); December 1, 2016 (statutory follow-up requirements); and January 4, 2017 (Policy follow-up requirements).
November 18, 2016	<p>The current board chair responded with information requested for November 18:</p> <ul style="list-style-type: none"> - the names of new board chair and new principal; and - confirmation that all teacher dismissals, suspensions or discipline since September 1, 2016 had been reported to the Teacher Regulation Branch as required by the section 7 of the <i>Independent School Act</i>. 	
November 30, 2016	KWS principal confirmed completion of statutory follow-up requirements	
December 2016	The school authority held its AGM in mid-December. At this AGM, the new board was confirmed.	<p>FISA worked with members of the school community to ensure they are aware of the process and procedures they may wish to follow in order to find resolution to their concerns. Ministry staff remained engaged with FISA to provide assistance as requested.</p> <p>s.14</p>
December 8, 2016		Ministry of Education requested confirmation (by way of notarized documentation or confirmation from the school's solicitor) that the Board of Directors currently operating the school has been established in accordance with the regulations and requirements of the laws governing Societies in BC and in compliance with the constitution and by-laws of the Waldorf Association of Kelowna.
December 15, 2016	Response from DLA PIPER (Canada) LLP confirming proceedings at AGM were conducted in accordance with Society Act and Waldorf School Association of Kelowna (the "Society") bylaws.	

January 4, 2017	KWS principal confirmed having completed the inspection's policy compliance requirements with the exception of the Learning Resource Policy.	The Ministry had extended the Learning Resource Policy compliance requirement deadline to May 30, 2017 for all independent schools.
January 16-17, 2017		<p>The Ministry conducted a re-inspection which confirmed the school's compliance with all requirements, and reasonable resolution of the internal governance issues allowing the school to move forward with stable leadership.</p> <p>Discussions during the re-inspection indicated the community turmoil appears to have been settled. Several dissenting parents/students left the school in recent months and the remaining society members elected a new school board at the society's AGM. The school administrator expressed confidence that the community had resolved its ideological differences. The inspection team's strong encouragement to move forward through networking with other local independent schools was well received by the school's administrators.</p>
End of January 2017		Funding was restored in time for the next grant installment
April 11, 2017		The Inspector visited the school to further review the January 2017 re-inspection and to confirm ongoing compliance and stabilizing of the school's leadership and governance.
April 24, 2017	KWS Principal confirmed completion of the Learning Resource Policy.	
Spring 2017		The Ministry continued to receive sporadic phone calls from former parents expressing concerns with the quality of education their children had received in the previous year.
May 15, 2017		<p>On May 15, 2017, the Ministry conducted a further review of the school's student progress reporting methods and required adjustments to ensure that progress reports included standardized assessment tools to more fully inform students and parents on academic progress. This included the requirement to</p> <ul style="list-style-type: none"> include B.C. Performance Standards and associated Quick Scales for the final report card to provide parents with a standardized student performance framework, and

		<ul style="list-style-type: none"> develop a new student progress reporting tool which includes performance over the summer for implementation in 2017-18 school year.
May 2017		Ministry contacted a Representative of the Association of Waldorf Schools in North America to request the development of a Waldorf system-wide student progress reporting tool that uses BC Quick Scales and performance standards.
May 30, 2017	School principal confirmed addition of Quick Scales for 2016-17 year end reporting and confirms development of new Student Progress reports is under way, with potential for system-wide use in BC Waldorf schools	
September 6, 2017		<ul style="list-style-type: none"> Parent phone call with further concerns about the 2016-17 school year. The parent s.22 s.22 This parent insists that school behaves fraudulently when undergoing inspection. This parent wants funding for school to be stopped and school investigated, including interviews with former parents who left the school during the 2016-17 school year.
September 5-8, 2017	<ul style="list-style-type: none"> Principal confirmed that school followed through with student assessment using BC Quick Scales and provincial Performance levels for end of year progress reporting. Principal will do assessment on all students to ensure that students who require catch-up or remediation will receive this during the school year. Enrolment for 17-18 is 55 students in K-5. There are 4 teachers and several subject specialists remaining. School is using the Province-wide Waldorf Curriculum Document (linking Waldorf curriculum with the new curriculum). As per May 15 requirements, the 	

	Principal has developed a student assessment and reporting tool integrating Quick Scales for use in 2017/18 and possible adoption by Waldorf schools in all of BC.	
September 2017		<ul style="list-style-type: none"> • The Ministry has reviewed the school's current student progress reporting framework proposal and has provided feedback for adjustments • The KWS principal has been requested to secure support from the superintendent of Catholic schools in Kelowna during the 2017-18 school year.. • The KWS principal was requested and has provided a) up-to-date summary of staffing certification and assignments, and CRCs • KWS principal has registered for the provincial pro-D (October 20) in Kelowna on assessment and additional workshops offered in the area

DRAFT RESPONSE TO s.22

, CONCERNED PARENT

Dear s.22

Thank you for your recent phone call expressing the ongoing concerns you have as former member of the Kelowna Waldorf School community with the school's educational program.

As required under the *Independent School Act*, Kelowna Waldorf School received an external evaluation in October 2016 and a number of compliance issues were identified resulting in the Ministry withholding future grant payments until such time as the school complied with the follow-up items. Both statutory and policy compliance requirements were completed on or before their respective deadlines (December 1, 2016 and January 5, 2017).

In the case of Kelowna Waldorf, the Ministry took a proactive approach to ensure full compliance and performed an unannounced re-inspected the school in January 2017 before funding was reinstated. Since that time, the Ministry has continued to work with the school to ensure ongoing compliance and continuous improvement supported by the Ministry. A subsequent follow-up visit was conducted in April 2017.

Given the ongoing concerns expressed by the school community in relation to the nature of student progress reporting and the educational program, the Ministry conducted another inspection in May 2017 which focused on the school's student progress reporting tools and made specific recommendations to be

implemented for the 2016/17 school year-end student progress reporting. Requirements for further redesign of the school's student progress reporting framework are in place for 2017/18.

The Ministry will continue to require ongoing school improvement and professional development at Kelowna Waldorf School and monitor progress throughout the 2017/18 school year.

- FSA at Grade 4 is similar to provincial averages with some fluctuations likely due to small class sizes.
- FSA at Grade 7 shows lower than provincial average in Numeracy and Reading.
- English 10 and 12 Exam performance for former KWs students has been within +/- 5% of provincial averages and generally at or above provincial average in past 7 years
- School completion rates fluctuate +/- 5% around provincial average and exceed the average in the past three years.

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:53 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Re: EXTERNAL EVALUATION

> From: Evelyn Debusschere[SMTP:evelynn@kelownawaldorf.org]
> To: EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> Received-Date: 2016-12-13
> Received-Time: 9:43 AM (LocalTime)
> Sent-Date: 2016-12-13
> Sent-Time: 9:43 AM (LocalTime)
> Subject: Re: EXTERNAL EVALUATION
> Thank you
>
> On Mon, Dec 12, 2016 at 4:46 PM, EDUC Independent Schools Office
> EDUC:EX HYPERLINK "<mailto:EDUC.independentSchoolsOffice@gov.bc.ca>" EDUC
> independentSchoolsOffice@gov.bc.ca> wrote:
>
>
> Hello EveLynn,
>
>
>
> Thank you for contacting us.
>
>
>
> I spoke with Theo and he agrees an extension to May 30, 2017, is
> appropriate for the learning resource policy.
>
>
>
> Sincerely,
>
>
>
> Michael Korican, BFA
>
> Intake Officer
>
> Independent Schools Branch
>
> International Education, Independent Schools and Partner Relations
> Division
>
> Ministry of Education

>
>
>
> HYPERLINK "[\(778\) 679-5293](tel:%28778%29%20679-5293)"(778) 679-5293
>
>
>
>
> From: Evelyn Debusschere [mailto:HYPERLINK
> "<mailto:evelynn@kelownawaldorf.org>"evelynn@kelownawaldorf.org]
> Sent: Monday, December 12, 2016 9:47 AM
> To: EDUC Independent Schools Office EDUC:EX
> Subject: EXTERNAL EVALUATION
>
>
>
> Dear Theo:
>
>
>
> I have a question regarding point 9 of the policy issues listed in our
> review - Learning Resource Policy.
>
>
>
> This policy is referenced on the BC Ministry of Education Eboard -
> November 25, 2016. FISA has offered to develop a generic template
> policy for Independent Schools to adapt for use in their particular
> context. Thereby, the Ministry has agreed to extend the compliance
> deadline for this policy to May 30, 2017.
>
>
>
> I respectfully request that we too be able to await the template
> policy from FISA and ask that the deadline for compliance for this
> policy be extended to May 30, 2017.
>
>
>
> sincerely,
>
> EveLynn Debusschere
>
> Pedagogical Administrator/Principal
>
> Kelowna Waldorf School
>
>

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:28 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS: (FW: TRIM: FW: Follow up visit requirements - May 2017. - Kelowna Waldorf Response to requirements)

From: EDUC Independent Schools Office EDUC:EX
Sent: Tuesday, May 30, 2017 8:31 AM
To: Vandeweg, Theo EDUC:EX
Cc: Korican, Michael EDUC:EX
Subject: TRIM: FW: Follow up visit requirements - May 2017. - Kelowna Waldorf Response to requirements

Response from Kelowna Waldorf.

From: EveLynn Debusschere [mailto:s.22]
Sent: Monday, May 29, 2017 2:30 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: Re: Follow up visit requirements - May 2017.

Dear Terry: This is to confirm that Kelowna Waldorf School will be incorporating BC Performance Standards Quick Scales as part of the year end reports for each student. As to the second point, I was on a conference call with representatives from the BC Waldorf Schools on May 17, 2017. We agreed that we will create a report format that reflects the BC/Waldorf curricula. We agreed that we would approve this at our sub-regional meeting on November 10, 2017.
with appreciation for your support
EveLynn

On Fri, May 26, 2017 at 4:02 PM, EDUC Independent Schools Office EDUC:EX
<EDUC.independentSchoolsOffice@gov.bc.ca> wrote:

Hello.

Attached is an email from Theo Vandeweg.

Terry Stewart

Policy Analyst

Independent Schools Branch

International Education, Independent Schools and Partner Relations Division

Ministry of Education

Ph: 778-679-2883



Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:41 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Client call)

From: Gajdics, Peter EDUC:EX
Sent: Tuesday, May 2, 2017 2:38 PM
To: Jonker, Brian EDUC:EX
Cc: Vandeweg, Theo EDUC:EX; Henneberry, Leah EDUC:EX
Subject: FW: Client call

For follow up/or at least a phone call to start; please send me a summary of action taken that I can return to the DMO.
Thanks.

Peter Gajdics
Executive Administrative Assistant
Assistant Deputy Minister's Office
International Education | Independent Schools
& Partner Relations
Ministry of Education
T: 604 775-4043
peter.gajdics@gov.bc.ca

*This e-mail message may contain privileged or confidential information. You may not disclose, use, distribute, or copy this message or attachment in any way without permission from the sender.
If you received this e-mail message in error, please delete the e-mail and any attachments.*

From: Sampson, Laura EDUC:EX
Sent: Tuesday, May 2, 2017 12:01 PM
To: Gajdics, Peter EDUC:EX
Subject: Client call

Hi Peter – please see details below from a call I received from a concerned parent.

Caller s.22

Concern s.22 – children attended the Kelowna Waldorf School up until recently when s.22 withdrew s.22
s.22
s.22 claims that the school is not providing proper education for students, and that the children are years behind.
s.22 and other parents have had their children independently assessed by s.22 * and all were
found to be below the level they should be at in school subjects for their age groups. Consequently s.22
children attend public school and see a tutor after school in order to catch up.
Apparently 3 out of the 7 teachers at the school have left, and 41 out of 120 students have left as well as other parents
withdrew their children for similar reasons as the caller.
s.22

s.22 also claimed that not all the teachers have proper teaching degrees, but rather are hired based on their Waldorf Certification.

s.22

would like the Ministry to investigate this school, interview to parents of former students, interview to the independent assessor, and ensure that this school is educating children properly so that they aren't behind in school subjects.

s.22

s.22

*The caller wasn't totally sure of this name for the independent assessor, but thought it was s.22 . I tried googling this name and wasn't able to find a match for an organization that does educational assessments.

Laura Sampson | Senior Executive Assistant
Deputy Minister's Office | Ministry of Education
Ph: 250-387-2026 E: laura.sampson@gov.bc.ca



May 26, 2017

Evelynn Debusschere, principal
Kelowna Waldorf School
429 Collett Rd
Kelowna, BC, V1W 1K6

Via email: ^{s.22}

On May 15, 2017, Paul Fraser (principal) and Theo VandeWeg (Inspector) visited the Kelowna Waldorf School to further review and discuss with each of the teachers the school's implementation of the new curriculum and student assessment and progress reporting.

The Ministry recognizes that the BC Curriculum scope and sequence does not fully align with Waldorf educational philosophy. Consequently, BC Waldorf schools are permitted to arrange curricular objectives within grade groupings: all curricular requirements for grades K-3 must be completed and met by the end of Grade 3 and, similarly, all curricular requirements in grades 4-7 are required to have been fully met by the end of Grade 7. However, using this model, it is important that student assessment and progress reporting clearly communicate how the student progresses through the Waldorf curriculum as it reflects the BC curriculum requirements. Strong classroom assessment practices support student achievement by informing students, parents and teachers on where students are at with their learning and for establishing new learning goals.

Discussions with the teachers at Kelowna Waldorf School were open and frank and revealed that, while the school has adjusted its Waldorf curriculum to reflect the curricular transformation, the school needs to update its progress reporting framework to ensure that student assessment of learning is reported clearly and effectively in relation to the BC curriculum.

The Ministry has developed Performance Standards to assist teachers with the assessment of learning. The B.C. Performance Standards are intended as a resource to support ongoing instruction and assessment. (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/bc-performance-standards>)

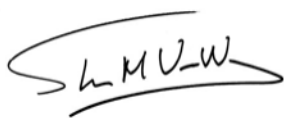
These B.C. Performance Standards and associated Quick Scales are intended as a resource to support ongoing instruction and assessment. Teachers can use these standards to:

- monitor, evaluate, and report on individual student performance
- identify students who may benefit from intervention
- develop a profile of a class or group of students to support instructional decision-making
- prompt discussions with parents, students, and other teachers about student performance
- inform professional development activities
- collaboratively set goals for individuals, classes, or schools
- develop evidence for school growth plans
- provide models for designing performance tasks

To strengthen the school's student assessment and progress reporting, the Ministry requires Kelowna Waldorf School to implement the following adjustments:

1. For the remainder of the current 2016-17 school year, the final student progress report is required to clearly address both quantitative and qualitative progress by incorporating the B.C. Performance Standards Quick Scales as part of the reporting out documentation for each student. Please confirm by May 31, 2017 that the school will implement this requirement for its year-end reporting
2. In anticipation of the 2017-18 school year, Kelowna Waldorf School is required to develop a progress reporting framework that incorporates the B.C. Performance Standards. The school may wish to consider developing this document in collaboration with the other BC Waldorf schools. Please confirm by May 31, 2017 that the school will commence development of an updated assessment and reporting framework, to be ready for implementation by October 1, 2017.

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

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:27 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Follow up visit requirements - May 2017.)
Attachments: KWS follow up visit requirements (May 2017).pdf

From: Stewart, Terry J EDUC:EX
Sent: Monday, May 29, 2017 10:50 AM
To: Vandeweg, Theo EDUC:EX
Subject: FW: Follow up visit requirements - May 2017.

Hi Theo.

Here is the outgoing letter.

Terry

From: Stewart, Terry J EDUC:EX On Behalf Of EDUC Independent Schools Office EDUC:EX
Sent: Friday, May 26, 2017 4:03 PM
To: s.22
Subject: Follow up visit requirements - May 2017.

Hello.

Attached is an email from Theo Vandeweg.

Terry Stewart
Policy Analyst
Independent Schools Branch
International Education, Independent Schools and Partner Relations Division
Ministry of Education
Ph: 778-679-2883



Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:33 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: follow-up items from first week of school)

From: Evelyn Debusschere [<mailto:evelynn@kelownawaldorf.org>]
Sent: Tuesday, September 12, 2017 6:55 PM
To: Vandeweg, Theo EDUC:EX
Subject: Re: follow-up items from first week of school

Theo - this lingering CRC application was completed and submitted today - thank you for the reminder

with appreciation
EveLynn

EveLynn Debusschere
Pedagogical Administrator/Principal
Kelowna Waldorf School

For the purpose of supporting clear communication practices, KWS uses email solely for the purpose of relaying general information pertaining to school and class business and for making meeting arrangements. For student specific information or discussion, please call the school at 250-764-4130. Thank you!

On Tue, Sep 12, 2017 at 2:53 PM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:

Hi Evelyn,

It's critical that the CRC application is submitted before the person is employed working with children at the school.

Please confirm this is done before the KG teacher mentor is again in the school/classroom.

Thanks.

Theo

From: Evelyn Debusschere [mailto:evelynn@kelownawaldorf.org]
Sent: Tuesday, September 12, 2017 2:08 PM
To: Vandeweg, Theo EDUC:EX
Subject: Re: follow-up items from first week of school

Theo

Kindergarten has 12 students - taught by s.22

Grade 1 - 7 students - taught by s.22

Grade 2 - 10 students - taught by s.22

Grade 3 - 10 students - taught by s.22

Grade 4 - 9 students - taught by s.22

Grade 5 - 7 students - taught by s.22

Handwork - Grades 1 - 5 - taught by s.22

German - Grades 1 - 5 - taught by s.22

French - Grades 1 - 5 - taught by s.22

We have just today hired a part time s.22
has is valid

is confirming if the CRC clearance she

s.22 has a current CRC clearance

I need to have one completed for our Kindergarten teacher mentor who is spending some mornings in the classroom with the teacher. This application has not yet been submitted.

EveLynn

EveLynn Debusschere

Pedagogical Administrator/Principal

Kelowna Waldorf School

For the purpose of supporting clear communication practices, KWS uses email solely for the purpose of relaying general information pertaining to school and class business and for making meeting arrangements. For student specific information or discussion, please call the school at 250-764-4130. Thank you!

On Mon, Sep 11, 2017 at 9:39 AM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:

Hello Evellyn,

Further to our phone conversations last week, please let me know whether you have considered follow-up on my suggestion to explore with Art Therrien, Superintendent of Catholic Schools in your region, the possibility of his providing additional supports and mentoring to you and the school.

Also, please provide me with a quick summary of grades (and student numbers per grade), classroom teachers, subject specialists, and their BC TRB certification.

I'd also appreciate confirmation that all non-teaching employees have up-to-date CRC clearances (or submitted applications at the Ministry of Justice).

Thanks,

Theo

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:29 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: further to our conversation today)
Attachments: Grade 1 – Quick Scale (1).docx; Grade 2 - Quick Scales (1).docx; Grade 3 - Quick Scales (1).docx; Grade 4 - Quick Scale (1).docx; Grade 5 - Quick Scales (1).docx; Grade 6 - Quick Scales (1).docx; Grade 7 - Quick Scales (1).docx; Kindergarten Report (1).docx

From: Evelynnn Debusschere [<mailto:evelynn@kelownawaldorf.org>]
Sent: Wednesday, September 6, 2017 4:53 PM
To: Vandeweg, Theo EDUC:EX
Subject: further to our conversation today

Good afternoon Theo - I apologize for the delay in getting this to you, but was asked for a conversation that took longer than I thought it would.

As requested last May during your last visit to KWS, we incorporated the BC Quick Scales standards into our year end reports for Grades 1 - 7 (We did not have 8th Grade last year). I have attached the templates for these reports.

I have also included our year end written report for Kindergarten. When the teachers made their selections for each category, they gave a brief explanation (observation) as to why that choice was made - no more check marks only.

The Waldorf schools in BC have been engaged in conference calls to discuss the possibility of creating a report card template to be used by all the BC Waldorf Schools. We also met in June to discuss this further. Myself and Donna Switzer of the Nelson Waldorf School agreed to create the initial version. I worked on this and have sent it to Donna but have not yet received any feedback. We will meet again as a group in November to discuss this further.

Regardless of the decision made by the group, the teachers of KWS have agreed to use the new report templates for our November reports. These templates are based on the Waldorf/BC Curriculum document that was created by the teachers of the BC Waldorf Schools for the 2016-17 school year. I will send these templates under a different email as they are on a different computer at this time. I am also currently working on a template for teachers to complete and parents to sign that reflect the topics discusses in parent-teacher conferences - but this is still in an initial phase and not yet ready to send out.

Hopefully this information will be helpful to you.

warmly,

EveLynn Debusschere
Pedagogical Administrator/Principal
Kelowna Waldorf School

For the purpose of supporting clear communication practices, KWS uses email solely for the purpose of relaying general information pertaining to school and class business and for making meeting arrangements. For student specific information or discussion, please call the school at 250-764-4130. Thank you!

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: One

Teacher:

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - phonics - predict and confirm meaning - letter and word recognition - print conventions				
Comprehension - predict - retell - locate details - make inferences				
Response - personal connections - opinions				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- recognize upper and lower case letters				
- know single consonant and vowel phonemes				
- initial reading from own writing				
- initial sight word recognition				
- recognize beginning, middle, end of story				

Writing From Experience and Writing Stories – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas and information - details				
Style - clarity and variety of language - description				
Form - follows models or examples - beginning, middle, end - sequence				
Conventions - capitals and small letters				

<ul style="list-style-type: none"> - spelling - use of phonics - punctuation - spacing - legibility 				
--	--	--	--	--

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct posture when writing at desk				
- correct pencil grip				
- form letters with archetypal gestures				
- copy words accurately				

Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Dispositions and Applications <ul style="list-style-type: none"> - making sense of mathematical situations - appreciating how mathematics can be used - estimates, predicts 				
Strategies and Approaches <ul style="list-style-type: none"> - using what is known - showing flexibility and perseverance - following modeled procedures if asked - problem-solving 				
Accuracy <ul style="list-style-type: none"> - ordering and classifying - recognizing and using numbers - counting - addition and subtraction 				
Representation and Communication <ul style="list-style-type: none"> - writing numbers - representing visually - using mathematical terms - demonstrating and explaining 				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- skip counting				
- recognizing odd and even numbers				
- multiplication and division				
- subitizing (recognizing small quantities without having to count)				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				
Valuing Diversity and Defending Human Rights				
Exercising Democratic Rights and Responsibilities				

Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - food choices - relationship between eating and physical activity				
Active Living - identifies opportunities to be active - participates in physical activity 30 min/day - sets goals to develop new physical activity skills - identifies body changes while involved in physical activity				
Healthy Relationships - identifies forms of bullying behaviour - describes effects of bullying for those involved - demonstrates skills for building/maintaining positive relationships				

- uses strategies for dealing with conflict				
Healthy Practices - understands safety rules and expectations of classroom/school - understands road safety practices - participates in health habits that prevent the spread of diseases - demonstrates ways of refusing/avoiding harmful/unknown situations - understands benefits of positive health habits				

Morning Circle (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Form Drawing

Drawing

Painting

Home Surroundings

COMMENTS:

SUBJECT: French

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- simple conversations and dialogue				
- numbers 1 - 50				
- human body				
- colours				
- animals				
- classroom objects				
- seasons				
- personal information (name, age, home)				

COMMENTS:

SUBJECT: German

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- simple conversations and dialogue				
- numbers 1 - 50				
- human body				
- colours				
- animals				
- classroom objects				
- seasons				
- personal information (name, age, home)				

COMMENTS:

SUBJECT: Eurythmy

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				
- clear stepping of beat and rhythm				
- orientation in space and forms				
- harmonious movements with others				
- listens to and applies teacher's instructions				
- correct and clear coordination				

COMMENTS:

SUBJECT: Handwork

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- consistently produces correct stitches				
- works with care and attention to detail				

COMMENTS:

SUBJECT: Games

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent

_____ Number of days sick

_____ Number of days late

_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: Two

Teacher: s.22

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading Literature and Reading for Information – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - oral reading - comprehension strategies - predictions - word skills - sight vocabulary - locating information				
Comprehension - accuracy/completeness - characters - retell/explain relationships - inferences - main ideas - details - recording information				
Response and Analysis - connections to experiences and other stories/selections - opinions				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- recognize blended consonant and vowel phonemes				
- recognize word families				

Personal Writing, Writing to Communicate Ideas and Information, and Literary Writing – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas and information - use of details				
Style - clarity, variety, and impact of language				
Form - required features - beginning, middle, end - sequence development				

- characters, setting - dialogue - connecting words - visual features				
Conventions - complete sentences - spelling - capitals - punctuation - grammar				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- running handwriting				

Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Concepts and Applications - recognizing mathematics - grade-specific concepts, skills - estimates, predictions				
Strategies and Approaches - procedures - estimates to verify solutions				
Accuracy - recording, calculations				
Representation and Communication - representing numbers - explaining procedures, results				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				
Valuing Diversity and Defending Human Rights				
Exercising Democratic Rights and Responsibilities				

Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - food choices - relationship between eating and physical activity				
Active Living - identifies opportunities to be active - participates in physical activity 30 min/day - sets goals to develop new physical activity skills - identifies body changes while involved in physical activity				
Healthy Relationships - identifies forms of bullying behaviour - describes effects of bullying for those involved - demonstrates skills for building/maintaining positive relationships - uses strategies for dealing with conflict				
Healthy Practices - understands safety rules and expectations of classroom/school - understands road safety practices - participates in health habits that prevent the spread of diseases - demonstrates ways of refusing/avoiding harmful/unknown situations - understands benefits of positive health habits				

Morning Circle (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Form Drawing

Drawing

Painting

Home Surroundings

Comments:

SUBJECT: French

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- simple conversations and dialogue				
- numbers 1 - 100				
- human body				
- colours				
- clothing				
- animals				
- classroom objects				
- the family				
- seasons				
- months and days				
- personal information (name, age, home)				

COMMENTS:**SUBJECT:** German**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- simple conversations and dialogue				
- numbers 1 - 100				
- human body				
- colours				

- clothing				
- animals				
- classroom objects				
- the family				
- seasons				
- months and days				
- personal information (name, age, home)				

COMMENTS:

SUBJECT: Eurythmy

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				
- clear stepping of beat and rhythm				
- orientation in space and forms				
- harmonious movements with others				
- listens to and applies teacher's instructions				
- correct and clear coordination				

COMMENTS:

COMMENTS:

SUBJECT: Handwork

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- consistently produces correct stitches				
- works with care and attention to detail				

COMMENTS:

SUBJECT: Games

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent

_____ Number of days sick

_____ Number of days late

_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

The Kelowna Waldorf School Year-End Report 2016-2017

For:

Grade: Three

Teacher: s.22

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading Literature and Reading for Information – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - adjust for purpose - word skills - comprehension strategies				
Comprehension - accuracy/completeness - characters - events - retell/explain relationships - inferences - main ideas - details - note-making information organization				
Response and Analysis - connections to experiences, other stories, and other information - opinions				

Personal Writing, Writing to Communicate Ideas and Information, and Literary Writing – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas and information - use of details				
Style - clarity, variety, and impact of language				
Form - opening, conclusion - key features - organization and sequence - visual features STORIES - beginning, middle, end - sequence - characters - dialogue - connecting words POEMS - poetic form				

- descriptive language				
Conventions - complete sentences - spelling - capitals - end of sentence punctuation - correct pronouns				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- parts of speech				

Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Concepts and Applications - recognizing mathematics (measurement/money/time) - selecting/applying concepts and skills - estimates, predictions				
Strategies and Approaches - procedures - analyze problems - verify solutions (estimate/inverse operations/mental math)				
Accuracy - calculations - using tools (standard and non-standard measures)				
Representation and Communication - representing numbers - presenting work - demonstrating procedures; explaining results				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				

Valuing Diversity and Defending Human Rights				
Exercising Democratic Rights and Responsibilities				

Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - food choices - relationship between eating and physical activity				
Active Living - identifies opportunities to be active - participates in physical activity 30 min/day - sets goals to develop new physical activity skills - identifies body changes while involved in physical activity				
Healthy Relationships - identifies forms of bullying behaviour - describes effects of bullying for those involved - demonstrates skills for building/maintaining positive relationships - uses strategies for dealing with conflict				
Healthy Practices - understands safety rules and expectations of classroom/school - understands road safety practices - participates in health habits that prevent the spread of diseases - demonstrates ways of refusing/avoiding harmful/unknown situations - understands benefits of positive health habits				

Morning Circle (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Form Drawing

Drawing

Painting

Farming/Gardening

Shelters**COMMENTS:****SUBJECT:** French**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- artistic printed illustrations				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- simple conversations and dialogue				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- animals				
- plants				
- food				
- school				
- home and its parts				
- the farm				
- the garden				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- means of transportation				
- likes and preferences				

COMMENTS:**SUBJECT:** German**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within	Meets Expectations	Fully Meets	Exceeds
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	Expectations	(Minimal level)	Expectations	Expectations
- participates in group activities				
- participates in individual activities				
- artistic printed illustrations				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- simple conversations and dialogue				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- animals				
- plants				
- food				
- school				
- home and its parts				
- the farm				
- the garden				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- means of transportation				
- likes and preferences				

COMMENTS:

SUBJECT: Eurythmy

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				
- clear stepping of beat and rhythm				
- orientation in space and forms				
- harmonious movements with others				
- listens to and applies teacher's instructions				
- correct and clear				

coordination				
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COMMENTS:

COMMENTS:

SUBJECT: Handwork

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- consistently produces correct stitches				
- works with care and attention to detail				

COMMENTS:

SUBJECT: Games

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent

_____ Number of days sick

_____ Number of days late

_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: Four
s.22
Teacher:

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading Literature and Reading for Information – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - comprehension strategies - word skills - predictions - locating detail - text features				
Comprehension - accuracy and completeness - characters - sequence of events - inferences - main ideas - details - note-making				
Response and Analysis - connections to experiences and other stories/information - opinions				

Personal Writing, Writing to Communicate Ideas and Information, and Literary Writing – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas - use of details REPORTS/ARTICLES/LETTERS/INSTRUCTIONS AND PROCEDURES - topic and purpose - achieves purpose - ideas and information - details - sense of audience				
Style - clarity, variety, and impact of language				
Form - titles and headings - key features - beginning/opening - organization/sequence - connecting words - paragraphs - text features				

<ul style="list-style-type: none"> - ending - voice - graphics and features STORIES <ul style="list-style-type: none"> - beginning - development - characters - dialogue - paragraphing transitions - ending POEMS <ul style="list-style-type: none"> - poetic form - descriptive language 				
Conventions <ul style="list-style-type: none"> - complete sentences - spelling - capitals - punctuation - grammar/usage 				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- verb tenses				

Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Concepts and Applications <ul style="list-style-type: none"> - recognizing mathematics - grade-specific concepts, skills - patterns, relationships 				
Strategies and Approaches <ul style="list-style-type: none"> - procedures - estimates to verify solutions 				
Accuracy <ul style="list-style-type: none"> - recording, calculations 				
Representation and Communication <ul style="list-style-type: none"> - presenting work - constructing charts, diagrams, displays - explaining procedures, results 				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				
Valuing Diversity and Defending Human Rights				
Exercising Democratic Rights and Responsibilities				

Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - food choices - relationship between eating and physical activity				
Active Living - identifies opportunities to be active - participates in physical activity 30 min/day - sets goals to develop new physical activity skills - identifies body changes while involved in physical activity				
Healthy Relationships - identifies forms of bullying behaviour - describes effects of bullying for those involved - demonstrates skills for building/maintaining positive relationships - uses strategies for dealing with conflict				
Healthy Practices - understands safety rules and expectations of classroom/school - understands road safety practices - participates in health habits that prevent the spread of diseases - demonstrates ways of refusing/avoiding harmful/unknown situations - understands benefits of				

positive health habits				
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Morning Activities (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Form Drawing

Drawing

Painting

Geography

Zoology

Comments:

SUBJECT: French

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- writing/grammatical rules				
- reading				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- animals				
- plants				
- food				
- school				
- home and its parts				
- the farm				
- the garden				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of				

transportation				
- likes and preferences				
- daily routines				
- provincial geography				
- French geography				

COMMENTS:

SUBJECT: German

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- writing/grammatical rules				
- reading				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- animals				
- plants				
- food				
- school				
- home and its parts				
- the farm				
- the garden				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- provincial geography				
- German geography				

COMMENTS:**SUBJECT:** Eurythmy**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				
- clear stepping of beat and rhythm				
- orientation in space and forms				
- harmonious movements with others				
- listens to and applies teacher's instructions				
- correct and clear coordination				

COMMENTS:**SUBJECT:** Handwork**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- can draw an image on paper and translate it into colour and embroidery stitches				
- consistently produces correct directional stitches				
- works with care and attention to detail				

COMMENTS:**SUBJECT:** Games**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
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- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent

_____ Number of days sick

_____ Number of days late

_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: Five

Teacher:

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading Literature and Reading for Information – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - adjust for purpose - word skills - comprehension strategies - check understanding				
Comprehension - accuracy and completeness - characters - events - retell; explain relationships - inferences - main ideas - details - note-making				
Response and Analysis - connections to experiences and other stories/information - opinions				

Personal Writing, Writing to Communicate Ideas and Information, and Literary Writing – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas and information - use of details				
Style - clarity, variety, and impact of language				
Form - text features - opening - organization/sequence - paragraphs - conclusion STORIES - beginning, middle, end - sequence - characters - setting - dialogue POEMS - poetic form - description				

Conventions - complete sentences - spelling - capitals - punctuation - grammar (use of pronouns; agreement; verb tense)				
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Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Concepts and Applications - recognizing mathematics - concepts, strategies, skills - patterns, relationships				
Strategies and Approaches - analyze problems - procedures - verify solutions (estimation, mental math, inverse operations)				
Accuracy - recording - calculations - graphic displays				
Representation and Communication - presenting work - constructing table, charts, diagrams, displays - demonstrating procedures, explaining results				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				
Valuing Diversity and Defending Human Rights				
Exercising Democratic Rights and Responsibilities				

Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - food choices - relationship between eating and physical activity				
Active Living - identifies opportunities to be active - participates in physical activity 30 min/day - sets goals to develop new physical activity skills - identifies body changes while involved in physical activity				
Healthy Relationships - identifies forms of bullying behaviour - describes effects of bullying for those involved - demonstrates skills for building/maintaining positive relationships - uses strategies for dealing with conflict				
Healthy Practices - understands safety rules and expectations of classroom/school - understands road safety practices - participates in health habits that prevent the spread of diseases - demonstrates ways of refusing/avoiding harmful/unknown situations - understands benefits of positive health habits				

Morning Activities (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Freehand Geometry

Drawing

Painting

Ancient Civilizations

Geography

Botany

Comments:

SUBJECT: French

Teacher:
CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- partner conversations				
- writing/grammatical rules				
- reading and investigation				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- plants				
- food				
- school				
- home and its parts				
- the garden				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- provincial geography				
- French geography				

COMMENTS:

SUBJECT: German
Teacher:
CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- partner conversations				
- writing/grammatical rules				
- reading and investigation				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- plants				
- food				
- school				
- home and its parts				
- the garden				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- provincial geography				
- German geography				

COMMENTS:

SUBJECT: Eurythmy

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				
- clear stepping of beat				

and rhythm				
- orientation in space and forms				
- harmonious movements with others				
- listens to and applies teacher's instructions				
- correct and clear coordination				

COMMENTS:

COMMENTS:

SUBJECT: Handwork

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- consistently produces correct stitches				
- works with care and attention to detail				

COMMENTS:

SUBJECT: Games

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent
_____ Number of days sick
_____ Number of days late
_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: Six

Teacher:

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading Literature and Reading for Information – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - comprehension strategies - word skills - knowledge of genres - locating detail - predicting - text features				
Comprehension - accuracy, completeness - story elements - relationships - inferences - theme - main ideas - details - note-making				
Response and Analysis - connections to experiences and other stories/information - reactions				

Personal Writing, Writing to Communicate Ideas and Information, and Literary Writing – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas and information - use of details				
Style - clarity, variety, and impact of language				
Form - text features - opening - organization/sequence - conclusion - connecting words STORIES - beginning - development - ending - characters - connecting words - dialogue POEMS - poetic form				

- description				
Conventions - spelling - punctuation - complete sentences - grammar				

Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Concepts and Applications - recognizing mathematics - grade-specific concepts, skills - patterns, relationships				
Strategies and Approaches - procedures - estimates to verify solutions				
Accuracy - recording - calculations				
Representation and Communication - presenting work - constructing charts, diagrams, displays - explaining procedures, results				

Waldorf Curriculum

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- business math				
- introduction to algebra				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				
Valuing Diversity and Defending Human Rights				
Exercising Democratic				

Rights and Responsibilities				
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Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - food choices - relationship between eating and physical activity				
Active Living - identifies opportunities to be active - participates in physical activity 30 min/day - sets goals to develop new physical activity skills - identifies body changes while involved in physical activity				
Healthy Relationships - identifies forms of bullying behaviour - describes effects of bullying for those involved - demonstrates skills for building/maintaining positive relationships - uses strategies for dealing with conflict				
Healthy Practices - understands safety rules and expectations of classroom/school - understands road safety practices - participates in health habits that prevent the spread of diseases - demonstrates ways of refusing/avoiding harmful/unknown situations - understands benefits of positive health habits				

Morning Activities (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Geometric Drawing

Drawing

Painting

Roman History/Middle Ages

Geography

Astronomy

Physics

Comments:**SUBJECT:** French**Teacher:****CURRICULUM OVERVIEW:**

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- partner conversations				
- writing/grammatical rules				
- reading and investigation				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- food				
- school				
- home and its parts				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- French geography				
- French speaking countries				

COMMENTS:**SUBJECT:** German**Teacher:**

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- partner conversations				
- writing/grammatical rules				
- reading and investigation				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- food				
- school				
- home and its parts				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- German geography				
- German speaking countries				

COMMENTS:

SUBJECT: Eurhythm

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				

- clear stepping of beat and rhythm				
- orientation in space and forms				
- harmonious movements with others				
- listens to and applies teacher's instructions				
- correct and clear coordination				

COMMENTS:

COMMENTS:

SUBJECT: Handwork

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- consistently produces correct stitches				
- works with care and attention to detail				

COMMENTS:

SUBJECT: Games

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent

_____ Number of days sick

_____ Number of days late

_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: Seven

Teacher:

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

CURRICULUM OVERVIEW:

In Waldorf Schools, what is introduced one year is expected to be mastered and applied the following year.

Reading Literature and Reading for Information – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Strategies - check understanding - word skills - knowledge of genres - figurative language - text features				
Comprehension - story elements - predictions - inferences - details - theme - accuracy and completeness - main ideas - note-making				
Response and Analysis - connections to experiences/prior knowledge, and other stories - reactions				

Personal Writing, Writing to Communicate Ideas and Information, and Literary Writing – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Meaning - ideas and information - use of details				
Style - clarity, variety, and impact of language				
Form - text features - opening - organization/sequence - paragraphs - conclusion STORIES - beginning, middle, end - sequence - setting - characters - dialogue POEMS - poetic form - imagery, figurative				

language				
Conventions - complete sentences - spelling - punctuation - grammar (agreement; verb tense)				

Numeracy – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Concepts and Applications - recognizing mathematics - grade-specific concepts, skills - patterns, relationships				
Strategies and Approaches - analyze problems - procedures - estimate to verify solutions				
Accuracy - recording - calculations - charts, diagrams, graphs				
Representation and Communication - presenting work - constructing table, charts, diagrams, displays - demonstrating procedures, explaining results				

Social Responsibility – Quick Scale

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community				
Solving Problems in a Peaceful Way				
Valuing Diversity and Defending Human Rights				
Exercising Democratic Rights and Responsibilities				

Healthy Living – Quick Scale

Aspect	Emerging	Developing	Acquired	Accomplished
Healthy Eating - understanding of nutrition - plans nutritious meals - understands influences on eating habits - understands relationship between eating and physical activity				
Active Living - participates in physical activity 30 min/day - monitors personal efforts - identifies and participates in physical activity opportunities				
Healthy Relationships - understands healthy and unhealthy relationships - has respect for others in the community - identifies bullying and discrimination - recognizes relationships that contribute to positive engagement with school				
Healthy Practices - understands healthy practices including management of feelings, setting goals for a healthy lifestyle, and personal safety				

Morning Activities (recitation, imitation, movement, singing, flute playing)

Main Lesson Books

Perspective Drawing

Drawing

Painting

Renaissance/Reformation/Age of Discovery

Geography

Physiology

Physics

Chemistry

Comments:

SUBJECT: French

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- partner conversations				
- writing/grammatical rules				
- reading and investigation				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- food				
- school				
- home and its parts				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- French geography				
- history of France				
- French speaking countries				

COMMENTS:

SUBJECT: German

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- participates in group				

activities				
- participates in individual activities				
- illustrates and writes with care in books				
- responds to classroom instructions				
- can use in context courtesy phrases, greetings, good-bye				
- conversations and dialogue				
- partner conversations				
- writing/grammatical rules				
- reading and investigation				
- numbers 1 – 1,000				
- human body				
- colours				
- clothing				
- food				
- school				
- home and its parts				
- the family				
- occupations and professions				
- the seasons				
- months, days, date				
- clock, time				
- personal information (name, age, home)				
- friends				
- means of transportation				
- likes and preferences				
- daily routines				
- German geography				
- history of Germany				
- German speaking countries				

COMMENTS:

SUBJECT: Eurythmy

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- correct and adequately held gestures				
- clear stepping of beat and rhythm				
- orientation in space and forms				
- harmonious				

movements with others				
- listens to and applies teacher's instructions				
- correct and clear coordination				

COMMENTS:

COMMENTS:

SUBJECT: Handwork

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- stays focused on task				
- follows teacher's instructions				
- organizes materials and tools				
- consistently produces correct stitches				
- works with care and attention to detail				

COMMENTS:

SUBJECT: Games

Teacher:

CURRICULUM OVERVIEW:

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
- follows teacher's instructions				
- follows rules of the games				
- orientation in space				
- harmonious playing with others				
- physical coordination				
- physical endurance				

COMMENTS:

ATTENDANCE: 170 school days

_____ Number of days absent
_____ Number of days sick
_____ Number of days late
_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

**The Kelowna Waldorf School
Year-End Report
2016-2017**

For:

Grade: Kindergarten

Teacher:

Report dated: June 23, 2017



Kelowna Waldorf School

*"Receive the children in reverence
Educate them with love
Send them forth in freedom"
Rudolf Steiner*

The Kindergarten Years:

Young children, in the first seven years of life, learn through imitation and example. What children take in through the senses comes out in the play, and by imitating what is seen around them, children learn about the world and their place in it.

In support of this process our Waldorf Kindergarten programme creates an environment where the senses are nourished, and ample time and space is allotted for creative play.

The development of the will through the rhythm and routine of the kindergarten day and the opportunity for healthy movement help prepare the children for future learning in the grades.

There is also a strong social aspect to the kindergarten programme as the children find the necessary support for their growing social skills. As the children move along their individual developmental paths, we see how skills, such as communication, empathy, and sharing, begin to emerge.

BUILDING HEALTHY RELATIONSHIPS	Emerging Skill	Meets Expectations	Unable to Assess*
Child demonstrates:			
A desire for relationship with the teacher and with peers			
An awareness of personal space			
An awareness of space of others			
Willingness to share toys and materials			
The ability to share teacher's attention			
Taking turns willingly			
Playing well with one or two other classmates			
Engaging with many other classmates in play			
Including others in play when prompted			
A willingness to work through a situation of conflict with peers			
A willingness to allow the teacher's assistance in situations that go beyond the student's capabilities			
Taking part in caring for self, classmates, and classroom			

OFFERING RESPECT	Emerging	Meets	Unable to
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	Skill	Expectations	Assess*
Child demonstrates:			
Respect for classmates by being tolerant and kind			
Respect for teachers by following directions			
Respect for work of others			
Respect for nature and living things by being gentle and caring; recognizing a shared world of beauty			
Respect for classroom supplies and material			

COMMUNICATION	Emerging Skill	Meets Expectations	Unable to Assess*
Child demonstrates:			
A use of respectful language including politeness and courtesies with adults			
A use of respectful language including politeness and courtesies with peers			
Communication of own needs with clarity			
The ability to speak clearly and audibly			
Using language to interact co-operatively and solve problems			
Using language to explain, inquire, and compare			
Response to request to use 'inside voice'			
The ability to recite verses, rhymes, and songs in the group			
A developing awareness of language sounds and structures			

LISTENING	Emerging Skill	Meets Expectations	Unable to Assess*
Child demonstrates:			
An ability to listen to and follow teacher direction			
An interest in the communication of peers			
The ability to listen for a sustained period of time			
An ability to integrate and work with the ideas of peers during work and play			

INTEREST IN LEARNING	Emerging Skill	Meets Expectations	Unable to Assess*
Child demonstrates:			
A curiosity and a sense of wonder about the world			
Observing familiar and unfamiliar objects			
Asks simple questions about familiar objects and events			
Use of reasoning and logic to explore and make connections			
Use of multiple strategies to engage in problem solving			
Planning and conducting			

PARTICIPATION IN THE PROGRAMME	Emerging Skill	Meets Expectations	Unable to Assess*
Child participates in:			
Imitation and imaginative play			
Nature walks			
Morning circle			
Puppet plays			
Acting stories			
Snack-time expectations			
Eurythmy			
Crafts: Willingness Focus Endurance			
Enthusiasm for the Kindergarten day			

*Unable to assess due to:

- A) Unwilling or too shy to try
- B) Lack of attendance

Comments:

ATTENDANCE: 170 school days

_____ Number of days absent

_____ Number of days sick

_____ Number of days late

_____ Number of Extended Absences

EveLynn Debusschere
Pedagogical Administrator/Principal

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:15 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Kelowna Waldorf phone call)

From: Henneberry, Leah EDUC:EX
Sent: Thursday, August 31, 2017 3:15 PM
To: Stewart, Terry J EDUC:EX
Cc: Vandeweg, Theo EDUC:EX; Jonker, Brian EDUC:EX
Subject: FW: Kelowna Waldorf phone call

Just received this call via DMO for returning.

-Leah

From: Piper, Darren EDUC:EX
Sent: Thursday, August 31, 2017 3:12 PM
To: Henneberry, Leah EDUC:EX
Subject: FW: MO phone call

Hi Leah

Please see below, is this for ISIE?

Thanks!
Darren

From: Bertrand, Julie EDUC:EX
Sent: Thursday, August 31, 2017 2:52 PM
To: Piper, Darren EDUC:EX
Cc: Sampson, Laura EDUC:EX
Subject: FW: MO phone call

Hi Darren,

Please see the below phone call from the MO. Once this caller has been contacted please let me know so I can update the MO.

Thank you—

Julie Bertrand | Documents Coordinator
Deputy Minister's Office | Ministry of Education
Phone: (250) 356-1234
Email: Julie.Bertrand@gov.bc.ca

From: Hahn, Andra EDUC:EX
Sent: Thursday, August 31, 2017 2:26 PM

To: Sampson, Laura EDUC:EX
Cc: Bertrand, Julie EDUC:EX
Subject: MO phone call

Hi Laura

Please see below regarding a phone call to the office. Please keep me in the loop when staff talk to him.

Thank you,

Andra

s.22

Caller Name:	
Contact Info: (phone or email)	
Reason for Call:	<ul style="list-style-type: none">• Concerned parent of children who are attending Kelowna Waldorf – Independent School• Requesting an honest assessment of the school, suggesting that it be done by a third party as the review that was done does not reflect what is actually happening in the school• Concerned that there is a discrepancy in actual levels of education• Claims that 70% of the students have left the school <p>s.22</p> <p>•</p>
Misc Details:	<p>s.22 spoken with the ministry in the past, someone by the name of Theo</p>

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:26 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Kelowna Waldorf School Math, English, Science Curriculum)
Attachments: English Language Arts.pdf; Mathematics.pdf; Science.pdf

From: office@kelownawaldorf.org [<mailto:office@kelownawaldorf.org>]
Sent: Monday, May 15, 2017 9:37 AM
To: Vandeweg, Theo EDUC:EX
Subject: Kelowna Waldorf School Math, English, Science Curriculum

Hi Theo,

Evelynn asked me to forward these 3 documents.

Warmly,
Maria

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Maria Halvorson
Secretary/Receptionist
Kelowna Waldorf School
250.764.4130



KINDERGARTEN – ENGLISH LANGUAGE ARTS

STORY

	Grade	Taught When
Structure of story – beginning, middle, end (or first, then, last)	KG2 KG1 1 K,1,2,3,4,5,6,7	Weeks 1 and 2 Nov and regularly Daily Daily Eurythmy every lesson
Literary elements and devices – examples include sound concepts (ie rhyme, rhythm, musical, and poetical qualities of language) and humorous and creative texts (ie tongue twisters, nursery rhymes, fables, traditional stories)	KG2 KG1 1 K,1,2,3,4,5,6,7	Daily Daily Daily Eurythmy every lesson

STRATEGIES AND PROCESSES

	Grade	Taught When
Reading strategies – making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (ie street signs, food packaging)	KG1/2 1	Daily Daily
Oral language strategies – adjusting volume, pace, tone, and articulation; focusing on the speaker, taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion	KG1/2 1 K,1,2,3,4,5,6,7	Weekly Daily Eurythmy every lesson

Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	KG1/2 1	Regularly with focus weeks 2 and 3 April Ongoing
Writing processes		

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
<p>Concepts of print – the conventional features of written English, such as</p> <ul style="list-style-type: none"> the symbolic nature of writing the correspondence of spoken words to printed words (one-to-one meaning) the association of letters and sounds the distinctive features of letters and words the correspondence between upper and lowercase letters left-to-right directionality the use of space to mark word boundaries the use of specific signs and symbols for punctuation (ie period, exclamation point, question mark) front and back of a book 	1	Ongoing since Sept 19
Letter knowledge – recognizing and naming most letters of the alphabet, recognizing most letter-sound matches, recognizing some familiar words	1	Ongoing since Sept 19

Phonemic and phonological – <i>Phonological</i> refers to the sounds of words (as opposed to their meaning) Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (c / a / t) and to blend phonemes into words indicates a developing phonemic awareness Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words	1 K,1,2,3,4,5,6,7	Ongoing since Sept 7 Eurythmy every lesson
Letter formation – the use of scribble writing or letter strings to communicate meaning; distinguishes drawing from writing	KG1/2 1	Regularly Ongoing since Sept 7
The relationship between reading, writing, and oral language	KG1/2 1	Regularly Ongoing since Sept 7

GRADE 1 – ENGLISH LANGUAGE ARTS STORY/TEXT

	Grade	Taught When
Elements of story – setting, character, events (few details)	KG1/2 1 K,1,2,3,4,5,6,7 French 1,2,3	Regularly On going Eurythmy every lesson Third week of september and ongoing
Literary elements and devices – poetic language, figurative language, sound play, images, colour, symbols	1 K,1,2,3,4,5,6,7 French 1,2,3	Ongoing Eurythmy every lesson Second week of september and ongoing

Vocabulary to talk about texts – book, page, chapter, author, title, illustrator, pictures, web page, website, and search box	1 French 1,2,3,5,6,7	Selected, not technology related ongoing Ongoing
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STRATEGIES AND PROCESSES

	Grade	Taught When
Reading strategies – using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and ‘sight’ words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems; meaning, structure, and visual	1 French 1,2,3	Ongoing since Sept 26 2nd week of april and ongoing
Oral language strategies – adjusting volume, pace, tone, and articulation; focusing on the speaker, taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion	K 1 1,2,3,4,5,6,7 French 1,2,3,5,6,7	Regularly On going, daily Handwork every lesson First week of october and ongoing
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	1	Since Sept 7
Writing processes – may include revising, editing, considering audience		

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When

<p>Concepts of print – the conventional features of written English, such as</p> <ul style="list-style-type: none"> the symbolic nature of writing the correspondence of spoken words to printed words (one-to-one meaning) the association of letters and sounds the distinctive features of letters and words the correspondence between upper and lowercase letters left-to-right directionality the use of space to mark word boundaries the use of specific signs and symbols for punctuation (ie period, exclamation point, question mark) front and back of a book 	<p>1</p> <p>French 1,2,3,5,6,7</p>	<p>Sept 7-Oct.21 Nov.28 -Dec 21 Feb 14 -April 21 May 15-June 15 Daily ongoing</p> <p>1st week of october and ongoing</p>
<p>Print awareness – understanding the nature and uses of print, including letters and print symbols; children’s print awareness is closely associated with their word awareness (the ability to recognize words as distinct elements of oral and written communication) and is an important precursor to literacy development and early reading achievement; includes awareness of the differences between letters, words, and sentences</p>	<p>1</p>	<p>See dates above Daily ongoing</p>
<p>Phonemic and phonological – <i>Phonological</i> refers to the sounds of words (as opposed to their meaning)</p> <p>Phonemic awareness is a specific aspect of a learner’s phonological awareness: a child’s ability to segment spoken words into phonemes (c / a / t) and to blend phonemes into words indicates a developing phonemic awareness</p> <p>Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as “chunks” in spoken words</p>	<p>1</p> <p>French 1,2,3,5,6,7</p>	<p>Ongoing since Sept. 26 Weeks May 23 - June 15</p> <p>1st week of march and ongoing</p>

Letter formation – legible printing with spacing between letters and words	1 French 1,2,3,5,6,7	Ongoing since Sept. 26 Ongoing since 1st week of october and ongoing
Sentence structure – the structure of simple sentences	1	Ongoing since November 28
Conventions – common practices in punctuation (ie the use of a period or question mark at end of sentence) and in capitalization (ie capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I)	1	Ongoing as required by activity

GRADE 2 – ENGLISH LANGUAGE ARTS

STORY/TEXT

	Grade	Taught When
Elements of story – character, plot, setting, structure (beginning, middle, end) and dialogue	2 K,1,2,3,4,5,6,7 French 1,2,3,5,6,7	Last week of September/ongoing Eurythmy every lesson ongoing
Literary elements and devices – language, poetic language, figurative language, sound play, images, colour, symbols	2 French 1,2,3	Ongoing Second week of september and ongoing
Text features – how text and visuals are displayed (ie colour, arrangement, and formatting features such as bold, underline)	2 French 1,2,3,5,6,7	Ongoing Ongoing during every lesson
Vocabulary associated with texts – book, page, chapter, author, title, illustrator, pictures, web page, website, and search box, headings, table of contents, pictures, and diagrams	2 French 1,2,3,5,6,7	Ongoing Ongoing

STRATEGIES AND PROCESSES

	Grade	Taught When
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Reading strategies – using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and 'sight' words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems; meaning, structure, and visual	1 2 French 1,2,3,5,6,7	Since Nov. 28 ongoing Ongoing 1st week of december and ongoing
Oral language strategies – asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience	1 2 1.2,3,4,5,6,7 French 1,2,3,5,6,7	Since Sept. ongoing ongoing Handwork every lesson During every lesson
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	2	January last week, ongoing
Writing processes – may include revising, editing, considering audience		

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
Features of oral language – including tone, volume, inflection, pace, gestures	2 1,2,3,4,5,6,7 French 1,2,3,5,6,7	Ongoing Eurythmy every lesson During every lesson
Word patterns, word families	1 2 French 1,2,3,5,6,7	Ongoing Since Nov. 28 Ongoing Began in the 3rd week of november and ongoing
Letter formation – legible printing with spacing between words	1 2	Ongoing since Sept. 26 Ongoing

	French 1,2,3,5,6,7	ongoing
Sentence structure – the structure of compound sentences	3	Week of Jan 30 (Creative Writing) weekly & ongoing
Conventions – common practices in punctuation (ie the use of a period or question mark at end of sentence) and in capitalization (ie capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I)	3 2 French 1,2,3,5,6,7	Review when needed, concept attained September 3rd week/ongoing Ongoing

GRADE 3 – ENGLISH LANGUAGE ARTS STORY/TEXT

	Grade	Taught When
Elements of story – character, plot, setting, conflict, and theme	3 K,1,2,3,4,5,6,7	Prior to my arrival and ongoing; concepts are attained by most students Eurythmy every lesson
Functions and genres of stories	3 K,1,2,3,4,5,6,7	April 3 - May 4 (Origin Stories) Eurythmy every lesson
Text features – how text and visuals are displayed (ie headings, diagrams, columns, and sidebars)	3	May 15 - June 12
Literary elements and devices – descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration	3 3,4,5,6,7	Ongoing (experienced daily through speech work, stories and singing) Eurythmy every lesson

STRATEGIES AND PROCESSES

	Grade	Taught When

Reading strategies – using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and 'sight' words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems; meaning, structure, and visual	3 French 2,3,5,6,7	Prior to my arrival and ongoing since my arrival Dec. 19 Ongoing since last week of January
Oral language strategies – focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, and connecting with audience	3 1,2,3,4,5,6,7 French 1,2,4,5,6,7	Week of March 13 Introduced Weekly Class Meetings to practice these skills Handwork every lesson During every lesson
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	3 3,4,5,6,7	Will be introducing June 2017 Eurythmy every lesson
Writing processes – may include revising, editing, considering audience	3	Week of Jan 30 (Creative Writing) weekly & ongoing

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
Features of oral language – including tone, volume, inflection, pace, gestures	3 French 1,2,3,5,6,7	Class Play (April 3 - May 4) During every lesson
Word patterns, word families	3 French 1,2,3,5,6,7	Since my arrival Dec 19 Daily (Morning message, Phoneme games) Weekly Spelling words Began in the 3rd week of november and ongoing

Legible handwriting – legible handwriting with spacing between words	3 French 1,2,3,5,6,7	Skill used Daily, all year long, introduced prior to my arrival and continuing since my arrival Dec 19 Ongoing
Sentence structure – the structure of compound sentences	3 French 2,3,5,6,7	Week of Jan 30 (Creative Writing) weekly & ongoing Ongoing since the 2nd week of october
Conventions – common practices in punctuation of sentences and in apostrophe use in contractions	3	Prior to my arrival, review as needed

GRADE 4 – ENGLISH LANGUAGE ARTS

STORY/TEXT

	Grade	Taught When
Forms (such as narrative, exposition, report), functions (purposes of text), and genres of text (literary or thematic categories such as fantasy, humour, adventure, biography)	4	Sept 26 to Oct 14 and Nov 7 to Dec 2 and Feb 13 to March 10 and May 29 to June 16 and ON GOING as indicated below.
Text features – how text and visuals are displayed	4	Sept 26 to Oct 14 an ongoing
Literary elements – theme, character, setting, plot, conflict, and purpose	4	Sept 26 to Oct 14 and ongoing
Literary devices – sensory detail (ie imagery) and figurative language (ie metaphor or simile)	4,5,6,7	Eurythmy every lesson
Evidence		

STRATEGIES AND PROCESSES

	Grade	Taught When

Reading strategies – using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	4	Ongoing
Oral language strategies – focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns	4	Ongoing
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	4	Ongoing
Writing processes – may include revising, editing, considering audience	4	Ongoing

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
Features of oral language – including tone, volume, inflection, pace, gestures	4	April/May Class Plays and ongoing
Paragraph structure – use of topic sentence and supporting details	4	Ongoing
Sentence structure and grammar – parts of speech; past, present, and future tenses; subject-verb agreement	4	Ongoing
Conventions – common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe	4	Ongoing

GRADE 5 – ENGLISH LANGUAGE ARTS

STORY/TEXT

	Grade	Taught When
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Forms (such as narrative, exposition, report), functions (purposes of text), and genres of text (literary or thematic categories such as fantasy, humour, adventure, biography)	5	Mar 1st wk
Text features – how text and visuals are displayed	5	On going
Literary elements – narrative structures and characterization	5	Previous teacher Review
Literary devices – sensory detail (ie imagery) and figurative language (ie metaphor or simile)	5	Ongoing
Perspective/point of view	5	Daily review

STRATEGIES AND PROCESSES

	Grade	Taught When
Reading strategies – using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	5	Ongoing
Oral language strategies – focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns	5 1,2,3,4,5,6,7	Apr. 1st wk Handwork every lesson
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	5	Daily
Writing processes – may include revising, editing, considering audience	5	1st wk

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
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Features of oral language – including tone, volume, inflection, pace, gestures	5	Ongoing
Paragraphing – development of paragraphs that have a topic sentence and supporting details	5	Jan 3rd wk
Sentence structure and grammar – parts of speech; past, present, and future tenses; subject-verb agreement	5	On going
Conventions – common practices in punctuation, (ie uses of the comma, quotation marks for dialogue, uses of the apostrophe in contractions); in capitalization in titles, headings, and subheadings; and in Canadian spelling	5	daily

GRADE 6 – ENGLISH LANGUAGE ARTS

STORY/TEXT

	Grade	Taught When
Forms (such as narrative, exposition, report), functions (purposes of text), and genres of text (literary or thematic categories such as fantasy, humour, adventure, biography)	6	Previous teacher review
Text features – how text and visuals are displayed	6	Weekly review
Literary elements – narrative structures, characterization, and setting	6	On going
Literary devices – sensory detail (ie imagery, sound devices) and figurative language (ie metaphor or simile)	6	daily
Techniques of persuasion – the use of emotional and logical appeals to persuade	6	daily

STRATEGIES AND PROCESSES

	Grade	Taught When
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Reading strategies – using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	6	Jan. 2nd wk
Oral language strategies – focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns	6 1,2,3,4,5,6,7	Ongoing Handwork every lesson
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	6	Daily review 6 core competencies
Writing processes – may include revising, editing, considering audience	6	weekly

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
Features of oral language – including tone, volume, inflection, pace, gestures	6	Ongoing/play practice
Paragraphing – developing paragraphs that are characterized by unity, development, and coherence	6	Mar. 3rd wk
Language varieties – regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (ie texting versus essay writing)	6 5,6,7	Daily Eurythmy every lesson
Sentence structure and grammar – varied sentence structure; pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences and sentence fragments	6	ongoing
Conventions – common practices in all standard punctuation use, in capitalization, and in Canadian spelling	6	daily

Presentations techniques – any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization	6	Mar. 4th wk
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GRADE 7 – ENGLISH LANGUAGE ARTS

STORY/TEXT

	Grade	Taught When
Forms (such as narrative, exposition, report), functions (purposes of text), and genres of text (literary or thematic categories such as fantasy, humour, adventure, biography)	7	Mar.2nd wk
Text features – how text and visuals are displayed	7	daily
Literary elements – narrative structures, characterization, and setting	7	daily
Literary devices – sensory detail (ie imagery, sound devices) and figurative language (ie metaphor or simile)	7	Weekly review
Argument	7	On going

STRATEGIES AND PROCESSES

	Grade	Taught When
Reading strategies – using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	7	Ongoing
Oral language strategies – focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns	7 1,2,3,4,5,6,7	Daily Handwork every lesson

Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	7	Daily review 6 core competencies
Writing processes – may include revising, editing, considering audience	7	Mar.3 wk

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When
Features of oral language – including tone, volume, inflection, pace, gestures	7	daily/class play practice
Paragraphing – developing paragraphs that are characterized by unity, development, and coherence	7	Mar. 2nd wk
Language varieties – regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (ie texting versus essay writing)	7	daily
Syntax and sentence fluency – use of a mix of simple, compound, and complex sentences; correct pronoun use, subject-verb agreement, use of transitional words; and awareness of run-on sentences and sentence fragments	7	Weekly
Conventions – common practices in all standard punctuation use, in capitalization, and in Canadian spelling	7	Weekly
Presentations techniques – any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization	7	Mar.2nd week

GRADE 8 – ENGLISH LANGUAGE ARTS

STORY/TEXT

	Grade	Taught When
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Forms (such as narrative, exposition, report), functions (purposes of text), and genres of text (literary or thematic categories such as fantasy, humour, adventure, biography)		
Text features – how text and visuals are displayed		
Literary elements – characterization, character types, story structures (ie linear, cyclical, iterative), and setting		
Literary devices – sensory detail (ie imagery, sound devices) and figurative language (ie metaphor, simile, hyperbole)		
Relevance, accuracy, reliability		

STRATEGIES AND PROCESSES

	Grade	Taught When
Reading strategies – using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences		
Oral language strategies – focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns		
Metacognitive strategies – talking and thinking about learning (ie through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer		
Writing processes – may include revising, editing, considering audience		

LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS

	Grade	Taught When

Features of oral language – including tone, volume, inflection, pace, gestures		
Multi-paragraphing – developing multi-paragraph compositions that are characterized by unity, development, and coherence		
Language usage and context – refers to the impact of context on choice of language usage (ie when texting, using informal short-term language; when writing an essay, using more formal standard Canadian English)		
Elements of style – diction, figurative language, tone, inclusive language, degree of formality		
Syntax and sentence fluency – use of a mix of simple, compound, and complex sentences; correct pronoun use, subject-verb agreement, use of transitional words; and awareness of run-on sentences and sentence fragments		
Conventions – common practices in all standard punctuation use, in capitalization, in quoting and in Canadian spelling		
Presentations techniques – any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization		

KINDERGARTEN – MATHEMATICS

NUMBER CONCEPTS TO 10

	Grade	Taught When
Counting one-to-one correspondence conservation cardinality stable order counting sequencing 1 – 10 linking sets to numerals subitizing	KG1/2 1 3	Daily Ongoing Review occurs when needed; these concept known
Using counting collections made of local material	KG1/2 1	Regularly Ongoing
Counting to 10 in more than one language, including local First People's language or languages	1 KG1/2	Spanish and Japanese on several occasions June 12-22 First Nations Ongoing- To be taught June

WAYS TO MAKE 5

	Grade	Taught When
Perceptual subitizing (ie I see 5)	KG1/2 1 3	Regularly Ongoing Oct 24 Ongoing
Conceptual subitizing (ie I see 4 and 1)	KG1/2 1 3	Weeks 1 and 2 Apr Ongoing Oct 24 Ongoing
Comparing quantities 1 - 10	KG1/2 3 1	Weeks 1 and 2 Oct Ongoing October 24 to November 18

Using concrete materials to show ways to make 5	KG1/2 1	Weeks 3 and 4 Mar Oct 24 ongoing
Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5	KG1/2 1	Regularly Oct 24 & June 12-22

DECOMPOSITION OF NUMBERS TO 10

	Grade	Taught When
Decomposing and recomposing quantities to 10	KG1/2 1	Weeks 3 and 4 Nov and weeks 3 and 4 Apr Oct 31
Numbers can be arranged and recognized	1	Oct 24 ongoing
Benchmarks of 5 and 10	KG1/2 1	Regularly Oct 24 ongoing
Making 10	4 KG1/2 1	Ongoing Weeks 1 and 2 Nov Oct 31 ongoing
Part-part-whole thinking	1	Oct 24 ongoing
Using concrete materials to show ways to make 10	KG1/2 1	Weeks 1 and 2 Nov Oct 31 ongoing
Whole class number talks	1	Oct 24 ongoing

Repeating Patterns with two or three elements

	Grade	Taught When
Sorting and classifying using a single attribute	KG1/2	Weeks 3 and 4 Sept
Identifying patterns in the world	5,6,7 4 KG1/2 1	Ongoing Ongoing Regularly Sept 7 ongoing
Repeating patterns with 2 – 3 elements	5,6,7 4	Ongoing Ongoing

	KG1/2 1	Weeks 1 and 2 Oct and regularly Form Drawing Sept 12
Identifying the core	KG1/2	Weeks 1 and 2 Oct
Representing repeating patterns in various ways	5,6,7 4 KG1/2 1	Ongoing Ongoing Weeks 1 and 2 Oct and regularly Sept 12
Noticing and identifying repeating patterns in First People's local art and textiles	5,6,7 4 1	May 1st week Introduced (December) June 12-22

CHANGE IN QUANTITY TO 10, USING CONCRETE MATERIALS

	Grade	Taught When
Generalizing change by adding 1 or 2	KG1/2 1 3	Weeks 3 and 4 Oct Ongoing Oct 24 Daily Practice
Modeling and describing number relationships through change (ie begin with 4 cubes – what do you need to do to change it to 6)	5,6,7 KG2 1 3	Regularly Ongoing Oct 24 Daily Practice

EQUALITY AS A BALANCE AND INEQUALITY AS AN IMBALANCE

	Grade	Taught When
Modeling equality as balanced and inequality as imbalanced using concrete and visual models (ie using a pan balance with cubes on each side to show equal and not equal)	1 KG2	Ongoing To be taught June
Fish drying and sharing	4	September

DIRECT COMPARATIVE MEASUREMENT (e.g., linear, mass, capacity)

	Grade	Taught When
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Understanding the importance of using a baseline for direct comparison in linear measurement	5,6,7 4 3 KG1/2	Ongoing Ongoing February Weeks 3 and 4 Sept/2 and 3 Nov/1 May
Linear height, width, length (ie longer than, shorter than, taller than, wider than)	5,6,7 4 KG1/2 3	Ongoing Ongoing Regularly and focus in weeks 2 and 3 Nov and 1 May Week of Feb 13
Mass (ie heavier than, lighter than, same as)	5,6,7 4 KG1/2	Ongoing Ongoing Weeks 3 and 4 Sept Ongoing
Capacity (ie holds more, holds less)	5,6,7 4 KG2	Ongoing Ongoing To be taught June

SINGLE ATTRIBUTES OF 2D SHAPES AND 3D OBJECTS

	Grade	Taught When
Sorting 2D shapes and 3D objects using a single attribute	5,6,7 4 KG1/2	Ongoing Ongoing Regularly
Building and describing 3D objects (ie shaped like a can)	5,6,7 4 KG1/2	Ongoing Ongoing Regularly
Exploring, creating, and describing 2D shapes	5,6,7 4 KG1/2	Ongoing Ongoing Regularly
Using positional language such as beside, on top of, under, and in front of	KG1/2 1	Regularly with specific focus in Jan ongoing

CONCRETE OR PICTORIAL GRAPHS AS A VISUAL TOOL

	Grade	Taught When

Creating concrete and pictorial graphs to model the purpose of graphs and provide opportunities for mathematical discussions (ie survey the students about how they got to school, then represent the data in a graph and discuss together as a class	5,6,7 4 1 KG2	Ongoing Ongoing Jan 9 To be taught weeks 3 and 4 May
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LIKELIHOOD OF FAMILIAR LIFE EVENTS

	Grade	Taught When
Using the language of probability, such as unlikely or likely (ie Could it snow tomorrow?)	KG1/2 1	Regularly Ongoing & Jan 9 with dice

FINANCIAL LITERACY

	Grade	Taught When
Noticing attributes of Canadian coins (colour, size, pictures)	3/4 1	Ongoing Feb 28
Identifying the names of coins	3/4 1	Ongoing Feb 28
Role-playing financial transactions, such as in a restaurant, bakery, or store, using whole numbers of combine purchases (ie a muffin is .00 and a juice is .00) and integrating the concept of wants and needs	3 KG2	Prior to my arrival - "Class Store" learning center To be taught weeks 3 and 4 May
Token value (ie wampum bead/trade beads for furs)	4 KG2	Introduced Regularly

GRADE 1 – MATHEMATICS NUMBER CONCEPTS TO 20

	Grade	Taught When
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Counting counting on and counting back skip-counting by 2 and 5 sequencing numbers to 20 comparing and ordering numbers to 20 numbers to 20 can be arranged and recognized subitizing base 10 10 and some more	3/4 1,2,3,4,5,6,7 1	Ongoing Since Sept.'16 every Handwork lesson (counting stitches, rows, casting on/ off, adding/ subtracting stitches). Ongoing since Oct. 24
Books published by Native Northwest <i>Learn to Count</i> by various artists		
<i>Tlingit Math Book</i>		

WAYS TO MAKE 10

	Grade	Taught When
Decomposing 10 into parts	1	Ongoing since Jan.16
Numbers to 10 can be arranged and recognized	1	Ongoing since Jan.16
Benchmarks of 10 and 20	4 1	Ongoing Ongoing since Jan.16
Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5	4 1,2	Ongoing Handwork - Ongoing
Traditional songs/singing and stories	1,2,3 KG2 1	Handwork, stories about numbers/colours, often Regularly Ongoing since September 7/16

ADDITION AND SUBTRACTION TO 20 (understanding of operation and process)

	Grade	Taught When
Decomposing 20 into parts	4 2 3 1	Ongoing Handwork animal pattern ongoing Ongoing Ongoing since Jan 16
Mental math strategies counting on making 10 doubles	5,6,7 4 1,2,3,4,5,6,7 1	Ongoing Ongoing Handwork knitting, crocheting, cross stitching, every lesson Ongoing since Jan 16
Addition and subtraction are related	4 1,2,3,4,5,6,7 1	Ongoing Handwork casting on/off, decreasing, ongoing Ongoing since Jan 9
Whole class number talks	1	Ongoing since Oct 24
Nature scavenger hunt in <i>Kaska Counting Book</i>		

REPEATING PATTERNS WITH MULTIPLE ELEMENTS AND ATTRIBUTES

	Grade	Taught When
Identifying sorting rules	5,6,7 4	Ongoing Ongoing
Repeating patterns with multiple elements/ attributes	5,6,7 4 3,4,5, 1	Ongoing Ongoing Handwork pot holders, socks, ongoing Ongoing since Sept 12
Translating patterns from one representation to another (ie an orange-blue pattern could be translated to a circle-square pattern)	5,6,7 4 3,4, 1	Ongoing Ongoing Handwork pot holders, frisbee, ongoing Ongoing since Sept 12
Letter coding pattern	5,6,7	Ongoing

	4 2,3,	Ongoing Handwork knitting,crocheting every lesson
Predicting an element in repeating patterns using a variety of strategies	5,6,7 4 1	Ongoing Ongoing Jan 8 ongoing
Patterns using visuals (ten-frames, hundred charts)	1	Jan 8 ongoing
Investigating numerical patterns (ie skip-counting by 2s or 5s on a hundred chart)	5,6,7 4 2,3 1	Ongoing Ongoing Handwork ongoing Jan 8 ongoing
Beading using 3 – 5 colours	4 1	Hand work class Oct 26 & June 12-22

CHANGE IN QUANTITY TO 20 CONCRETELY AND VERBALLY

	Grade	Taught When
Verbally describing a change in quantity (ie I can build 7 and make it 10 by adding 3)	4 1	Ongoing Ongoing since Jan 10

MEANING OF EQUALITY AND INEQUALITY

	Grade	Taught When
Demonstrating and explaining the meaning of equality and inequality	5,6,7 1	Ongoing Jan 10 ongoing
Recording equations symbolically using = and \neq	5,6,7 1	Ongoing Jan 10 ongoing

DIRECT MEASUREMENT WITH NON-STANDARD UNITS (non-uniform and uniform)

	Grade	Taught When
Non-uniform units are not consistent in size (ie children's hands, pencils); uniform units are consistent in size (ie interlocking cubes, standard paper clips)	5,6,7 1	Ongoing Oct 24 onward

Understanding the importance of using a baseline for direct comparison in linear measurement	5,6,7	Ongoing
Using multiple copies of a unit	5,6,7 1	Ongoing ongoing
Iterating a single unit for measuring (ie to measure the length of a string with only one cube, a student iterates the cube over and over, keeping track of how many cubes long the string is)		
Tiling an area	5,6,7	Ongoing
Rope knots at intervals		
Using body parts to measure	1,2,3,4,5,6,7 3 1	Handwork measuring sew thread, every lesson Handwork simple doll, ongoing Sept 12 ongoing
Book: <i>An Anishnaabe Look at Measurement</i> by Rhonda Hopkins and Robin King-Stonefish		
Hand/foot tracing for mitten/moccasin making	3,5 1	Handwork sewn,crochet, knitted slippers, ongoing Drawing 3rd week Nov.

COMPARISON OF 2D SHAPES AND 3D OBJECTS

	Grade	Taught When
Sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule		
Comparing 2D shapes and 3D objects in the environment	5,6,7 1	Ongoing Oct 24 ongoing

Describing relative positions, using positional language (ie up and down, in and out)	5,6,7 1	Ongoing Ongoing since Sept 7
Replicating composite 2D shapes and 3D objects (ie putting two triangles together to make a square)	5,6,7 6 3	Ongoing Handwork soft toy animal, Handwork soft toy bird, ongoing

CONCRETE GRAPHS USING ONE-TO-ONE CORRESPONDENCE

	Grade	Taught When
Creating, describing, and comparing concrete graphs	5,6,7	Jan. 1st week

LIKELIHOOD OF FAMILIAR LIFE EVENTS USING COMPARATIVE LANGUAGE

	Grade	Taught When
Using the language of probability (ie never, sometimes, always, more likely, less likely)	5,6,7 1	Ongoing Jan 9
Cycles (Elder or knowledge keeper to speak about ceremonies and life events)	5,6,7	Feb.2nd week

FINANCIAL LITERACY

	Grade	Taught When
Identifying values of coins (nickels, dimes, quarters, loonies, and toonies)	5,6,7 1	Ongoing Feb 28
Counting multiples of the same denomination (nickels, dimes, loonies, and toonies)	1	Math Games & Monopoly once week since Jan 9
Money is a medium of exchange	5,6,7 1	Ongoing Math Games & Monopoly once week since Jan 9

Role playing financial transactions (ie using coins and whole numbers), integrating the concept of wants and needs	5,6,7 1	Ongoing Math Games & Monopoly Once week since Jan. 9
Trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools)	5,6,7 1	Ongoing See above

GRADE 2 – MATHEMATICS

NUMBER CONCEPTS TO 100

	Grade	Taught When
Counting skip-counting by 2, 5 and 10 - using different starting points - increasing and decreasing (forward and backward)	2 2,3,4,5,6,7 1	Regularly reviewed Handwork ongoing Ongoing since October 24
Quantities to 100 can be arranged and recognized - comparing and ordering numbers to 100 - benchmarks of 25, 50, and 100 - place value understanding of 10s and 1s understanding the relationship between digit places and their value, to 99 (ie the digit 4 in 49 has the value of 40)	5 2 2 1	Feb 2nd week 2nd, 3rd, 4th week of October/ongoing February 2nd week/ongoing Jan 8 ongoing
Even and odd numbers	2 1	November 3rd week/ongoing

		November 22 ongoing
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BENCHMARKS OF 25, 20, AND 100 AND PERSONAL REFERENTS

	Grade	Taught When
Seating arrangements at ceremonies/feasts	5,,6,7 2	Ongoing Ongoing

ADDITION AND SUBTRACTION FACTS TO 20 (introduction of computational strategies)

	Grade	Taught When
Adding and subtracting numbers to 20	5,6,7 2 1	Ongoing Ongoing/regularly reviewed Ongoing since Jan 23
Fluency with math strategies for addition and subtraction (ie making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)	5,6,7 2 1	Ongoing October first week/regularly reviewed/ongoing First week May

ADDITION AND SUBTRACTION TO 100

	Grade	Taught When
Decomposing numbers to 100	5,6,7 2	Ongoing March 3rd week/ongoing
Estimating sums and differences to 100	5,6,7 2	Ongoing November 4th week/ongoing
Using strategies such as looking for multiples of 10, friendly numbers (ie $48 + 37$, $37=35+2$, $50=48+2$, $35+50=85$), decomposing into 10s and 1s and recomposing (ie $48+37$, $40+30=70$, $8+7=15$, $70+15=85$) and compensating (ie $48+37$, $48+2=50$, $37-2+35$, $50+35=85$)	5,6,7 2	Ongoing Ongoing
Adding up to find the difference	5,6,7 2	Ongoing

Using an open number line, hundred chart, ten-frames	5,6,7 2	Ongoing Ongoing
Using addition and subtraction in real-life contexts and problem-based situations	5,6,7 2 1	Ongoing Ongoing Ongoing
Whole-class number talks		

Repeating and increasing Patterns

	Grade	Taught When
Exploring more complex repeating patterns (ie positional patterns, circular patterns)	5,6,7 2	Ongoing Ongoing
Identifying the core of repeating patterns (ie the pattern of the pattern that repeats over and over)	5,6,7 2 2,3,4	Ongoing Ongoing Handwork knitting/crocheting ongoing
Increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)	5,6,7 2	Ongoing Ongoing
Metis finger weaving	3,4,5	Handwork ongoing
First People's head/armband patterning	3, 4,5	Handwork ongoing
Online video and text: <i>Small Number Counts to 100</i>		

CHANGE IN QUANTITY USING PICTORIAL AND SYMBOLIC REPRESENTATION

	Grade	Taught When
Numerically describing a change in quantity (ie for $6 + n = 10$, visualize the change in quantity by using ten-frames, hundred charts, etc.)		

SYMBOLIC REPRESENTATION OF EQUALITY AND INEQUALITY

	Grade	Taught When

Symbolic representation of equality and inequality	5,6,7	ongoing
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DIRECT LINEAR MEASUREMENT

	Grade	Taught When
Centimetres and metres	5, 6,7	Ongoing Handwork sewing aprons, ongoing
Estimating length	5,6,7	Ongoing
Measuring and recording length, height, and width, using standard units	5,6,7 6,7	Ongoing Handwork sewing ongoing

MULTIPLE ATTRIBUTES OF 2D SHAPES AND 3D OBJECTS

	Grade	Taught When
Sorting 2D shapes and 3D objects using two attributes, and explaining the sorting rule		
Describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles	5,6,7 2	Ongoing October first week/on going
Identifying 2D shapes as part of 3D objects	5,6,7	Ongoing
Using traditional northwest coast First Peoples shapes (ovoid's, U, split U, and local art shapes) reflected in the natural environment		

PICTORIAL REPRESENTATIONS OF CONCRETE GRAPHS USING ONE-TO-ONE CORRESPONDENCE

	Grade	Taught When
Collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings	3 4	Prior to my arrival Handwork cross- stitch ongoing

One-to-one correspondence		
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LIKELIHOOD OF FAMILIAR LIFE EVENTS USING COMPARATIVE LANGUAGE

	Grade	Taught When
Using comparative language (ie certain, uncertain, more, less, or equally likely)	5,6,7 2	Ongoing Ongoing
Cycles (Elder or knowledge keeper to speak about ceremonies and life events)	5,6,7 2	Ongoing Ongoing

FINANCIAL LITERACY – coin combinations to 100 cents, and spending and saving

	Grade	Taught When
Counting simple mixed combinations of coins to 100 cents		
Introduction to the concepts of spending and saving, integrating the concepts of wants and needs	5,6,7	Ongoing
Role playing financial transactions (ie using bills and coins)	3	Prior to my arrival - “class store” learning center

GRADE 3 – MATHEMATICS

NUMBER CONCEPTS TO 1000

	Grade	Taught When
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Counting skip-counting by any number from any starting point, increasing and decreasing (ie forward and backward) skip counting is related to multiplication investigating place-value based counting patterns (ie counting by 10s, 100s; bridging over a century; noticing the role of zero as a placeholder; noticing the predictability of our number system)	5,6,7 3 1,2,3,4,5,6,7	Ongoing Prior to my arrival and Ongoing Handwork knitting/crocheting ongoing
Numbers to 1000 can be arranged and recognized comparing and ordering numbers estimating large quantities	5,6,7	Ongoing
Place value 100s, 10s, 1s understanding the relationship between digit places and their values to 1000 (ie the digit 4 in 342 has the value of 40 or 4 tens)	5,6,7 1 3	Ongoing April 24 ongoing Prior to my arrival
Instructional resource: <i>Math in a Cultural Context</i> by Jerry Lipka		

FRACTION CONCEPTS

	Grade	Taught When
Fractions are numbers that represent an amount or quantity	3 5,6,7	Baking weekly Ongoing
Fractions can represent parts of a region, set, or linear model	5,6,7	Ongoing

Fraction parts are equal shares or equal-sized portions of a whole or unit	5,6,7	Ongoing
Provide opportunities to explore and create fractions with concrete materials	5,6,7	Ongoing
Recording pictorial representations of fraction models and connecting to symbolic notation	5,6,7	Ongoing
Equal portioning	5,6,7 1	Ongoing April 24 ongoing
Equal sharing, pole ratios as visual parts, medicine wheel, seasons	5,6,7	Ongoing

ADDITION AND SUBTRACTION TO 1000

	Grade	Taught When
Using flexible computation strategies, involving taking apart (ie decomposing using friendly numbers and compensation) and combining numbers in a variety of ways, regrouping	5,6,7 3	Ongoing Prior to my arrival
Estimating sums and differences of all operations to 1000	5,6,7 3	Ongoing Prior to my arrival
Using addition and subtraction in real-life contexts and problem-based situations	5,6,7 3	Ongoing Daily
Whole-class number talks	5,6,7	Ongoing

ADDITION AND SUBTRACTION FACTS TO 20 (emerging computational fluency)

	Grade	Taught When
Adding and subtracting numbers to 20	5,6,7 3	Ongoing Prior to my arrival, Weekly & Ongoing

Demonstrating fluency with math strategies for addition and subtraction (ie decomposing, making and bridging 10, related doubles, and commutative property)	5,6,7 3	Ongoing Prior to my arrival and Ongoing
Addition and subtraction are related	5,6,7 1 3	Ongoing Concept introduced Jan 12 ongoing Prior to my arrival
At the end of grade 3, most students should be able to recall addition facts to 20	3	Yes they do- manipulatives still needed by several students currently

MULTIPLICATION AND DIVISION CONCEPTS

	Grade	Taught When
Understanding concepts of multiplication (ie groups of, arrays, repeated addition)	5,6,7 1 3	Ongoing Jan 10-20 ongoing Already introduced prior to my arrival & ongoing
Understanding concepts of division (ie sharing, grouping, repeated subtraction)	5,6,7 1 3	Ongoing Introduced Jan/17 Introduced week of Jan 16
Multiplication and division are related	5,6,7 1 3	Ongoing Introduced Jan 10-20 ongoing Introduced week of Jan 30
Provide opportunities for concrete and pictorial representations of multiplication	1 3	Ongoing since Jan 20 Daily (when needed, as most students have attained this concept prior to my arrival and no longer need)
Use games to develop opportunities for authentic practice of multiplication computations	3	Weeks of April 10 April 17; ongoing weekly
Looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	1 3	Feb 6 ongoing Week of April 24
Connect multiplication to skip-counting	1 3	Jan 10 ongoing ongoing

Connect multiplication to division and repeated addition	3	Began Week of Feb 27 and Ongoing
Memorization of facts is not intended for this level	3	They have memorized many of their facts
Fish drying on rack; sharing of food resources in First Peoples communities	3	Week of Jan 23

increasing AND DECREASING Patterns

	Grade	Taught When
Creating patterns using concrete, pictorial, and numerical representations	5,6,7 2,3,4,5,6,	Ongoing Handwork ongoing
Representing increasing and decreasing patterns	5,6,7 1,2,3,4,5,6,	Ongoing Handwork knitting, crocheting every lesson
Generalizing what makes the pattern increase or decrease (ie doubling, adding 2)	5,6,7 1,2,3,4,5,	Ongoing Handwork knitting, crocheting every lesson

Pattern RULES USING WORDS AND NUMBERS, BASED ON CONCRETE EXPERIENCE

	Grade	Taught When
From a concrete pattern, describing the pattern rule using words and numbers	5,6,7	Ongoing
Predictability in song rhythm and patterns	3 5,6,7	Daily Since my arrival Dec 19 Ongoing
Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork		

ONE-STEP ADDITION AND SUBTRACTION EQUATIONS WITH AN UNKNOWN NUMBER

	Grade	Taught When
Start unknown (ie $n + 15 = 20$ or $\&\#! + 15 + 20$)	3 5,6,7	Weekly Ongoing

Change unknown (ie $12 + n = 20$ or $12 + \&\# = 20$)	3 5,6,7	Weekly Ongoing
Result unknown (ie $6 + 13 = n$ or $6 + 13 = \&\#$)	3 5,6,7	Weekly Ongoing
Investigating even and odd numbers	3 5,6,7	Ongoing Ongoing

MEASUREMENT USING STANDARD UNITS (linear, mass, and capacity)

	Grade	Taught When
Linear measurements, using standard units (ie centimetre, metre, kilometre)	3 5,6,7 6,7	Week of Feb 13 Ongoing Handwork sewing aprons, ongoing
Capacity measurements, using standard units (millilitre, litre)	3 5,6,7	Baking - weekly, ongoing Ongoing
Introduce concepts of perimeter, area, and circumference (the distance around); use of formula and pi to calculate not intended – the focus is on the concept	3 5,6,7	Week of Feb 27 Ongoing
Area measurement, using square units (standard and non-standard)	3 5,6,7	Week of Feb 27 Ongoing
Mass measurements, using standard units (ie gram, kilogram)	5,6,7	Ongoing
Estimation of measurements using standard referents (ie if this cup holds 100 millilitre, about how many does this jug hold?)	3 5,6,7	Monthly Ongoing

TIME CONCEPTS

	Grade	Taught When
Understanding concepts of time (ie second, minute, hour, day, week, month, year)	3 5,6,7	Prior to my arrival and ongoing Ongoing
Understanding the relationships between units of time	3 5,6,7	Introduced week of Feb 6 Ongoing
Telling time is not expected at this level	3	Many students are capable of telling time already
Estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar	3 5,6,7	Ongoing Ongoing

CONSTRUCTION OF 3D OBJECTS

	Grade	Taught When
Identifying 3D objects according to the 2D shapes of the faces and the number of edges and vertices (ie construction of nets, skeletons)	5,6,7	Ongoing
Describing the attributes of 3D objects (ie faces, edges, vertices)	5,6,7	Ongoing
Identifying 3D objects by their mathematical terms (ie sphere, cube, prism, cone, cylinder)	5,6,7	Ongoing
Understanding the preservation of shape (ie the orientation of a shape will not change its properties)	5,6,7	Ongoing
Jingle dress bells, bentwood box, birch bark baskets, pithouses		

ONE-TO-ONE CORRESPONDENCE WITH BAR GRAPHS, PICTOGRAPHS, CHARTS, AND TABLES

	Grade	Taught When
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Collecting data, creating a graph, and describing, comparing, and discussing the results	3	Prior to my arrival - daily survey and tally
Choosing a suitable representation	3	Prior to my arrival - daily survey and tally

LIKELIHOOD OF SIMULATED EVENTS USING COMPARATIVE LANGUAGE

	Grade	Taught When
Using comparative language (ie certain, uncertain, more, less, or equally likely)	3 5,6,7	Ongoing - weekly Ongoing
Developing an understanding of chance (ie tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners, and rolling dice all simulate probability events)	3 5,6,7 1	Prior to my arrival and ongoing Week of Jan 9th using dice for probability
Story: <i>The Snowsnake Game</i>		

FINANCIAL LITERACY – fluency with coins and bills to 100 dollars, and earning and payment

	Grade	Taught When
Counting mixed combinations of coins and bills to 0: totalling a set of coins and bills using different combinations of coins and bills to make the same amount	3 5,6,7	Introduced Week of March 6 & weekly Ongoing
Understanding that payments can be made in flexible ways (ie cash, cheques, credit, electronic transactions, goods and services)	5,6,7	Ongoing
Understanding that there are different ways of earning money to reach a financial goal (ie recycling, holding bake sales, selling items, walking a neighbour's dog)	5,6,7 1,2,3,4,5,6,7	Ongoing Handwork save leftover wool pieces etc. to save money and recycle, every lesson

Using pictures of First Peoples trade items (ie dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game		
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GRADE 4 – MATHEMATICS

NUMBER CONCEPTS TO 10,000

	Grade	Taught When
Counting multiples flexible counting strategies whole number benchmarks	5,6,7 4	Ongoing Ongoing
Numbers to 10,000 can be arranged and recognized comparing and ordering numbers estimating large quantities	5,6,7 4	Ongoing Ongoing
Place value 1000s, 100s, 10s, 1s understanding the relationship between digit places and their value to 10,000	5,6,7 4	Ongoing Ongoing

DECIMALS TO HUNDREDTHS

	Grade	Taught When

Fractions and decimals are numbers that represent an amount or quantity	5,6,7 4	Ongoing Ongoing
Fractions and decimals can represent parts of a region, set, or linear model	5,6,7 4	Ongoing Ongoing
Fractional parts and decimals are equal shares or equal-sized portions of a whole or unit	5,6,7 4	Ongoing Ongoing
Understanding the relationship between fractions and decimals	5,6,7 4	Ongoing

ORDERING AND COMPARING FRACTIONS

	Grade	Taught When
Comparing and ordering of fractions with common denominators	5,6,7 4	Ongoing Oct 7 to Nov 4 and on going
Estimating fractions with benchmarks (ie zero, half, whole)	5,6,7 4	Ongoing Oct 7 to Nov 4 and on going
Using concrete and visual models	5,6,7 4	Ongoing Ongoing
Equal partitioning	5,6,7 4	Ongoing Ongoing

ADDITION AND SUBTRACTION TO 10,000

	Grade	Taught When
Using flexible computation strategies, involving taking apart (ie decomposing using friendly numbers and compensation) and combining numbers in a variety of ways, regrouping	5,6,7 4	Ongoing Oct 7 to Nov 4 on going
Estimating sums and differences of all operations to 10,000	5,6,7 4	Ongoing Oct 7 to Nov 4 and on going

Using addition and subtraction in real-life contexts and problem-based situations	5,6,7 4 1.2.3.4,5,6	Ongoing Ongoing Handwork ongoing
Whole-class number talks	5,6,7 4	Ongoing Ongoing

MULTIPLICATION AND DIVISION OF TWO- OR THREE-DIGIT NUMBERS BY ONE-DIGIT NUMBERS

	Grade	Taught When
Understanding the relationships between multiplication and division, multiplication and addition, division and subtraction	5,6,7 4	Ongoing Jan 23 to Feb 10 and on going
Using flexible computation strategies (ie decomposing, distribution principle, commutative principle, repeated addition and repeated subtraction)	5,6,7 4	Ongoing Jan 23 to Feb 10 and on going
Using multiplication and division in real-life contexts and problem-based situations	5,6,7 4	Ongoing Ongoing
Whole-class number talks	5,6,7	Ongoing

ADDITION AND SUBTRACTION OF DECIMALS TO HUNDREDTHS

	Grade	Taught When
Estimating decimal sums and differences	5,6,7 4	Ongoing Ongoing
Using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines	5,6,7 4	Ongoing Ongoing
Using addition and subtraction in real-life contexts and problem-based situations	5,6,7 4 1,2.3,4,5,6,	Ongoing Ongoing Handwork ongoing
Whole-class number talks	5,6,7	Ongoing

ADDITION AND SUBTRACTION FACTS TO 20 (developing computational fluency)

	Grade	Taught When
Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts	5,6,7 4	Ongoing Ongoing
Flexible use of mental math strategies	4	Ongoing

MULTIPLICATION AND DIVISION FACTS TO 100 (introductory computational strategies)

	Grade	Taught When
Provide opportunities for concrete and pictorial representations of multiplication	5,6,7 4	Ongoing April 17 to May 5
Building computational fluency	5,6,7, 4	Ongoing
Use games to provide opportunities for authentic practice of multiplication computations	4	Ongoing
Looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	5,6,7 4	Ongoing Ongoing
Connect multiplication to skip-counting	4	Ongoing
Connect multiplication to division and repeated addition	4	Ongoing
Memorization of facts is not intended for this level		
Students will become more fluent with these facts		
Using mental math strategies, such as doubling or halving	5,6,7 4	Ongoing Ongoing

Students should be able to recall the following multiplication facts by the end of grade 4 (2s, 5s, 10s)	4	Ongoing
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increasing AND DECREASING Patterns USING TABLES AND CHARTS

	Grade	Taught When
Change in patterns can be represented in charts, graphs, and tables	3 4 4	Prior to my arrival - daily morning survey Introduced Practice ongoing Handwork cross stitch work, ongoing
Using words and numbers to describe increasing and decreasing patterns	5,6,7 4	Ongoing Ongoing
Fish stocks in lakes, life expectancies	5,6,7	Ongoing

algebraic relationships among quantities

	Grade	Taught When
Representing and explaining one-step equations with an unknown number	5,6,7	Ongoing
Describing pattern rules using words and numbers from concrete and pictorial representations	5,6,7	Ongoing
Planning a camping or hiking trip; planning for quantities and materials needed per individual and group over time	4	May to June

ONE-STEP EQUATIONS WITH AN UNKNOWN NUMBER, USING ALL OPERATIONS

	Grade	Taught When
One-step equations for all operations involving an unknown (ie ____ + 4 + 15, 15 - &#! = 11)	5,6,7 4	Ongoing Ongoing

Start unknown (ie $n + 15 = 20$; $20 - 15 = \&\#$!)	5,6,7 4	Ongoing
Change unknown (ie $12 + n = 20$ or $12 + \&\# = 20$)	5,6,7	Ongoing
Result unknown (ie $6 + 13 = n$ or $6 + 13 = \&\#$!)	5,6,7	Ongoing

HOW TO TELL TIME WITH ANALOG AND DIGITAL CLOCKS, USING 12- AND 24-HOUR CLOCKS

	Grade	Taught When
Understanding how to tell time with analog and digital clocks, using 12- and 24-hour clocks	5,6,7 3/4	Ongoing Ongoing
Understanding the concept of a.m. and p.m.	5,6,7 3/4	Ongoing Ongoing
Understanding the number of minutes in an hour	5,6,7 3/4	Ongoing Ongoing
Understanding the concepts of using a circle and of using fractions in telling time (ie half past, quarter to)	5,6,7 3/4	Ongoing Ongoing
Telling time in five-minute intervals	5,6,7 3/4	Ongoing Ongoing
Telling time to the nearest minute	5,6,7 3/4	Ongoing Ongoing
First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles (ie how position of sun, moon, and stars is used to determine times for traditional activities, navigation)	5,6,7 4 3	Ongoing Week of Feb 6 - Moon Cycles & Time

REGULAR AND IRREGULAR POLYGONS

	Grade	Taught When
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Describing and sorting regular and irregular polygons based on multiple attributes	5,6,7	Ongoing
Investigating polygons (polygons are closed shapes with similar attributes)	5,6,7	Ongoing
Yup'ik border patterns		

PERIMETER OF REGULAR AND IRREGULAR SHAPES

	Grade	Taught When
Using geoboards and grids to create, represent, measure, and calculate perimeter	5,6,7 4	Ongoing Ongoing

LINE SYMMETRY

	Grade	Taught When
Using concrete materials such as pattern blocks to create designs that have a mirror image within them	5,6,7 4	Ongoing Handwork cross stitch pattern, ongoing
First Peoples art, borders, birchbark biting, canoe building	3/ 4	Introduced
Visit a structure designed by First Peoples in the local community and have the students examine the symmetry, balance, and patterns within the structure, then replicate simple models of the architecture focusing on the patterns they noted in the original	4	June

ONE-TO-ONE CORRESPONDENCE AND MANY-TO-ONE CORRESPONDENCE, USING BAR GRAPHS AND PICTOGRAPHS

	Grade	Taught When
Many-to-one correspondence: one symbol represents a group or value (ie on a bar graph, one square may represent five cookies)	4	Jan 23 to Feb 10

Choosing a suitable representation		
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PROBABILITY EXPERIMENTS

	Grade	Taught When
Predicting single outcomes (ie when you spin using one spinner and it lands on a single colour)	4	April 17 to May 5 and ongoing
Using spinners, rolling dice, pulling objects out of a bag	4	Ongoing
Recording results using tallies	4	Ongoing
Dene/Kaska hand games. Lahal stick games	4	Ongoing (October)

FINANCIAL LITERACY – monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions

	Grade	Taught When
Making monetary calculations including decimal notation in real-life contexts and problem-based situations	5,6,7 3/4	Ongoing Ongoing
Applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change	5,6,7 3/4 1,2,3,4,5,6,	Ongoing Ongoing Handwork ongoing
Equitable trade rules		

5rGRADE 5 – MATHEMATICS

NUMBER CONCEPTS TO 1,000,000

	Grade 5	Daily review
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Counting multiples flexible counting strategies whole number benchmarks	5	Daily review
Numbers to 1,000,000 can be arranged and recognized comparing and ordering numbers estimating large quantities	5	Daily review
Place value 100,000s, 10,000s, 1000s, 100s, 10s, and 1s understanding the relationship between digit places and their value to 1,000,000	5	Daily review
First Peoples use unique counting systems (ie Tsimshian use of three counting systems, for animals, people, and things; Tlingit counting for the naming of numbers e.g. 10 = two hands, 20 = one person)	5	June 1st wwkw

DECIMALS TO THOUSANDTHS

	Grade	Taught When
Decimals to thousandths	5	Mar. 2nd week

EQUIVALENT FRACTIONS

	Grade	Taught When
Equivalent fractions	5	Mar. 1st week

WHOLE-NUMBER, FRACTION, AND DECIMAL BENCHMARKS

	Grade	Taught When

Two equivalent fractions are two ways to represent the same amount (having the same whole)	5	Daily review
Comparing and ordering of fractions and decimals	5	Daily review
Addition and subtraction of decimals to thousandths	5	Mar.3rdweek
Estimating decimal sums and differences	5	Mar. 3rd week
Estimating fractions with benchmarks (ie zero, half, whole)	5	Daily review
Equal partitioning	5	Daily review

ADDITION AND SUBTRACTION OF WHOLE NUMBERS TO 1,000,000

	Grade	Taught When
Using flexible computation strategies, involving taking apart (ie decomposing using friendly numbers and compensation) and combining numbers in a variety of ways, regrouping	5	Reviewed Feb 2nd week
Estimating sums and differences of all operations to 1,000,000	5	Feb. 3rd 3=week
Using addition and subtraction in real-life contexts and problem-based situations	5	Daily review
Whole-class number talks	5,6,7	Ongoing

MULTIPLICATION AND DIVISION TO THREE-DIGITS, INCLUDING DIVISION WITH REMAINDERS

	Grade	Taught When

Understanding the relationships between multiplication and division, multiplication and addition, division and subtraction	5	Ongoing
Using flexible computation strategies (ie decomposing, distribution principle, commutative principle, repeated addition and repeated subtraction)	5	Ongoing
Using multiplication and division in real-life contexts and problem-based situations	5	Ongoing
Whole-class number talks	5,6,7	Ongoing

ADDITION AND SUBTRACTION OF DECIMALS TO THOUSANDTHS

	Grade	Taught When
Estimating decimal sums and differences	5	Feb 1st wwk
Using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines	5	Jan. 2nd week
Using addition and subtraction in real-life contexts and problem-based situations	5	Jan. 2nd week
Whole-class number talks	5, 6,7	Ongoing

ADDITION AND SUBTRACTION FACTS TO 20 (extending computational fluency)

	Grade	Taught When
Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts	5	Daily review

Applying strategies and knowledge of addition and subtraction facts in real-life contexts and problem-based situations, as well as when making math-to-math connections (ie for $800 + 700$ you can annex the zeros and use the knowledge of $8 + 7$ to find the total)	5	Daily review
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MULTIPLICATION AND DIVISION FACTS TO 100 (emerging computational strategies)

	Grade	Taught When
Provide opportunities for concrete and pictorial representations of multiplication	5	Feb.3rd week
Building computational fluency	5	Ongoing
Use games to provide opportunities for authentic practice of multiplication computations	5	Ongoing
Looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	5	June 1st week
Connect multiplication to skip-counting	5	Ongoing
Connect multiplication to division and repeated addition	5	Daily review
Memorization of facts is not intended for this level	5	
Students will become more fluent with these facts	5	
Using mental math strategies, such as doubling and halving, annexing, and distributive principle	5	Daily review

Students should be able to recall many multiplication facts by the end of grade 5 (2s, 3s, 4s, 5s, 10s)	5	June 3rd week
Developing computational fluency with facts to 100	5	Daily review

RULES FOR increasing AND DECREASING Patterns

	Grade	Taught When
Rules for increasing and decreasing patterns with words, numbers, symbols, and variable	5	Feb. 2nd week

ONE-STEP EQUATIONS WITH VARIABLES

	Grade	Taught When
Solving one-step equations with a variable	5	Jan. 2nd week
Expressing a given problem as an equation, using symbols (ie $4 + X = 15$)	5	Jan. 2nd week

AREA MEASUREMENT OF SQUARES AND RECTANGLES

	Grade	Taught When
Area measurement of squares and rectangles	5	Mar. 1st wk

RELATIONSHIPS BETWEEN AREA AND PERIMETER

	Grade	Taught When
Measuring area of squares and rectangles, using tiles, geoboards, grid paper	5	Mar. 2nd wk
Investigating perimeter and area and how they are related to but not dependent on each other	5	May 4th wk
Use traditional dwellings		

Invite a local Elder or knowledge keeper to talk about traditional measuring and estimating techniques for hunting, fishing, and building		
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DURATION, USING MEASUREMENT OF TIME

	Grade	Taught When
Understanding elapsed time and duration	5	Apr. 2nd wk
Applying concepts of time in real-life contexts and problem-based situations	5	Daily review
Daily and seasonal cycles, moon cycles, tides, journeys, events	3 5	Week of Feb 6 - Moon Cycles & Time Daily review

CLASSIFICATION OF PRISMS AND PYRAMIDS

	Grade	Taught When
Investigating 3D objects and 2D shapes, based on multiple attributes	5	May 4th wk
Describing and sorting quadrilaterals	5	Ongoing
Describing and constructing rectangles and triangular prisms	5	Ongoing
Identifying prisms in the environment	5	June 3rd week

SINGLE TRANSFORMATIONS

	Grade	Taught When
Single transformations, (slide/transformation, flip/reflection, turn/rotation)	5	June 2nd week
Using concrete materials with a focus on the motion of transformation	5 1,2,3,4,5,6,7,	May 2nd wk Handwork knitting, crocheting sewing ongoing

Weaving, cedar baskets, designs	5	Ongoing
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ONE-TO-ONE CORRESPONDENCE AND MANY-TO-ONE CORRESPONDENCE, USING DOUBLE BAR GRAPHS

	Grade	Taught When
Many-to-one correspondence: one symbol represents a group or value (ie on a bar graph, one square may represent five cookies)	5	June 4th week

PROBABILITY EXPERIMENTS, SINGLE EVENTS OR OUTCOMES

	Grade	Taught When
Predicting outcomes of independent events (ie when you spin using a spinner and it lands on a single colour)	5	Ongoing
Predicting single outcomes of independent events (ie when you spin using a spinner and it lands on a single colour)	5	Ongoing
Using spinners, rolling dice, pulling objects out of a bag	5	Ongoing
Representing single outcome probabilities using fractions	5	Ongoing

FINANCIAL LITERACY – monetary calculations, including making change with amounts to 1,000 dollars and developing simple financial plans

	Grade	Taught When
Making monetary calculations including making change and decimal notation to 00 in real-life contexts and problem-based situations	5	Daily review

Applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change	5	Daily review
Making simple financial plans to meet a financial goal	5	Daily review
Developing a budget that takes into account income and expenses	5	Daily review

GRADE 6 – MATHEMATICS

SMALL TO LARGE NUMBERS (thousandths to billions)

	Grade	Taught When
Place value from thousandths to billions, operations with thousandths to billions	6	Jan 2nd wk
Numbers used in science, medicine, technology, and media	6	Jan. 3wk
Compare, order, estimate	6	Daily review

MULTIPLICATION AND DIVISION FACTS TO 100 (developing computational fluency)

	Grade	Taught When
Mental math strategies (ie the double-double strategy to multiply 23×4)	6	Jan 4th wk

ORDER OF OPERATIONS WITH WHOLE NUMBERS

	Grade	Taught When
Includes the use of brackets, but excludes exponents	6	Feb. 1st wk
Quotients can be rational numbers	6	Mar 1st wk

FACTORS AND MULTIPLE – greatest common factor and least common multiple

	Grade	Taught When
Prime and composite numbers, divisibility rules, factor trees, prime factor phrase (ie $300 = 2^2 \times 3 \times 5^2$)	6	Jan 2nd wk
Using graphic organizers (ie Venn diagrams) to compare numbers for common factors and common multiples	6	Jan 3rd wk

IMPROPER FRACTIONS AND MIXED NUMBERS

	Grade	Taught When
Using benchmarks, number line, and common denominators to compare and order, including whole numbers	6	Ongoing
Using pattern blocks, Cuisenaire Rods, fraction strips, fraction circles, grids	6	Jan 2nd wk
Birchbark biting		

INTRODUCTION TO RATIOS

	Grade	Taught When
Comparing numbers, comparing quantities, equivalent ratios	6	Daily review
Part-to-part ratios and part-to-whole ratios	6	Jan 2wk

WHOLE-NUMBER PERCENTS AND PERCENTAGE DISCOUNTS

	Grade	Taught When
Using base 10 blocks, geoboards, 10x10 grid to represent whole number percents	6	jan.2ndwk
Finding missing part (whole or percentage)	6	Ongoing

50% = $\frac{1}{2}$ = 0.5 = 50:100	6	Mar. 1st wk
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MULTIPLICATION AND DIVISION OF DECIMALS

	Grade	Taught When
0.125×3 or $7.2 \div 9$	6	May 2nd wk
Using base 10 block array	6	May 2nd wk
Birchbark biting		

INCREASING AND DECREASING PATTERNS USING EXPRESSIONS, TABLES, AND GRAPHS AS FUNCTIONAL RELATIONSHIPS

	Grade	Taught When
Limited to discrete points in the first quadrant	6	Previous teacher Sept - Dec. Review ongoing
Visual patterning (ie colour tiles)	6	May 4th wk
Take 3 add 2 each time, $2n + 1$, and 1 more than twice a number <i>all</i> describe the pattern 3, 5, 7	6	Mar 3rd wk
Graphing data on First Peoples language loss, effects of language intervention	6	June 2nd wk

ONE-STEP EQUATIONS WITH WHOLE- NUMBER COEFFICIENTS AND SOLUTIONS

	Grade	Taught When
Preservation of equality (ie using a balance, algebra tiles)	6	Jan. 2wk
$3x = 12$, $x + 5 = 11$	6	Ongoing

PERIMETER OF COMPLEX SHAPES

	Grade	Taught When
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A complex shape is a group of shapes with no holes (ie use colour tiles, pattern blocks, tangrams)	6	April 1st week
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AREA OF TRIANGLES, PARALLELOGRAMS, AND TRAPEZOIDS

	Grade	Taught When
Grid paper explorations	6	Mar. 1st wk
Deriving formulas	6	Ongoing
Making connections between area of parallelogram and area of rectangle	6	Apr. 4th wk
Birchbark biting		

ANGLE MEASUREMENT AND CLASSIFICATION

	Grade	Taught When
Straight, acute, right, obtuse, reflex	6	Jan. 4th wk
Constructing and identifying; include examples from local environment	6	Jan 4th wk
Estimating using 45° , 90° , and 180° as reference angles	6	Jan.2nd wk
Angles of polygons	6	May 1st wk
Small Number stories: <i>Small Number and the Skateboard Park</i>		

VOLUME AND CAPACITY

	Grade	Taught When
Using cubes to build 3D objects and determine their volume	6	Jan 4th wk

Referents and relationships between units (ie cm ³ , m ³ , mL, L	6	June 1st week
The number of coffee mugs that hold a litre	6	Apr. 3rd wk
Berry baskets, seaweed drying		

TRIANGLES

	Grade	Taught When
Scalene, isosceles, equilateral	6	Jan. 1st wk
Right, acute, obtuse	6	Jan. 2nd wk
Classified regardless of orientation	6	Jan. 1st wk

COMBINATIONS OF TRANSFORMATIONS

	Grade	Taught When
Plotting points on Cartesian plane using whole-number ordered pairs	6	May 4th wk
Translation(s), rotation(s), and/or reflection(s) on a single 2D shape	6	June 2nd wk
Limited to first quadrant	6	June 2nd wk
Transforming, drawing, and describing image	6	June 4th wk
Use shapes in First Peoples art to integrate printmaking (ie Inuit, Northwest coastal First Nations, frieze work)	6	June 4th wk

LINE GRAPHS

	Grade	Taught When
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Table of values, data set; creating and interpreting a line graph from a given set of data		
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SINGLE-OUTCOME PROBABILITY, BOTH THEORETICAL AND EXPERIMENTAL

	Grade	Taught When
Single-outcome probability events (ie spin a spinner, roll a die, toss a coin)	6	Jan.2nd wk
Listing all possible outcomes to determine theoretical probability	6	Jan. 3rd wk
Comparing experimental results with theoretical expectation	6	Jan 3rd wk
Lahal stick games		

FINANCIAL LITERACY – simple budgeting and consumer math

	Grade	Taught When
Informed decision making on saving and purchasing	6	Feb.2nd wk
How many weeks of allowance will it take to buy a bicycle?	6	Ongoing

GRADE 7 – MATHEMATICS

MULTIPLICATION AND DIVISION FACTS TO 100 (extending computational fluency)

	Grade	Taught When
When multiplying 214 by 5, we can multiply by 10, then divide by 2 to get 1,070	7	Jan. 2nd wk

OPERATIONS WITH INTEGERS (addition, subtraction, multiplication, division, and order of operations)

	Grade 7	Taught When
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Addition, subtraction, multiplication, division, and order of operations	7	ongoing
Concretely, pictorially, symbolically	7	Daily review
Order of operations includes the use of brackets, excludes exponents	7	Feb.2nd wk
Using two-sided counters	7	Jan 2 wk
$9 - (-4) = 13$ because -4 is 13 away from +9	7	Jan 3rd wk
Extending whole-number strategies to decimals	7	Previous teacher Sept-Dec

OPERATIONS WITH DECIMALS (addition, subtraction, multiplication, division, and order of operations)

	Grade	Taught When
Includes the use of brackets, excludes exponents	7	Jan 3rd wk and previous teacher Sept-Dec.

RELATIONSHIPS BETWEEN DECIMALS, FRACTIONS, RATIOS, AND PERCENTS

	Grade	Taught When
Conversions, equivalency, and terminating versus repeating decimals, place value and benchmarks	7	Feb 1st wk
Comparing and ordering decimals and fractions using the number line	7	Feb. 2nd wk
$\frac{1}{2} = 0.5 = 50\% = 50:100$	7	Ongoing
Shoreline cleanup		

DISCRETE LINEAR RELATIONS, USING EXPRESSIONS, TABLE, AND GRAPHS

	Grade	Taught When
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Four quadrants, limited to integral coordinates	7	Previous teacher ongoing review
$3n + 2$; values increase by 3 starting from y-intercept of 2	7	Previous teacher and on going review
Deriving relation from the graph or table of values	7	Previous teacher and review
Small Number stories: <i>Small Number and the Old Canoe</i> ; <i>Small Number Counts to 100</i>		

TWO-STEP EQUATIONS WITH WHOLE-NUMBER COEFFICIENTS, CONSTANTS, AND SOLUTIONS

	Grade	Taught When
Solving and verifying $3x + 4 = 16$	7	Jan.2nd wk
Modelling the preservation of equality (ie using balance, pictorial representation, algebra tiles)	7	Jan. 3rd wk
Spirit canoe trip pre-planning and calculations		
Small Number stories: <i>Small Number and the Big Tree</i>		

CIRCUMFERENCE AND AREA OF CIRCLES

	Grade	Taught When
Constructing circles given radius, diameter, area, or circumference	7	Feb.2nd wk
Finding relationships between radius, diameter, circumference, and area to develop $C = \pi d$ formula	7	Mar.1st wk

Applying $A = \pi r^2$ formula to find the area given radius or diameter	7	Mar. 1st wk
Drum making, dreamcatcher making, stories of Spider Woman (Dene, Cree, Hopi, Tsimshian) basket making, quill box making (Note: local protocols should be considered when choosing an activity)		

VOLUME OF RECTANGULAR PRISMS AND CYLINDERS

	Grade	Taught When
Volume = area of base x height	7	Previous teacher review in Jan.
Bebtwood boxes, wiigwaasabak and midewiigwaas (birch bark scrolls)		
<i>Exploring Math through Haida Legends: Culturally Responsive Mathematics</i>		

CARTESIAN COORDINATES AND GRAPHING

	Grade	Taught When
Origin, four quadrants, integral coordinates, connections to linear relations, transformations	7	Previous teacher review on going
Overlaying coordinate plane on medicine wheel, beading on dreamcatcher, overlying coordinate plane on traditional maps		

COMBINATIONS OF TRANSFORMATIONS

	Grade	Taught When
Four quadrants, integral coordinates	7	June 1st wk

Translation(s), rotation(s), and/or reflection(s) on a single 2D shape; combination of successive transformations of 2D shapes; tessellations	7	June 1st wk
First Peoples art, jewelry making, birchbark biting		

CIRCLE GRAPHS

	Grade	Taught When
Constructing, labelling, and interpreting circle graphs	7	Sept -Dec previous teacher
Translating percentages displayed in a circle graph into quantities and vice versa	7	Sept -Dec previous teacher
Visual representations of tidepools or traditional meals on plates	7	Weekly review

EXPERIMENTAL PROBABILITY WITH TWO INDEPENDENT EVENTS

	Grade	Taught When
Experimental probability, multiple trials (ie toss two coins, roll two dice, spin a spinner twice, or a combination thereof)	7	Apr. 4th wk
Dice games	7	Ongoing

FINANCIAL LITERACY – financial percentage

	Grade	Taught When
Financial percentage calculations	7	May 1st wk
Sales tax, tips, discount, sale price	7	May 1st wk

GRADE 8 – MATHEMATICS

PERFECT SQUARES AND CUBES

	Grade	Taught When
Using colour tiles, pictures, or multi-link cubes		
Building the number or using prime factorization		

SQUARE AND CUBE ROOTS

	Grade	Taught When
Finding the cube root of 125		
Finding the square root of 16/169		
Estimating the square root of 30		

PERCENTS LESS THAN 1 AND GREATER THAN 100 (decimal and fractional percents)

	Grade	Taught When
A worker's salary increased 122% in three years. If her salary is now .940 what was it originally?		
What is $\frac{1}{2}\%$ of 1 billion?		
The population of Vancouver increased by 3.25%. what is the population if it was approximately 603,500 people last year?		
Beading		

NUMERICAL PROPORTIONAL REASONING (rates, ratio, proportions, and percent)

	Grade	Taught When
Two-term and three-term ratios, real-life examples and problems		

A string is cut into three pieces whose lengths form a ratio of 3:5:7. If the string was 105 cm long, how long are the pieces?		
Creating a cedar drum box of proportions that use ratios to create differences in pitch and tone		
Paddle making		

OPERATIONS WITH FRACTIONS (addition, subtraction, multiplication, division, and order of operations)

	Grade	Taught When
Includes the use of brackets, but excludes exponents		
Using pattern blocks or Cuisenaire Rods		
Simplifying $\frac{1}{2} + \frac{9}{6} \times (7 - \frac{4}{5})$		
Drumming and song: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, whole notes, dot bars, rests = one beat		
Changing tempos of traditional songs dependent on context of use		
Proportional sharing of harvests based on family size		

DISCRETE LINEAR RELATIONS (extended to larger numbers, limited to integers)

	Grade	Taught When
Two-variable discrete linear relations		
Expressions, table of values, and graphs		
Scale values (ie tick marks on axis represents 5 units instead of 1)		

Four quadrants, integral coordinates		
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EXPRESSIONS – writing and evaluating using substitution

	Grade	Taught When
Using an expression to describe a relationship		
Evaluating $0.5n - 3n + 25$, if $n = 14$		

TWO-STEP EQUATIONS WITH INTEGER COEFFICIENTS, CONSTANTS, AND SOLUTIONS

	Grade	Taught When
Solving and verifying $3x - 4 = -12$		
Modelling the preservation of equality (ie using a balance, manipulatives, algebra tiles, diagrams)		
Spirit canoe journey calculations		

SURFACE AREA AND VOLUME OF REGULAR SOLIDS, INCLUDING TRIANGULAR AND OTHER RIGHT PRISMS AND CYLINDERS

	Grade	Taught When
Exploring strategies to determine the surface area and volume of a regular solid using objects, a net, 3D design software		
Volume = area of base x height		
Surface area = sum of the areas of each side		

PYTHAGOREAN THEOREM

	Grade	Taught When
Modelling the Pythagorean theorem		

Finding a missing side of a right triangle		
Deriving the Pythagorean theorem		
Constructing canoe paths and landings given current on a river		
First Peoples constellations		

CONSTRUCTION, VIEWS, AND NETS OF 3D OBJECTS

	Grade	Taught When
Top, front, and side views of 3D objects		
Matching a given net to the 3D object it represents		
Drawing and interpreting top, front, and side views of 3D objects		
Constructing 3D objects with nets		
Using design software to create 3D objects from nets		
Bentwood boxes, lidded baskets, packs		

CENTRAL TENDENCY

	Grade	Taught When
Mean, median, and mode		

THEORETICAL PROBABILITY WITH TWO INDEPENDENT EVENTS

	Grade	Taught When
With two independent events: sample space (ie using tree diagram, table, graphic organizer)		

Rolling a 5 on a fair die and flipping a head on a fair coin is $\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$		
Deciding whether a spinner in a game is fair		

FINANCIAL LITERACY – best buys

	Grade	Taught When
Coupons, proportions, unit price, products and services		
Proportional reasoning strategies (ie unit rate, equivalent fractions given prices and quantities)		

KINDERGARTEN – SCIENCE**BASIC NEEDS OF PLANTS AND ANIMALS**

	Grade	Taught When
Include habitat – food, water, shelter, and space	KG1/2 1	Weeks 2 and 3 April Ongoing & April 3 to 21

ADAPTATION OF LOCAL PLANTS AND ANIMALS

	Grade	Taught When
May include structural features or behaviours that allow organisms to survive	1 K	Observation & Stories Ongoing- incidental
Plants – features may include roots, stems, leaves, flowers, seeds	KG1/2 1	To be taught weeks 3 and 4 May Seasonal focus- September Seasonal focus Sept. 28 & April 18, May 5 to June 22
Animals – features may include shape, size, feet, teeth, body covering, eyes, ears	KG1/2 1	Weeks 3 and 4 Nov and 1 and 2 Dec Regular Observation, discussion,through nature walks and literature

LOCAL FIRST PEOPLES USES OF PLANTS AND ANIMALS

	Grade	Taught When
First Peoples practice and knowledge of plants and animal use (ie local berries or food, plants and animals, conservation of resources)	KG1/2 1	Regularly As above

PROPERTIES OF FAMILIAR MATERIALS

	Grade	Taught When
Properties – colour, texture (smooth or rough), hardness, lustre (shiny or dull) absorbency etc.	KG1/2 1 1,2,3,	Weeks 2,3 and 4 Jan As above Handwork sanding of homemade knitting needles, ongoing
Materials – fabric, wood, plastic, glass, metal/foil, sand etc.	KG1/2 1 1,2,3,4,5,6,7	Regularly On going

		Handwork using different kind of fabric, wooden/bamboo knitting needles,ongoing
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EFFECTS OF PUSHES/PULLS ON MOVEMENT

	Grade	Taught When
How things move (ie bounce, roll, slide)	KG1/2 1	March and ongoing Oct 20th

EFFECTS OF SIZE, SHAPE, AND MATERIALS ON MOVEMENT

	Grade	Taught When
Effects of size, shape, and materials on movement	KG1/2 1	March and ongoing Oct 20

WEATHER CHANGES

	Grade	Taught When
Temperature: cold, hot, cool, warm	KG1/2 1	Regularly daily
Cloud cover: clear, cloudy, partly cloudy, foggy	KG1/2 1	Regularly Daily
Precipitation: rain, snow, hail, freezing rain	KG1/2 1	Regularly daily
Wind: calm, breezy, windy	KG1/2 1	Regularly Daily

SEASONAL CHANGES

	Grade	Taught When
Seasons: spring, summer, fall, winter	KG1/2 1	Regularly/ ongoing On going
Plant life cycle	KG1/2	To be taught weeks 3 and 4 May

LIVING THINGS MAKE CHANGES TO ACCOMMODATE DAILY AND SEASONAL CYCLES

	Grade	Taught When
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Living things may make physical and behavioural changes to survive in different conditions (ie migration, hibernation etc.)	KG1/2 1	Weeks 1 and 2 Dec and ongoing Seasonal Discussions
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FIRST PEOPLES KNOWLEDGE OF SEASONAL CHANGES

	Grade	Taught When
First Peoples knowledge of seasonal changes	1	June 12-22

GRADE 1 – SCIENCE

CLASSIFICATION OF LIVING AND NON-LIVING THINGS

	Grade	Taught When
Is it living or non-living? Is it a plant, animal, or something else?	KG1/2 1	Regularly On going
Differences between conventional scientific and indigenous ways of classifying	1	On occasion

NAMES OF LOCAL PLANTS AND ANIMALS

	Grade	Taught When
e.g. – common, indigenous, and scientific	1	On occasion

STRUCTURAL FEATURES OF LIVING THINGS IN THE LOCAL ENVIRONMENT

	Grade	Taught When
How do stems, roots, leaves, skeleton or no skeleton or exoskeleton, lots of legs, few legs, eyes, etc. help us understand organisms?	1	Observation and through drawing ongoing

BEHAVIOURAL ADAPTATIONS OF ANIMALS IN LOCAL ENVIRONMENT

	Grade	Taught When
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Dormancy, hibernation, nesting, migration, catching food, camouflage (stick bugs), mimicry (fly that looks like bee), territorialism (squirrels fighting), etc.	K 1	Ongoing/ incidental Ongoing & April 3 -April 21 through stories & observation
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SPECIFIC PROPERTIES OF MATERIALS ALLOW US TO USE THEM IN DIFFERENT WAYS

	Grade	Taught When
Solids keep shape; liquids and gases flow		
Properties of materials determine use by First Peoples (local examples: cedar for canoes, mountain goat horns used as spoons, etc.)	1	June 12-22

NATURAL AND ARTIFICIAL SOURCES OF LIGHT AND SOUND

	Grade	Taught When
Natural sources include the sun; artificial sources include light bulbs		
Natural sources include crickets; artificial sources include car horns		

PROPERTIES OF LIGHT AND SOUND DEPEND ON THEIR SOURCE AND THE OBJECTS WITH WHICH THEY INTERACT

	Grade	Taught When
Examples: brightness, colour	1 1,2,3,4,5,6,7	Painting & Drawing ongoing Handwork wool, cotton ongoing
Objects are made visible by radiating their own light or being illuminated by reflected light	1	Painting & Drawing ongoing
Interactions of light with different objects create images and shadows	1	Painting & Drawing ongoing

Light interactions can make plants grow, make shadows, or cause sunburn, depending on the source and location (seasons depend on light from the sun and how spread out the sun's rays are)	1	Ongoing
Plants grow towards the light	1	Ongoing & April 18
Examples: pitch, tone, volume	1	Music, song verse, flute since Sept.
Ways of making, recording, and transmitting sound, etc.	1	Music, song, verse flute, since Sept.

COMMON OBJECTS IN THE SKY

	Grade	Taught When
The appearance of the moon and stars at night	1	Stories, art, verse, poetry
Sunrise/set, moonrise/set	1	Stories, art, verse, poetry
The sun and the moon are important in different cultures, with respect to customs and traditions	1	Seasonal & healing stories & international fairytales, daily recitation and poetry

THE KNOWLEDGE OF FIRST PEOPLES

	Grade	Taught When
Shared First Peoples knowledge of the sky		
Local First Peoples knowledge of the local landscape, plants, and animals (ie may include oral history with Elder – origins and local stories)	1	June 12-22

Local First Peoples understanding and use of seasonal rounds (a pattern of movement from one resource-gathering area to another in a cycle that is followed yearly)	1	June 12-22
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LOCAL PATTERNS THAT OCCUR ON EARTH AND IN THE SKY

	Grade	Taught When
The relationship of local weather to the four seasons in terms of temperature, cloud cover, precipitation, and wind	1	Ongoing & Week of Oct 31

GRADE 2 – SCIENCE

METAMORPHIC AND NON-METAMORPHIC LIFE CYCLES OF DIFFERENT ORGANISMS

	Grade	Taught When
Metamorphic life cycles: body structure changes (ie caterpillar to butterfly, mealworm transformation, tadpoles to frog)	2	ongoing
Non-metamorphic life cycles: organism keeps same body structure through life but size changes (ie humans)	2	ongoing

SIMILARITIES AND DIFFERENCES BETWEEN OFFSPRING AND PARENT

	Grade	Taught When
A kitten looks like a cat and a puppy looks like a dog, but they do change as they grow; salmon change a great deal as they grow and need fresh and salt water environments to survive		

FIRST PEOPLES USE OF THEIR KNOWLEDGE OF LIFE CYCLES

	Grade	Taught When
Stewardship: sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns (ie clam gardens, seasonal rounds, etc.)	3 2	Jan 3rd week September/Ongoing

Sustainable fish hatchery programs run by local First Peoples		
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PHYSICAL WAYS OF CHANGING MATERIALS

	Grade	Taught When
Warming, cooling, cutting, bending, stirring, mixing	1,2,3,4,5,6,7	Handwork changing a ball of wool/ piece of fabric into a toy, garment, etc. ongoing
Materials may be combined or physically changed to be used in different ways (ie plants can be ground up and combined with other materials to make dyes)	2	September/Ongoing

CHEMICAL WAYS OF CHANGING MATERIALS

	Grade	Taught When
Chemical ways of changing materials: cooking, burning etc.	2	ongoing

TYPES OF FORCES

	Grade	Taught When
Contact forces and at-a-distance forces: different types of magnets static electricity	2	February/ongoing
Balanced and unbalanced forces: the way different objects fall depending on their shape (air resistance) the way objects move over/in different materials (water, air, ice, snow) the motion caused by different strengths of forces	2	Ongoing

WATER SOURCES INCLUDING LOCAL WATERSHEDS

	Grade	Taught When
Oceans, lakes, rivers, wells, springs	2	ongoing
The majority of fresh water is stored underground and in glaciers	5	Mar 1st wk

WATER CONSERVATION

	Grade	Taught When
Fresh water is a limited resource and is not being replaced at the same rate as it is being used	5	Mar 1st wk

THE WATER CYCLE

	Grade	Taught When
The water cycle is driven by the sun and includes evaporation, condensation, precipitation, and runoff. The water cycle is also a major component of weather (ie precipitation, clouds)	2 5	Ongoing Mar.2nd wk

LOCAL FIRST PEOPLES KNOWLEDGE OF WATER

	Grade	Taught When
Water cycles	5	Feb. 1st wk
Conservation	5	Mar 2nd wk
Connection to other systems – cultural significance of water (ie water is essential for all interconnected forms of life)	5	Mar 3rd wk

GRADE 3 – SCIENCE

BIODIVERSITY IN THE LOCAL ENVIRONMENT

	Grade	Taught When
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Biodiversity: the variety of different types of living things in an ecosystem	3	May/June
Characteristics of local plants, animals, and fungi	3 5	Prior to my arrival and ongoing since my arrival Dec. 19 Mar 2nd wk

THE KNOWLEDGE OF LOCAL FIRST PEOPLES OF ECOSYSTEMS

	Grade	Taught When
The interconnection between living and non-living things in the local environment; our shared responsibility to care for the local environment (ie stewardship); information shared from the local First Peoples community and Elders	3	April 3 - May 4 (Class Play on this topic "How Raven, Mink, Coyote and Eagle brought the Salmon Back") Weekly Gardening since April 17
Population: all the members of the same type of living thing (species) in an area	3	May/June
Communities: different populations in an area living together	3	May/June

ENERGY IS NEEDED FOR LIFE

	Grade	Taught When
Producers (plants), consumers (animals) and decomposers (bacteria and fungi) respond to their environment in energy pyramids (flow of energy in the community from the sun)	3	Week of March 6 Studied concept with Salmon Forest by David Suzuki
Food charts: the flow of food energy from one organism to another (ie grass to rabbit to lynx)	3	May/June
Food webs: interconnecting food chains (ie a rabbit may be eaten by a lynx or a wolf)	3	Weekly since my arrival Dec. 19 (Observation during nature walks)

		Week of March 6 Studied concept with Salmon Forest by David Suzuki
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MATTER IS ANYTHING THAT HAS MASS AND TAKES UP SPACE

	Grade	Taught When
Matter is anything that has mass and takes up space	3 1,2,3,4,	Prior to my arrival, reviewed when necessary Handwork wool fleece/ spun wool, ongoing

ATOMS ARE BUILDING BLOCKS OF MATTER

	Grade	Taught When
Atoms are building blocks of matter	3	Prior to my arrival, reviewed when necessary

SOURCES OF THERMAL ENERGY

	Grade	Taught When
Thermal energy can be produced by chemical reactions (ie hand warmers), friction between moving objects, the sun, etc.	3 3,4,5,6,	Ongoing Handwork wool fleece felting with warm water, soap & friction, ongoing
Thermal energy: the energy that comes from the movement of particles within matter	3	Ongoing

TRANSFER OF THERMAL ENERGY

	Grade	Taught When
Conduction (touching – ie hold an ice cube)	3	Ongoing
Convection (current – why do we hang mittens over a heat source?)	3	Ongoing
Radiation (through space by a wave – heat from the sun)	3	Ongoing

MAJOR LOCAL LANDFORMS

	Grade	Taught When
Mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.; oral narrative about landforms	3	April

LOCAL FIRST PEOPLES KNOWLEDGE OF LOCAL LANDFORMS

	Grade	Taught When
Local First Peoples knowledge of local landforms		

OBSERVABLE CHANGES IN THE LOCAL ENVIRONMENT CAUSED BY EROSION AND DEPOSITION BY WIND, WATER, AND ICE

	Grade	Taught When
Observable changes in the local environment caused by erosion and deposition by wind, water, and ice	3	Prior to my arrival and since my arrival Dec. 19th Weekly nature walks to observe changes in environment

GRADE 4 – SCIENCE

SENSING AND RESPONDING

	Grade	Taught When
Humans: the five senses	3 4	Week of April 17 Ongoing
Animals: echolocation, UV sensors, magnetoreception, infrared sensing etc.	4	Dec 12 to Jan 20 and Mar 13 to April 14 n
Plants: response to light, touch, water, gravity etc.	4	Ongoing

BIOMES AS LARGE REGIONS WITH SIMILAR ENVIRONMENTAL FEATURES

	Grade	Taught When

Biomes: regions grouped by similar temperature and precipitation (ie climate: long-term weather patterns) terrestrial biomes aquatic/marine biomes		
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PHASES OF MATTER

	Grade	Taught When
Phases of matter	4	Sept/June, ongoing

THE EFFECT OF TEMPERATURE ON PARTICLE MOVEMENT

	Grade	Taught When
Solids, liquids, and gases change with heating (ie boiling point, melting point [melting chocolate], and cooling (ie freezing point [making ice cream]), and these physical changes are reversible	4	Sept/June, ongoing

ENERGY

	Grade	Taught When
Has various forms – energy can be described in these ways: the energy of motion (kinetic), light, sound, thermal, elastic, nuclear, chemical, magnetic, gravitational, and electrical		
Is conserved – the law of conservation of energy – energy cannot be created or destroyed but can be changed	4 3,4,5,6,7	Sept to June, ongoing Handwork always be mindful of the amount of water & electricity are used

DEVICES THAT TRANSFORM ENERGY

	Grade	Taught When
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Devices that transform energy change input energy into a different output energy (ie glow stick [chemical to light], wind-up toy [elastic to mechanical], flashlight [electrical to light])	7	Handwork non electric sewing machine, ongoing
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LOCAL CHANGES CAUSED BY EARTH'S AXIS, ROTATION, AND ORBIT

	Grade	Taught When
Earth's axis, rotation, and orbit cause changes locally: day and night: animals are nocturnal (active at night) and diurnal (active during day) annual seasons: plants and animals respond to the seasons (drop leaves, change colour)	4	Sept/April to June

THE EFFECTS OF THE RELATIVE POSITIONS OF THE SUN, MOON, AND EARTH, INCLUDING LOCAL FIRST PEOPLES PERSPECTIVES

	Grade	Taught When
Phases of the moon, tides, etc.	3 4	Week of Feb 6 - Moon Cycles & Time Sept/Oct
Tides affect living organisms		
Lunar and solar eclipses	4	Sept/Oct
Local First Peoples teachings and stories about the sun and the moon	3 4	Week of Feb 6 - Moon Cycles Ongoing

GRADE 5 – SCIENCE

THE BASIC STRUCTURES AND FUNCTIONS OF BODY SYSTEMS

	Grade	Taught When
Digestive: mouth, stomach, intestines etc.	5	Feb 2nd wk
Musculo-skeletal: muscles and skeleton	5	Feb 3rd wk

Respiratory: trachea, lungs, diaphragm	5	Feb 3rd wk/May 1st wk
Circulatory: heart, blood, blood vessels	5	Mar 1st wk

SOLUTIONS AND SOLUBILITY

	Grade	Taught When
Solutions (ie apple juice, coffee) that can be separated through distillation, evaporation, and crystallization	5	Apr.1st wk
Solubility of solids, liquids, and gases (ie salt [solid], honey [liquid], carbon dioxide [gas in water makes pop])	5	Apr. 1st wk
Properties of solutions: concentration, pH, etc.	5	Apr.1st wk
Dissolving: process of forming a solution	5	Apr 2nd wk

PROPERTIES OF SIMPLE MACHINES AND THEIR FORCE EFFECTS

	Grade	Taught When
Levers, wedge, inclined plane, wheel and axle, pulley, and screw	5	Apr.3rd wk
Force effects include changing direction and multiplying force	5	Apr,3rd wk

MACHINES

	Grade	Taught When
Constructed: combinations of simple machines form complex machines	5	Apr. 3rd wk
The lever is the basis of nearly every aspect of the muscle-skeletal system	5	Apr.4th wk

POWER

	Grade	Taught When
The rate at which energy is transferred – examples include students racing up a hill, machine power ratings, motors	5	Apr.3rd wk

THE ROCK CYCLE

	Grade	Taught When
The rock cycle	5	Jan.3rd wk

LOCAL TYPES OF EARTH MATERIALS

	Grade	Taught When
Include mineral, rock, clay, boulder, gravel, sand, soil	5	Jan.2nd wk

FIRST PEOPLES CONCEPTS OF INTERCONNECTEDNESS IN THE ENVIRONMENT

	Grade	Taught When
Everything in the environment is one/ connected (ie sun, sky, plants and animals) and we have a responsibility to care for them	3/4 5	April 3 - May 5 (Class Play “How Raven, Mink, Coyote & Eagle Brought the Salmon Back) Jan 3rd wk

THE NATURE OF SUSTAINABLE PRACTICES AROUND BC'S RESOURCES

	Grade	Taught When
The nature of sustainable practices around BC's resources	5	Jan 2nd wk and ongoing

FIRST PEOPLES KNOWLEDGE OF SUSTAINABLE PRACTICES

	Grade	Taught When
First Peoples knowledge of sustainable practices	5	May 1st wk

GRADE 6 – SCIENCE

THE BASIC STRUCTURES AND FUNCTIONS OF BODY SYSTEMS

	Grade	Taught When
First Peoples understanding of body systems in humans and animals	6	Jan 2nd wk and ongoing
Excretory: kidneys, ureters, bladder etc.	6	May 1st week
Reproductive: ovaries, testes, etc.	6	Feb 2nd wk
Hormonal: chemical messengers in the body (ie insulin, adrenalin)	6	
Nervous: brain, spinal cord, etc.: role of receptors – the brain interprets the signals received and can make mistakes (ie optical illusions) in those interpretations	6	Feb, 4th wk and ongoing

HETEROGENOUS MIXTURES

	Grade	Taught When
Suspensions (ie salad dressing), emulsions (ie milk), colloids (ie aerosols)	6	May 1st wk

MIXTURES

	Grade	Taught When
Separated using a difference in component properties density (ie centrifuge or settling, silt deposits in a river delta, tailings ponds, man aqueduct settling sections) particle size (ie sieves, filters)	6	May 1st wk

Local First Peoples knowledge of separation and extraction methods - historical and current First Peoples use of separation and extraction methods (ie eulachon oil, extraction of medicines from plants, pigments, etc.)	6	May 1st wk
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NEWTON'S THREE LAWS OF MOTION

	Grade	Taught When
First law: objects will stay stopped or in constant motion until acted upon by outside force	6	Feb.2nd wk
Second law: only an unbalanced force causes acceleration	6	Feb. 2nd wk
Third law: every force has an equal and opposite reaction force	6	Feb 2nd wk

EFFECTS OF BALANCED AND UNBALANCED FORCES IN DAILY PHYSICAL ACTIVITIES

	Grade	Taught When
Balanced forces are equal and opposite forces (ie sitting in a chair)	6 1,2,3,	On going Handwork remind children to sit properly on the chair while knitting & sewing, ongoing
Unbalanced forces are unequal: one force is larger (ie race cars on different ramps, mousetrap cars, rockets)	6	April 1st wk
Examples of effects of balanced and unbalanced forces in school sports and physical education activities	6	ongoing

FORCE OF GRAVITY

	Grade	Taught When
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Gravity is the force of attraction between objects that pulls all objects toward each other	6	Feb.1st wk
On Earth, gravity pulls objects toward the centre of the planet (ie falling objects, egg drop)	6	Feb. 1st wk and ongoing

THE OVERALL SCALE, STRUCTURE, AND AGE OF THE UNIVERSE

	Grade	Taught When
The overall scale, structure, and age of the universe	6	Feb. 2nd wk

THE POSITION, MOTION, AND COMPONENTS OF OUR SOLAR SYSTEM IN OUR GALAXY

	Grade	Taught When
Planets, moons, asteroids, meteors, comets etc.	6	May 1st week
First Peoples perspectives regarding auroa borealis and other celestial phenomena	6	May 1st wk
Extreme environments including contributions of Canadians to exploration technologies (ie Canadarm, News Suit, VENUS and NEPTUNE programs)	6	May 1st wk

GRADE 7 – SCIENCE

ORGANISMS HAVE EVOLVED OVER TIME

	Grade	Taught When
Change in traits of populations over time	7	Mar 2nd wk

SURVIVAL NEEDS

	Grade	Taught When
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All organisms need space, food, water, and access to resources in order to survive	7 3,4,5,6,7,	ongoing Handwork knitting, crocheting garments, ongoing
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NATURAL SELECTION

	Grade	Taught When
The natural process by which certain traits that have a greater fitness for their environment lead to a reproductive advantage; this process happens within a population over time because of genetic variation	7	Feb.4th wk

ELEMENTS AND COMPOUNDS ARE PURE SUBSTANCES

	Grade	Taught When
Element: a pure substance consisting of a single type of atom, as distinguished by its atomic number (ie iron, copper)	7	May 1st wk
Compounds: a pure substance consisting of two or more different atoms held together in a defined special arrangement by chemical bonds (ie water/salt)	7	Apr.2nd wk
Pure substance: matter that consists of only one type of particle and has one set of properties (ie density, boiling point, solubility, conductivity)	7	May 1st wk

CYRSTALLINE STRUCTURES OF SOLIDS

	Grade	Taught When
Crystals formed by a unique arrangement of particles (ie rock candy, quartz, snowflakes)	7	May 1st and ongoing

CHEMICAL CHANGES

	Grade	Taught When
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When atoms rearrange into new products accompanied by an energy change (ie rusting, the reaction of vinegar and baking soda, etc.)	7	Mar 1st wk
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ELECTRICITY

	Grade	Taught When
Generated in different ways with different environmental impacts - include the use of wind, water, coal, geothermal, and solar energy	7	Apr. 4th wk
Electromagnetism: Electromagnetic force is responsible for both electricity and magnetism Moving or changing a magnetic field relative to a wire produces electric current (ie electricity generation by a turbine) An electric current passing through a wire produces a magnetic field (ie constructing a simple electromagnet using a wire, iron nail, and battery)	7	June 2nd wk

THE FOSSIL RECORD PROVIDES EVIDENCE FOR CHANGES IN BIODIVERSITY OVER GEOLOGICAL TIME

	Grade	Taught When
The geologic time scale categorizes the time periods of Earth's geological history	7	Previous teacher and review
Ages of rocks and fossils can be determined by both relative and absolute methods	7	ongoing

FIRST PEOPLES KNOWLEDGE OF CHANGES IN BIODIVERSITY OVER TIME

	Grade	Taught When

First Peoples knowledge of changes in biodiversity over time	7	May 1st wk
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EVIDENCE OF CLIMATE CHANGE OVER GEOLOGICAL TIME AND THE RECENT IMPACTS OF HUMANS

	Grade	Taught When
Change in climate affects: the interconnectedness of plants and animals, and their local environment Examples include: changes to harvesting dates; changes to schedules due to early/late ripening and runs; lowered water levels in creeks, rivers, and lakes; change in humidity impacts the ability to preserve salmon, etc.	7	June 2nd wk
Humans are capable of changing Earth's landscape, climate, and systems	7	On going
Efficacy of sustainable practices	7	June 2nd wk
Physical records – ice flow data, fossil record, etc.	7	June 3rd wk
Local First Peoples knowledge of climate change - oral history, change in traditional practice (ie the timing of harvest has been impacted by climate change), etc.	7	May 1st wk

GRADE 8 – SCIENCE **CHARACTERISTICS OF LIFE**

	Grade	Taught When
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Living things respire, grow, take in nutrients, produce waste, respond to stimuli, and reproduce; there is debate as to whether or not to classify viruses as living things		
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CELL THEORY AND TYPES OF CELLS

	Grade	Taught When
Living things are made of one or more cells		
All cells come from pre-existing cells		
The cell is a basic unit of life		
Prokaryotic and eukaryotic cells		
Plant and animal cells		
Cells contain structures that carry out essential functions		

PHOTOSYNTHESIS AND CELLULAR RESPIRATION

	Grade	Taught When
Photosynthesis and cellular respiration		

THE RELATIONSHIP OF MICRO-ORGANISMS WITH LIVING THINGS

	Grade	Taught When
Micro-organisms are key to nutrient recycling in ecosystems as they act as decomposers		
Viruses and bacteria can cause disease and can also be used in industry (ie production of cheese and salami) and agriculture (ie production of striped tulips)		

Basic functions of the immune system: The immune system provides a barrier to infections and a number of non-specific and specific responses to fight infection (ie fever, antibodies, phagocytes, inflammation) Different populations have greater immunity to certain infections than other populations (ie impact of smallpox epidemic on First Peoples)		
Vaccination can prevent the spread of infectious disease		
Antibiotics are effective only against living organisms, such as bacteria, and not against viruses; overuse of antibiotics can lead to the development of antibiotic-resistant strains of bacteria ("superbugs")		
Impacts of epidemics (regional outbreaks [ie smallpox, measles]) and pandemics (global outbreaks [Spanish flu, SARS]) on human populations		

KINETIC MOLECULAR THEORY

	Grade	Taught When
Explains how particles move in different states		

ATOMIC THEORY AND MODELS

	Grade	Taught When
Provides evidence for the existence of atoms and molecules		

Models can be used to represent: the arrangement and motion of particles in different phases the arrangement of and forces that bind protons, neutrons, and electrons in an atom the quarks and leptons in protons, neutrons, and electrons		
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PROTONS, NEUTRONS, AND QUARKS

	Grade	Taught When
Protons and neutrons (made of quarks) are held together in the nucleus by a strong nuclear force		

ELECTRONS AND LEPTONS

	Grade	Taught When
Electrons (a type of lepton) are held at a distance from the nucleus through electromagnetism		

TYPES AND EFFECTS OF ELECTROMAGNETIC RADIATION

	Grade	Taught When
Types of electromagnetic radiation: the electromagnetic spectrum consists of radio, microwave, infrared, light, UV, X-ray, and gamma rays		
Effects of electromagnetic radiation: positive effects include cancer treatments; negative effects include sunburns		

LIGHT

	Grade	Taught When
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Properties of light: acts like both wave and a particle wavelength, amplitude, frequency		
Behaviours of light: reflection, refraction, absorption, transmission, scattering images formed by lenses and mirrors effects of translucent, transparent, and opaque objects		
Ways of sensing light: - human vision, optical instruments, cameras		

PLATE TECTONIC MOVEMENT

	Grade	Taught When
Types of plate movements		
Plate boundaries		
Earthquakes and volcanoes		

MAJOR GEOLOGICAL EVENTS OF LOCAL SIGNIFICANCE

	Grade	Taught When
Major geological events of local significance		

FIRST PEOPLES KNOWLEDGE OF:

	Grade	Taught When
Local geological formations		

Significant local geological events		
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LAYERS OF EARTH

	Grade	Taught When
Layers of Earth		

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:43 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: KWS Board of Trustees)

From: Evelynn Debusschere [<mailto:evelynn@kelownawaldorf.org>]
Sent: Monday, January 16, 2017 8:53 AM
To: Vandeweg, Theo EDUC:EX
Subject: KWS Board of Trustees

Theo:

here is a list of the current Board of Trustees for the Waldorf School Association of Kelowna:

Rick Salsa - President
Ezra Cipes - Vice President
Mary Lapointe - Treasurer
Jill Buffie - Secretary
Patricia Lavery-Rolf - Past President
Monika Ficke - Faculty Representative
Rose Powell - Faculty Representative
Stephanie Menezes - Faculty Representative
Gaby Knodel - Trustee at Large
Carlo Distefano - Trustee at Large

EveLynn

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:35 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: KWS)

From: Art Therrien [<mailto:superintendent@cisnd.ca>]
Sent: Monday, September 18, 2017 8:43 AM
To: Vandeweg, Theo EDUC:EX
Subject: RE: KWS

Hi Theo

We have a good meeting although neither of us are entirely sure of how I can help. I am going to provide some assessment templates as a starting point as we will see where it goes from there.

No I have never done a monitoring visit for KWS.

Thanks

Art

From: Vandeweg, Theo EDUC:EX [<mailto:Theo.Vandeweg@gov.bc.ca>]
Sent: September 16, 2017 12:41 PM
To: Art Therrien <superintendent@cisnd.ca>
Subject: KWS

Hi Art,

did you have a constructive meeting with Evelyn yesterday?

Also, did we by any chance contract with you somewhere between 2013 and 2015 to do a monitoring inspection at KWS? I don't think so, but if you did, let me know.

Thanks

Theo M. VandeWeg
Inspector of Independent Schools

International Education | Independent Schools | and Partner Relations Division
Ministry of Education
PO Box 9153 STN PROV GOVT
Victoria, BC
V8W 9H1 Phone: 387-3711 Fax: 953-3225

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure.

If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately.

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:29 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: meeting to discuss support/mentoring)

From: Evelyn Debuschere [<mailto:evelynn@kelownawaldorf.org>]
Sent: Monday, September 11, 2017 3:49 PM
To: superintendent@cisnd.ca
Cc: Vandeweg, Theo EDUC:EX
Subject: meeting to discuss support/mentoring

Good afternoon Art - Theo sent me your contact information. I believe he has had a conversation with you regarding the possibility of you providing support and/or mentoring to me and the Kelowna Waldorf School. I am interested in meeting with you to discuss this further. This week I am available on Tuesday after 3:30 or on Friday after 1:30. Please let me know if either day will work for you or if we need to find another time.

with appreciation,

EveLynn Debuschere
Pedagogical Administrator/Principal
Kelowna Waldorf School

For the purpose of supporting clear communication practices, KWS uses email solely for the purpose of relaying general information pertaining to school and class business and for making meeting arrangements. For student specific information or discussion, please call the school at 250-764-4130. Thank you!

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:14 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Phone: s.22 crisis at Kelowna Waldorf)

From: Jonker, Brian EDUC:EX
Sent: Thursday, November 3, 2016 10:28 AM
To: Vandeweg, Theo EDUC:EX
Subject: Fwd: Phone: s.22 crisis at Kelowna Waldorf

Please call and let's touch base

Brian Jonker
Executive Director
International Education and Independent Schools
Ministry of Education
250 217-3991

Begin forwarded message:

From: "Scherk, Ellen M EDUC:EX" <Ellen.Scherk@gov.bc.ca>
Date: November 3, 2016 at 10:26:40 AM PDT
To: "Jonker, Brian EDUC:EX" <Brian.Jonker@gov.bc.ca>
Subject: Phone: s.22 crisis at Kelowna Waldorf

Hi Brian,

Crisis issue at Kelowna Waldorf School s.22 requesting a mediator
get involved with school, as well bring in grief counsellors for students - to deal with so many drop outs
- losing their friends.

School is no longer a certified 'Waldorf' school as no longer has it's 3 branches/wings: Principal, Faculty,
Parent Council. Teachers have been resigning, bullying issues at all levels - students/faculty. A parents
petition was sent out forcing s.22 A Acting Principal was brought in to deal with
amount of people withdrawing, s.22
s.22

Feels school could be falling apart - as this these issues have been ongoing (not just this year).

s.22

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:29 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: report templates to be used in November 2017 by KWS)
Attachments: Report Template 2017-18.docx

From: Evelynnn Debusschere [<mailto:evelynn@kelownawaldorf.org>]
Sent: Wednesday, September 6, 2017 4:56 PM
To: Vandeweg, Theo EDUC:EX
Subject: report templates to be used in November 2017 by KWS

Theo - here are the templates for the November reports -
Of course, I am open to receiving feedback from you on these.

These ones do not include a Kindergarten report - that is part of the draft I am working on for the parent-teacher conferences mentioned in my other email from today.

Please let me know if there is anything else I can (or was asked to and forgot to) send to you.

warmly,

EveLynn Debusschere
Pedagogical Administrator/Principal
Kelowna Waldorf School

For the purpose of supporting clear communication practices, KWS uses email solely for the purpose of relaying general information pertaining to school and class business and for making meeting arrangements. For student specific information or discussion, please call the school at 250-764-4130. Thank you!

Communicating student learning GRADE ONE

Kelowna Waldorf School
429 Collett Road
Kelowna, BC V1W 4A7
Phone: 250-764-4130

Student: _____ Grade _____ Teacher _____

Attendance Record:

Days Present _____ Days Absent _____ Days Tardy _____

Signatures:

Teacher

Principal

Parent/Guardian Parent/Guardian: Please sign and return this sheet to the school. Keep remaining pages for your records.

Performance Scale

Emerging:

- Work is not yet at grade level expectations
- There may be evidence of progress toward relevant learning outcomes
- Requires ongoing support

Developing:

- Work may be inconsistent but meets grade-level expectations at minimal level
- Evidence of progress toward relevant learning outcomes
- Needs support in some areas

Applying:

- Work meets grade level expectations
- Evidence that relevant learning outcomes have been met
- Demonstrates proficient academic progress

This report describes the student's learning progress based on Waldorf curriculum guidelines and on provincial learning expectations for each grade level. It is intended to inform parents/guardians about learning successes and to guide improvement efforts where needed.

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Term Comments

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<i>Literacy – Speaking and Listening</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Raises hand and waits to be called on				
Speaks audibly and expresses thoughts, ideas, feelings, and needs clearly				
Listens attentively when others are speaking				
Listens to others without interrupting				
Follows directions				
Speaks respectfully – volume, tone, word choice				
Retells key ideas of stories heard				
Acquires and uses new vocabulary				

<i>Literacy – Reading</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Print Concepts: Recognizes and names upper and lower case consonants and vowels				
Phonics: Produces consonant and vowel sounds in random order				
Reads from own writing				
Demonstrates interest in books				

<i>Literacy – Writing</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Uses correct pencil grip and posture				
Forms letters and numerals correctly				
Writes left-to-right, top-				

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

to-bottom				
Uses correct spacing between words				
Established relationship between picture and print				
Copies from the chalkboard accurately				

<i>Numeracy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Subitizing – recognizing small quantities				
Recognizes numbers to 100				
Recognizes Roman Numerals to 12				
Counting in sequence, forwards and backwards				
Skip counting – 2 – 3 - 5				
Understands number values				
Understands meaning of more, less, and equal				
Understands 4 arithmetic processes				
Able to solve number ‘stories’				

<i>Science</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Demonstrate curiosity and sense of wonder about world				
Recognizes seasonal changes of temperature, climate, weather, light				
Notices life cycles of plants				

<i>Social Studies</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Home, school, and neighbourhood				

<i>Core Competencies Communication (Feeling)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Connected and engaged with others				
Collaborates with others				
Recounts own experiences and accomplishments				

<i>Core Competencies Thinking (Thinking)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Generates ideas				
Understands new ideas				
Can build on and add to ideas of others				

<i>Core Competencies Personal & Social (Willing)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning s</i>
Takes care of personal needs				
Takes pride in own accomplishments				
Uses appropriate manners and shows respect for others				
Shows positive attitude				
Gets along well with other children				
Participates in group activities				
Manages own strong feelings				
Respects property of others				
Follows school rules and accepts responsibility for own actions				

<i>French</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				

Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>German</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>Handwork</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Stays focused on task				
Follows teacher's instructions				
Casts on/off, knits/purls				
Organizes materials and tools				
Consistently produces correct stitches				
Works with care and attention to detail				

<i>Eurythmy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Correct and adequately held gestures				
Orientation in space and forms				
Harmonious movements with others				

Correct and clear coordination				
Listens to and applies teacher's instructions				

Communicating student learning GRADE TWO

Kelowna Waldorf School
429 Collett Road
Kelowna, BC V1W 4A7
Phone: 250-764-4130

Student: _____ Grade _____ Teacher _____

Attendance Record:

Days Present _____ Days Absent _____ Days Tardy _____

Signatures:

Teacher

Principal

Parent/Guardian Parent/Guardian: Please sign and return this sheet to the school. Keep remaining pages for your records.

Performance Scale

Emerging:

- Work is not yet at grade level expectations
- There may be evidence of progress toward relevant learning outcomes
- Requires ongoing support

Developing:

- Work may be inconsistent but meets grade-level expectations at minimal level
- Evidence of progress toward relevant learning outcomes
- Needs support in some areas

Applying:

- Work meets grade level expectations
- Evidence that relevant learning outcomes have been met
- Demonstrates proficient academic progress

This report describes the student's learning progress based on Waldorf curriculum guidelines and on provincial learning expectations for each grade level. It is intended to inform parents/guardians about learning successes and to guide improvement efforts where needed.

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Term Comments

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<i>Literacy – Speaking and Listening</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Raises hand and waits to be called on				
Speaks audibly and expresses thoughts, ideas, feelings, and needs clearly				
Listens attentively when others are speaking				
Listens to others without interrupting				
Follows directions				
Speaks respectfully – volume, tone, word choice				
Retells key ideas of stories heard				
Acquires and uses new vocabulary				

<i>Literacy – Reading</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Print Concepts: Recognizes and names upper and case letters				
Phonics: Recognizes long and short vowel sounds				
Recognizes basic sight words				
Reads high-frequency sight words				
Demonstrates interest in books				

<i>Literacy – Writing</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Uses correct pencil grip and posture				
Forms letters and numerals correctly				

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Uses correct conventions – spacing, capitals, punctuation				
Applies spelling learned				
Expresses ideas in writing				
Copies from the chalkboard accurately				

<i>Numeracy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Understands the four elementary math operations				
Addition facts to 12				
Subtraction facts with 12 as the highest minuend				
Multiplication facts of 2, 3, 4, 5, 10, and 11 tables				
Understands odd and even numbers				
Agility with mental math				
Able to solve word problems				

<i>Science</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Demonstrate curiosity and sense of wonder about world				
Recognizes seasonal changes of temperature, climate, weather, light				
Notices life cycles of plants				

<i>Social Studies</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Home, school, and neighbourhood				

<i>Core Competencies Communication (Feeling)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Connected and engaged with others				
Collaborates with others				
Recounts own experiences and accomplishments				

<i>Core Competencies Thinking (Thinking)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Generates ideas				
Understands new ideas				
Can build on and add to ideas of others				

<i>Core Competencies Personal & Social (Willing)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning s</i>
Takes care of personal needs				
Takes pride in own accomplishments				
Uses appropriate manners and shows respect for others				
Shows positive attitude				
Gets along well with other children				
Participates in group activities				
Manages own strong feelings				
Respects property of others				
Follows school rules and accepts responsibility for own actions				

<i>French</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual				

activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>German</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>Handwork</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Stays focused on task				
Follows teacher's instructions				
Casts on/off, knits/purls, increases/decreases, sews project, cleans up safely and neatly				
Organizes materials and tools				
Consistently produces correct stitches				
Works with care and attention to detail				

<i>Eurythmy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Correct and adequately held gestures				

Orientation in space and forms				
Harmonious movements with others				
Correct and clear coordination				
Listens to and applies teacher's instructions				

Communicating student learning GRADE THREE

Kelowna Waldorf School
429 Collett Road
Kelowna, BC V1W 4A7
Phone: 250-764-4130

Student: _____ Grade _____ Teacher _____

Attendance Record:

Days Present _____ Days Absent _____ Days Tardy _____

Signatures:

Teacher

Principal

Parent/Guardian Parent/Guardian: Please sign and return this sheet to the school. Keep remaining pages for your records.

Performance Scale

Emerging:

- Work is not yet at grade level expectations
- There may be evidence of progress toward relevant learning outcomes
- Requires ongoing support

Developing:

- Work may be inconsistent but meets grade-level expectations at minimal level
- Evidence of progress toward relevant learning outcomes
- Needs support in some areas

Applying:

- Work meets grade level expectations
- Evidence that relevant learning outcomes have been met
- Demonstrates proficient academic progress

This report describes the student's learning progress based on Waldorf curriculum guidelines and on provincial learning expectations for each grade level. It is intended to inform parents/guardians about learning successes and to guide improvement efforts where needed.

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Term Comments

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<i>Literacy – Speaking and Listening</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Raises hand and waits to be called on				
Speaks audibly and expresses thoughts, ideas, feelings, and needs clearly				
Listens attentively when others are speaking				
Listens to others without interrupting				
Follows directions				
Speaks respectfully – volume, tone, word choice				
Retells key ideas of stories heard				
Acquires and uses new vocabulary				

<i>Literacy – Reading</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Recognizes basic sight words				
Recognizes blends, digraphs, and diphthongs				
Reads aloud smoothly				
Reads at grade level				
Recalls details from stories read				

<i>Literacy – Writing</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Consistently writes in cursive, forming letters correctly				
Legible penmanship				
Uses correct conventions – capitals, grammar, punctuation				
Identifies parts of speech:				

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

noun, verb, adjective, adverb				
Recognizes four sentence types correctly				
Applies spelling learned				
Expresses ideas in writing				
Writes in complete sentences				
Copies from the chalkboard accurately				

<i>Numeracy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Understands the four elementary math operations				
Understands carrying and borrowing				
Multiplication facts of tables to 12				
Understands squared numbers				
Able to organize work neatly				
Estimation				
Agility with mental math				
Measurement: linear, volume, weight, time, money				
Able to solve word problems				

<i>Science</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Demonstrate curiosity and sense of wonder about world				
Recognizes seasonal changes of temperature, climate, weather, light				
Notices life cycles of plants				

<i>Social Studies</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Home, school, and neighbourhood				
Shelters around the world				
Grains of the world				
Clothing and Textiles				

<i>Core Competencies Communication (Feeling)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Connected and engaged with others				
Collaborates with others				
Recounts own experiences and accomplishments				

<i>Core Competencies Thinking (Thinking)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Generates ideas				
Understands new ideas				
Can build on and add to ideas of others				

<i>Core Competencies Personal & Social (Willing)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning s</i>
Takes care of personal needs				
Takes pride in own accomplishments				
Uses appropriate manners and shows respect for others				
Shows positive attitude				
Gets along well with other children				
Participates in group activities				
Manages own strong feelings				
Respects property of others				

Follows school rules and accepts responsibility for own actions				
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<i>French</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>German</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>Handwork</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Stays focused on task				
Follows teacher's instructions				
Knits, purls, crochets, hand sews				
Organizes materials and tools				

Consistently produces correct stitches				
Works with care and attention to detail				

<i>Eurythmy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Correct and adequately held gestures				
Orientation in space and forms				
Harmonious movements with others				
Correct and clear coordination				
Listens to and applies teacher's instructions				

Communicating student learning GRADE FOUR

Kelowna Waldorf School
429 Collett Road
Kelowna, BC V1W 4A7
Phone: 250-764-4130

Student: _____ Grade _____ Teacher _____

Attendance Record:

Days Present _____ Days Absent _____ Days Tardy _____

Signatures:

Teacher

Principal

Parent/Guardian Parent/Guardian: Please sign and return this sheet to the school. Keep remaining pages for your records.

Performance Scale

Emerging:

- Work is not yet at grade level expectations
- There may be evidence of progress toward relevant learning outcomes
- Requires ongoing support

Developing:

- Work may be inconsistent but meets grade-level expectations at minimal level
- Evidence of progress toward relevant learning outcomes
- Needs support in some areas

Applying:

- Work meets grade level expectations
- Evidence that relevant learning outcomes have been met
- Demonstrates proficient academic progress

This report describes the student's learning progress based on Waldorf curriculum guidelines and on provincial learning expectations for each grade level. It is intended to inform parents/guardians about learning successes and to guide improvement efforts where needed.

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Term Comments

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<i>Literacy – Speaking and Listening</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Raises hand and waits to be called on				
Speaks audibly and expresses thoughts, ideas, feelings, and needs clearly				
Listens attentively when others are speaking				
Listens to others without interrupting				
Follows directions				
Speaks respectfully – volume, tone, word choice				
Retells key ideas of stories heard				
Acquires and uses new vocabulary				

<i>Literacy – Reading</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Recognizes basic sight words				
Recognizes blends, digraphs, and diphthongs				
Reads at grade level				
Comprehends what has read				
Recalls details from stories read				

<i>Literacy – Writing</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Consistently writes in cursive, forming letters correctly				
Legible penmanship				
Uses correct conventions – capitals, grammar, punctuation				

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Identifies parts of speech: noun, verb, adjective, adverb				
Uses verb tenses correctly				
Applies spelling learned				
Expresses ideas in writing				
Writes in complete sentences				
Uses varied sentence styles				

<i>Numeracy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Understands long multiplication and division				
Multiplication facts of tables to 12				
Understands fractions				
Applies four processes to fractions				
Equivalent, mixed number, improper, simplified fractions				
Factoring, least common factor, greatest common multiple				
Able to organize work neatly				
Agility with mental math				
Able to solve word problems				

<i>Science</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Demonstrate curiosity and sense of wonder about world				
Recognizes seasonal changes of temperature, climate, weather, light				
Notices life cycles of plants				
Zoology				

<i>Social Studies</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Home, school, and neighbourhood				
Local History and Geography				
Provincial History and Geography				

<i>Core Competencies Communication (Feeling)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Connected and engaged with others				
Collaborates with others				
Recounts own experiences and accomplishments				

<i>Core Competencies Thinking (Thinking)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Generates ideas				
Understands new ideas				
Can build on and add to ideas of others				

<i>Core Competencies Personal & Social (Willing)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning s</i>
Takes care of personal needs				
Takes pride in own accomplishments				
Uses appropriate manners and shows respect for others				
Shows positive attitude				
Gets along well with other children				
Participates in group activities				
Manages own strong feelings				
Respects property of others				

Follows school rules and accepts responsibility for own actions				
---	--	--	--	--

<i>French</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>German</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>Handwork</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Stays focused on task				
Follows teacher's instructions				
Knits/purls in a round, hand sews				
Organizes materials and tools				

Consistently produces correct stitches				
Works with care and attention to detail				

<i>Eurythmy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Correct and adequately held gestures				
Orientation in space and forms				
Harmonious movements with others				
Correct and clear coordination				
Listens to and applies teacher's instructions				

Communicating student learning GRADE FIVE

Kelowna Waldorf School
429 Collett Road
Kelowna, BC V1W 4A7
Phone: 250-764-4130

Student: _____ Grade _____ Teacher _____

Attendance Record:

Days Present _____ Days Absent _____ Days Tardy _____

Signatures:

Teacher

Principal

Parent/Guardian Parent/Guardian: Please sign and return this sheet to the school. Keep remaining pages for your records.

Performance Scale

Emerging:

- Work is not yet at grade level expectations
- There may be evidence of progress toward relevant learning outcomes
- Requires ongoing support

Developing:

- Work may be inconsistent but meets grade-level expectations at minimal level
- Evidence of progress toward relevant learning outcomes
- Needs support in some areas

Applying:

- Work meets grade level expectations
- Evidence that relevant learning outcomes have been met
- Demonstrates proficient academic progress

This report describes the student's learning progress based on Waldorf curriculum guidelines and on provincial learning expectations for each grade level. It is intended to inform parents/guardians about learning successes and to guide improvement efforts where needed.

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Term Comments

--

<i>Literacy – Speaking and Listening</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Raises hand and waits to be called on				
Speaks audibly and expresses thoughts, ideas, feelings, and needs clearly				
Listens attentively when others are speaking				
Listens to others without interrupting				
Follows directions				
Speaks respectfully – volume, tone, word choice				
Retells key ideas of stories heard				
Acquires and uses new vocabulary				

<i>Literacy – Reading</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Recognizes basic sight words				
Recognizes blends, digraphs, and diphthongs				
Reads at grade level				
Comprehends what has read				
Recalls details from stories read				

<i>Literacy – Writing</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Consistently writes in cursive, forming letters correctly				
Legible penmanship				
Uses correct conventions – capitals, grammar, punctuation				

Report for:

For the period for 05-Sep-2017 to 15-Nov-2017

Identifies nine parts of speech				
Uses verb tenses correctly				
Applies spelling learned				
Expresses ideas in writing				
Writes in complete sentences				
Uses varied sentence styles				

<i>Numeracy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Works competently with fractions				
Understands decimal fractions				
Converts fractions to decimal fractions				
Converts decimal fractions to fractions				
Applies four processes to decimal fractions				
Able to organize work neatly				
Agility with mental math				
Able to solve word problems				

<i>Science</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Demonstrate curiosity and sense of wonder about world				
Recognizes seasonal changes of temperature, climate, weather, light				
Notices life cycles of plants				
Botany				

<i>Social Studies</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Home, school, and neighbourhood				
Canadian History and Geography				

North American History and Geography				
Ancient cultures				

<i>Core Competencies Communication (Feeling)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Connected and engaged with others				
Collaborates with others				
Recounts own experiences and accomplishments				

<i>Core Competencies Thinking (Thinking)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Generates ideas				
Understands new ideas				
Can build on and add to ideas of others				

<i>Core Competencies Personal & Social (Willing)</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning s</i>
Takes care of personal needs				
Takes pride in own accomplishments				
Uses appropriate manners and shows respect for others				
Shows positive attitude				
Gets along well with other children				
Participates in group activities				
Manages own strong feelings				
Respects property of others				
Follows school rules and accepts responsibility for own actions				

<i>French</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>German</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Participates in group activities				
Participates in individual activities				
Illustrates with care in book				
Responds to classroom instructions				
Uses in context courtesy phrases, greetings, good bye				
Simple conversations and dialogues				
Vocabulary				

<i>Handwork</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Stays focused on task				
Follows teacher's instructions				
Draws an image, translates it into colour, and embroidery stitches				
Organizes materials and tools				
Consistently produces correct stitches				
Works with care and				

attention to detail				
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<i>Eurythmy</i>	<i>Emerging</i>	<i>Developing</i>	<i>Applying</i>	<i>Comments / Ways to Support Learning</i>
Correct and adequately held gestures				
Orientation in space and forms				
Harmonious movements with others				
Correct and clear coordination				
Listens to and applies teacher's instructions				

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:39 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Returning call)

-----Original Message-----

From: s.22
Sent: Wednesday, September 6, 2017 12:31 PM
To: Vandeweg, Theo EDUC:EX
Subject: Re: Returning call

Theo,
s.22

I will make myself available Friday at 1:00. s.22

Rob Flemings has stated in multiple media posts to be making his appointment as Minister an effective post for change. This is not a step in the right direction.

Thanks in advance,

s.22

> On Sep 6, 2017, at 10:22 AM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:

>
> Hello s.22

>
> My apologies, but I was a little afraid of this when we originally booked for today: I am trying to meet too many deadlines this week. If at all possible for you, I would really appreciate it if we could move our phone conversation to Friday 1pm.

> Theo

> -----Original Message-----

> From: Vandeweg, Theo EDUC:EX
> Sent: Tuesday, September 5, 2017 4:28 PM
> To: s.22
> Subject: RE: Returning call

>
> Sure, I'll call you Wednesday at 1pm (both our times :)

>
> -----Original Message-----
> From: s.22
> Sent: Tuesday, September 5, 2017 2:58 PM
> To: Vandeweg, Theo EDUC:EX
> Subject: Re: Returning call
>
> Hi Theo, I live in Kelowna so
> 1:00PST will work fine. Will you call me directly?
>
> Thanks in advance,
>
s.22

>
>> On Sep 5, 2017, at 2:20 PM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:
>>
s.22 thanks for the call. Sorry I could not take it. Can we please connect on Wednesday? I can make it work for
1pm our time (2pm your time). I'll do my best to keep this appointment if it works for you.
>>
>> Theo
>>
>> -----Original Message-----
>> From: s.22
>> Sent: Tuesday, September 5, 2017 1:25 PM
>> To: Vandeweg, Theo EDUC:EX
>> Subject: Returning call
>>
>> Theo,
>> I am returning your call from Friday regarding the Waldorf matter in Kelowna.
>>
>> Thanks in advance,
>>
s.22

c.

>>
>>
>>
>> ---
>> Filter service subscribers can train this email as spam or not-spam here: <http://my.email-as.net/spamham/cgi-bin/learn.pl?messageid=0AB81B08928011E7BD336C2FD000F576>
>
>
>
>
> ---

> Filter service subscribers can train this email as spam or not-spam here: <http://my.email-as.net/spamham/cgi-bin/learn.pl?messageid=E9621EE2932711E795208F33D000F576>

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:11 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Voting rights at AGM for Kelowna Waldorf School)

-----Original Message-----

From: EDUC Independent Schools Office EDUC:EX
Sent: Thursday, December 8, 2016 4:32 PM
To: Jonker, Brian EDUC:EX
Cc: Vandeweg, Theo EDUC:EX
Subject: FW: Voting rights at AGM for Kelowna Waldorf School

Brian / Theo - for your attention

/ellen

-----Original Message-----

From: S.22
Sent: Thursday, December 08, 2016 3:56 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: Voting rights at AGM for Kelowna Waldorf School

Dear Mr. Jonker and Mr. Vandeweg,

I am a parent of a child attending the Kelowna Waldorf School. I want to bring an important issue to your attention regarding membership in the Society that allows the school to exist (Waldorf School Association of Kelowna [WSAK]), and the associated right to vote at the upcoming AGM (December 14/16) and/or run for election to the Board of Trustees.

There has been a range of heated political issues impacting the School this fall. Mr. Froese of the Federation of Independent School Associations of BC attended a school-wide meeting held earlier this fall when the school community came together to discuss the political climate at the School. During the meeting, Mr. Froese made a recommendation for the current Board of Trustees (an interim self-appointed board) to step down and be replaced by a 3rd party capable of managing the situation until the upcoming AGM is held. Following that school-wide meeting, the current Board refused to step down and currently remains in place.

Recently, the current Board sent out a notice to the members of the Society indicating that applications for membership in the Society that were submitted over the last several months would not be approved prior to the upcoming AGM. The implications of this decision are that parents who are new to the School this year, and parents who were members of the Society in the past but failed to apply in 2015, are barred from becoming members this year. Thus, these parents' right to vote in the upcoming AGM election and/or run in the election have been stripped away. It was made clear in the notice from the current Board that this decision was made for political reasons.

The School is in an upheaval over the political issues, and at least 1/3 of the students have left the School this fall, with many other parents currently "sitting on the fence". Many parents viewed the upcoming AGM as an opportunity to have new people elected to the Board of Trustees who could help the school community heal and prevent any further

deterioration of the school environment and enrollment. I am of the opinion that the current Board's actions are an abuse of power for the purpose of hanging onto control of the School. Further, I question whether the decision by the current Board might contravene the BC Societies Act and/or the Independent Schools Act.

I am seeking assistance in ensuring that a fair and democratic AGM election is held on December 14, including allowing all current parents to be members of the Society, and issuing a new call for nominees for the election. I am not fully aware of your specific role or the extent of your authority; however, if you can play a role in rectifying this situation and/or advise on a suitable course of action for rectifying this situation, it would be much appreciated.

Thank you for your consideration. Feel free to contact me at s.22 or via email at s.22

Regards,

s.22

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:44 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: Waldorf school Kelowna)

-----Original Message-----

From: EDUC Independent Schools Office EDUC:EX
Sent: Thursday, May 11, 2017 9:38 AM
To: Vandeweg, Theo EDUC:EX
Cc: McConnell, Jenni EDUC:EX
Subject: FW: Waldorf school Kelowna

Hello Theo,

This message came in addressed to you yesterday.

Cheers,

Michael Korican, BFA
Program Coordinator

Independent Schools and International Education Branch International Education, Independent Schools and Partner Relations Division Ministry of Education

(778) 679-5293

-----Original Message-----

From s.22
Sent: Wednesday, May 10, 2017 12:05 PM
To: EDUC Independent Schools Office EDUC:EX
Cc s.22
Subject: Waldorf school Kelowna

Hi Theo,

s.22 Thank you so much for your time. Please feel free to contact me with any questions. I have asked s.22 to compile s.22 report cards and the independent assessment to send for your review. s.22

I will further contact both the independent assessors and ask for a report on there findings. Of course in the interest of privacy they will not mention the children's names Just their overall synopsis of their findings.

With regards to the other parents who would like to do the same. May I have your permission to share your contact information?

Thanks in advance,

s.22

Page 338

Withheld pursuant to/removed as

s.22

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:10 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (FW: WSAK letter of response due December 16,2016)
Attachments: response letter to the Theo V minsitry.doc; Kelowna Waldorf - 2016 - follow up minsitry.pdf

From: EDUC Independent Schools Office EDUC:EX
Sent: Friday, December 16, 2016 11:01 AM
To: Jonker, Brian EDUC:EX; Vandeweg, Theo EDUC:EX
Subject: FW: WSAK letter of response due December 16,2016

For your info - I shall be etrimming this.

From: Patricia Laverty-Rolf [<mailto:ps.22>]
Sent: Tuesday, December 13, 2016 5:20 PM
To: EDUC Independent Schools Office EDUC:EX
Cc: 'Dana Bodnar'; 'EveLynn Debusschere'; jeff.horswill@dlapiper.com
Subject: RE: WSAK letter of response due December 16,2016

Hi Ellen,

Thank you for the telephone calls. Here is the resend today 5;19pm

Thank you
Patricia

From: Patricia Laverty-Rolf [<mailto:ps.22>]
Sent: Tuesday, December 13, 2016 4:30 PM
To: educ.independentschoolsoffice@gov.bc.ca
Cc: 'Dana Bodnar' <dana@kelownawaldorf.org>; 'EveLynn Debusschere' <ps.22>
'jeff.horswill@dlapiper.com' <jeff.horswill@dlapiper.com>
Subject: RE: WSAK letter of response due December 16,2016
Importance: High

Hello again
To the Independent Schools Branch
I am resending this email.
I see the address somehow was changed in my address book.
Please see my note below.
Attached in our response to the requested letter due December 16,2016
Thanks, kindly
Patricia Laverty-Rolf
WSAK president Kelowna Waldorf School

From: Patricia Laverty-Rolf [mailto:Patricia.Laverty-Rolf@ecuc.bc.ca] s.22
Sent: Tuesday, December 13, 2016 3:52 PM
To: 'ECUC.independentschoolsoffice@gov.bc.ca' <ECUC.independentschoolsoffice@gov.bc.ca>
Cc: 'Dana Bodnar' <dana@kelownawaldorf.org>; 'EveLynn Debusschere' s.22
'jeff.horswill@dlapiper.com' <jeff.horswill@dlapiper.com>
Subject: WSAK letter of response due December 16,2016
Importance: High

Good Afternoon,
Attached is our response letter from the Waldorf School Association of Kelowna,
From the President Patricia Laverty-Rolf
This requested response is due December 16,2016.
This letter is in regards to the Appointed School Official and the Alternate School Official.

Regards
Patricia Laverty-Rolf



December 8, 2016

VIA EMAIL

Patricia Lavery Rolf, Board Chair
Waldorf Association of Kelowna
429 Collett Rd
Kelowna BC V1W 1K6
Email: info@kelownawaldorf.org

Dear Patricia Lavery-Rolf:

Thank you for your email of November 18, 2016, which stated that the Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School, that you are the current School Board Chair, that Evelyn Debusschere is the current school principal, and that all teacher discipline and dismissals have been reported to the Teacher Regulation Branch in accordance with *Independent School Act*, Section 7 requirements.

At this time, the Ministry of Education requests confirmation by way of notarized documentation or confirmation from your solicitor that the Board of Directors currently operating the school has been established in accordance with the regulations and requirements of the laws governing Societies in BC and in compliance with the constitution and by-laws of the Waldorf Association of Kelowna.

The Ministry requests that the information be provided to the Independent Schools Branch no later than end of business day, Friday December 16, 2016.

We have received an email from the school principal, Evelyn Debusschere, confirming the completion of the three requested statutory requirements resulting from the external evaluation. With regard to Abuse protocols, you confirm to have reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." As such, please confirm that the school has designated the following two positions:

- Appointed School Official
- Alternate Appointed School Official

Sincerely,

Theo VandeWeg
Inspector



KELOWNA WALDORF SCHOOL

December 13,2016

VIA EMAIL

**Theo Vande Weg
Inspector
Independent Schools and
International Education
Po box 9153 stn prov gov
Victoria B.C.**

Dear Theo Vande Weg,

Thank you for your letter dated December 08,2016

I am writing in response to your requests for documentation from our Solicitor.

Our Solicitor is the firm DLA Piper LLP, contact will be Jeff Horswill.

**He is working on this requested information of the Waldorf School Associations
Legal Board, and will be sending it to you by December 15,2016. We can assure to
you the Ministry that all bylaws and Constitutions were strictly adhered to.**

In regards to your second request of the same letter of December 08,2016

In discussions with the Principal, and from our Board Meeting of December 12,2016

**This request for the appointed School Official and the Alternate School official, in
regards to the document "Support ing our Students: A Guide for Independent
Schools Personnel Responding to Child Abuse", Section4.13, was re reviewed and
discussed with a motion. I can confirm; the Appointed School Official will be the
Principal. The Alternate Appointed School Official will be the Administrator.**

Sincerely

Patricia Laverty-Rolf

President


Waldorf School Association of Kelowna

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:21 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (leter 64pp in from educ))

FW: Kelowna Waldorf School 64 pp letter of concern

Tuesday, November 8, 2016
8:40 AM

Subject	FW: Kelowna Waldorf School
From	Jonker, Brian EDUC:EX
To	Vandeweg, Theo EDUC:EX
Sent	Monday, November 7, 2016 3:17 PM
Attachments	

From: EDUC Independent Schools Office EDUC:EX
Sent: Monday, November 7, 2016 2:13 PM
To: Jonker, Brian EDUC:EX
Subject: FW: Kelowna Waldorf School

Brian - sending this directly to you for your attention.

/ellen

From: s.22
Sent: Monday, November 07, 2016 12:47 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: RE: Kelowna Waldorf School

Mr. Vandeweg,

Please find attached a document I've prepared in relation to the Kelowna Waldorf School.

Please play special attention to restrictions on distribution on the first page.

Many thanks,
s.22

Theo M. VandeWeg
Inspector of Independent Schools

International Education | Independent Schools | and Partner Relations Division
Ministry of Education
PO Box 9153 STN PROV GOVT
Victoria, BC
V8W 9H1 Phone: 387-3711 Fax: 953-3225

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Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:48 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (perent concern: Voting rights at AGM)

RE: Voting rights at AGM for Kelowna Waldorf School

Thursday, December 8, 2016
9:32 PM

Subject	RE: Voting rights at AGM for Kelowna Waldorf School
From	Jonker, Brian EDUC:EX
To	EDUC Independent Schools Office EDUC:EX
Cc	Vandeweg, Theo EDUC:EX
Sent	Thursday, December 8, 2016 8:34 PM

Returned by phone today.

-----Original Message-----

From: EDUC Independent Schools Office EDUC:EX
Sent: Thursday, December 8, 2016 4:32 PM
To: Jonker, Brian EDUC:EX
Cc: Vandeweg, Theo EDUC:EX
Subject: FW: Voting rights at AGM for Kelowna Waldorf School

Brian / Theo - for your attention

/ellen

-----Original Message-----

From: S.22
Sent: Thursday, December 08, 2016 3:56 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: Voting rights at AGM for Kelowna Waldorf School

Dear Mr. Jonker and Mr. Vandeweg,

I am a parent of a child attending the Kelowna Waldorf School. I want to bring an important issue to your attention regarding membership in the Society that allows the school to exist (Waldorf School Association of Kelowna [WSAK]), and the associated right to vote at the upcoming AGM (December 14/16) and/or run for election to the Board of Trustees.

There has been a range of heated political issues impacting the School this fall. Mr. Froese of the Federation of Independent School Associations of BC attended a school-wide meeting held earlier this fall when the school community came together to discuss the political climate at the School. During the meeting, Mr. Froese made a recommendation for the current Board of Trustees (an interim self-appointed board) to step down and be replaced by a 3rd party capable

of managing the situation until the upcoming AGM is held. Following that school-wide meeting, the current Board refused to step down and currently remains in place.

Recently, the current Board sent out a notice to the members of the Society indicating that applications for membership in the Society that were submitted over the last several months would not be approved prior to the upcoming AGM. The implications of this decision are that parents who are new to the School this year, and parents who were members of the Society in the past but failed to apply in 2015, are barred from becoming members this year. Thus, these parents' right to vote in the upcoming AGM election and/or run in the election have been stripped away. It was made clear in the notice from the current Board that this decision was made for political reasons.

The School is in an upheaval over the political issues, and at least 1/3 of the students have left the School this fall, with many other parents currently "sitting on the fence". Many parents viewed the upcoming AGM as an opportunity to have new people elected to the Board of Trustees who could help the school community heal and prevent any further deterioration of the school environment and enrollment. I am of the opinion that the current Board's actions are an abuse of power for the purpose of hanging onto control of the School. Further, I question whether the decision by the current Board might contravene the BC Societies Act and/or the Independent Schools Act.

I am seeking assistance in ensuring that a fair and democratic AGM election is held on December 14, including allowing all current parents to be members of the Society, and issuing a new call for nominees for the election. I am not fully aware of your specific role or the extent of your authority; however, if you can play a role in rectifying this situation and/or advise on a suitable course of action for rectifying this situation, it would be much appreciated.

Thank you for your consideration. Feel free to contact me at s.22 or via email at s.22

Regards,

s.22

Theo M. VandeWeg

Inspector of Independent Schools

International Education | Independent Schools | and Partner Relations Division
Ministry of Education
PO Box 9153 STN PROV GOVT
Victoria, BC
V8W 9H1 Phone: 387-3711 Fax: 953-3225

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Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:51 AM
To: Stewart, Terry J EDUC:EX
Subject: FOI KWS (response from Patricia Lavery-Rolf - KWS Board Chair)

Dec 13 2016 Response to EEC

Friday, December 16, 2016
12:15 PM



KELOWNA WALDORF SCHOOL

December 13,2016

VIA EMAIL

Theo Vande Weg
Inspector
Independent Schools and
International Education
Po box 9153 stn prov gov
Victoria B.C.

Dear Theo Vande Weg,

Thank you for your letter dated December 08,2016

I am writing in response to your requests for documentation from our Solicitor.

Our Solicitor is the firm DLA Piper LLP, contact will be Jeff Horswill.

He is working on this requested information of the Waldorf School Associations Legal Board, and will be sending it to you by December 15,2016. We can assure to you the Ministry that all bylaws and Constitutions were strictly adhered to.

In regards to your second request of the same letter of December 08,2016

In discussions with the Principal, and from our Board Meeting of December 12,2016

This request for the appointed School Official and the Alternate School official, in regards to the document "Support ing our Students: A Guide for Independent Schools Personnel Responding to Child Abuse", Section4.13, was re reviewed and discussed with a motion. I can confirm; the Appointed School Official will be the Principal. The Alternate Appointed School Official will be the Administrator.

Sincerely

Patricia Laverty-Rolf

President

Waldorf School Association of Kelowna

Theo M. VandeWeg

Inspector of Independent Schools

International Education | Independent Schools | and Partner Relations Division

Ministry of Education

PO Box 9153 STN PROV GOVT

Victoria, BC

V8W 9H1 Phone: 387-3711 Fax: 953-3225

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure.

If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately.

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:53 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Emailing - 0847_001 (003).pdf
Attachments: 0849_001.pdf

s.22
> From: Patricia Lavery-Rolf[SMTP:
> To: EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> Cc: EveLynn Debusschere[SMTP:
> Received-Date: 2016-11-18
> Received-Time: 1:12 PM (LocalTime)
> Sent-Date: 2016-11-18
> Sent-Time: 1:18 PM (LocalTime)
> Subject: RE: Emailing - 0847_001 (003).pdf
> attention: Theo VandeWeg, Inspector of Independent Schools
>
>
> RE: External Evaluation Requirements.
>
>
>
> Confirmation as of November 18, 2016:
>
>
>
> 1. Waldorf School Association of Kelowna continues to be the school
> authority operating Kelowna Waldorf School.
>
>
>
> 2. Patricia Lavery-Rolf is the school board Chair and the contact
> person for the authority.
>
>
>
> 3. Evelyn Debusschere is current school principal and the information
> was submitted to the Ministry.
>
>
>
> 4. All dismissals, suspensions or discipline have been reported to
> Teacher Regulation Branch since September 1, 2016.
>
>
>
> Thank you,

>
> Patricia Laverty-Rolf
>
> Waldorf School Association of Kelowna BOT Chair
>
>
>
>
>
>
>
>
> From: Patricia Laverty-Rolf [mailto:^{s.22}
> Sent: Friday, November 18, 2016 11:36 AM
> To: 'educ.independentschoolsoffice@gov.bc.ca' <educ
> independentschoolsoffice@gov.bc.ca>
> Cc: EveLynn Debusschere <^{s.22}
> Subject: Emailing - 0847_001 (003).pdf
>
>
>
> Good Morning,
>
> To whom this may concern,
>
> I was asked that the Board Chair and contact for the authority to call
> the Independent Schools Branch.
>
> I spoke with Ellen who thought I best send this email. She was
> uncertain that I needed to directly talk to Theo VandeWeg. (see
> attached letter from
> Theo)
>
>
>
> I am writing as per the letter from Theo VandeWeg, stating I must
> confirm by November 18,2016. I confirm that we have received the
> official report and are working on the statutory requirements due by December 01,2016.
>
> I as well noted other policies due by January 04,2017.
>
> I have been in Contact with our Principal Evelyn Debusschere.
> Attached again is the letter I send per section 7 of the intendent
> schools act. I did update the form on the Independent school site at
> the time of my letter
>
>
> Thank you
>
> Regards
>
> Patricia Laverty-Rolf
>

>

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 large, loopy, handwritten flourish.

Theo VandeWeg
Inspector of Independent Schools

TV:mk

pc: Waldorf School Association of Kelowna

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:53 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: EXTERNAL EVALUATION

> From: Korican, Michael EDUC:EX[SMTP:Michael.Korican@gov.bc.ca]
> To: Evelyn Debusschere[SMTP:evelynn@kelownawaldorf.org]
> Received-Date: 2016-12-12
> Received-Time: 4:46 PM (LocalTime)
> Sent-Date: 2016-12-12
> Sent-Time: 4:46 PM (LocalTime)
> Subject: RE: EXTERNAL EVALUATION
> Hello EveLynn,
>
>
>
> Thank you for contacting us.
>
>
>
> I spoke with Theo and he agrees an extension to May 30, 2017, is
> appropriate for the learning resource policy.
>
>
>
> Sincerely,
>
>
>
> Michael Korican, BFA
>
> Intake Officer
>
> Independent Schools Branch
>
> International Education, Independent Schools and Partner Relations
> Division
>
> Ministry of Education
>
>
>
> (778) 679-5293
>
>
>
> From: Evelyn Debusschere [mailto:evelynn@kelownawaldorf.org]

> Sent: Monday, December 12, 2016 9:47 AM
> To: EDUC Independent Schools Office EDUC:EX
> Subject: EXTERNAL EVALUATION
>
>
>
> Dear Theo:
>
>
>
> I have a question regarding point 9 of the policy issues listed in our
> review - Learning Resource Policy.
>
>
>
> This policy is referenced on the BC Ministry of Education Eboard -
> November 25, 2016. FISA has offered to develop a generic template
> policy for Independent Schools to adapt for use in their particular
> context. Thereby, the Ministry has agreed to extend the compliance
> deadline for this policy to May 30, 2017.
>
>
>
> I respectfully request that we too be able to await the template
> policy from FISA and ask that the deadline for compliance for this
> policy be extended to May 30, 2017.
>
>
>
> sincerely,
>
> EveLynn Debusschere
>
> Pedagogical Administrator/Principal
>
> Kelowna Waldorf School
>

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:51 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Follow up visit requirements - May 2017. - Kelowna Waldorf

> From: EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> To: Vandeweg, Theo EDUC:EX[SMTP:Theo.Vandeweg@gov.bc.ca]
> Cc: Korican, Michael EDUC:EX[SMTP:Michael.Korican@gov.bc.ca]
> Received-Date: 2017-05-30
> Received-Time: 7:31 AM (LocalTime)
> Sent-Date: 2017-05-30
> Sent-Time: 7:31 AM (LocalTime)
> Subject: FW: Follow up visit requirements - May 2017. - Kelowna Waldorf
> Response from Kelowna Waldorf.

>
> From: EveLynn Debusschere [<mailto:s.22>]
> Sent: Monday, May 29, 2017 2:30 PM
> To: EDUC Independent Schools Office EDUC:EX
> Subject: Re: Follow up visit requirements - May 2017.

>
> Dear Terry: This is to confirm that Kelowna Waldorf School will be
> incorporating BC Performance Standards Quick Scales as part of the
> year end reports for each student. As to the second point, I was on a
> conference call with representatives from the BC Waldorf Schools on
> May 17, 2017. We agreed that we will create a report format that
> reflects the BC/Waldorf curricula. We agreed that we would approve
> this at our sub-regional meeting on November 10, 2017.
> with appreciation for your support
> EveLynn

>
> On Fri, May 26, 2017 at 4:02 PM, EDUC Independent Schools Office
> EDUC:EX HYPERLINK "<mailto:EDUC.independentSchoolsOffice@gov.bc.ca>"
> EDUC independentSchoolsOffice@gov.bc.ca> wrote:
> Hello.

>
> Attached is an email from Theo Vandeweg.

>
> Terry Stewart
> Policy Analyst
> Independent Schools Branch
> International Education, Independent Schools and Partner Relations
> Division
>
> Ministry of Education
> Ph: HYPERLINK "[tel:\(778\)%20679-2883](tel:(778)%20679-2883)" 778-679-2883

>
>
>

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> To: Vandeweg, Theo EDUC:EX[SMTP:Theo.Vandeweg@gov.bc.ca]
> Cc: Korican, Michael EDUC:EX[SMTP:Michael.Korican@gov.bc.ca]
> Received-Date: 2017-05-30
> Received-Time: 7:31 AM (LocalTime)
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> Terry Stewart
> Policy Analyst
> Independent Schools Branch
> International Education, Independent Schools and Partner Relations
> Division
>
> Ministry of Education
> Ph: HYPERLINK "[tel:\(778\)%20679-2883](tel:(778)%20679-2883)" 778-679-2883

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> To: Vandeweg, Theo EDUC:EX[SMTP:Theo.Vandeweg@gov.bc.ca]
> Cc: Korican, Michael EDUC:EX[SMTP:Michael.Korican@gov.bc.ca]
> Received-Date: 2017-05-30
> Received-Time: 7:31 AM (LocalTime)
> Sent-Date: 2017-05-30
> Sent-Time: 7:31 AM (LocalTime)
> Subject: FW: Follow up visit requirements - May 2017. - Kelowna Waldorf
> Response from Kelowna Waldorf.

>
>
>
> From: EveLynn Debusschere [\[mailto:s.22\]](mailto:s.22)
> Sent: Monday, May 29, 2017 2:30 PM
> To: EDUC Independent Schools Office EDUC:EX
> Subject: Re: Follow up visit requirements - May 2017.

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>
> with appreciation for your support

>
> EveLynn

>
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> EDUC:EX HYPERLINK "<mailto:EDUC.independentSchoolsOffice@gov.bc.ca>" EDUC
> independentSchoolsOffice@gov.bc.ca> wrote:

>
> Hello.

> Attached is an email from Theo Vandeweg.
>
>
>
>
>
> Terry Stewart
>
> Policy Analyst
>
> Independent Schools Branch
>
> International Education, Independent Schools and Partner Relations
> Division
>
>
> Ministry of Education
>
> Ph: HYPERLINK "[tel:\(778\)%20679-2883](tel:(778)20679-2883)"778-679-2883
>
> BC_EDUC_H_CMYK_pos 2
>
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>
>
>
>



May 26, 2017

Evelynn Debusschere, principal
Kelowna Waldorf School
429 Collett Rd
Kelowna, BC, V1W 1K6

s.22
Via email:

On May 15, 2017, Paul Fraser (principal) and Theo VandeWeg (Inspector) visited the Kelowna Waldorf School to further review and discuss with each of the teachers the school's implementation of the new curriculum and student assessment and progress reporting.

The Ministry recognizes that the BC Curriculum scope and sequence does not fully align with Waldorf educational philosophy. Consequently, BC Waldorf schools are permitted to arrange curricular objectives within grade groupings: all curricular requirements for grades K-3 must be completed and met by the end of Grade 3 and, similarly, all curricular requirements in grades 4-7 are required to have been fully met by the end of Grade 7. However, using this model, it is important that student assessment and progress reporting clearly communicate how the student progresses through the Waldorf curriculum as it reflects the BC curriculum requirements. Strong classroom assessment practices support student achievement by informing students, parents and teachers on where students are at with their learning and for establishing new learning goals.

Discussions with the teachers at Kelowna Waldorf School were open and frank and revealed that, while the school has adjusted its Waldorf curriculum to reflect the curricular transformation, the school needs to update its progress reporting framework to ensure that student assessment of learning is reported clearly and effectively in relation to the BC curriculum.

The Ministry has developed Performance Standards to assist teachers with the assessment of learning. The B.C. Performance Standards are intended as a resource to support ongoing instruction and assessment. (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/bc-performance-standards>)

These B.C. Performance Standards and associated Quick Scales are intended as a resource to support ongoing instruction and assessment. Teachers can use these standards to:

- monitor, evaluate, and report on individual student performance
- identify students who may benefit from intervention
- develop a profile of a class or group of students to support instructional decision-making
- prompt discussions with parents, students, and other teachers about student performance
- inform professional development activities
- collaboratively set goals for individuals, classes, or schools
- develop evidence for school growth plans
- provide models for designing performance tasks

To strengthen the school's student assessment and progress reporting, the Ministry requires Kelowna Waldorf School to implement the following adjustments:

1. For the remainder of the current 2016-17 school year, the final student progress report is required to clearly address both quantitative and qualitative progress by incorporating the B.C. Performance Standards Quick Scales as part of the reporting out documentation for each student. Please confirm by May 31, 2017 that the school will implement this requirement for its year-end reporting
2. In anticipation of the 2017-18 school year, Kelowna Waldorf School is required to develop a progress reporting framework that incorporates the B.C. Performance Standards. The school may wish to consider developing this document in collaboration with the other BC Waldorf schools. Please confirm by May 31, 2017 that the school will commence development of an updated assessment and reporting framework, to be ready for implementation by October 1, 2017.

Sincerely,

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

Theo Vandeweg
Inspector of Independent Schools

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:52 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Fwd: Kelowna Waldorf School Compliance Letter
Attachments: Compliance Letter - 429 Collett Rd.pdf

> From:Beverley Barcham[SMTP:bev@kelownawaldorf.org]
> To:EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> Received-Date:2016-09-15
> Received-Time:10:08 AM (LocalTime)
> Sent-Date:2016-09-15
> Sent-Time:10:07 AM (LocalTime)
> Subject:Fwd: Kelowna Waldorf School Compliance Letter Please include
> the attached with Evaluation Catalogue thank you Bev
>
> Beverley Barcham
> Executive Director
> 250 764-4130
>
>
>
>
>
> Find attached the Compliance Letter per your request.
>
>
>
>
>
> Have a great day!
>
> ~Lauren
>
>
>
>
>
> Lauren Moore
> Development Services Clerk | City of Kelowna [HYPERLINK](#)
> "<tel:250-469-8644>"250-469-8644 | [HYPERLINK](#) "mailto:email@kelowna
> ca"lmoore@kelowna.ca Connect with the City [HYPERLINK](#)
> "<http://www.kelowna.ca/CM/Page3535.aspx>
> kelowna.ca/connect
>
>

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>
>

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

Page 368 to/à Page 431

Withheld pursuant to/removed as

s.22

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:54 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Kelowna Waldorf School
Attachments: Letter to Vandeweg.pdf

> From: EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> To: Jonker, Brian EDUC:EX[SMTP:Brian.Jonker@gov.bc.ca]
> Received-Date: 2016-11-07
> Received-Time: 2:13 PM (LocalTime)
> Sent-Date: 2016-11-07
> Sent-Time: 2:13 PM (LocalTime)
> Subject: FW: Kelowna Waldorf School
> Brian - sending this directly to you for your attention.

>
>
>
> /ellen

>
>
>
> s.22

> From:
> Sent: Monday, November 07, 2016 12:47 PM
> To: EDUC Independent Schools Office EDUC:EX
> Subject: RE: Kelowna Waldorf School

>
>
>
> Mr. Vandeweg,

>
>
>
> Please find attached a document I've prepared in relation to the
> Kelowna Waldorf School.

>
>
>
> Please pay special attention to restrictions on distribution on the
> first page.

>
>
>
> Many thanks,

s.22

>
>
>

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:51 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: KWS

> From: McConnell, Jenni EDUC:EX[SMTP:Jenni.McConnell@gov.bc.ca]
> To: Korican, Michael EDUC:EX[SMTP:Michael.Korican@gov.bc.ca]
> Received-Date: 2017-10-30
> Received-Time: 7:40 AM (LocalTime)
> Sent-Date: 2017-10-30
> Sent-Time: 7:40 AM (LocalTime)
> Subject: FW: KWS
> FYI.
>
> From: Vandeweg, Theo EDUC:EX
> Sent: Monday, October 30, 2017 8:29 AM
> To: McConnell, Jenni EDUC:EX
> Subject: KWS
>
> Jenni,
>
> I informed KWS this morning (8am, October 30) that inspection
> committee is arriving tomorrow morning for inspection visit. Suggested
> to principal that she arrange for TOC(s) to make time available for
> herself and teachers to meet individually with inspection committee.
> Theo M. VandeWeg
> Inspector of Independent Schools
> International Education | Independent Schools | and Partner Relations
> Division Ministry of Education PO Box 9153 STN PROV GOVT Victoria, BC
> V8W 9H1 Phone: 387-3711 Fax: 953-3225
>
> This message is intended only for the use of the individual or entity
> to which it is addressed and may contain information that is
> privileged, confidential and exempt from disclosure.
> If the reader of this message is not the intended recipient or an
> employee or agent responsible for delivering the message to the
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>
>

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:52 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: KWS

> From:Vandeweg, Theo EDUC:EX[SMTP:Theo.Vandeweg@gov.bc.ca]
> To s.22
> Received-Date:2017-10-11
> Received-Time:7:05 AM (LocalTime)
> Sent-Date:2017-10-11
> Sent-Time:7:05 AM (LocalTime)
> Subject:KWS
> Dear s.22
>
>
>
> Thank you for your continued engagement regarding Kelowna Waldorf School.
> As communicated on September 14, 2017, the Ministry continues to work
> with the school to ensure ongoing compliance and continuous improvement.
>
>
>
> As part of the reviews that occurred at Kelowna Waldorf School during
> the
> 2016/17 school year, the Ministry will continue to monitor the school
> during the course of the 2017/18 school year to ensure its
> Waldorf-based tools and practices continue to align with provincial expectations.
>
>
>
> At this time, the school has worked with the Ministry on the follow-up
> items identified during the 2016/17 inspections and I am satisfied
> with their progress and continued commitment.
>
>
>
> As requested, please find the contact information for the Honourable
> Rob Fleming, Minister of Education, below:
>
>
>
> Minister of Education
>
> Email: educ.minister@gov.bc.ca
>
>
>

> Sincerely,
>
>
>
> Theo M. VandeWeg
> Inspector of Independent Schools
>
> International Education | Independent Schools |and Partner Relations
> Division
>
> Ministry of Education
> PO Box 9153 STN PROV GOVT
> Victoria, BC
> V8W 9H1 Phone: 387-3711 Fax: 953-3225
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From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:53 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Re: EXTERNAL EVALUATION

> From:Evelynn Debusschere[SMTP:evelynn@kelownawaldorf.org]
> To:EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> Received-Date:2016-12-13
> Received-Time:9:43 AM (LocalTime)
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> Intake Officer
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> Independent Schools Branch
>
> International Education, Independent Schools and Partner Relations
> Division
>
> Ministry of Education

>
>
>
> HYPERLINK "[\(778\) 679-5293](tel:%28778%29%20679-5293)"(778) 679-5293
>
>
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>
> I respectfully request that we too be able to await the template
> policy from FISA and ask that the deadline for compliance for this
> policy be extended to May 30, 2017.
>
>
>
> sincerely,
>
> EveLynn Debusschere
>
> Pedagogical Administrator/Principal
>
> Kelowna Waldorf School
>
>

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:54 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Response to your concerns

> From:Vandeweg, Theo EDUC:EX[SMTP:Theo.Vandeweg@gov.bc.ca]
> To:[s.22
> Received-Date:2017-09-14
> Received-Time:4:19 PM (LocalTime)
> Sent-Date:2017-09-14
> Sent-Time:4:19 PM (LocalTime)
> Subject:Response to your concerns
> Dear s.22
>
>
>
> Thank you for your recent phone call expressing the ongoing concerns
> you have as former member of the Kelowna Waldorf School community with
> the school's educational program.
>
>
>
> As required under the Independent School Act, Kelowna Waldorf School
> received an external evaluation in October 2016 and a number of
> compliance issues were identified resulting in the Ministry
> withholding future grant payments until such time the school complied
> with the follow-up items. Both statutory and policy compliance
> requirements were completed on or before their respective deadlines (December 1, 2016 and January 5, 2017).
>
>
>
> In the case of Kelowna Waldorf, the Ministry took a proactive approach
> to ensure the school's full compliance and conducted an unannounced re
> inspection of the school in January 2017 before funding was reinstated.
> Since that time, the Ministry has continued to work with the school to
> ensure ongoing compliance and continuous improvement supported by the
> Ministry. A subsequent follow-up visit was conducted in April 2017.
>
>
>
> Given further concerns expressed by the school community in relation
> to the nature of student progress reporting and the educational
> program, the Ministry conducted another inspection in May 2017 which
> focused on the school's student progress reporting tools and made
> specific recommendations to be implemented for the 2016/17 school year-end student progress
> reporting. Requirements for further redesign of the school's student
> progress reporting framework are in place for 2017/18.

>
>
>
> The Ministry will continue to monitor Kelowna Waldorf School
> throughout the
> 2017/18 school year.
>
>
>
>
>
>
> Theo VandeWeg
>
> Inspector of independent Schools
>
> Independent Schools and International Education
>
> International Education, Independent Schools & Partner Relations
> Division
>
>
>
>
>
>

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:55 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Waldorf School Association of Kelowna
Attachments: LT Ministry of Education.pdf

> From: Tran, Dianne[SMTP:dianne.tran@dlapiper.com]
> To: EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentSchoolsOffice@gov.bc.ca]
> Cc: Horswill, Jeffrey[SMTP:jeff.horswill@dlapiper.com]
> Received-Date: 2016-12-15
> Received-Time: 3:00 PM (LocalTime)
> Sent-Date: 2016-12-15
> Sent-Time: 3:00 PM (LocalTime)
> Subject: Waldorf School Association of Kelowna Dear Sirs/Madams,
>
>
>
> Please see the attached letter from Jeffrey Horswill with respect to
> the above.
>
> The original of same will be forwarded to you via regular mail.
>
>
>
> Regards,
>
>
>
> DIANNE TRAN
>
> Legal Secretary
> DLA PIPER (Canada) LLP
>
> T 604.648.3121
> F 604.687.1612
> dianne.tran@dlapiper.com
>
> 2800 Park Place
> 666 Burrard Street
> Vancouver, BC V6C 2Z7
>
> HYPERLINK "<http://www.davis.ca/>"www.dlapiper.com
>
>
>
> This e-mail and any attachment(s) are confidential and may be privileged.

> If you are not the intended recipient please notify me immediately by
> return e-mail, delete this e-mail and do not copy, use or disclose it.
>
>



DLA Piper (Canada) LLP
Suite 2800, Park Place
666 Burrard St
Vancouver BC V6C 2Z7
www.dlapiper.com

Jeffrey D. Horswill
jeff.horswill@dlapiper.com
T 604.643.6357
F 604.605.3792

December 15, 2016

FILE NUMBER: 19587-00001

DELIVERED BY EMAIL AND REGULAR MAIL

Ministry of Education
Independent Schools and
International Education Branch
PO Box 9153 Stn Prov Govt
Victoria, BC V8W 9H1

Attention: Mr. Theo VandeWeg

Dear Sirs/Mesdames:

Re: Waldorf School Association of Kelowna (the "Society")

We are legal counsel for the Society and write in response to your letter of December 8, 2016, particularly your request for confirmation about the establishment of the Society's Board of Directors.

Societies Legislation

The *Societies Act* (B.C.), which replaced the previous *Society Act* (B.C.) effective November 28, 2016, requires simply that to become a director of a society, an individual must be elected or appointed to that office in accordance with the bylaws of the society (see section 42(2)). The corresponding provision in the *Society Act* that was previously in force provided that the members of a society may, in accordance with the bylaws of a society, nominate, elect or appoint directors (see section 24).

Society Bylaws

The Society bylaws (the "Bylaws") similarly provide as follows:

27. Election and Appointment of Trustees

- (1) Voting shall be by secret ballot if so requested by a resolution of a majority of the members and otherwise by show of hand.

- (2) The members shall elect the officers and the trustees-at-large of the society.
 - (3) Three appointees to the Board of Trustees suggested by the faculty and received by the president not less than 48 hours before the issuance of the notice of the annual general meeting may be appointed by the president.
 - (4) The number of trustees shall be no less than five. A greater number than five trustees may be determined from time to time at a general meeting.
 - (5) The outgoing president shall be past president for the term of one year. If that is not possible, then another past president may be appointed by the Board of Trustees.
 - (6) All candidates for election or appointment must be members of the society prior to accepting a nomination.
 - (7) The process of nomination and election of individual officers and trustee(s) shall be as outlined in the Governance Manual.
 - (8) If no successor is elected the person previously elected or appointed continues to hold office.
34. The elected trustees shall retire from office at each annual general meeting when their successors shall be elected. The appointed trustees may be replaced by the process outlined in bylaw 27 (3 & 5).
35. (1) The trustees may at any time and from time to time appoint a member as a trustee to fill a vacancy on the Board of Trustees.
- (2) A trustee so appointed holds office only until the conclusion of the next following annual general meeting of the society, subject to bylaw 34, but is eligible for re-election at the meeting.

The term "trustees" is defined in the Bylaws as the officers and other trustees, elected or appointed of the Society for the time being, and "officers" defined as the president, vice-president, past-president, secretary and the treasurer of the Society. (See Bylaws 1(1)(b) and (e) and 32.)

Appointment of Trustees to Fill Vacancies

The Society previously had a 9 person Board of Trustees.

We are advised that the following individuals resigned as Trustees of the Society effective as of the dates set out beside their name:

<u>Trustee (position)</u>	<u>Date of Resignation</u>
s.22	September 24, 2016
	September 27, 2016
	September 29, 2016
	October 3, 2016
	October 12, 2016
	October 12, 2016

These resignations resulted in six casual vacancies on the Board of Trustees.

We are further advised that the remaining Trustees exercised their authority under Bylaw 35 as follows in order to fill the above-noted casual vacancies until the conclusion of the next following annual general meeting:

- s.22 was appointed as the President at a meeting of Trustees held on September 29, 2016; and
- s.22 was appointed as the Secretary and Treasurer at a meeting of Trustees held on October 18, 2016.

Following these appointments, the Board of Trustees was comprised of: s.22

s.22 We are advised that s.22
s.22 were appointed in June 2016 as faculty suggestions under
bylaw 27(3).

Election of Trustees at the Annual General Meeting

As required by the Societies Act and the Bylaws, the Society subsequently held its 2016 annual general meeting ("AGM") on December 14, 2016 at 7:00pm. One of the items of business at the AGM was the election of Trustees.

We are advised that, at the AGM, the following individuals were elected as Trustees for a one year term, until the close of the next following AGM:

- Rick Salsa - President
- Ezra Cipes – Vice President
- Mary Lapointe – Treasurer
- Jill Buffie – Secretary



- Carlo DiStefano – Trustee at Large and
- Gabriele Knodel – Trustee at Large

We are further advised that all incoming Trustees were present at the AGM and consented to their appointment. Monika Ficke, Rose Powell, and Stephanie Menezes continue to sit as Trustees.

We trust the foregoing is responsive to your questions, but please do not hesitate to contact us if you have any further questions.

Sincerely,
DLA Piper (Canada) LLP
Per:

A handwritten signature in black ink, appearing to read 'Jeffrey D. Horswill', written over a horizontal line.

Jeffrey D. Horswill

JYH/mkk

cc: Client

CAN: 23352591.3

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:55 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Waldorf School

> From: s.22 _____ To: EDUC Independent
> Schools Office EDUC:EX[SMTP:EDUC independentSchoolsOffice@gov.bc.ca]
> Received-Date: 2017-06-20
> Received-Time: 3:00 PM (LocalTime)
> Sent-Date: 2017-06-20
> Sent-Time: 3:00 PM (LocalTime)
> Subject: Waldorf School
> Hello Mr. Vandeweg
>
> I am writing to you in regards to my experience with Waldorf Kelowna.
>
> Recently I pulled s.22 1 from the grade s.22
> This after a repeat performance of what happened in December 2016 and
> January 2017.
>
> It's very disheartening to see such dogmatic fools ruin a great
> opportunity
>
>
> Perhaps we could have a conversation and go from there.
>
> Kind regards,
>
>
> s.22
>
>
>
>
>
>
>

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:54 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: WSAK letter of response due December 16,2016
Attachments: response letter to the Theo V ministry.doc; Kelowna Waldorf - 2016 - follow up ministry.pdf

s.22
> From: Patricia Laverty-Rolf[SMTP:
> To: EDUC Independent Schools Office EDUC:EX[SMTP:EDUC
> independentschoolsoffice@gov.bc.ca]
> Cc: Dana Bodnar[SMTP:dana@kelownawaldorf.org]
> Cc: EveLynn Debusschere[SMTP:s.22
> Cc: jeff.horswill@dlapiper.com[SMTP:jeff.horswill@dlapiper.com]
> Received-Date: 2016-12-13
> Received-Time: 4:23 PM (LocalTime)
> Sent-Date: 2016-12-13
> Sent-Time: 4:30 PM (LocalTime)
> Subject: RE: WSAK letter of response due December 16,2016 Hello again
>
> To the Independent Schools Branch
>
> I am resending this email.
>
> I see the address somehow was changed in my address book.
>
> Please see my note below.
>
> Attached in our response to the requested letter due December 16,2016
>
> Thanks, kindly
>
> Patricia Laverty-Rolf
>
> WSAK president Kelowna Waldorf School
>
>
>
>
>
>
>
>
>
s.22
> From: Patricia Laverty-Rolf [<mailto:>_____
> Sent: Tuesday, December 13, 2016 3:52 PM
> To: 'ECUC.independentschoolsoffice@gov.bc.ca' <HYPERLINK "mailto:ECUC
> independentschoolsoffice@gov.bc.ca"ECUC.independentschoolsoffice@gov.b
> c.ca
>

> Cc: 'Dana Bodnar' <HYPERLINK "<mailto:dana@kelownawaldorf.org>"dana
> kelownawaldorf.org>; 'EveLynn Debusschere' <HYPERLINK "mailto:
>s.22
> 'jeff.horswill@dlapiper.com' <HYPERLINK
> "<mailto:jeff.horswill@dlapiper.com>"jeff.horswill@dlapiper
> com>
> Subject: WSAK letter of response due December 16,2016
> Importance: High
>
>
>
> Good Afternoon,
>
> Attached is our response letter from the Waldorf School Association of
> Kelowna,
>
> From the President Patricia Laverty-Rolf
>
> This requested response is due December 16,2016.
>
> This letter is in regards to the Appointed School Official and the
> Alternate School Official.
>
>
>
> Regards
>
> Patricia Laverty-Rolf
>
>



KELOWNA WALDORF SCHOOL

December 13,2016

VIA EMAIL

**Theo Vande Weg
Inspector
Independent Schools and
International Education
Po box 9153 stn prov gov
Victoria B.C.**

Dear Theo Vande Weg,

Thank you for your letter dated December 08,2016

I am writing in response to your requests for documentation from our Solicitor.

Our Solicitor is the firm DLA Piper LLP, contact will be Jeff Horswill.

**He is working on this requested information of the Waldorf School Associations
Legal Board, and will be sending it to you by December 15,2016. We can assure to
you the Ministry that all bylaws and Constitutions were strictly adhered to.**

In regards to your second request of the same letter of December 08,2016

In discussions with the Principal, and from our Board Meeting of December 12,2016

**This request for the appointed School Official and the Alternate School official, in
regards to the document "Support ing our Students: A Guide for Independent
Schools Personnel Responding to Child Abuse", Section4.13, was re reviewed and
discussed with a motion. I can confirm; the Appointed School Official will be the
Principal. The Alternate Appointed School Official will be the Administrator.**

Sincerely

Patricia Laverty-Rolf

President

Waldorf School Association of Kelowna



December 8, 2016

VIA EMAIL

Patricia Lavery Rolf, Board Chair
Waldorf Association of Kelowna
429 Collett Rd
Kelowna BC V1W 1K6
Email: info@kelownawaldorf.org

Dear Patricia Lavery-Rolf:

Thank you for your email of November 18, 2016, which stated that the Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School, that you are the current School Board Chair, that Evelyn Debusschere is the current school principal, and that all teacher discipline and dismissals have been reported to the Teacher Regulation Branch in accordance with *Independent School Act*, Section 7 requirements.

At this time, the Ministry of Education requests confirmation by way of notarized documentation or confirmation from your solicitor that the Board of Directors currently operating the school has been established in accordance with the regulations and requirements of the laws governing Societies in BC and in compliance with the constitution and by-laws of the Waldorf Association of Kelowna.

The Ministry requests that the information be provided to the Independent Schools Branch no later than end of business day, Friday December 16, 2016.

We have received an email from the school principal, Evelyn Debusschere, confirming the completion of the three requested statutory requirements resulting from the external evaluation. With regard to Abuse protocols, you confirm to have reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." As such, please confirm that the school has designated the following two positions:

- Appointed School Official
- Alternate Appointed School Official

Sincerely,

Theo VandeWeg
Inspector

Stewart, Terry J EDUC:EX

From: Stewart, Terry J EDUC:EX
Sent: Monday, November 6, 2017 9:53 AM
To: Stewart, Terry J EDUC:EX
Subject: FW: Learning Resource Policy

> From:Evelynn Debusschere[SMTP:evelynn@kelownawaldorf.org]
> To:Korican, Michael EDUC:EX[SMTP:Michael.Korican@gov.bc.ca]
> Received-Date:2017-04-24
> Received-Time:11:04 AM (LocalTime)
> Sent-Date:2017-04-24
> Sent-Time:11:03 AM (LocalTime)
> Subject:Learning Resource Policy
> Good morning Michael:
>
>
> I apologize for the oversight - Our Board approved our Learning
> Resource Policy on Wednesday, April 12, 2017. We based our policy on
> the template that was provided by FISA.
>
>
> EveLynn Debusschere
> Pedagogical Administrator/Principal
> Kelowna Waldorf School

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Wednesday, September 13, 2017 10:09 PM
To: Vandeweg, Theo EDUC:EX
Subject: FW: WSAK letter of response due December 16,2016
Attachments: response letter to the Theo V minsitry.doc; Kelowna Waldorf - 2016 - follow up minsitry.pdf

Importance: High

From: Patricia Laverty-Rolf [<mailto:s.22>]
Sent: Tuesday, December 13, 2016 4:30 PM
To: EDUC Independent Schools Office EDUC:EX
Cc: 'Dana Bodnar'; 'EveLynn Debusschere'; jeff.horswill@dlapiper.com
Subject: RE: WSAK letter of response due December 16,2016
Importance: High

Hello again
To the Independent Schools Branch
I am resending this email.
I see the address somehow was changed in my address book.
Please see my note below.
Attached in our response to the requested letter due December 16,2016
Thanks, kindly
Patricia Laverty-Rolf
WSAK president Kelowna Waldorf School

From: Patricia Laverty-Rolf [<mailto:s.22>]
Sent: Tuesday, December 13, 2016 3:52 PM
To: 'ECUC.independentschoolsoffice@gov.bc.ca' <ECUC.independentschoolsoffice@gov.bc.ca>
Cc: 'Dana Bodnar' <dana@kelownawaldorf.org>; 'EveLynn Debusschere' s.22
'jeff.horswill@dlapiper.com' <jeff.horswill@dlapiper.com>
Subject: WSAK letter of response due December 16,2016
Importance: High

Good Afternoon,
Attached is our response letter from the Waldorf School Association of Kelowna,
From the President Patricia Laverty-Rolf
This requested response is due December 16,2016.
This letter is in regards to the Appointed School Official and the Alternate School Official.

Regards
Patricia Laverty-Rolf



December 8, 2016

VIA EMAIL

Patricia Lavery Rolf, Board Chair
Waldorf Association of Kelowna
429 Collett Rd
Kelowna BC V1W 1K6
Email: info@kelownawaldorf.org

Dear Patricia Lavery-Rolf:

Thank you for your email of November 18, 2016, which stated that the Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School, that you are the current School Board Chair, that Evelyn Debusschere is the current school principal, and that all teacher discipline and dismissals have been reported to the Teacher Regulation Branch in accordance with *Independent School Act*, Section 7 requirements.

At this time, the Ministry of Education requests confirmation by way of notarized documentation or confirmation from your solicitor that the Board of Directors currently operating the school has been established in accordance with the regulations and requirements of the laws governing Societies in BC and in compliance with the constitution and by-laws of the Waldorf Association of Kelowna.

The Ministry requests that the information be provided to the Independent Schools Branch no later than end of business day, Friday December 16, 2016.

We have received an email from the school principal, Evelyn Debusschere, confirming the completion of the three requested statutory requirements resulting from the external evaluation. With regard to Abuse protocols, you confirm to have reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." As such, please confirm that the school has designated the following two positions:

- Appointed School Official
- Alternate Appointed School Official

Sincerely,

Theo VandeWeg
Inspector



KELOWNA WALDORF SCHOOL

December 13,2016

VIA EMAIL

**Theo Vande Weg
Inspector
Independent Schools and
International Education
Po box 9153 stn prov gov
Victoria B.C.**

Dear Theo Vande Weg,

Thank you for your letter dated December 08,2016

I am writing in response to your requests for documentation from our Solicitor.

Our Solicitor is the firm DLA Piper LLP, contact will be Jeff Horswill.

**He is working on this requested information of the Waldorf School Associations
Legal Board, and will be sending it to you by December 15,2016. We can assure to
you the Ministry that all bylaws and Constitutions were strictly adhered to.**

In regards to your second request of the same letter of December 08,2016

In discussions with the Principal, and from our Board Meeting of December 12,2016

**This request for the appointed School Official and the Alternate School official, in
regards to the document "Support ing our Students: A Guide for Independent
Schools Personnel Responding to Child Abuse", Section4.13, was re reviewed and
discussed with a motion. I can confirm; the Appointed School Official will be the
Principal. The Alternate Appointed School Official will be the Administrator.**

Sincerely

Patricia Laverty-Rolf

President

Waldorf School Association of Kelowna

Stewart, Terry J EDUC:EX

From: EDUC Independent Schools Office EDUC:EX
Sent: Friday, November 18, 2016 2:13 PM
To: Vandeweg, Theo EDUC:EX
Cc: Jonker, Brian EDUC:EX
Subject: FYI: November 18 2016 response from Kelowna Waldorf School
Attachments: 0849_001.pdf

Importance: High

s.22
From: Patricia Lavery-Rolf [[mailto:](#)]
Sent: Friday, November 18, 2016 1:19 PM
To: EDUC Independent Schools Office EDUC:EX
Cc: EveLynn Debusschere
Subject: RE: Emailing - 0847_001 (003).pdf
Importance: High

attention: Theo VandeWeg, Inspector of Independent Schools

RE: External Evaluation Requirements.

Confirmation as of November 18, 2016:

- 1. Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School.**
- 2. Patricia Lavery-Rolf is the school board Chair and the contact person for the authority.**
- 3. Evelyn Debusschere is current school principal and the information was submitted to the Ministry.**
- 4. All dismissals, suspensions or discipline have been reported to Teacher Regulation Branch since September 1, 2016.**

**Thank you,
Patricia Lavery-Rolf
Waldorf School Association of Kelowna BOT Chair**

From: Patricia Lavery-Rolf [[mailto:](#)] s.22
Sent: Friday, November 18, 2016 11:36 AM
To: 'educ.independentschoolsoffice@gov.bc.ca' <educ.independentschoolsoffice@gov.bc.ca>
Cc: EveLynn Debusschere · s.22
Subject: Emailing - 0847_001 (003).pdf

Good Morning,
To whom this may concern,
I was asked that the Board Chair and contact for the authority to call the Independent Schools Branch.

I spoke with Ellen who thought I best send this email. She was uncertain that I needed to directly talk to Theo VandeWeg. (see attached letter from Theo)

I am writing as per the letter from Theo VandeWeg, stating I must confirm by November 18,2016. I confirm that we have received the official report and are working on the statutory requirements due by December 01,2016.

I as well noted other policies due by January 04,2017.

I have been in Contact with our Principal Evelyn Debusshere. Attached again is the letter I send per section 7 of the intendent schools act. I did update the form on the Independent school site at the time of my letter.

Thank you

Regards


Patricia Laverty-Rolf

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 large, loopy, handwritten flourish.

Theo VandeWeg
Inspector of Independent Schools

TV:mk

pc: Waldorf School Association of Kelowna



December 8, 2016

VIA EMAIL

Patricia Lavery Rolf, Board Chair
Waldorf Association of Kelowna
429 Collett Rd
Kelowna BC V1W 1K6
Email: info@kelownawaldorf.org

Dear Patricia Lavery-Rolf:

Thank you for your email of November 18, 2016, which stated that the Waldorf School Association of Kelowna continues to be the school authority operating Kelowna Waldorf School, that you are the current School Board Chair, that Evelyn Debusschere is the current school principal, and that all teacher discipline and dismissals have been reported to the Teacher Regulation Branch in accordance with *Independent School Act*, Section 7 requirements.

At this time, the Ministry of Education requests confirmation by way of notarized documentation or confirmation from your solicitor that the Board of Directors currently operating the school has been established in accordance with the regulations and requirements of the laws governing Societies in BC and in compliance with the constitution and by-laws of the Waldorf Association of Kelowna.

The Ministry requests that the information be provided to the Independent Schools Branch no later than end of business day, Friday December 16, 2016.

We have received an email from the school principal, Evelyn Debusschere, confirming the completion of the three requested statutory requirements resulting from the external evaluation. With regard to Abuse protocols, you confirm to have reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." As such, please confirm that the school has designated the following two positions:

- Appointed School Official
- Alternate Appointed School Official

Sincerely,

Theo VandeWeg
Inspector



**Ministry of Education
Independent Schools**

Certificate of Group Classification

is issued to

Waldorf School Association of Kelowna

for

Kelowna Waldorf School

Group 1 (Kindergarten - Grade 10)

issued under the authority of the *Independent School Act*

Valid to June 30, 2022

Certificate Number: 2396360

Effective Date: September 1, 2016

A large, stylized handwritten signature in black ink, appearing to read "LMU-W", enclosed within a large, sweeping oval stroke.

Inspector of Independent Schools



Ministry of
Education

January 18, 2017

School ID: 2396360

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

Dear Ms Debusschere,

On Tuesday, January 17, 2017, Ed Noot, Rita Smith and Ray Sutton visited Kelowna Waldorf School for a re-inspection 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 May 30, 2017, unless otherwise noted, regarding the following:

- **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.

It is the opinion of the January 2017 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.

.../2

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>

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 'h M V-W', enclosed within a large, sweeping, horizontal oval stroke.

Theo VandeWeg
Inspector of Independent Schools

TV:mk

pc: Waldorf School Association of Kelowna

EXTERNAL EVALUATION REPORT

on

Kelowna Waldorf School, Kelowna, BC

October 13-14, 2016

and

January 16-17, 2017 re-inspection

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 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.

Based on the Summative Recommendation (Section 8 of this report), the school was re-inspected on January 16-17, 2017, to ensure all follow-up items were satisfactorily completed. All comments related to the January 2017 inspection appear in blue text. The EEC consisted of Ed Noot, Rita Smith, and Ray Sutton. Ed Noot served as Chair of the re-inspection team.

SECTION 1 – GENERAL INFORMATION:

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

- | |
|---|
| <input checked="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, other board members resigned. 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.

January 17, 2017: The school has developed a maintenance and safely checklist and will conduct inspections monthly. The water supply has been tested and a policy in place for regular testing.

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		
<input checked="" type="checkbox"/> 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 <i>Independent School Act</i>, 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		
<input checked="" type="checkbox"/> Y*		An administrative structure exists within the school and key administrative responsibilities have been identified and assigned.

4.02 Principal

Y, N		
<input checked="" type="checkbox"/> Y		Administrative time allocated is sufficient to enable the principal to fulfil his/her duties.

<input checked="" type="checkbox"/> 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.
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<input checked="" type="checkbox"/> 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 <i>Independent School Act</i> and Section 3(d) of the <i>Schedule to the Act</i>.
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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.

January 17, 2017: A new Board has been elected and roles have been clarified. Although the school retains a collaborative approach to governance and oversight, a revised principal job description highlights the principal's ability to exercise duties as required in *the Act*. The Board is aware of the new Society Act (2016) and is working on constitution and by-law revision in accordance with the new act.

• 4.03 Student Records

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

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

- | | | |
|--------------------------|-----|--|
| <input type="checkbox"/> | Y | Medical alerts, and required inclusions (e.g., <i>formal documentation</i> on health issues; i.e., epilepsy, anaphylaxis, etc.) |
| <input type="checkbox"/> | Y | Legal alerts, and required inclusions (e.g., court orders, name change, immigration documents, etc.) |
| <input type="checkbox"/> | Y | Individual Education Plans (IEP) or Case Management Plans (CMP) |
| <input type="checkbox"/> | Y | Education support services, e.g., testing, adjudication requirements |
| <input type="checkbox"/> | N/A | Notification of student registered as being homeschooled |
| <input type="checkbox"/> | Y | If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately. |
| <input type="checkbox"/> | 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:

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | Y | Copy of verified original birth certificate or other legitimate identification document. |
| <input type="checkbox"/> | Y | Official names of parents/guardians with home/work contact information. |
| <input type="checkbox"/> | 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). |
| <input type="checkbox"/> | N | Does the school have a Student Records policy that aligns with the “Student Records: Requirements and Best Practice Guidelines – June 2012”? |
| <input type="checkbox"/> | N | The school has written protocols in place for updating Permanent Student Records annually. |
| <input type="checkbox"/> | 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="text" value="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="text" value="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.

January 17, 2017: Student Record policy has been developed and appropriate protocols are in place.

4.04 Personal Information Protection Act (PIPA)

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

The school has written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school.

The school has appointed a privacy and information sharing officer.

Y, N
 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
 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, N/A (Yes, Requires updating, No, 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.

January 17, 2017: The written privacy policy has been revised and updated. A school privacy officer has been appointed.

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

Y, N <input checked="" type="text" value="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 checked="" type="text" value="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 checked="" type="text" value="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 checked="" type="text" value="Y"/>	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: <div style="margin-left: 40px;"> <input type="text"/> Evidence of filing annual information return (Form T3010), <input checked="" type="text" value="X"/> Evidence of a filing Not-for-Profit tax return (Form T1044) or Form T2 (if incorporated) or both. </div>

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.

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

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.

January 17, 2017: The Learning Resource Policy will be completed by the revised May 2017 deadline.

4.08 Bonding Information (Group 4 schools only)

Y, N (Yes, No)
 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, **R**quires 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, **R**quires updating, No)

The school has written discipline policies and procedures.

Y / N

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

4.12 Student Supervision

Y, R, N (Yes, **R**quires updating, No)

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

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."

January 17, 2017: The Appeals Policy has been updated to reflect procedural fairness principles.

- The school should review and update the Field Trip Policy to ensure student safety on field trips.

January 17, 2017: A comprehensive Field Trip Policy and appropriate procedures have been developed.

- 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.

January 17, 2017: A non-smoking policy, which includes vapour products, is now in place.

4.13 Abuse Protocols

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

- | | |
|---|---|
| Y | The school has a written policy related to the reporting of child abuse. |
| N | The school's policy reflects the procedures described in The B.C. Handbook for Action on Child Abuse and Neglect (2016 revision) . |
| N | The school has reviewed the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse." |
| N | 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). |
| N | School staff has received pro-D in relation to this policy and receives annual refresher training. |
| N | The child abuse policy is communicated to school community. |

4.14 ANTI-BULLYING POLICY AND PROGRAM

- | | |
|---|---|
| N | <p>The school has implemented an authority-established Harassment and Bullying Prevention policy, containing the following elements:</p> <ul style="list-style-type: none">(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<ul style="list-style-type: none">(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.

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

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.)

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.

January 17, 2017: The staff will participate in ERASE bullying training scheduled for February 2017.

- 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).
January 17, 2017: The Child Abuse Reporting Policy has been updated in line with the 2016 Handbook.
- The school is required to review the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
January 17, 2017: The Ministry's document was reviewed when revising the Child Abuse Reporting Policy.
- 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."
January 17, 2017: An AASO has been appointed.
- Although the school incorporates anti-bullying strategies and skills development there is no written documentation of this.
January 17, 2017: The EEC is satisfied that the school has begun the process of having teachers document the activities and strategies used to promote anti-bullying with the intention of developing a sequential school-wide program.
- The School's Harassment and Bullying Prevention Policy needs to be updated to reflect the most recent requirements.
January 17, 2017: The policy has been reviewed and updated to include most recent requirements.
- School staff is required to provide pro-D in relation to Child Abuse Reporting Policy and provide annual refresher training.
January 17, 2017: Professional development for staff on the Child Abuse Policy is scheduled for February 2017 and will occur every August thereafter.

4.15 Emergency Policies/Procedures

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

<div><div>Y</div></div>	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.
<div><div>Y</div></div>	The school has written transportation/field trip safety procedures and these policies and procedures have been implemented and communicated to staff, students and parents.

<input type="text" value="Y"/>	The school has implemented policy to ensure that staff members on site are specifically trained for first aid/emergency situations.
<input type="text" value="Y"/>	The school has student safety procedures in place when using rented facilities to fulfill educational program requirements.
<input type="text" value="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
<input type="text" value="N"/>	The school has appointed a SAFE SCHOOLS COORDINATOR?
<input type="text" value="N"/>	The school has participated in Violent Threat Risk Assessment training (VTRA, Level 3 Erase training).
<input type="text" value="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.

January 17, 2017: A detailed Emergency Management Plan, which aligns with the Ministry's guide, has been developed. A Safe Schools Coordinator has been appointed and the role defined. As noted elsewhere, ERASE bullying workshops are scheduled for early in 2017.

4.16 International Students enrolled at the school

Y, N

The school enrolls international students

4.17 Special Education Programs

Y, N

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

Y, R, N

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

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.

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

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

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.

The school has a school completion certificate policy describing the criteria for achieving this certificate.

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

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.

January 17, 2017: The school's revised Special Education Policy has been updated to describe the delivery of services to students with special needs.

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)	8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: Professional Certificate	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: Subject Restricted (SR)	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: School and Subject Restricted (SSR)	5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Independent School: System Restricted (SYR) (Montessori or, Waldorf)	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

1

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

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

Y

(Yes, No)

Teachers' personnel files include TRB confirmation of certification

Y	All teachers are appropriately assigned with respect to certificate restrictions.
Y	Authority has submitted (or preparing to submit) the Employers List by the deadline of October 15.
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
N/A	ELL programs/courses <u>taken for credit</u> are taught by BC certified teachers.
Y	TRB Certification Verification Response file was available for review
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.
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>
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.
Y	The school authority tracks staff CRC renewal requirements to ensure that CRCs are regularly renewed (5-year cycle).
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.
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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

<ul style="list-style-type: none"> • 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 (<i>in accordance with Educational Standards Order Sections 4(1)</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>).
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>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.
- The January 2017 re-inspection team commends the authority, principal and staff for their expeditious and thorough response to the October, 2016 EEC report recommendations and requirements.

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.

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

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,

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

6. **Student Records (Section 4.03).** The school is required to have written protocols in place for updating Permanent Student Records annually.

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

8. **Privacy Policy (section 4.04).** The school is required to appoint a privacy officer.

January 17, 2017: Requirement met.

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.

January 17, 2017: This policy will be completed by the May 2017 deadline.

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."

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

12. **Student Safety Policies (Section 4.12).** The school is required to update policies relating to the supervision of students on field trips.

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

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."

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

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>

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

18. **Curriculum (section 6.04).** The school is required to develop strategies to provide

opportunities for teacher supported student assessment of core competencies.

January 17, 2017: Requirement met.

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

January 17, 2017: Requirement met.

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)

January 17, 2017: Requirement met.

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."

January 17, 2017: Requirement met.

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.

January 17, 2017: Requirement met.

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

The January 16-17, 2017 EEC Team confirms that all Statutory and Policy Requirements have been addressed.

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).

It is the opinion of the January 2017 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.

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.

January 16-17 re-inspection. The Ministry thanks the school administration and board for the prompt compliance with the regulatory and follow-up requirements identified during the External Evaluation of October 13-14, 2016. The school is approved for continued funding under the Group 1 classification, 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.

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

January 24, 2017

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

Dear Ms Debusschere:

Re: Certificate No. 2396360

I am pleased to inform you that Kelowna Waldorf School, Kelowna, complies with the requirements of the *Independent School Act* for the following certification of group classification:

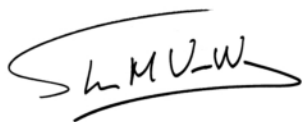
Group 1 (Kindergarten - Grade 10)

The enclosed certificate is valid from September 1, 2016 to June 30, 2022.
Please ensure that the original certificate is clearly displayed in your school.

In accordance with the *Independent School Act*, Section 4 (4)(c) the Inspector may cancel, or suspend an independent school's certificate of group classification if the school fails to maintain the standards and requirements for the certificate, or breaches a condition of the certificate, or fails to comply with the *Independent School Act* and its subordinate legislation.

Please contact the Office of the Inspector of Independent Schools, at the number listed below, if you have any further questions.

Yours truly,



Theo VandeWeg
Inspector of Independent Schools

pc: Waldorf School Association of Kelowna

Encl.

KELOWNA WALDORF SCHOOL

The Kelowna Waldorf School (KWS) has been in operation since 1981.

Issue:

- Parent of KWS has requested contact information for and engagement with the Minister of Education with regard to the educational program provided at the school.

FTE and Funding Summary

School Year	Operating Grant	Spec. Ed Grant	Total Grant	FTE
2013/14	\$ 335,313	\$ 45,750	\$ 381,063	88.59
2014/15	\$ 448,961	\$ 73,200	\$ 522,161	115.34
2015/16	\$ 474,869	\$ 75,400	\$ 550,269	122.20
2016/17	\$ 417,830	\$ 75,400	\$ 502,574	128.00
2017/18				55 projected

Background

Independent Schools are required to meet the requirements of the *Independent School Act (ISA)* and Ministerial and Inspector's Orders and Regulations. The *ISA* provides the regulatory framework requiring teacher certification, policies, and program standards, while enabling independent schools to operate their educational program in a manner consistent with their educational philosophy.

Recognizing the inherent accountability that independent schools have to their school communities, independent schools that do not perform adequately or deliver substandard programs will need to respond to their communities or discover that parents choose other educational programs for their families.

Waldorf Schools:

Parents choose a Waldorf education for their children because they value the educational philosophy and unique programs.

In Waldorf schools, a cohort of students will progress through the school years with the same teacher. Core subject areas (Math, Science, Language Arts) are typically integrated into daily 'main lessons' and the educational program also strongly emphasizes literature and the performing arts and de-emphasizes computer-based learning in favor of traditional 'handwork' skills.

Waldorf educational programs sequence curriculum materials according to its child development theories in which academic readiness do not align with the traditional BC school system. ~~Classes are not structure as grade 1, grade 2 but rather by groupings of students who are working on a similar set of skills supporting multi-age groupings of students.~~

Recognizing that a Waldorf educational philosophy meets parental choice, the Ministry has required Waldorf programs to meet Ministry curriculum requirements over three year periods; Primary curricular requirements are required to be completed by the end of Grade 3, the Intermediate curriculum by the end of Grade 6, and the Junior High School requirements by the end of Grade 9.

Comment [BJJ1]: Is this correct?

Comment [VTE2]: NOT CORRECT> TH EMULTI-AGE GROUPINGS ARE SIMPLY BECAUSE OF ECONOMICS OF SMALL CLASS-SIZES. IDEALLY, IN WALDORF, EACH CLASS HAS ITS OWN TEACHER WHO MOVES WITH THEM THROUGH FROM GRADE TO GRADE. (SEE PREVIOUS PARAGRAPH)

Issue History:

- The Ministry has received complaints from the KWS school community regarding governance and the educational program being delivered at KWS dating back to the fall of the 2016/17 school year.

Complaint	Resolution
Initial allegations in <u>November /December</u> 2016/17 indicated that a take-over of the board did not adhere to the Society's by-laws and constitution. <u>A parent complaint was received on November 8, 2016.</u> Need date the complaint was received.	The Authorities legal counsel supplied confirmation indicating that the change in board directorship occurred in compliance with the Society's bylaws and constitution at the annual AGM.

Comment [VTE3]: These allegations were directed to and handled by FISA. Peter attended a parent meeting on Nov 7, 2016 and persuaded the board to hold a proper AGM on Dec 14

Comment [BJJ4]: Please add

- A subsequent complaint in May 2017 from a former school community member

Complaint	Resolution
Allegations that the educational program and student progress reporting at school is not meeting educational standards requirements and that the school authority and administration are deceiving inspection teams when they are at the school and in classrooms.	<ul style="list-style-type: none"> The Ministry conducted <u>34</u> inspections during the 2016/17 school year <ul style="list-style-type: none"> an external evaluation of the school in October 2016, an unannounced inspection in January 2017, and an inspection focused on student progress reporting in May 2017. The school has complied with all Ministry requests for adjustments to programs and reporting resulting from the inspection visits. No indications of administration or teachers deceiving the inspection teams.

- s.22 former parent complained in September 2017

Complaint	Resolution
In September 2017 s.22 former school community member alleges that the school's program failed to educate s.2 child to the necessary standard and provided misleading information on report cards, and the school misrepresenting its program during Ministry inspections. The parent wanted the Ministry to stop funding the school and the Minister to meet with all former parents to find out why they left the school s.22 s.22	<ul style="list-style-type: none"> Ministry staff replied to the parent with history of the school's multiple inspections during 2016-17 and the ongoing compliance requirements and Ministry efforts to move the school onto a path of school improvement through remediation and monitoring.

- The Ministry has in place an action plan for 2017/18 to ensure continuous improvement.

2017/18 Action Plan - CONFIDENTIAL

s.13

Attachment: Provincial Assessment Analysis

Attachment 1: FSA DATA from 2007/08 to 2015/16:

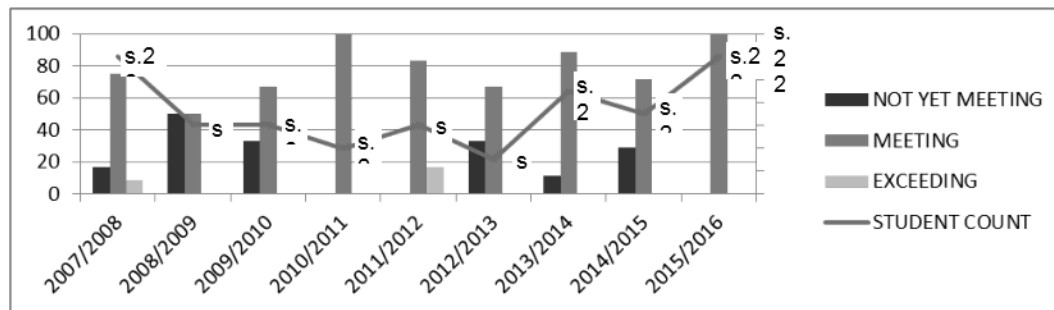
- Kelowna Waldorf is a small school with low enrolment in Grades 4 and 7. Overall participation in Grades 4 and 7 has typically been good (between 75-100%). In the last two years, both Grades 4 and 7 students had 100% participation rate.

Comment [BJJ5]: How many students, pattern 10-14 students per grade?

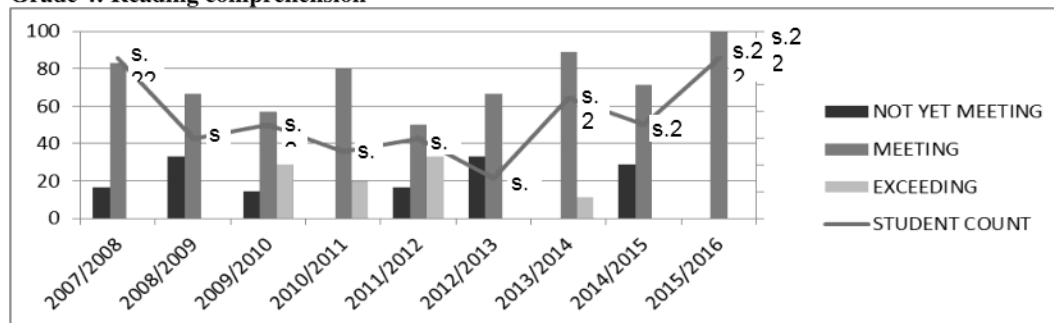
Grade 4 Overall

- In the most recent FSA data for Grade 4 (2015-16), all students met expectations in Numeracy and Reading Comprehension, and more than half either met or exceeded expectations in Writing.

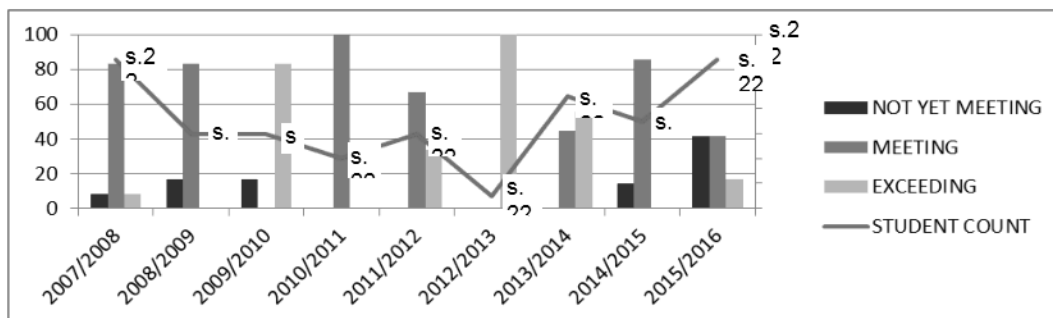
Grade 4: Numeracy



Grade 4: Reading comprehension



Grade 4: Writing

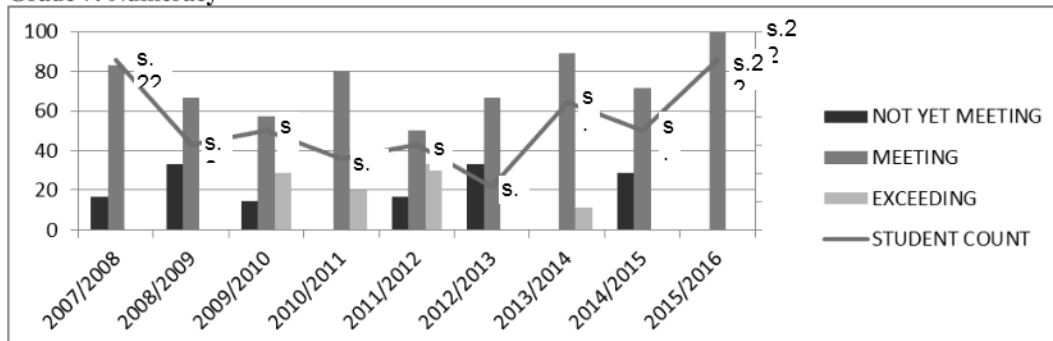


Grade 7 Overall

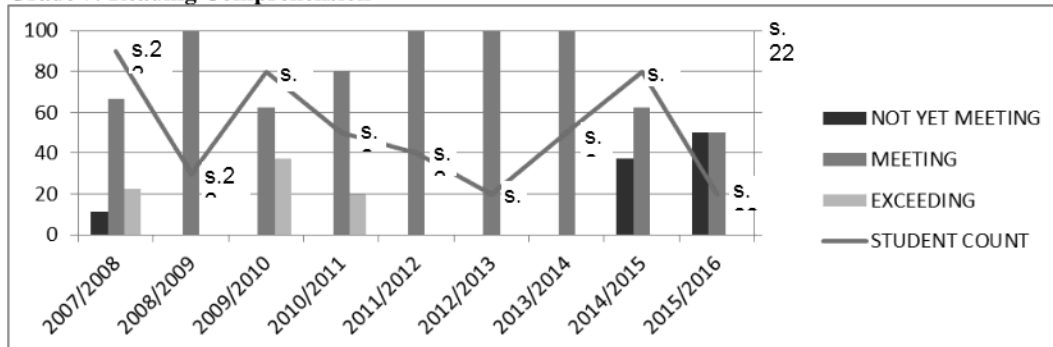
- Grade 7 students met or exceeded expectations from 2009/10 until 2013/14.
 - Since 2014/15, Numeracy and Reading Comprehension result have been declining. In Writing, student performance improved and all students met expectations by 2015/16.

Note: participation rates are strong, but student counts have typically been fewer than 5 since 2008-09.

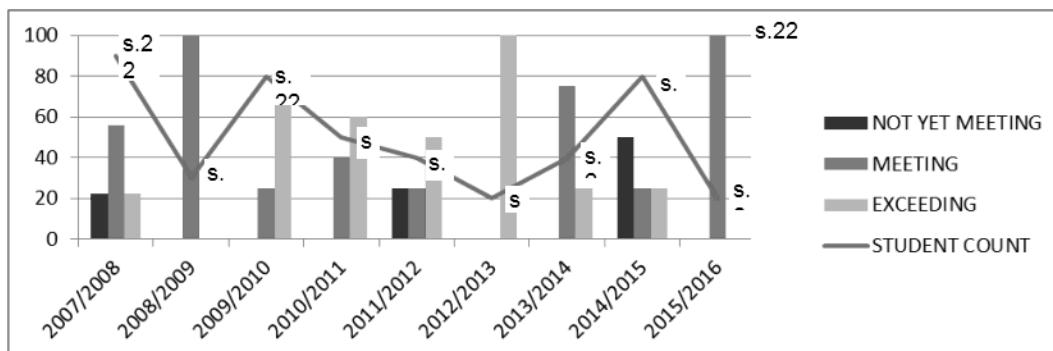
Grade 7: Numeracy



Grade 7: Reading Comprehension



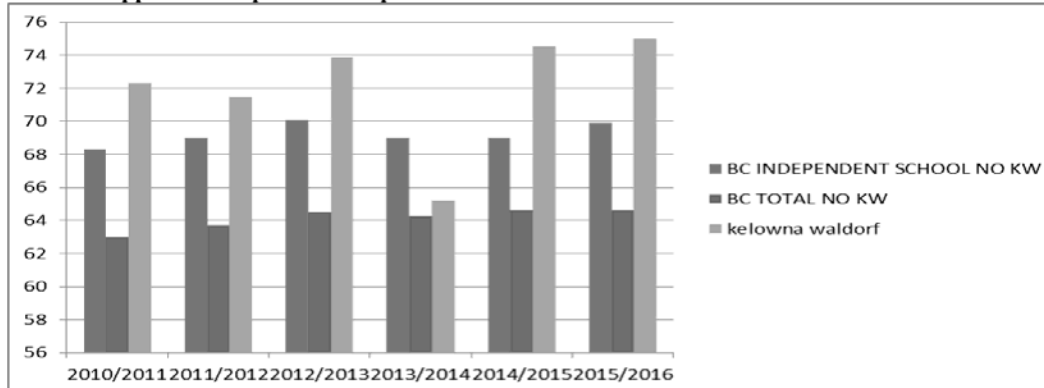
Grade 7: Writing



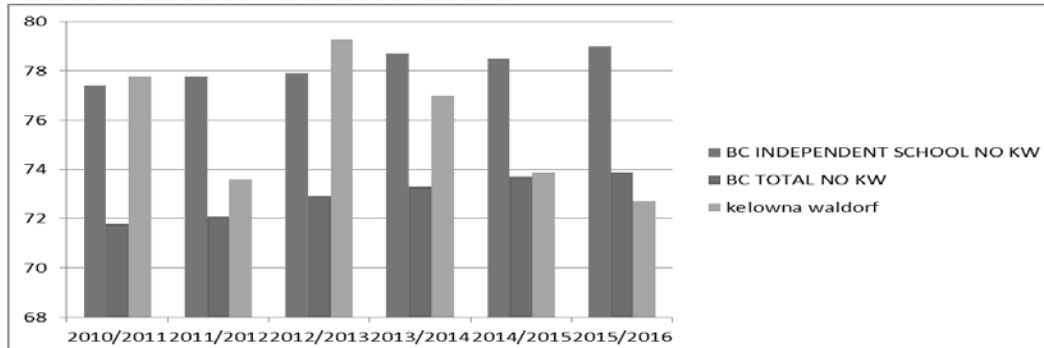
Attachment 3: Exam performance for students who formerly attended KWS' elementary program.

- Note: KWS is a small school and cohorts have typically been fewer than 20 students. Overall, former KWS students have generally performed better than provincial averages.

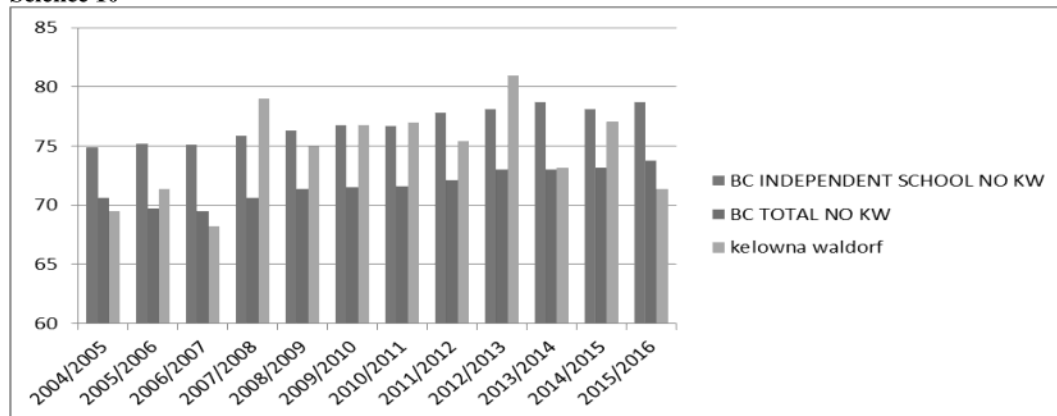
Math 10 Apprenticeship and Workplace Math



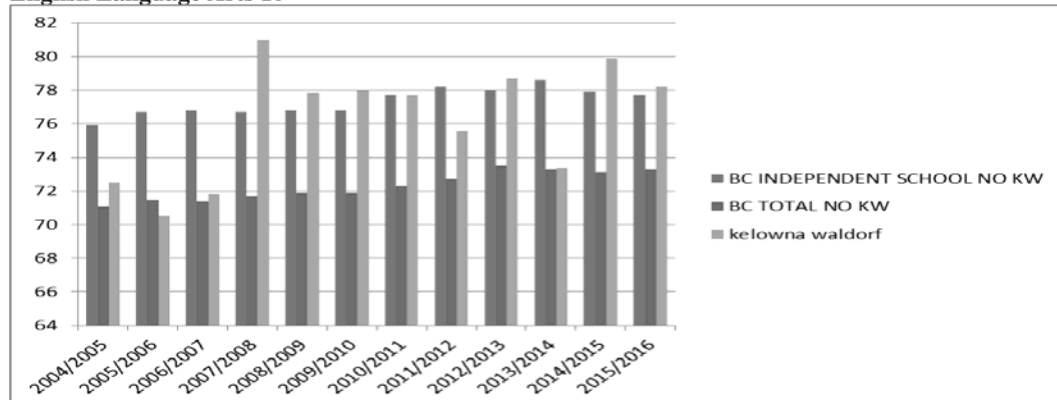
Math 10: Foundation of Math and Pre-Calculus



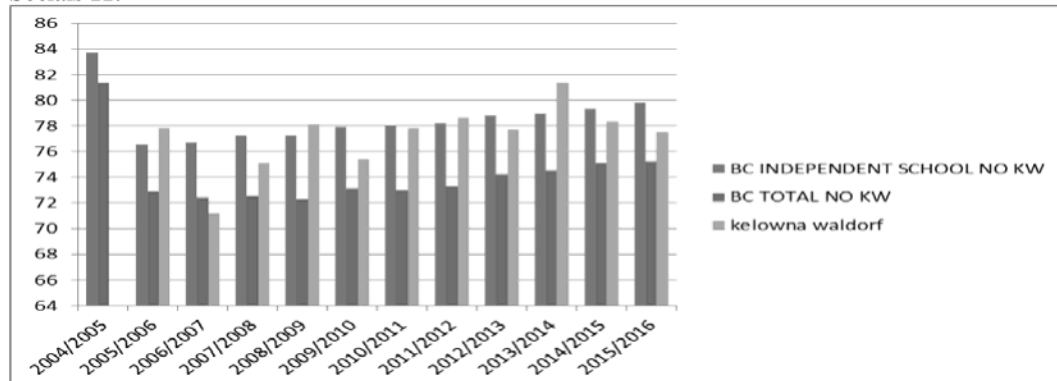
Science 10



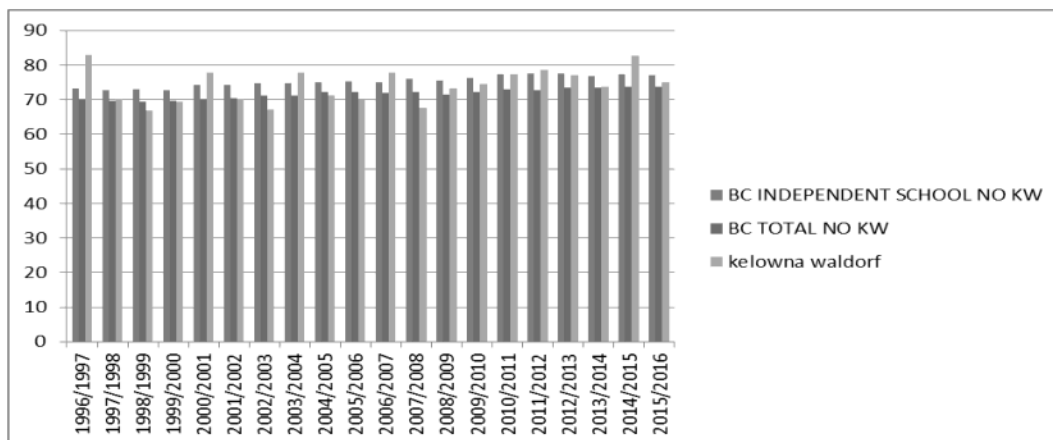
English Language Arts 10



Socials 11:



English Language Arts 12 (combined)



Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, November 6, 2017 9:09 AM
To: Stewart, Terry J EDUC:EX
Subject: KWS FOI (FW: Kelowna Waldorf School Introduction)

From: Rick Salsa [<mailto:rick@kelownawaldorf.org>]
Sent: Monday, March 6, 2017 3:23 PM
To: Vandeweg, Theo EDUC:EX
Subject: Re: Kelowna Waldorf School Introduction

Thank you again Theo for taking the time to talk to me today.

Just wanted to updated you that we received notice that our new teacher's certification documents are in the mail.

Look forward to meeting you hopefully in the Spring.

Cheers!

On Mon, Mar 6, 2017 at 8:52 AM Rick Salsa <rick@kelownawaldorf.org> wrote:

Hi Theo,

I wanted to reach out and introduce myself as the new board President at Kelowna Waldorf School. Evelyn Debusschere kindly shared your contact information with me.

I'm hoping you may be able to spare a few minutes for a quick phone conversation. I had a question regarding some language in the Independent School Act that I hope you can clarify for me.

I can be reached at ^{s.22}

Thank you and I look forward to speaking with you.

Rick Salsa
President, Board of Trustees
Kelowna Waldorf School

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, October 2, 2017 9:44 AM
To: Soares, Ramona EDUC:EX
Cc: Jonker, Brian EDUC:EX
Subject: KWS updated doc
Attachments: Kelowna Waldorf School Oct 2b.docx

Hello Ramona,

attached is updated KWS document with data info. We are still working on making the graphs more readable and some tightening up on summary bullets that go with graphs.

Theo

TIMELINE OF ISSUES KELOWNA WALDORF SCHOOL

The Kelowna Waldorf School (KWS) has been in operation since 1981.

FTE and Funding Summary

School Year	Operating Grant	Spec. Ed Grant	Total Grant	FTE
2013/14	\$ 335,313	\$ 45,750	\$ 381,063	88.59
2014/15	\$ 448,961	\$ 73,200	\$ 522,161	115.34
2015/16	\$ 474,869	\$ 75,400	\$ 550,269	122.20
2016/17	\$ 417,830	\$ 75,400	\$ 502,574	128.00
2017/18				55 projected

Background

Independent Schools are required to meet the requirements of the *Independent School Act (ISA)* and Ministerial and Inspector's Orders and Regulations. The *ISA* provides the regulatory framework requiring teacher certification, policies, and program standards, while enabling independent schools to operate their educational program in a manner consistent with their educational philosophy. While Group 1 and 2 Independent Schools are funded, the much of the operating costs and all of the capital costs are supported by the school community. Parents, ultimately vote with their feet when independent schools do not meet their expectations.

Recognizing the inherent accountability that independent schools have to their parent communities, the Ministry has, historically, not required independent schools to be on a path of continuous school improvement. Independent schools that do not perform adequately or deliver substandard programs will need to respond to their communities or discover that parents 'vote with their feet.'

Waldorf Schools:

Parents choose a Waldorf education for their children because they value these schools for their educational philosophy and unique programs. In Waldorf schools, a cohort of students will progress through the school years with the same teacher. Core subject areas (Math, Science, Language Arts) are typically integrated into daily 'main lessons' and the educational program also strongly emphasizes literature and the performing arts and de-emphasizes computer-based learning in favor of traditional 'handwork' skills.

Furthermore, Waldorf educational programs sequence curriculum materials according to its child development theories which views of student academic readiness do not align with the BC curriculum. Recognizing that a Waldorf educational philosophy meets parental choice, the Ministry has required Waldorf programs to meet Ministry curriculum requirements over three year periods; Primary curricular requirements are required to be completed by the end of Grade 3, the Intermediate curriculum by the end of Grade 6, and the Junior High School requirements by the end of Grade 9.

Current Issue:

- The Ministry has received complaints from the KWS school community regarding governance and the educational program being delivered at KWS dating back to the fall of the 2016/17 school year.

- Initial allegations included that there was a take-over of the board which was not adhering to the Society's by-laws and constitution.
- The Ministry of Education's regulatory authority does not extend to the Governance of independent school authorities; however the Ministry requested and received notarized confirmation from the schools solicitor that the Governance changes for the school authority occurred legally and in adherence to the society's by-law and constitution.
- A subsequent complaint in May 2017 from a former school community member focused on the educational program and student progress reporting with allegations that the school is not meeting Ministry educational standards requirements and that the school authority and administration are deceiving inspection teams when they are at the school and in classrooms.
- s.22 former parent complained in September 2017 repeating the same concerns of the school's program having failed to educate s. child to the necessary standard and provided misleading information on report cards, s.22 (allegedly based on third party independent assessments which s. had intended to share with the Ministry but has not done so to date), and the school misrepresenting its program during Ministry inspections. The parent wanted the Ministry to stop funding the school and the Minister to meet with all former parents to find out why they left the school; s.22
- s.22
- The Ministry replied to the parent with history of the school's multiple inspections during 2016-17 and the ongoing compliance requirements and Ministry efforts to move the school onto a path of school improvement through remediation and monitoring.
- Subsequently, the parent requested the Minister's contact information and insisted the Minister address the matter personally. Staff advice is that the Minister not engage with the parent at this time.
- The Ministry has in place an action plan for 2017/18 to ensure continuous improvement.

Ministry Action:

- In 2016/17 the Ministry conducted an external evaluation of the school in October 2016, an unannounced inspection in January 2017, a follow-up visit in April 2017, and an inspection focused on student progress reporting in May 2017.
- The school has complied with all Ministry requests for adjustments to programs and reporting resulting from the inspection visits.
- Attachment 1: summary of 2007 – 2016 FSA results.
- Attachment 2: summary of provincial exam performance for students who attended Kelowna Waldorf's elementary program at one point in their education.

2017/18 Action Plan - CONFIDENTIAL

s.13

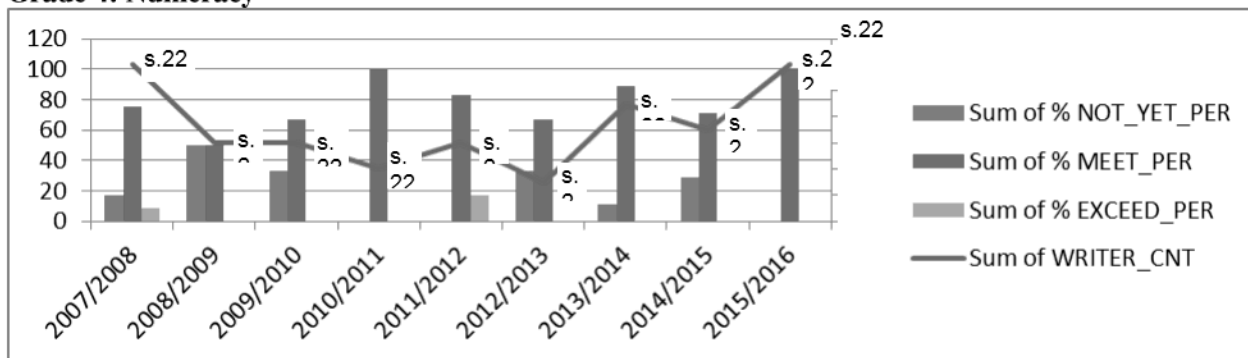
Attachment 1: FSA DATA from 2007/08 to 2015/16:

Kelowna Waldorf is a small school with low enrolment in Grades 4 and 7. Overall participation in Grades 4 and 7 has typically been good (between 75-100%). In the last two years, both Grades 4 and 7 students had 100% participation rate.

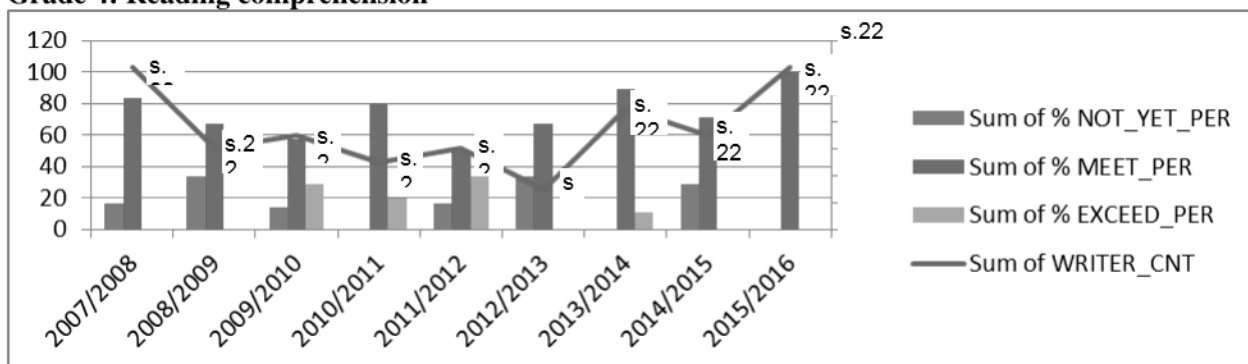
Grade 4 Overall

In the most recent FSA data for Grade 4 (2015-16), all students met expectations in Numeracy and Reading Comprehension, and more than half either met or exceeded expectations in Writing while fewer than half did not meet expectations.

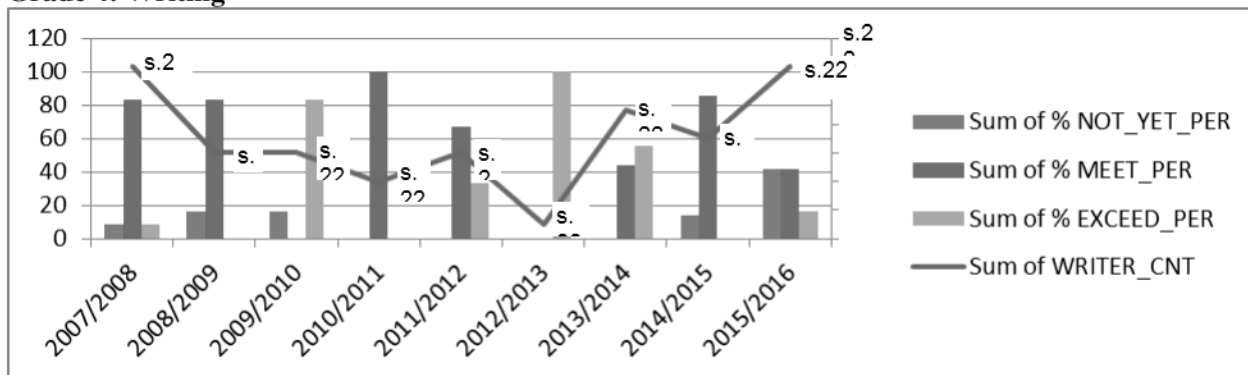
Grade 4: Numeracy



Grade 4: Reading comprehension



Grade 4: Writing

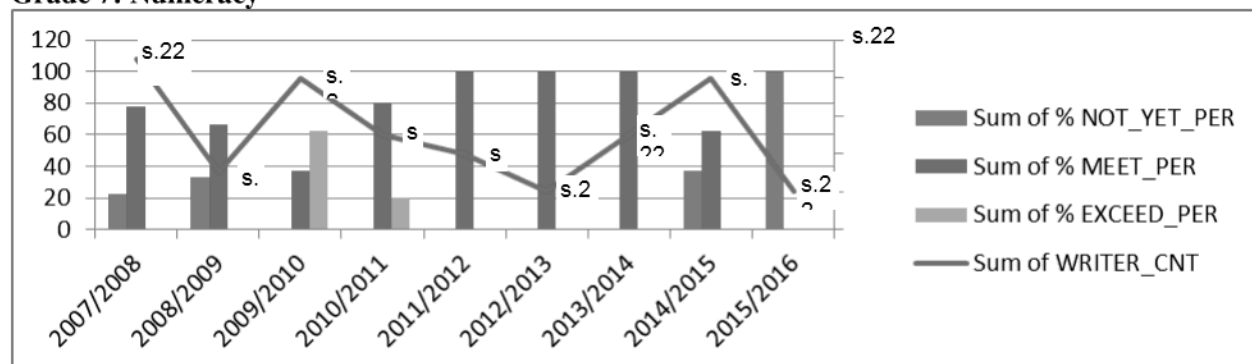


Grade 7 Overall

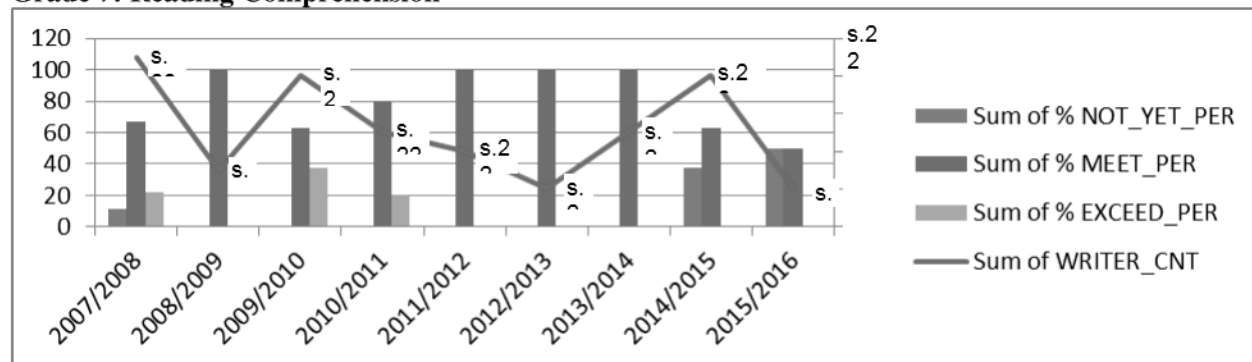
Grade 7 students met or exceeded expectations from 2009/10 until 2013/14. Since 2014/15, Numeracy and Reading Comprehension result have been declining. In Writing, student performance improved and all students met expectations by 2015/16.

Note: participation rates are strong, but student counts have typically been fewer than 5 since 2008-09.

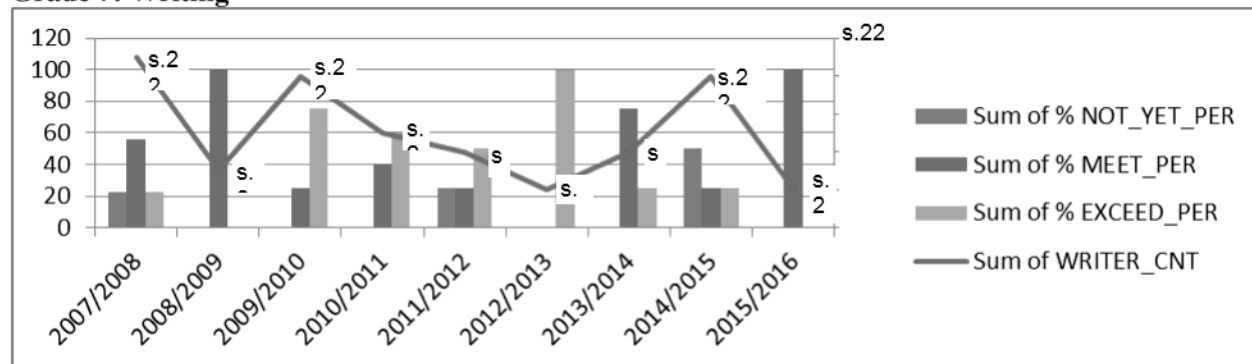
Grade 7: Numeracy



Grade 7: Reading Comprehension



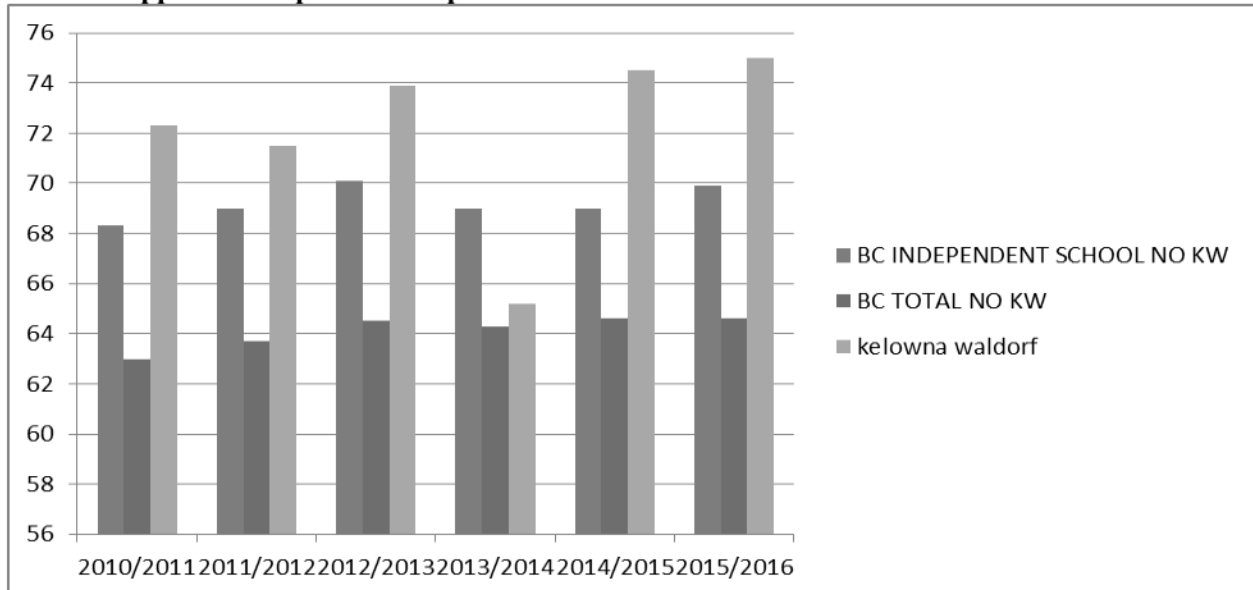
Grade 7: Writing



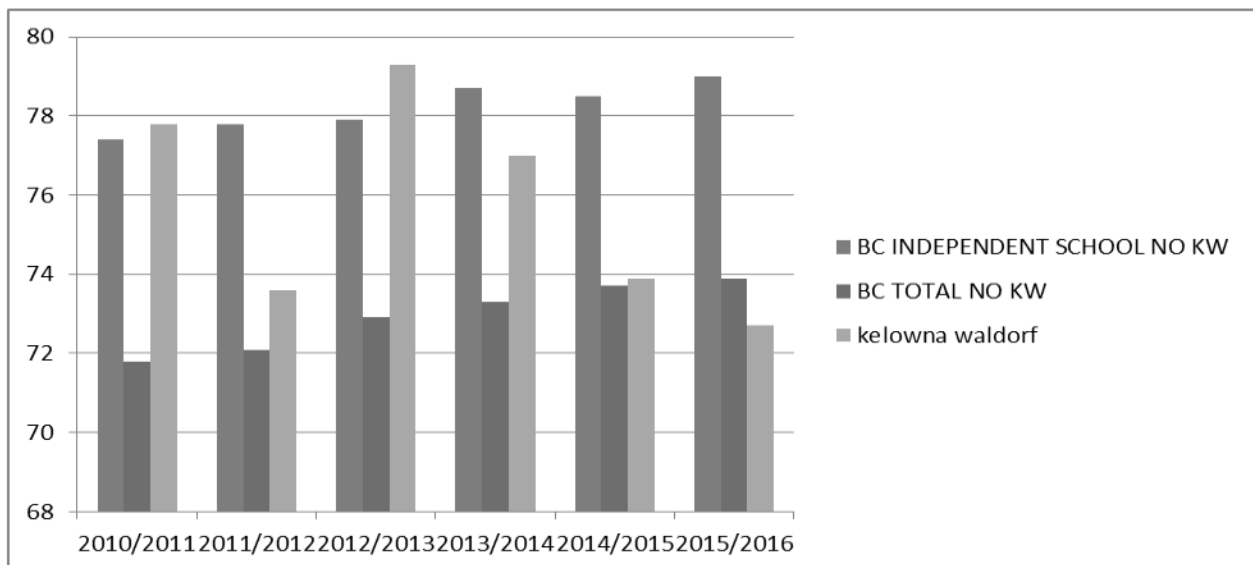
Attachment 3: Exam performance for students who formerly attended KWS' elementary program.

Note: KWS is a small school and cohorts have typically been fewer than 20 students. Overall, former KWS students have generally performed better than provincial averages .

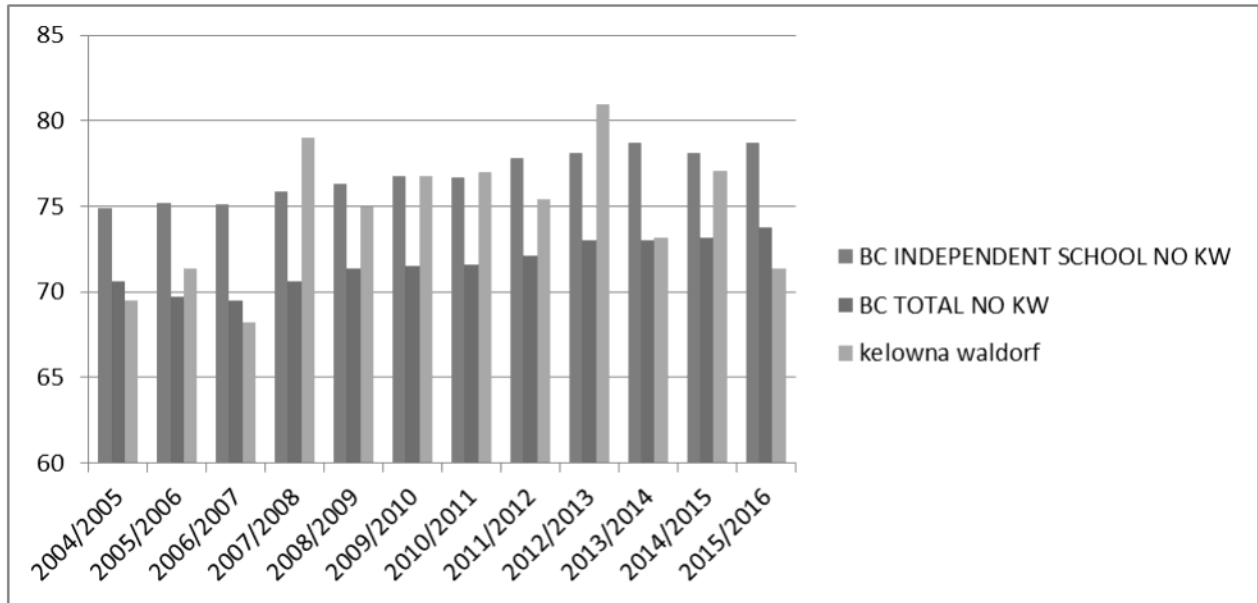
Math 10 Apprenticeship and Workplace Math



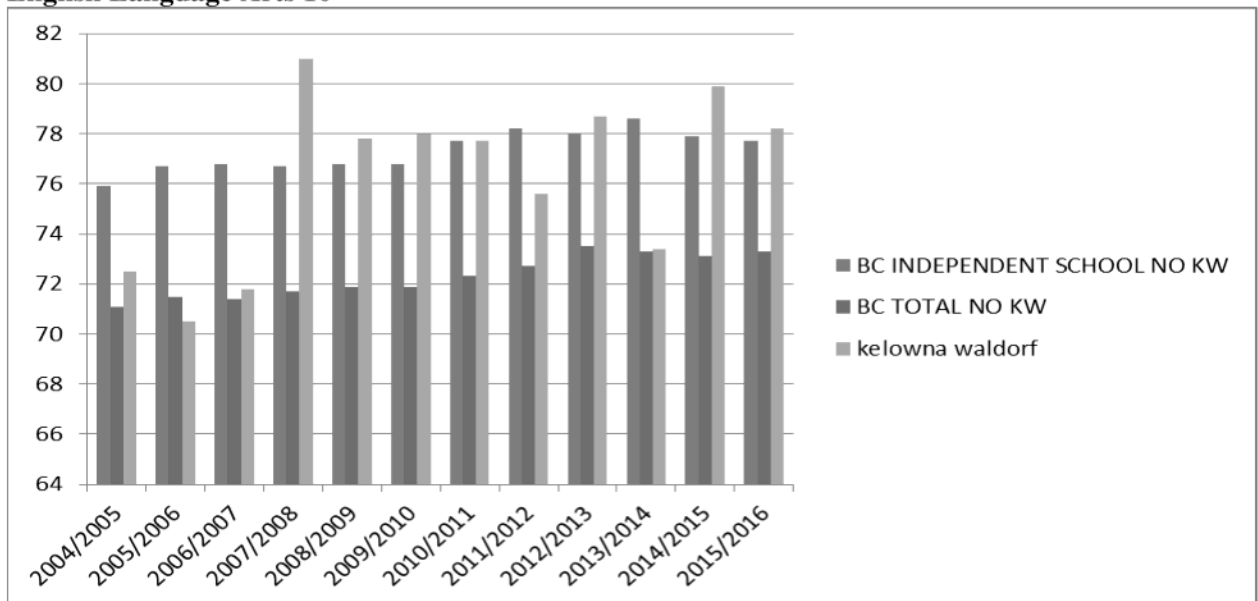
Math 10: Foundation of Math and Pre-Calculus



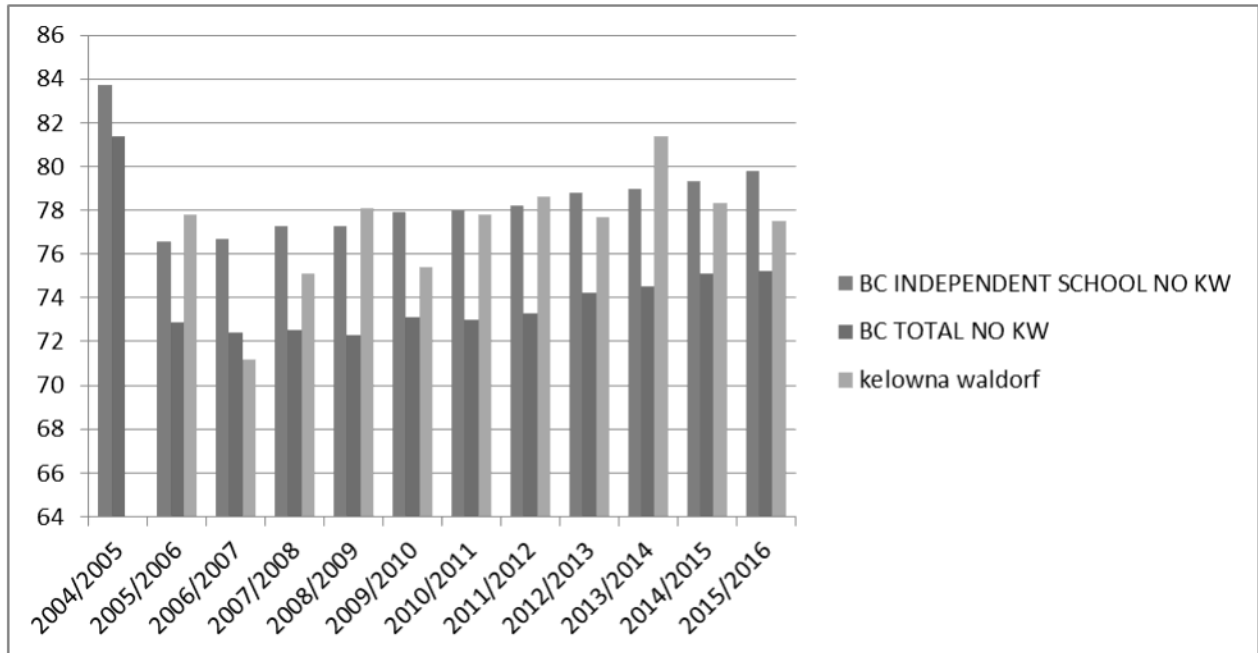
Science 10



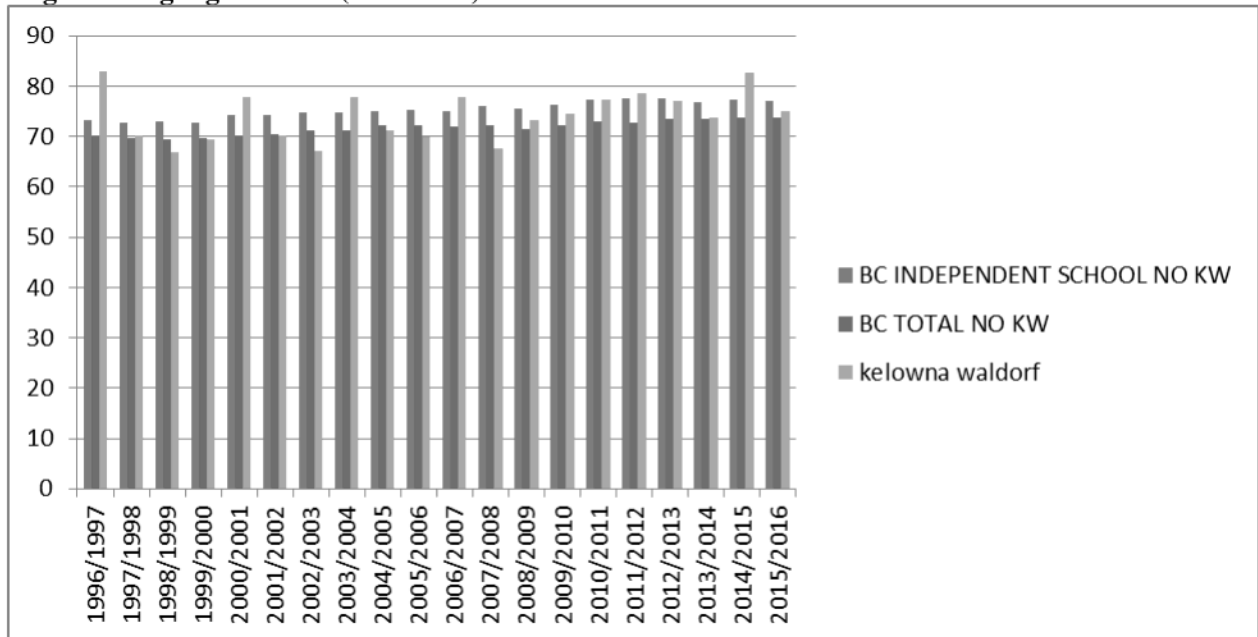
English Language Arts 10



Socials 11:



English Language Arts 12 (combined)





DLA Piper (Canada) LLP
Suite 2800, Park Place
666 Burrard St
Vancouver BC V6C 2Z7
www.dlapiper.com

Jeffrey D. Horswill
jeff.horswill@dlapiper.com
T 604.643.6357
F 604.605.3792

December 15, 2016

FILE NUMBER: 19587-00001

DELIVERED BY EMAIL AND REGULAR MAIL

Ministry of Education
Independent Schools and
International Education Branch
PO Box 9153 Stn Prov Govt
Victoria, BC V8W 9H1

Attention: Mr. Theo VandeWeg

Dear Sirs/Mesdames:

Re: Waldorf School Association of Kelowna (the "Society")

We are legal counsel for the Society and write in response to your letter of December 8, 2016, particularly your request for confirmation about the establishment of the Society's Board of Directors.

Societies Legislation

The *Societies Act* (B.C.), which replaced the previous *Society Act* (B.C.) effective November 28, 2016, requires simply that to become a director of a society, an individual must be elected or appointed to that office in accordance with the bylaws of the society (see section 42(2)). The corresponding provision in the *Society Act* that was previously in force provided that the members of a society may, in accordance with the bylaws of a society, nominate, elect or appoint directors (see section 24).

Society Bylaws

The Society bylaws (the "Bylaws") similarly provide as follows:

27. Election and Appointment of Trustees

- (1) Voting shall be by secret ballot if so requested by a resolution of a majority of the members and otherwise by show of hand.

- (2) The members shall elect the officers and the trustees-at-large of the society.
 - (3) Three appointees to the Board of Trustees suggested by the faculty and received by the president not less than 48 hours before the issuance of the notice of the annual general meeting may be appointed by the president.
 - (4) The number of trustees shall be no less than five. A greater number than five trustees may be determined from time to time at a general meeting.
 - (5) The outgoing president shall be past president for the term of one year. If that is not possible, then another past president may be appointed by the Board of Trustees.
 - (6) All candidates for election or appointment must be members of the society prior to accepting a nomination.
 - (7) The process of nomination and election of individual officers and trustee(s) shall be as outlined in the Governance Manual.
 - (8) If no successor is elected the person previously elected or appointed continues to hold office.
34. The elected trustees shall retire from office at each annual general meeting when their successors shall be elected. The appointed trustees may be replaced by the process outlined in bylaw 27 (3 & 5).
35. (1) The trustees may at any time and from time to time appoint a member as a trustee to fill a vacancy on the Board of Trustees.
- (2) A trustee so appointed holds office only until the conclusion of the next following annual general meeting of the society, subject to bylaw 34, but is eligible for re-election at the meeting.

The term "trustees" is defined in the Bylaws as the officers and other trustees, elected or appointed of the Society for the time being, and "officers" defined as the president, vice-president, past-president, secretary and the treasurer of the Society. (See Bylaws 1(1)(b) and (e) and 32.)

Appointment of Trustees to Fill Vacancies

The Society previously had a 9 person Board of Trustees.

We are advised that the following individuals resigned as Trustees of the Society effective as of the dates set out beside their name:

<u>Trustee (position)</u>	<u>Date of Resignation</u>
s.22	September 24, 2016
	September 27, 2016
	September 29, 2016
	October 3, 2016
	October 12, 2016
	October 12, 2016

These resignations resulted in six casual vacancies on the Board of Trustees.

We are further advised that the remaining Trustees exercised their authority under Bylaw 35 as follows in order to fill the above-noted casual vacancies until the conclusion of the next following annual general meeting:

- s.22 was appointed as the President at a meeting of Trustees held on September 29, 2016; and
- s.22 was appointed as the Secretary and Treasurer at a meeting of Trustees held on October 18, 2016.

Following these appointments, the Board of Trustees was comprised of s.22
s.22. We are advised that s.22
s.22 were appointed in June 2016 as faculty suggestions under
bylaw 27(3).

Election of Trustees at the Annual General Meeting

As required by the Societies Act and the Bylaws, the Society subsequently held its 2016 annual general meeting ("AGM") on December 14, 2016 at 7:00pm. One of the items of business at the AGM was the election of Trustees.

We are advised that, at the AGM, the following individuals were elected as Trustees for a one year term, until the close of the next following AGM:

- Rick Salsa - President
- Ezra Cipes – Vice President
- Mary Lapointe – Treasurer
- Jill Buffie – Secretary

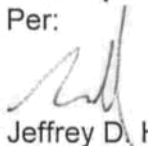


- Carlo DiStefano – Trustee at Large and
- Gabriele Knodel – Trustee at Large

We are further advised that all incoming Trustees were present at the AGM and consented to their appointment. Monika Ficke, Rose Powell, and Stephanie Menezes continue to sit as Trustees.

We trust the foregoing is responsive to your questions, but please do not hesitate to contact us if you have any further questions.

Sincerely,
DLA Piper (Canada) LLP
Per:



Jeffrey D. Horswill

JYH/mkk

cc: Client

CAN: 23352591.3

Stewart, Terry J EDUC:EX

From: Leslie, Sean GCPE:EX
Sent: Tuesday, October 10, 2017 10:16 AM
To: Jonker, Brian EDUC:EX
Cc: Fillion, Corinna GCPE:EX; Sorochan, Craig GCPE:EX; Squires, Paul E EDUC:EX
Subject: Media Request: Castanet/Kelowna Waldorf School

Hi Brian, I've put together some draft answers for the media request below-hoping you can review and let me know if I'm on the right track.

To his specific questions though, would the ministry actually release the "issues" that lead to the inspections, or the detailed recommendations that resulted? If not, why?

And finally, are we okay to release the 2016/17 provincial grant total?

Sorry for all the questions-thanks!

Sean Leslie
Communications Manager
Ministry of Education
(250) 356-8485(o)
(250) 893-4403(m)

Reporter

Nick Johansen, Reporter
Castanet (Kelowna)
nich@castanet.net
250-860-5050 x 101

Deadline Tuesday, October 10, 2017 4:00 PM

Request

- > I'm looking for information about the Kelowna Waldorf School, an independent school here in Kelowna.
- > I understand the Ministry found several Independent School Act compliance issues with the school after an evaluation in October 2016.
- > I'd like to know what these issues were, and how they were rectified by the school.
- > Additionally, I'd like to know the recommendations the Ministry made to the school regarding the school's progress reporting, following the Ministry's May 2017 inspection, and what changes were made for the 2017/2018 school year.
- > I would also like to know if and how the Ministry is planning to monitor the Kelowna Waldorf School this school year to ensure continued compliance.
- > Finally, I'd like to know the annual grant funding the province gives to the Kelowna Waldorf School.
- > My phone number is 250 860 5050 ext. 101. Please call or email me if you have any questions about the info I'm seeking.

Background

Recommendation

- Independent schools in BC are required to meet the requirements of the Independent School Act and Ministerial and inspector's orders and regulations.
- They are required to deliver the BC curriculum.
- The ministry conducted three inspections of the Kelowna Waldorf School in the 2016/17 school year.

- The school has complied with all Ministry requests for adjustments to programs and reporting resulting from the inspection visits.
- The ministry has an action plan in place for 2017/18 to ensure continuous improvement.
- Kelowna Waldorf School received a total provincial grant of \$502,574 in 2016/17.

Stewart, Terry J EDUC:EX

From: s.22
Sent: Wednesday, November 30, 2016 8:59 PM
To: Minister, EDUC EDUC:EX; elizabeth.moore@isabc.ca; awsna@awsna.org
Subject: Re: KELOWNA WALDORF SCHOOL URGENT MESSAGE- IIPRD

Categories: Staff Advice Required

I am surprised that the three agencies I contacted have not had the courtesy to provide me with an answer or opening for a discussion.

Now there are 40 children who are leaving the school as of January and also 3 teachers.

I believe the school should be reclassified as a religious Anthroposophical School and integrated into the religious, independent schools of BC.

Perhaps someone will understand the significance!

Sincerely,

s.22

On Nov 19, 2016, at 2:03 PM, ^{s.22} wrote:

Nov 19, 2016

Dear Honourable Mike Bernier,

The Waldorf School in Kelowna appears dysfunctional from my perspective as a parent and thus needs the Dept. of Education to reassess its validity.

Almost 20 to 30 children are being withdrawn even before the end of the term.

I feel the governance of the school needs to be completely overhauled:

1. the active membership should consist of current parents and faculty only.
2. Voting rights should be given to the active membership
3. Non-voting, or extraordinary members, could be given voice as advisors; i.e. alumni, founding members, previous teachers.

4. Only one proxy vote for any present member at a meeting.

5. The Board of Trustees needs to be an elected body - not an appointed one - from the active membership.

As an attachment I shall provide you with my assessment of the recent events:

Sincerely,
s.22

Page 518 to/à Page 519

Withheld pursuant to/removed as

s.14

Stewart, Terry J EDUC:EX

From: McConnell, Jenni EDUC:EX
Sent: Wednesday, September 13, 2017 11:04 AM
To: Jonker, Brian EDUC:EX
Subject: RE: Chronology issues at Kelowna Waldorf School (2016-17-18) (3).docx
Attachments: Chronology issues at Kelowna Waldorf School (2016-17-18) (3).docx

As requested.

From: Jonker, Brian EDUC:EX
Sent: Wednesday, September 13, 2017 9:29 AM
To: McConnell, Jenni EDUC:EX
Subject: FW: Chronology issues at Kelowna Waldorf School (2016-17-18) (3).docx

Hi Jenni,

Please put this into a more usable format, much like the Korea chronologies. thanks

From: Vandeweg, Theo EDUC:EX
Sent: Tuesday, September 12, 2017 10:35 AM
To: Jonker, Brian EDUC:EX
Subject: Chronology issues at Kelowna Waldorf School (2016-17-18) (3).docx

Updated throughout, please review. BTW, there is no email address for parent who complained. So far only two phone calls.

May of the other phone calls in October/November were mostly governance issues and we either referred them to FISA or explained we could do little directly but were trying to help behind the scenes.

s.22

was the only one expressing concerns on quality that I have notes on. Called in May and again last week, same concerns

TIMELINE OF ISSUES KELOWNA WALDORF SCHOOL

The Kelowna Waldorf School has been in operation since 1981.

FTE and Funding Summary

School Year	Operating Grant	Spec. Ed Grant	Total Grant	FTE
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2015/16	\$ 474,869	\$ 75,400	\$ 550,269	122.20
2016/17	\$ 417,830	\$ 75,400	\$ 502,574	128.00

Date	School Action	Ministry Action
October 13 – 14, 2016		The Ministry conducted a regularly scheduled full external evaluation at Kelowna Waldorf School. The inspection resulted in multiple and substantive follow-up compliance requirements. The Ministry placed tight deadlines on achieving full regulatory compliance. Given the large extent of the compliance items identified, the school's funding was suspended until all follow-up compliance requirements were completed satisfactorily.
November 2016	<p>Shortly after the October external evaluation inspection s.22</p> <p>s.22 The school community and its Board became embroiled in a leadership struggle which appeared to be based in ideological differences relating to school governance.</p>	Over the months following the October inspection, the Ministry was contacted by a number of school community members regarding changes in governance structures and internal board struggles at the school.
November 16, 2016		The Ministry requested confirmation of the names of new board chair and new principal; and confirmation that all teacher dismissals, suspensions or discipline since September 1, 2016 had been reported to the Teacher Regulation Branch as required by the section 7 of the <i>Independent School Act</i> .

November 18, 2016	The current board chair responded with all information requested on November 16, 2016.	
December 2016	The school authority held its AGM in mid-December. At this AGM, the new board was confirmed.	The Ministry requested Dr. Peter Froese (FISA) to attend the school's AGM in December and provided some guidance to the school's Authority.
January 5, 2017	The school reported having met the inspection compliance requirements	
January 16-17, 2017		<p>The Ministry conducted a re-inspection which confirmed the school's compliance with all requirements, and reasonable resolution of the internal governance issues allowing the school to move forward with stable leadership.</p> <p>Discussions during the re-inspection indicated the community turmoil appears to have been settled. Several dissenting parents/students left the school in recent months and the remaining society members elected a new school board at the society's AGM. The school administrator expressed confidence that the community had resolved its ideological differences. The inspection team's strong encouragement to move forward though networking with other local independent schools was well received by the school's administrators.</p>
End of January 2017		Funding was restored in time for the next grant installment
April 11, 2017		The inspector of Independent schools visited the school to further review the January 2017 re-inspection and to confirm ongoing compliance and stabilizing of the school's leadership and governance.
Spring 2017		<p>The Ministry continued to receive sporadic phone calls from former parents expressing concerns with the quality of education their children had received in the previous year. According to some parents, third party testing indicated some children were up to two grades behind in reading or math.</p> <p>The Ministry continued to receive concerns from the school community questioning the legality of the proceedings leading to the current</p>

		school board's instatement. The Ministry requested documented confirmation that all governance changes at the school were done in accordance with the laws governing Societies in BC and the Society's own constitution and by-laws.
May 15, 2017		<p>On May 15, 2017, the Ministry conducted a further review of the school's student progress reporting methods and required adjustments to ensure that progress reports included standardized assessment tools to more fully inform students and parents on academic progress. This included the requirement to</p> <ul style="list-style-type: none"> • include B.C. Performance Standards and associated Quick Scales for the final report card to provide parents with a standardized student performance framework, and • develop a new student progress reporting tool which includes performance over the summer for implementation in 2017-18 school year.
May 2017		Ministry contacted Arnold Grimm, Educational Director of Whistler Waldorf School and BC Subregional Representative of the Association of Waldorf Schools in North America to request the development of a Waldorf system-wide student progress reporting tool that uses Quick Scales and performance based reporting.
May 30, 2017	School principal confirmed addition of Quick Scales for 2016-17 year end reporting and confirms development of new Student Progress reports is under way, with potential for system-wide use in BC Waldorf schools	
September 6, 2017		<p>Parent phone call with further concerns from parent s.22</p> <p>s.22 . Parent insists that school behaves fraudulently when undergoing inspection. Many students have been tested through</p>

		third parties and found to be performing well below grade expectations in Math and Reading. Parent wants funding for school to be stopped and school investigated, including interviews with parents who have left to find out why they left.
September 5-8, 2017	<p>Principal has, in collaboration with Nelson Waldorf School, developed a new Student Progress reporting framework which includes Quick Scales to develop student progress report incorporating development of spoke with school principal to review current enrolment figures and to discuss the steps being taken by the school to establish curricular compliance and new student progress reporting structures.</p> <ul style="list-style-type: none"> • Principal confirmed that school followed through with student assessment using BC Quick Scales and provincial Performance levels for end of year progress reporting. • Principal will do assessment on all students to ensure that students who require catch-up or remediation will receive this during the school year. • Enrolment for 17-18 is 55 students in K-5. There are 4 teachers and several subject specialists remaining. • School is using the Province-wide Waldorf Curriculum Document (linking Waldorf curriculum with the new curriculum). • As per May 15 requirements, the Principal (in collaboration with Nelson Waldorf principal) has developed a student assessment and reporting tool integrating Quick Scales for use in 2017-18 and possible adoption by Waldorf schools in all of BC. 	
September 2017		<p>The Ministry has:</p> <ul style="list-style-type: none"> • requested and is reviewing the school's redeveloped student progress reporting framework, • recommended the KWS principal to

		<p>request the superintendent of catholic schools in Kelowna to provide ongoing support and mentoring for 2017-18.</p> <ul style="list-style-type: none"> Requested the KWS principal to provide up-to-date summary of staffing certification and assignments, and CRCs.
Ongoing		<p>During the 2017-18 school year, the Ministry will continue to monitor and inspect the work at Kelowna Waldorf School to ensure that ongoing requirements are being followed-up on and implemented. The ministry will ensure that KWS participates in provincial pro-D opportunities and collaborate with other independent schools and school organizations.</p>

DETAILS

- The regulatory requirements of the *Independent School Act* focus on the school's educational program and its compliance with the legislated requirements.

s.14

- FISA worked with members of the school community to ensure they are aware of the process and procedures they may wish to follow in order to find resolution to their concerns. Ministry staff remained engaged with FISA to provide assistance as requested.

Stewart, Terry J EDUC:EX

From: Vandeweg, Theo EDUC:EX
Sent: Monday, October 2, 2017 9:45 AM
To: Jonker, Brian EDUC:EX
Subject: RE: Kelowna Waldorf School Oct 2.docx

Just copied you on my email to Ramona. Tried to incorporate some of your font/bold fixes.

Are you doing anything with the graph legends, or would you want me to try to improve on it?

From: Jonker, Brian EDUC:EX
Sent: Monday, October 2, 2017 9:18 AM
To: Vandeweg, Theo EDUC:EX
Subject: Re: Kelowna Waldorf School Oct 2.docx

Hi theo,

Remove the chronology so it is just the note and appendices. I would then send along and cc me and indicate we are still working on making the graphs more readable (I find the legend confusing) and a little work on the summary bullets that's go with the graphs to tighten up language, non bold etc.
It's a great start...cc me on the note to her please.

Sent from my iPhone

On Oct 2, 2017, at 9:09 AM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:

See question about parent communication having been attached. Not sure if still need that attached? If so, here it is:

On Sep 14, 2017, at 5:19 PM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:

Dear

Thank you for your recent phone call expressing the ongoing concerns you have as former member of the Kelowna Waldorf School community with the school's educational program.

As required under the *Independent School Act*, Kelowna Waldorf School received an external evaluation in October 2016 and a number of compliance issues were identified resulting in the Ministry withholding future grant payments until such time the school complied with the follow-up items. Both statutory and policy compliance requirements were completed on or before their respective deadlines (December 1, 2016 and January 5, 2017).

In the case of Kelowna Waldorf, the Ministry took a proactive approach to ensure the school's full compliance and conducted an unannounced re-inspection of the school in January 2017 before funding was reinstated. Since that time, the Ministry has continued to work with the school to ensure ongoing compliance and continuous improvement supported by the Ministry. A subsequent follow-up visit was conducted in April 2017.

Given further concerns expressed by the school community in relation to the nature of student progress reporting and the educational program, the Ministry conducted another inspection in May 2017 which focused on the school's student progress reporting tools and made specific recommendations to be implemented for the 2016/17 school year-end student progress reporting. Requirements for further redesign of the school's student progress reporting framework are in place for 2017/18.

The Ministry will continue to monitor Kelowna Waldorf School throughout the 2017/18 school year.

Theo VandeWeg
Inspector of independent Schools
Independent Schools and International Education
International Education, Independent Schools & Partner Relations Division

Stewart, Terry J EDUC:EX

From: Soares, Ramona EDUC:EX
Sent: Monday, October 2, 2017 7:39 AM
To: Jonker, Brian EDUC:EX
Cc: Vandeweg, Theo EDUC:EX
Subject: Re: Kelowna Waldorf School sept 29.docx

Can I get the updated document pls.
If outcomes are to follow that's fine. Need the revised info as discussed last week::
KWS issues, our follow up actions and next steps

Ramona Soares
Assistant Deputy Minister
Ministry of Education
604 396 6132

On Sep 29, 2017, at 11:56 AM, Soares, Ramona EDUC:EX <Ramona.Soares@gov.bc.ca> wrote:

Thanks Brian.

Ramona Soares
Assistant Deputy Minister
Ministry of Education
604 396 6132

On Sep 29, 2017, at 11:49 AM, Jonker, Brian EDUC:EX <Brian.Jonker@gov.bc.ca> wrote:

Hi Ramona,
Understood..analysis not included because it is not yet complete. Knowing we need the student outcomes data have been actively working on it. We will include this in next iteration.

From: Soares, Ramona EDUC:EX
Sent: Friday, September 29, 2017 11:47 AM
To: Jonker, Brian EDUC:EX
Cc: Vandeweg, Theo EDUC:EX
Subject: Re: Kelowna Waldorf School sept 29.docx

I saw that but this narrative needs the supporting info. We need a comment in the document to clarify what the student outcomes are. There is lots of reference to issues but not specific mention of the issue parents have raised and our analysis and outcome?

Please update document and include letters that have gone to the parents addressing their issues

Ramona Soares
Assistant Deputy Minister
Ministry of Education
604 396 6132

On Sep 29, 2017, at 11:34 AM, Jonker, Brian EDUC:EX <Brian.Jonker@gov.bc.ca> wrote:

Yes, theo is working on this in terms of outcomes, this is referenced in the action plan table in the one pager for completion on Tuesday. We will do our best for Monday am.

From: Soares, Ramona EDUC:EX

Sent: Friday, September 29, 2017 11:14 AM

To: Jonker, Brian EDUC:EX

Subject: Re: Kelowna Waldorf School sept 29.docx

Brian where are the reports and outcomes for these students. I would like to provide DM a full review of issues and our tracking of student outcomes.

I would like to see evidence that supports strong student outcomes.

Can you please make this a priority for delivery on Monday by noon. I would like to review

Student outcomes reports for the last 3 years similar to what we did for SK schools.

Ramona Soares

Assistant Deputy Minister

Ministry of Education

604 396 6132

On Sep 29, 2017, at 8:39 AM, Jonker, Brian EDUC:EX

<Brian.Jonker@gov.bc.ca> wrote:

Stewart, Terry J EDUC:EX

From: Mao, Yvonne EDUC:EX
Sent: Tuesday, September 19, 2017 10:45 AM
To: Jonker, Brian EDUC:EX
Cc: Chalifour, Chelsea EDUC:EX; Sand, Michael EDUC:EX
Subject: RE: Kws - issues request
Attachments: RE: Kws - issues request; FSA-Updated.xls

Hi Brian,

Sure.

Please find the updated version. There are four charts (participation rate, percentage of not yet, meeting, exceeding) separately, and you can pick each skill or grade for any chart.

Cheers,
Yvonne

Stewart, Terry J EDUC:EX

From: Chalifour, Chelsea EDUC:EX
Sent: Friday, September 15, 2017 1:32 PM
To: Jonker, Brian EDUC:EX
Subject: RE: Kws - issues request

Hi Brian,

I've forwarded to my team to action. We'll see what we can pull together for you.

Chelsea

-----Original Message-----

From: Jonker, Brian EDUC:EX
Sent: Friday, September 15, 2017 8:11 AM
To: Chalifour, Chelsea EDUC:EX
Subject: Kws - issues request

Hi chelsea,

We are dealing with an issue regarding an independent school - kelowna waldorf. The school has been open since 1981 and there are some serious allegations being brought to our attention.

I'm hoping that you are able to support us in providing some data and analysis regarding the school. I believe we need the following:

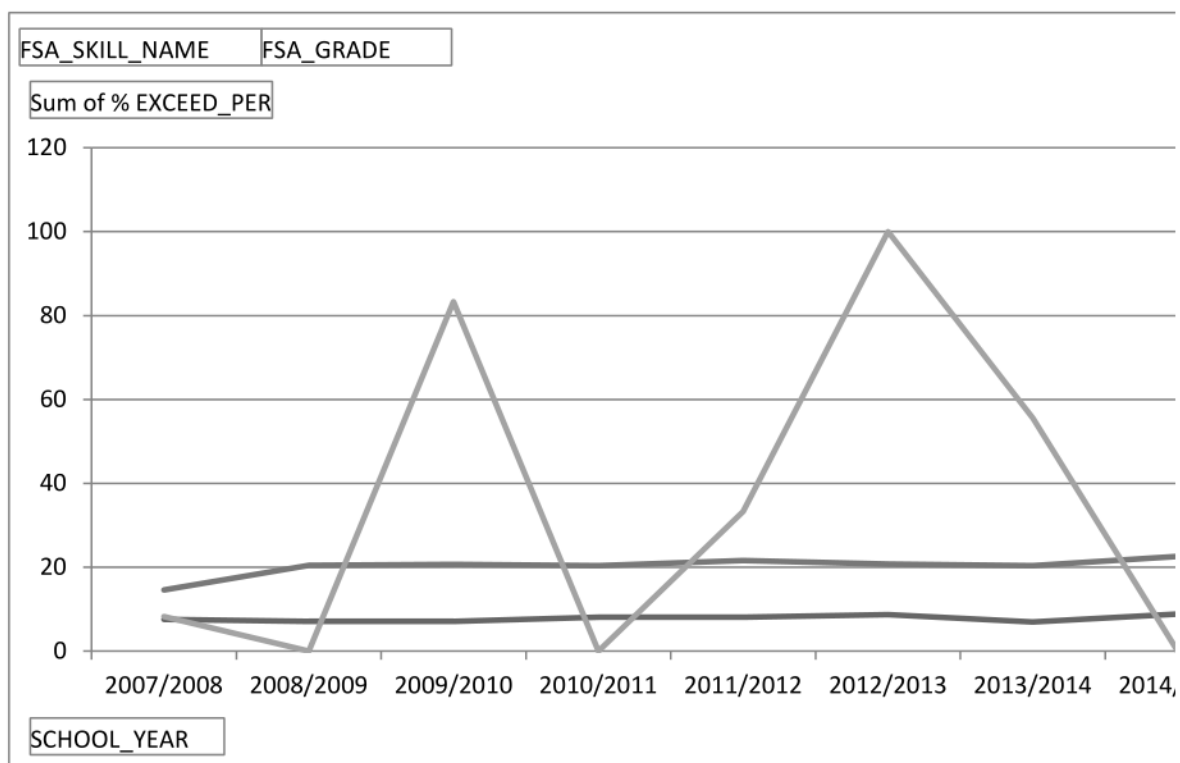
1. Analysis on student completion by pen. Essentially, go back as far as we can with individual PEN's and determine if students who attended the school complete at the same time/rate as other students in the Province.
2. Prov exam analysis - how do this students perform against the prov cohort in grade 10, 11 and 12 exams.
3. Analysis of Fsa performance for the past 10 years or however long we have the data for.
4. Analysis of where students at this school transition to - what is there path through the bc system after enrolment at kws.

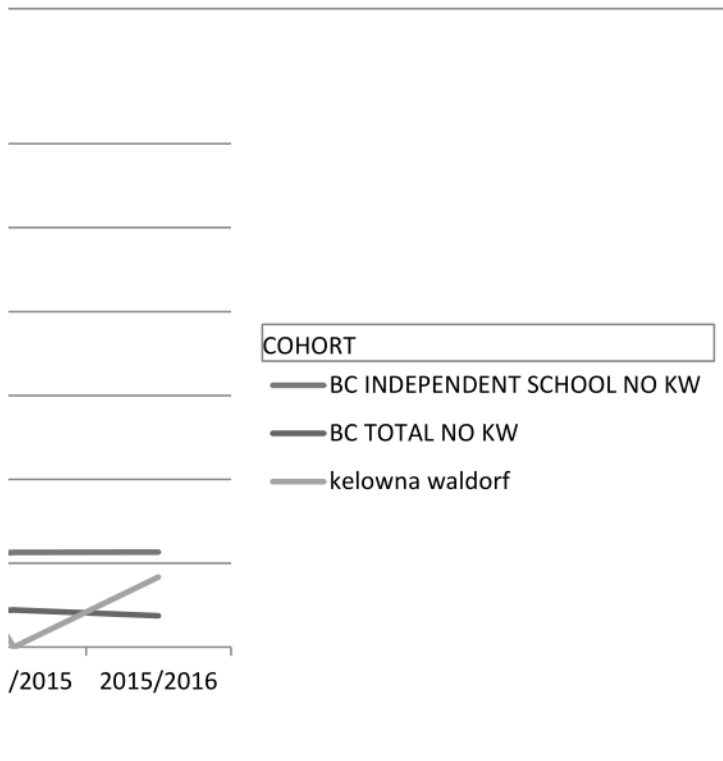
Hoping you are able to prioritize this for me and let men know when I might get the info. I would be grateful for Tuesday pm delivery if possible.

Sent from my iPhone

FSA_SKILL_NAME	Writing
FSA_GRADE	04

Sum of % EXCEED_PER	COHORT			
SCHOOL_YEAR	BC INDEPENDENT SCHOOL NO KW	BC TOTAL NO KW	kelowna waldorf	
2007/2008	14.6	7.6	8.3	
2008/2009	20.5	7.1	0	
2009/2010	20.7	7.1	83.3	
2010/2011	20.4	8.1	0	
2011/2012	21.6	8.1	33.3	
2012/2013	20.8	8.7	100	
2013/2014	20.4	7	55.6	
2014/2015	22.6	8.9	0	
2015/2016	22.7	7.5	16.7	





Stewart, Terry J EDUC:EX

From: Jonker, Brian EDUC:EX
Sent: Tuesday, September 19, 2017 10:06 AM
To: Mao, Yvonne EDUC:EX
Cc: Chalifour, Chelsea EDUC:EX; Sand, Michael EDUC:EX
Subject: RE: Kws - issues request

Hi Yvonne,

Is there a possibility of integrating FSA performance (Not yet meeting, meeting and exceeding by year) with the comparison to all BC and all independent. Participation is good, performance comparison ultimately more helpful.

From: Mao, Yvonne EDUC:EX
Sent: Tuesday, September 19, 2017 10:02 AM
To: Jonker, Brian EDUC:EX
Cc: Chalifour, Chelsea EDUC:EX; Sand, Michael EDUC:EX
Subject: RE: Kws - issues request

Hi Brian,

Please find the attached data files for this request.

For Q1 and Q2: Considering there were no Grade 10,11,12 students in this school, we used the students once enrolled in this school as a cohort (800 students), then calculated First Time Grade 12 Graduation Rate, English 10 and 12 results using this cohort, and compared to BC total without this cohort or BC independent without this cohort.

For Q3: We presented Grade 4 and Grade 7 FSA results of this school from 2007/2008 , and also FSA results of BC total or BC independent excluding this school.

For Q4: After the first year a student was enrolled in this school, we counted the number of enrolments in this school VS the number of enrolments out of this school, then made a histogram of percentage and a density plot to show that those students spent more years out of this school. We also provided a table to show the quantity of facility type or school type those students transferred to.

If you have any questions, please let me know.

Thanks and Best Regards,
Yvonne

-----Original Message-----

From: Sand, Michael EDUC:EX
Sent: Monday, September 18, 2017 8:59 AM
To: Chalifour, Chelsea EDUC:EX; Walkey, Darlene EDUC:EX; McCrea, Pat A EDUC:EX
Cc: Mao, Yvonne EDUC:EX
Subject: RE: Kws - issues request

Hi Chelsea,

I have asked Yvonne to look at this.

Regards,
mike

-----Original Message-----

From: Chalifour, Chelsea EDUC:EX
Sent: Friday, September 15, 2017 9:25 AM
To: Walkey, Darlene EDUC:EX; Sand, Michael EDUC:EX; McCrea, Pat A EDUC:EX
Subject: FW: Kws - issues request

-----Original Message-----

From: Jonker, Brian EDUC:EX
Sent: Friday, September 15, 2017 8:11 AM
To: Chalifour, Chelsea EDUC:EX
Subject: Kws - issues request

Hi chelsea,

We are dealing with an issue regarding an independent school - kelowna waldorf. The school has been open since 1981 and there are some serious allegations being brought to our attention.

I'm hoping that you are able to support us in providing some data and analysis regarding the school. I believe we need the following:

1. Analysis on student completion by pen. Essentially, go back as far as we can with individual PEN's and determine if students who attended the school complete at the same time/rate as other students in the Province.
2. Prov exam analysis - how do this students perform against the prov cohort in grade 10, 11 and 12 exams.
3. Analysis of Fsa performance for the past 10 years or however long we have the data for.
4. Analysis of where students at this school transition to - what is there path through the bc system after enrolment at kws.

Hoping you are able to prioritize this for me and let men know when I might get the info. I would be grateful for Tuesday pm delivery if possible.

Sent from my iPhone

Stewart, Terry J EDUC:EX

From: s.22
Sent: Thursday, September 14, 2017 7:01 PM
To: Vandeweg, Theo EDUC:EX
Subject: Re: Response to your concerns

Hi Theo,

Thank you for your note and detailed timeline. However this does not address the failure to educate my child and others to the necessary standard. It further does not satisfy the matter of misleading report cards.

As discussed upon assessment of multiple students who left the Waldorf school a great majority were behind grade level expectations.

I was clear that relying on the governing committee at Waldorf would not be sufficient for a proper investigation. This is not an administrative issue.

It is imperative that you do as discussed and meet with the past parents and third party assessors. I want this matter personally addressed by the Minister.

Is he prepared to host a conversation with myself?

To be clear I am not satisfied with the steps taken. Are you proposing to me that these issues were solved?

Is the Minister refusing to speak with the parents s.22
contact information please? What's is the Ministers Direct

Thanks in advance,

s.22

On Sep 14, 2017, at 5:19 PM, Vandeweg, Theo EDUC:EX <Theo.Vandeweg@gov.bc.ca> wrote:

s.22
Dear

Thank you for your recent phone call expressing the ongoing concerns you have as former member of the Kelowna Waldorf School community with the school's educational program.

As required under the *Independent School Act*, Kelowna Waldorf School received an external evaluation in October 2016 and a number of compliance issues were identified resulting in the Ministry withholding future grant payments until such time the school complied with the follow-up items. Both statutory and policy compliance requirements were completed on or before their respective deadlines (December 1, 2016 and January 5, 2017).

In the case of Kelowna Waldorf, the Ministry took a proactive approach to ensure the school's full compliance and conducted an unannounced re-inspection of the school in January 2017 before funding was reinstated. Since that time, the Ministry has continued to work with the school to ensure ongoing compliance and continuous improvement supported by the Ministry. A subsequent follow-up visit was conducted in April 2017.

Given further concerns expressed by the school community in relation to the nature of student progress reporting and the educational program, the Ministry conducted another inspection in May 2017 which

focused on the school's student progress reporting tools and made specific recommendations to be implemented for the 2016/17 school year-end student progress reporting. Requirements for further redesign of the school's student progress reporting framework are in place for 2017/18. The Ministry will continue to monitor Kelowna Waldorf School throughout the 2017/18 school year.

Theo VandeWeg

Inspector of independent Schools

Independent Schools and International Education

International Education, Independent Schools & Partner Relations Division

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