



6. Jessica Dalaway
7. Nadine
8. Andrea Larson
9. Rashida
10. Michelle
11. Vanessa
12. Mindy R
13. Jamie
14. Cathy Zhang
15. Katherine Lampson
16. Cara Bjornson
17. Amanda Knapp
18. Dana Crudo
19. Sara
20. Hazel Whitehead
21. Lyndon Crossman
22. Jaspreet
23. Rae Calder
24. Rachel Cameron
25. Markus Heinz
26. Katie Huston
27. Lee
28. Brooke

### **III. Garden Committee - Jasmine ( 10 mins )**

1. Work Day Projects
  - a. Different Classes
  - b. Come when it works for your schedule!
  - c. Most Fridays after coffee the garden crew works.
2. Medicine Garden work happening for incoming grade 5 for next year.
3. Ongoing for Mondays Kindergarten Bed work. 1:30 until pickup or a bit after.
4. The gardens are all community gardens around here, it's great to connect over something as simple as weeding!
5. Jane Goodall Grant, asking to shift until Fall or native plant order if cannot move.
  - a. Half will be planted at the hub by the totem raising site
  - b. Others will be sent home to families to plant for pollinator health.
6. Gardening committee formation
  - a. Green Space Committee
    - i. How can we create outdoor projects that are connected to the Waldorf curriculum?
    - ii. Gathering spaces outside that are usable by the different classes
    - iii. 2 parents 1 time meeting per month 2 year commitment. 2 grades and 2 ECE positions on committee
      1. Hazel
      2. Jenni

iv. [Sunriseschoolgarden@gmail.com](mailto:Sunriseschoolgarden@gmail.com) for any communication!

#### IV. Q & A Faculty Changes for 2023/2024 School Year ( 45 mins )

Question 1:

Once the school makes a decision to let a teacher go or change positions, what course of action ( besides an appeal ) is available to parents to advocate for the teacher's continued employment?

Question 2:

What is the school doing to support the faculty if the long term goal is to retain experienced Waldorf teachers and support the professional growth and development with maintaining BC ministry standards, as per the School's policies & standards?

Question 3:

Sunrise Waldorf School requires the commitment of Waldorf teacher training and has offered financial support for teachers to complete their education through West Coast Institute. Has the school followed through with those commitments to date?

Question 4

What is the Educational Director's role and responsibilities within the school? If a teacher does not receive adequate support from the Ed Director, what other options do they have for ongoing support?

Question 5:

Are there any roles at Sunrise being filled that classically would not exist within a Waldorf school?

Question 6:

What does the current administration consider procedural transparency? How are they following through with this?

Comments from circle

What are the changes?

#### Rae Calder:

- Over the last month or so the attention of HOS has turned to an immediate need to hire and post for positions.
- Biggest item of concern is that parents did not know that teachers x2 were on letters of permission. We acknowledge this was an oversight of the previous administration that parents were not informed that classes were being held by teachers that did not have a permanent certificate.  
Amendment by Rae Calder Sept 13, 2023: **Sharing about the letters of permission has to be done with both the permission of the teachers concerned and faculty. It is a private issue and needs the teacher's permission. It was not thought to be shared by either of those parties, so it was a shared oversight.**
- Sunrise has had many, many years of being subject to teacher shortage. This is normal across the province, but is more acute for sunrise because of the specialized nature of the teachers that teach Waldorf education.
- In the teacher shortage period the ministry of education and child development created a temporary teacher certificate so schools could still run classes without certified teachers because there were just not enough.
- The Ministry created a ministry minimum standard.

- Schools had to post for teachers, and post widely, and take pictures of the postings, track all the applicants as to who is certified and who is not, could you hire them or could you not?
- Only after this rigorous process or trying to hire a teacher could a school complete the application for a letter of permission
- Previous administration felt like this would be the norm ongoing because it had been so many years of being able to find and recruit certified teachers.
- I don't think it was meant to be hidden, this is just the norm on how things were and letters of permission were a part of our faculty.
- When I came in this year and these teachers are on letters of permission it was very clear in our letter of permission meetings in the Fall that we will have to go through this process again next year and we will be posting for your position, and every year that same conversation has happened.
- I have never had a teacher on a letter of permission before so it was new for me to have a teacher on a letter of permission and I was not thinking to make sure I announced it to the classes. I didn't think to ask if the parents were informed of this aspect of our school.
- The situation we are in is that we have two more teachers within our community than we have classes for.
- All of the teachers have strengths, they all have talents, they are all valued, they are all cared for and we do our best to support all of them, where they are at on their journey. We care for all of our teachers and the work is really guided from the heart.
- Having two more teachers than you do classrooms means that a decision needs to be made on which two teachers within our community aren't offered classrooms.
- We have to prove that we advertised the roles externally and so I thought this would not be a surprise to those teachers.
- We have enough teachers to offer classes to, that have certificates and the surprise of the teachers who did not hold certificates was a surprise to me because I thought this was cut and dry.
- So people understand the position that I am in.
- I was hired by the school to create a sustainable long term vision.
- We meet our requirements this Fall in particular we are having our one every six year ministry inspection
- 3 inspectors 3 days, every teacher gets interviewed, and all the planning is inspected.
- The very first thing that they do is inspect the certificates of each teacher.
- Rae has been through several inspections and it is the first fundamental thing to see the certificates of the teachers.
- So when people ask me is there a way to keep teachers on letters of permission, it's like asking me to ethically lie that we didn't have enough teachers and pretend we didn't have applicants and then expect all the teachers and faculty when they are being interviewed by the inspectors to say we didn't have teachers.

- If that came to that point then the ministry not only could hold our funding back, they could actually close the whole school. It's such a fundamental piece, the teacher certification is just a minimum standard of what we expect from our teachers.
- This is where we are at and I am really feeling the grief and the hurt and the anger around this and I really do understand when you sign up for a school and you are thinking this teacher is going to be with your student for years and you invest and you have this relationship, and none of this is to undermine that relationship, we value that so much.
- It doesn't matter what teacher, this would have been any teacher if they were on letter of permission they would be in this situation.
- That being said, all of our decisions are multifaceted with loads of inputs and considerations, and there is not just one input that will lead to any one decision.
- We are holding so many elements in the decision, and being in an administrative position there are things I cannot talk about which may be personnel or performance related and privacy concerns, so I know it's a lot to ask for parents to trust that we have more information than we are unable to share, but that there is so much information and thoughtfulness and reflection and the same way the teacher manages the classroom students don't always like how the teacher manages the classroom, that's the same way the admin has to manage the school, I can't make everyone happy all the time, I am holding the best interests of the whole school and considering all the classes and all their needs. I don't want to take up too much more time.

**Chair- Andrew:**

- Thank you we will take questions in a moment
- Thank you for your explanation and covering what you can on this topic
- I think it's fair to say that it is difficult for anyone in this type of situation and my heart bleeds for the teachers that cannot be here as a result.
- We have a list going of people that want to speak.

**Samantha:**

- For the two teachers that are on letter of permission. Are they the only two in the school right now that do not meet BC certification? Or are there others?

**Rae Calder:**

- No just the two, all the other teachers have full...

**Jenni:**

- You said something about trusting that you have more information you can share, I was wondering what type of information or an example what type of things we cannot hear about?

**Rae Calder:**

- Essentially in the workplace if you are having difficulty with your supervisor and then your supervisor goes to all your clients and talks about it. And in no industry is that the norm.

**Amanda:**

- The System Restricted Certificate that is designed for Waldorf school teachers. I am not sure why Ms Halls who has her full waldorf and has a bachelor to teach in Ontario why she is on the Letter of Permission and not the SYR.

**Rae Calder:**

- I can't speak to exactly what Amber has, but if she had a full bachelor, and with all the teacher training, she would have a certificate. So I am not sure of your understanding of her credentials.
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**Rachel Cameron:**

- Ontario has different teacher credentials for Waldorf Schools

**Rae Calder:**

- She does not have a bachelor, if she did she would be certified by the ministry standard. Ontario does not fund Waldorf schools like we do here in BC so they do not have certification requirements like BC does. Waldorf schools in Ontario are fully parent tuition rather than resources. So requirements are completely different
- The system restricted BC certificate you have to have your waldorf teacher training and a certain number of credits in university. Just to display you have the academic competence that you can finish x number of university credits. The Ontario waldorf certification does not translate at all to BC, but if there were university credits that would count towards the BC.
- The ministry sets a minimum standard of Waldorf training plus a certain number of credits so we know that you have an academic capacity to teach children. The amount of credits needs to be double checked by Education Director.

**Jasmine**

- In California they will allow you to do your education at the same time as teaching, is this something Amber or Leah would be interested in, if that would be adequate to the Ministry?

**Rae Calder:**

- That is what they have been doing these last few years. While on a letter of permission you are supposed to be pursuing your education. It is a part of the reporting of each year as to progress. You can still only apply for that certificate, if there are no certificate holders at the school already.
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**Jasmine Follow-up:**

- I also wondered for non main classroom teachers, like assistant teachers, specialty teachers, do they also require a certificate, or

could those be places if there is a space that they could possibly stay on?

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**Rae Calder:**

- Yes, Assistants do not require certificates and the Waldorf enrichment courses that we are calling them, e.g. handwork, woodwork, Eurythmy will not require teaching certificates this coming year because we made some changes to the calendar and how we are organizing the Faculty.

**Rachel Cameron:**

- And subject teachers need a different type of certificate. So a subject restricted certificate is a bit different. You have to have expertise in the area they are teaching. For example a Strings teacher would not necessarily need the particular amount of credits but would need enough specialization in her area, but then they are only to teach in that particular area. Whereas a main lesson teacher who teaches across many subjects, Math, English language, the whole gamut, needs the certificate, the System REstricted Certificate.

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**Jasmine Follow-up:**

- And that's not university credits, it's like experience, like a carpenter...

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**Rachel Cameron:** They will count a number of different things for a subject teacher so it's not as rigorous to get that certificate.

**Markus:**

- Two questions for clarification one is that are we only talking about these two teachers that you mentioned? As the grape vine works I have heard names of other teachers that are supposedly not going to teach here next year. Secondly I had heard you say that for years there has been a teacher shortage and that is why people were on this temporary permit but I have also heard you say there are too many teachers. I don't understand how that works.

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**Rae Calder:**

- This is the first year we have had too many teachers, we have just crossed that tipping point.
- When we hired for 2022/23 we didn't have certified applicants that would fit with Sunrise, that was before my time, but there has been a long dry spell. This spring is the first time in a long time we have had too many teachers, so it's a change

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**Follow-up Markus:**

So does that mean you hired more teachers even though the positions were filled?

**Rae Calder:**

- We had a teacher return to the community, who has been a teacher for a long time, who is looking for work, so we are counting her as part of the community.
- Then we won't have a class 7 next year which brings up another teacher, so that creates two more certified teachers who we consider internal

candidates, let alone the external candidates we've had apply who are certified and Waldorf teacher trained.

- And yes the other shuffling of classes that we made, were that we offered our rising class six teacher a lower class which has been really difficult and upsetting as that was not her first choice. Again we have many inputs that have led to that decision, and one of the priorities for the school that is very clear this year is to build a very strong middle school with a teacher that can really handle the 12 year change, and the corresponding behavioural changes and can really meet academic and intellectual needs for the children at that age. And so, to support the whole school and the best interest of all the classes we made this decision to make an offer of another class to that teacher. All of that is in process, there are decisions yet to be finalized and also those students in that class don't know about this so please do not share that around children. That comes from the teacher when the teacher is ready, and those decisions are finalized.

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**Markus follow-up:**

- So when you say that you are offering the rising class 6 teacher another class, what's happening to the teacher that held that class before?

**Rae Calder:**

- So that's those, well there are classes that are held by teachers on Letters of Permission that we can't offer them their classes until they go through the rest of their education and continue on their career journey.

**Jaspreet:**

- I understand the challenges but considering the children and how the children are all different, considering the past performance of the class is there a possibility of looking at putting across the case for the teacher? The teacher seems to have a flair to get this group to where they need to reach. From what I have heard from my daughters it is not an easy process but the teacher has been able to do it. So one aspect is the government credentials, but from the perspective of a child is how the teacher can reach them, and Ms. Halls seems to have demonstrated that immensely. It seems the class moving forward with her would be for the best interest of the children.

**Rae Calder:**

- The certification process as far as I am aware is not flexible. It really is a minimum standard. I did reach out at the request of the class 4 parents, to the independent school branch and I did hear back from them and they are not responsible for that area, it is a teacher regulation branch is. I mean certainly that argument could be made to the Ministry but as it is a minimum standard and knowing the rigor of the teaching professional standards I would not be optimistic that that's a possibility in that regard. Amber has been wanting to go back to school to finish her schooling and talking to Rachel and I about it since the Fall And wanting to do it separate from holding a class. So I know that she has mixed feelings as she really loves the children but also really wants to complete her education.



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**Jaspreet follow-up:** (inaudible - too much background noise)

- Could a special case not be made to give her more time to finish her education? The teacher has seemed to be so good with this group, in a way that very few other teachers have been able to. And in the last few months this has been made very clear to me from the description of the children. To get the children to move forward as a class as a team and individual. Sure there are more qualified Waldorf teachers in the community, the thing is this group has grown up with this teacher and she seems to understand this group and handle them in a way in very few other teachers have been able to and in the last few months this has become very clear to me, from the description from my children. That's where I see her strength, her ability to get them to move forward, as a team, as a class and also individually.

**Rachel Cameron**

- I have a lot of faith, like part of what you see when a when subject teachers come in it's more challenging and part of that is because they only get to see the class once or twice a week. And it's quite normal for the main lesson teacher to be able to form a close relationship with the students and to form them and for them to really be receptive to that teacher. So, I have a lot of faith in just really getting to know that class and having observed them in a lot of different situations, and teaching them for a few weeks earlier in the year, that they will really be able to blossom. I know they have had their challenges and they are a unique class. They are also entering into fifth grade where there is often more harmony, grade four is often quite extroverted and can be challenging more than other years. We have really put a lot of attention on that class on what they need moving forward.

**Brooke:**

- Are we privy to information on who will be replacing the teacher? Are we able to find out before we commit to another year because I have both classes, so I would like to know.

**Rae Calder:**

- We will have answers pretty soon and will share that as soon as we can.

**Heidi:**

- I just wanted to ask a question regarding Sunrise Waldorf School policy requires a commitment of Waldorf teacher training and has offered financial support to complete their education through the West Coast Institution. Has the school followed through with these commitments to date? There are obviously a lot of moving parts and my understanding may not be all encompassing, but my concern with Leah is my understanding is that she has three weeks left of a course but there is a financial commitment with that, and then a two month practicum so I feel like think that the staff has acknowledged an oversight in disclosing these letters of permission that the teachers are required to reapply for every year, I just feel as a parent and someone that has grown to admire and be grateful for Leah and her contribution to my child's education

and future education, I feel like had I known that it would have been something we could have banded together around. So now that you are in this application and contract process with their jobs, even, I feel like saying we didn't think that this would be an issue and there would always be a teacher shortage that is not an adequate reason to not fully disclose or be transparent with those letters because had we known I am certain we would have been able to help as a parent body, especially if the school would not support the teacher, financially as I have heard they won't, to complete that course. So I am just frustrated now as to why it is now May and had this been on the table a few months ago she may have had the time to complete that, and our children would have had the next six years with her but because of an oversight, they don't. So I don't know if that's, I'm just...so now is there anyway with their contracts on the table, and I understand you have to fulfill these positions, and the certification is not there, how can we not promise the ministry or have a work around because we didn't have the opportunity to fulfill the courses if it's such a short term, a little course and a practicum for the next six years of their education?

**Cara:**

- The two cases with Leah and Amber are vastly different. When I heard it was an eight week practicum and a two week course that was confusing to me too.

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**Other interjections:**

- Could she not do the course and be supported by another teacher while she completes her practicum? Is that an option? Was there a good reason why?

**Rachel Cameron:**

- There is not total clarity on exactly what is needed and there are some barriers, some of it is privacy stuff that I cannot talk about. So I mean last summer would have been a... Leah was considering doing the teacher training which would have you know, honestly I never thought we would be in this, I have never seen in my time the school would be in this position where we would have enough certified teachers and have to replace the permission teachers. Although it is a vulnerable position. I apologize for not letting parents know that when Leah was hired she was on a LOP and last summer if Leah would have done her training at that point we didn't have the money in the budget to pay for her training. So, and now the requirements again there is uncertainty, we don't have clarification on exactly, we have an idea of what's required and also we didn't know a month or two months ago that we would be in the position of having external candidates and a number of teachers that are certified and interested in the positions that we have.

**New Question (Heidi?):**

- Do the teachers that are taking the two positions know that that is what's happening? That they are taking over these two classes where students have grown up with the teachers?

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**Rachel Cameron:**

- Yea

**Rae Calder:** Well, we haven't nothing is for certain, it's in process.

**Cara:**

- But these teachers have officially applied for the class teacher positions? These two that are waiting for positions? They have officially applied to have positions? Obviously

**Answer:** inaudible, yes.

**Katie:**

- I just have a quick follow-up to that, what I don't understand is you have known that there has been two teachers very close in our community since the class six announcement and I think that for me, that was two months ago, so had we known that Leah, cuz that's Owen's class, could have potentially been bumped, or Amber, but I am speaking more so to Leah, um, that would have given her enough time to do the if the qualification she needs, assuming that it's an 8 week practicum, and a three week course, now we are left with less than 8 weeks and for me it just seems like an awfully convenient timing piece to be completely honest, that is how I feel. And I want clarification because I am hearing that we didn't know two months ago, but yet there was 2 teachers available two months ago. So regardless if they were applying or not, I think that that should have been kind of at the forefront at the thought of that time. I just need clarification on that.

**Rae Calder:**

- The class six closure appeal only wrapped up a couple of weeks ago

**Katie:**

- So you had to wait til the appeal was done?

**Rae Calder:**

- So the appeal sort of left everything up in the air, and took a full month almost just about to hear back from the appeal committee.

**Katie:**

- It was three weeks, cuz I was involved.

**Rae Calder:**

- You were counting the days, I wasn't counting the days, but it wasn't that long ago, so it was literally like two weeks that that announcement came out, and the other teacher we didn't know if she would apply to take the class 2 months ago. Like she was floating around but you know that information wasn't confirmed.

**Katie:** Ok, I just needed clarification on that.

**Chair Andrew S**

- Before we go to the next speaker in the interest of time, can I know how many speakers we have on the list left to go?

**Amanda:** 2

**Andrew:**

- Thank you and after the two speakers, Rae and Rachel I know you have talked a lot to these questions but if we could just review them I think

would be to the benefit of the parents, if that is something you would be comfortable doing. Thank you. Next speaker

**Jamie:**

- I'll be quick, I understand everyone's got a timeline. My name is Jamie. Obviously from my point of view, it seems like you guys are handcuffed by the pot of gold at the end of the rainbow, the government supplies you guys, so obviously they're determining who gets the jobs with their rules. So my question is the kids are going to go through all these changes, we are talking about trying to keep these teachers, sounds like we can't, so how are we going to support the kids going through the change? Cuz it sounds like to me you know, that they're not safe.

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**Rae Calder:**

- We have started that discussion around how to best hold the students of each class and plan the transitions and it's a discussion we are having.

**Rachel Cameron:**

- And Grade 4 we have known about for a little longer and grade 2, just because of the new teacher commitments, the people that we now know we have available that's a newer discussion. So grade 4 we have had some time to plan and think and have conversations with potential assistants, as well as potential teachers and really look at what they need going forward. And with grade 2 that is a new discussion because it's all just happening very, like right now basically. So, but we will, we will work on that.

**Andrea L**

- I was wondering in Leah's case, is it possible to do a short term contract for the new teacher and allow her til like Christmas to finish her credentials and then come back and re enter the class, as if she was on some sort of medical leave or whatever, if that had to happen. Is it possible for her to resume after with her full credentials?

**Rae Calder:**

- I am not sure we would be able to you know, post for a temporary position and there isn't leave policy around this. And Part of teacher recruitment is offering a position a teacher will be able to stay in. And Whichever teachers in our community again were exiting someone and then going through this process all over again who the children are connected with and then they have had that transition. And I think from a perspective of there's no guarantee that anything will happen there are lots of factors and that we would encourage the teachers to re-apply for another position in the future, instead of creating a new precedent in a tricky piece around a leave. We're then, it makes it difficult as an employer to have too much inconsistency across positions.

**Rachel Cameron:**

- And the applicants that we have are Waldorf teachers who want that commitment, we have already had one person say "I wouldn't want to be a, in a situation you know working with students you know, creating that connection only to be asked then to step back".

**Samantha:**

- I would like to argue that you have already got teachers that want that commitment. You failed on giving them that commitment even though there are opportunities where teachers can come in on a short term contract. You've often had that in other areas of employment. You have a maternity leave, so I think that you could do something like that, offer a short term contract and, or in our case you have Zoe who is an assistant in that class. There could be an assistant role maintained moving forward, right? So, and you could do that with Amber and have the continuity bit, and then she is there to help the other teacher and there is less of a disruption. So that would be my argument for that.

**Rachel Cameron:**

- Are you proposing that Zoe would stay?

**Unknown Speaker:** Like on a temporary, she would sub in for Amber?

**Samantha:**

- No sorry no, not Zoe. I am suggesting a couple of points. That if you put a new position, teacher into the position to satisfy the BC certification, you do so on a short term contract, similar to something like maternity, six month, nine month or a year and at the same time you offer Ms Halls an assistant position to stay with the class as she would like to, and if she wants to complete her schooling during that time she is given that opportunity. So then there is less of a disruption and she can determine how much time she needs to take her classes potentially staying as part time as an assistant because our class does need that. Or we're suggesting Ms Halls needs 120 credits, has she looked at transferring all of her Ontario courses?

**Rae Calder:**

- She has, yes that's still what's needed.

**Samantha:** She has, ok. So, that would be my proposal for a possible solution for both teacher.

**Chair Andrew Sawyer:**

- I am sure that's something that can be researched on your end. So I thank you all for your comments and questions, I would ask that Rae and Rachel stay for a few more minutes. There are some questions that I feel like you all would like answered. I don't feel like we need to read them all out, but if you don't mind going from top to bottom and field them as best you can while understanding there may be confidential issues you may not be able to discuss, if there are any board comments I would also welcome those at any time.

**Lyndon Crossman:**

- I hold the title of board president, I am a parent and sometimes we are put into positions or we arrive at places we certainly didn't want to. I know as a board president I actually feel quite inadequate. Because I feel as a board president there is a lot of responsibility. And as we heard earlier there are actually many interconnections. Each one of us there's a child, there's a teacher, and if we actually think of all

these interconnections, the teaching from Qwiaqwuthw is that we are all connected. So as board president, there is a process where I arrive there and how I got there with the credentials I have. I am sure that there are people out there that are far more gifted and have far more credentials for being a board president. But I guess at a certain point what I have heard is that there are things that we each of us know and our own unique perspective. And the knowledge and level of information that we know is true and has truth. Then there is a collective truth and there are parts that we hear are true and we believe it's true and we solemnly believe in our heart it's true. But we're actually wrong, and those times are so hard, when we know we're wrong or we believe we are right. We get up and put our fists down and we say we know we are right. And you can have a charismatic leader that can rally everybody. And so in this situation here we can come together and have lots of creative solutions but we need to totally bring our skill set and knowledge and perspective. As board president I have been asked to kind of have a fiduciary, hold that kind of overall broad understanding of how the Sunrise Education Society is doing well. I was on the hiring committee last year. We had 14 people on our hiring community. Oh my God, 14 people, how can we possibly decide? You know what, we did, and we had collaboration and hard conversations, and we all agreed at the end on who was the best candidate, and we all had our own opinions, and we all had our preference. We had a huge slate of candidates. We went from 14 down to 5. Everyone was wonderful, and the process of going through that, was that this particular candidate in the deliberation, was looked with the skill sets, the credentials, the backgrounds, and all these things, we have all these priorities. At the end of the day we arrived, the community arrived at a solution and weighing all the factors, we all can say Yes Yes and Rae is here today. Because we all can say yes. Did we all agree? Did we all think that this candidate was (inaudible), But they all had super strengths. You guys, the community, the staff, the faculty bestowed in the hiring committee the trust to actually go and go through a process. Now Processes are never bulletproof and never perfect but there is some process that was gone through and each stepped up to do the best of their ability. I think we are seeing a reflection of that in our administration at this point in time. Is that our administration is looking to all the inputs. And I ask each of us as we look and we judge or question that we realize we ourselves only know a small part of the picture. And the Board has hired and put in place the administration, that we have monthly meetings and I have weekly meetings with Rae and I am shared with information that I need to know. There is stuff also I do not know because I trust Rae to hold the pieces of confidentiality and HR. This is involving human beings, this is a human resources, there are decisions it's the reality, and we have to accept. I ask that we accept and trust our leaders to be holding those decisions and making those choices, that's best for the school...

**Unknown Speaker:**

- I, I'm just going to have to argue, you have a whole community of people that are...

**Chair Andrew Sawyer:**

- I am sorry but we are going to be respectful of people's time and comments, but you may speak in turn.

**Lyndon Crossman:**

- And I'll finish up, my apologies for going too long. So I am just saying in terms of having the trust. I ask that we um, accept, are we perfect in this process? No. Are we exact? But there is a point where I have to put my trust as a parent, as a Board, in our administration to uphold the standards of the school and the mission of the school, in the long and short term and where we are today. As a Board we are looking forward. And I think that's really hard, really hard because you know these people are a part of our community this has impact, this has huge impact on their lives. I would not want to be losing my job.

**Chair Andrew Sawyer:**

- Thank you very much Lyndon, for your comments.

Inaudible chatter - opportunity given for person who interrupted earlier to speak:

- You were saying that as we all agree on the decisions that were made but I have to disagree, you have a whole group of people that do not agree with that, the choices that are made, the decisions that are made.

**Chair Andrew Sawyer:**

- I think we can sum it up by saying there is definitely some opposition to the comments that are being made I think that is normal in an environment like this. But I do have to keep moving forward. Amanda do we anybody left, or are we good? None? Ok so now let's move onto the questions. I will say at the end if there are any comments please keep sharing this with the PA and I know administration's door is open to hear things and I know the Board is also open to hear things as well. We will move onto the questions. Rae and Rachel feel free to divy them up as appropriate.

Question 1 response: *(Once the school makes a decision to let a teacher go or change positions, what course of action ( besides an appeal ) is available to parents to advocate for the teacher's continued employment?)*

**Rae Calder:**

Appeal is the process that is available. So there is an appeal process and that's the process for making an appeal

**Andrew:** And that's an internal appeal...

**Rae Calder:**

Well parents can appeal the decision like they did for the class 6 closure, and there is an appeal process.

**Follow-up question:**

In this case are we appealing to the administration at Sunrise or are we appealing to the Ministry?

**Rae Calder:**

This one is a little bit tricky because the ministry regulation the school has no say over that, so there have been appeals that have gone to the board, but the appeal committee feels it's outside of their scope...inaudible...which in this case it probably is.

**Follow-up question:**

So is it possible to make an appeal to the ministry?

**Rae Calder:**

Parents are welcome to appeal to the ministry to see if an exception could be made.

**Samantha:** Am I allowed to just touch something on that quickly? Um so Class 4 has just gone through this process. We appealed to the Board and I did just get an email stating that basically our appeals don't stand with the school board and you will have to go to the ministry to go forward. Just so class 4 knows, but also I imagine it will be the same situation for Class 2.

**Follow-up question:**

Is there a time frame like there is internally, to make the appeal to the Ministry?

**Rae Calder:**

I don't know what the Ministry's processes are.

Question 2 response (*What is the school doing to support the faculty if the long term goal is to retain experienced Waldorf teachers and support the professional growth and development with maintaining BC ministry standards, as per the School's policies & standards?*)

**Rachel Cameron:**

We want to retain long term teachers, so we are working with professional development for all teachers so we want to offer our experienced teachers the opportunity to grow in their profession as well as our newer teachers. We also offer them opportunities for leadership are a great way to support and retain long term teachers. They have the opportunity to continue to learn and grow and support younger teachers. We also are trying to work to create a positive school culture, I think that also goes a long way in retaining teachers. We are working on a new salary and compensation benefit plan which is quite robust and part of that is folded into the Waldorf enrichment and being able to offer some of these enrichments, so this is a whole package we are working on, that's been quite innovative, some of these changes that Rae has brought. That is looking really positive, we all know the cost of living has increased quite a lot, so that is you know, that's really important.

Question 3 response (*Sunrise Waldorf School requires the commitment of Waldorf teacher training and has offered financial support for teachers to complete their education through West Coast Institute. Has the school followed through with those commitments to date?*)

**Rae Calder:**

So Sunrise had a practice for paying for teacher training up front as a strategy to try to combat the teacher shortage, and not having enough people, so putting folks on Letters of Permission through the training, which ended up costing the school tens of thousands of dollars and almost all of those teachers the school paid for training, they left the school as soon as the training was done, and we didn't benefit from putting them through the training. So what was observed was a really inefficient and ineffective use of 1\tens of thousands of dollars over many years. And instead we want to put those monies into salaries and also into ProD that benefits the whole faculty, so the current faculty feels challenged and enriched and that they are really being invested in, instead of just throwing money at people that we hope will stay. We are re-working a new package this year with the idea that there would be a portion paid back over a number of years so that we keep teachers and their education mostly gets paid for by the school but in return we also get



their years of service, so that the school is really benefiting from the investment.

**Chair Andrew Sawyer:**

- I'm sorry, that is something you guys are actively working on now?

**Rae Calder:**

- Yes

**Andrew:**

- Ok Cool.

Question 4 (*What is the Educational Director's role and responsibilities within the school? If a teacher does not receive adequate support from the Ed Director, what other options do they have for ongoing support?*)

-addressed in previous discussion, Heidi asked it

**Rachel Cameron:**

- So the Education director role, I oversee and support the teachers ensuring that the Waldorf curriculum, the high standards of Waldorf curriculum and Waldorf methodologies are being used in a classroom.

I oversee all of the planning, assessment and reporting student progress, those are pretty robust requirements from the ministry and that can be a very steep learning curve. Especially if someone has not done EDE but maybe has done Waldorf training, so there is lots of work there to review plans units and daily lesson plans. To walk through classrooms and make sure that those plans are actually living in the classrooms, to review teacher assessment.

I work with supporting teachers in their professional development growth plans. So they set goals and look at their areas of growth and their strengths and then we work together to create Professional Development plans and those are tied into teacher evaluations, and teachers are also self evaluating through that time. I also do a lot of student support, you know if a child is dysregulated in the classroom, they are having some challenges with their behaviour, their having a particularly difficult time, I can be there to support the class and the teacher to either come into the class or go for a walk with the child, or have them have a quiet, safe space in my office to help them reintegrate. So I do a lot of that.

I also Chair the Care Coordinating (CCG). Which supports students in their academic, their social and their behavioural needs, and so I myself, or another member of the CCG you might find us supporting teachers in implementing behaviour change plans, or recess or transition plans. You might find one of us going into a classroom to support by holding a council or if there's been some teasing or bullying issues, then we would be really active in overseeing and holding that area.

I oversee the individual education plans and make sure all of those are in place.

I make sure that I support teachers when they cannot find subs. So sometimes you may see me running around making sure that every class is covered.

Sometimes you will see me greeting the children in the morning or even substitute teaching so I do a lot of that as well.

**Rae Calder:**

- Rachel is also a really big support for me. I am new in this position, new in my study of Anthroposophy so all of my decisions I bring to Faculty, not my decisions, but all the decisions come to Faculty but

what I am working on and when I am working aI have been relying a lot on Rachel for history of the school and insight and inputs and I could not do this work without her, and someone in this position because the analogy that I use for independent schools is like if you are familiar with the public system there is a school district, and they run all finances, all the HR, the facilities, the capital planning, health and safety and so in absence of a school district, this is kind of what I do. I am like the school district of the school and there is no way I could do that and oversee the curriculum and pedagogical pieces, it's just way too much of a massive job, and when I saw this posting for this job and I looked at it and I saw there was an Education Director, its one of the reasons I applied,because I wouldn't have actually applied if the pedagogical leadership was apart of the position because it would be just too unmanageable and unsustainable, and if you look at independent schools across the province they have lost a lot of the Heads of School and they are having to restructure and not just in the Waldorf system where there is also a real leadership shortage because governance is so tricky, it's much trickier than any other system because of our democratic decision making. And so it's an extra burden, not a burden, but an extra creative challenge to come to collaborative decisions in a Waldorf school. So Rachel is very busy, and I couldn't do this job without her.

Question 5 (*Are there any roles at Sunrise being fulfilled that would not classically exist at a Waldorf School?*)

**Rae Calder:**

As I wrote out earlier if we are talking classically you mean decades ago there wouldn't have been a Head of School. And there would have been a teacher college. And what that has often led to is teacher burnout, teachers expected to work until 8pm to make all those decisions.

So partly its teacher sustainability that they have gone to this model. So that there is somebody that can hold the backbone of the school, so the teachers can really focus on their classes and students and are free from the burdens of, really the weight of health and safety, capital, and facilities, and HR which is the most difficult area, but with the ASWNA principles, one of them is there is really robust governance and all of the Waldorf schools in BC and probably North America have a head of school role or equivalent model.

Question 6 response (*What does the current administration consider procedural transparency? How are they following through with this?*)

**Rae Calder:**

From my perspective, I am very comfortable being transparent with pretty much everything except for when there are pieces of confidentiality or privacy. Happy to talk about anything but accountability for this one is really that it is held with faculty, and so decisions always go through Faculty. So in terms of transparency, you know, administration isn't making all these decisions and bringing them to faculty. The process is held through our shared agreements and developing shared agreements with faculty. And if all of the Faculty and Administration agree to this, and that is how we discuss items. So I am really open, it's just primarily the HR and privacy and confidentiality. The one piece around this is I don't know if people are looking for constant accountability for what I am doing but there is not really time in my position

to be reporting on what I do everyday, which is so much work. But in terms of transparency I have always been a collaborative leader, I am a service based leader, and I am happy to have inputs, and I am looking for that, especially from within the faculty group which to me is who is the root of who is holding the foundation of the school is the faculty.

**Katherine Lampson:**

- Maybe I can just add to that a little bit from a Faculty perspective. Because we have quite limited time to cover a lot of different things as they come up we often choose to work together in small groups to come up with ideas and proposals and then get feedback on that, rather than starting 16-20 people from scratch to come up with decisions, and working models. So that is often the way, we will sort of think it out in a smaller group and then people can chime in. That's how we did it with the calendar for example, we made a draft, then went around the table and people said, "this doesn't work for me", "what about this", "do we need more time for teacher work when school is closed", "do we want to look at the November breaks and the February breaks", "what do the parents..." you know so we've sort of got all those different perspectives in that way, you know, so...

**Cara:**

How do you get the parents' perspectives on those kinds of things though?

**Rachel Cameron:**

- Through surveys sent, we asked them questions about the calendar.

**Katherine:**

Yea so there were questions like "Do you prefer to have a short Thursday or not?" "What works for working parents?" So I think that anybody that did that survey had the chance to...

**Response:**

I must have missed that survey...when was it?

**Katherine:**

Uh, Hazel got the prize...

**Follow-up question:**

- When a survey goes out, is something like that allowed to be made public to the parent body? You know, the results?

**Rae Calder:**

I have been planning on publishing the graphs of the results to compare the September to the current one but not the comments because they are often quite personal. So it is on my to-do list to actually share that as well because we ran it in September saying, "Remember last year, what did you think?" and then we did a frame of the same questions in, was it January, or February we did the next one. So that is on, you can expect that before the end of the year.

**Rachida:** inaudible question about parent feedback...

**Rae Calder:**

- It's one of the many pieces. Everything is taken in and it is a very busy intersection of the inputs.

### **Follow-up question Heidi:**

- I am just curious as a concluding aspect, how do we follow up with you about some of the options that we feel are available to the administration for Leah or Amber, with the suggestions that were made? For, to inquire about having Leah's certifications confirmed and determining what's left and if it's possible to be completed over the summer?

### **Rae Calder:**

- So really that needs to be teacher led, in terms of what they need and how they can do with that. The teacher would need to work directly with us to pursue those options.

### **Chair Andrew Sawyer:**

- I thank you both for your candor and your ability to answer the questions and for coming to join us today. We will have to move onto the next agenda item. I thank all the parents for coming and expressing yourself. It's not easy talking in a group like this and it's not easy for what y'all are going through, so my heart does go out to all of you. Before you all go, I do want to echo Lyndon's comments, and say that when we were going through the process of figuring out what a head of school or principal or whatever you wanna call it looks like. We came to the conclusion as a community that we needed a change. And that was partly driven through this PA, and I feel as though we're going the direction we need trust. And that is why people like Rae and Rachel are here, is because we trust them to do their job. We might not like it everyday but from my perspective as a parent, I don't have a dog in y'all's hunt, I feel as though we are going the right way. So with that thank you for being here, thank you for doing the job you do, and have a great day.

## **VI. End of Year PA funded thank you's ( 20 mins )**

What we have done in the past:

- Faculty Wine and Nibbles at Blue Grouse
  - Teachers really enjoyed it last year. We all need to support them at this time. New owners of Blue Grouse from California.
  - How do we do this? I think we just approached Michael. Katie to talk to him.
  - Did the last day work for faculty? Was there any feedback?
    - The people that went had a great time but it was not that many people to be honest. Only around half.
    - Should we consider changing the date? Katherine to confirm a different date.
    - We want to maximize the amount of people that can enjoy it.
    - If that does not resonate with faculty at all with Blue Grouse please let us know, they may not want to go there.
    - The Christmas time visit there was very fun for the admin staff.
- PA to support parent contributions for all specialty and admin faculty gift cards

- We have done this every year up to a certain amount approx up to \$500.00 will check minutes
- Collect money from parents and get gifts.
- Last year we added some extra for each teacher.
- PA executive to take offline to continue conversation.
- Last day of school ice cream for students
  - Ice Cream went over really well last year.
  - Cara did some of the shopping for this last year.
  - Not picky on ice cream type, Country Grocer donates lots of it.
  - Need DF and GF options.
  - Need big coolers with ice to avoid melting.
  - Coco Bliss company makes big batches.
  - Organic Faire
  - Volunteer to do outreach
    - Andrea and Amanda
  - New Organic soft serve ice cream lady.
  - Softies in Mill Bay?
  - 151 + 50 for staff and others excluding preschool and some siblings that come for ice cream. You can't say your Preschool brother cannot have ice cream.
  - We should include staff
  - We do have PA funding for it, we passed a motion on the funding aspect which is a continuing funding (this needs to be verified in past minutes)

#### **IX. Reports & Updates - For information only, no discussion (20 mins)**

1. Garden - Jasmine ( to skip as its listed above )
2. Finance - Amanda (reports attached)
  - a. Jane Goodall 1000 grant for funding project for planting at hub
  - b. Gaming grant 619.00
    - i. Six unicycles coming from Quebec
    - ii. Applying for another grant to invest into clubs next year.
    - iii. Children want more stilts.
      1. Challenges on the playground as to who gets to use them, had to be put away for a week as a result.
  - c. Donation Brian Horowitz donated 600 to the PA as a result of a sale and as long as the family (parent & grandparent) has a child at Sunrise.
3. Development/Fundraising- Amanda, Mindy
  - a. Flower baskets raised 441
  - b. Hoping to organize Orange shirts as a fundraiser.
    - i. Hoping to have shirts ordered to be made during summer.
    - ii. New design coming for next year.
  - c. Lewis farm magazine donated 75 copies last December. Suggested donation 5-10\$. Spring edition being offered also. PA magazines will be donated for free and the hope is that families subscribe. 4 times a year distributed by the publisher.
4. Parent Enrichment - Cathy, Hazel
  - a. Mary Brian was really good. 8 people attended. So much fun we got to dance! Another coming soon but not sure on date, will be on a weekend. The last one was a Friday evening so hoping everyone can come this time.

- b. Robert McKay Chair of Rudolf Steiner College Canada Presentation coming May 27th in the afternoon 2-4
    - i. Also doing something for the teachers. See newsletter for more details.
  - c. Topic is "Why Waldorf?"
  - d. Land acknowledgement work. Reconciliation kitchen dialogue work with the PA executive.
    - i. The PA would like to have its own land acknowledgement, we are not trying to change the school land acknowledgement. We would like our own to make it feel like it comes more from our heart.
5. SES Board Report - Andrea, Diana
    - a. Board meeting was cut short last time, it corresponded with the class 8 presentations.
  6. Faculty Update -
    - a. Alumni day before MayFest. Social Media and email to former parents, teachers, students, staff, board members. We would love to see you!
    - b. Kindergarten tours for preschool children going to Kindergarten.
    - c. Enrollment in preschool is full, kindergarten is waitlisted. Grade 1 is beyond full. We cannot accept any external applications for grade 1. We are working to get a good range for Kindergarten between 1 and 2 year so we can keep grade 1 with healthy and sustainable numbers.
  7. Festivals - Jenni
    - a. Mayfest is great
  8. Administration Update - Katherine

### **IIX. Other business arising from minutes (5 mins)**

- PA shed organization before end of school year

### **Next PA meeting: June 7, 2023**

### **Closing Of Meeting - School Verse (1 min)**

To wonder at beauty, Stand guard over truth, Look up to the noble,  
Resolve on the good, This leads us truly, To purpose in living, To  
right in our doing, To peace in our feeling, To light in our  
thinking, And teaches us trust, In the workings of God, In all that  
there is, In the widths of the world, In the depths of the soul.  
(Steiner's At the ringing of the Bells)

Sunrise Waldorf Parent Association

Income Statement Mar 01, 2023 to Mar 31, 2023

REVENUE

TOTAL REVENUE	0.00
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EXPENSE

Fundraising Expenses

General Fundraising Expenses	784.00
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Total Fundraising Expenses	784.00
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General & Administrative Expenses

Interest & Bank Charges	4.50
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Teacher & PA Gifts	100.00
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Total General & Admin. Expenses	104.50
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TOTAL EXPENSE	888.50
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NET INCOME	-888.50
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Sunrise Waldorf Parent Association

Balance Sheet As at Mar 31, 2023

ASSET

Current Assets

PA Cash Float Held by Treasurer	187.90
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CC Main Account 100	15,909.64	
CC Garden Account 101	90.49	
CC Gaming Account 102	2,860.18	
Total Cash		18,860.31
The Hub Deposit	100.00	
Deposit Held Misc	200.00	
Total Receivable		300.00
Prepaid Expenses		80.76
Project Funding in Progress		0.00
Total Current Assets		19,428.97
TOTAL ASSET		19,428.97

#### LIABILITY

##### Current Liabilities

Accounts Payable	452.53	
Total Current Liabilities	452.53	

TOTAL LIABILITY	452.53	
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#### EQUITY

##### Retained Earnings

Retained Earnings - Previous Year	12,236.77	
Current Earnings	6,739.67	
Total Retained Earnings	18,976.44	



TOTAL EQUITY 18,976.44

LIABILITIES AND EQUITY 19,428.97

Generated On: May 01, 2023