



**PEACE  
VALLEY**  
CHARTER SCHOOL

## **Family Handbook**

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”

-Rudolf Steiner

Peace Valley Families,

On behalf of the Peace Valley School Board and staff, welcome to the 2018-2019 school year and thank you for choosing to be a Peace Valley Founder. Peace Valley engages students within an academically rigorous, developmentally appropriate learning community. Our learning community includes our staff, our students, and our parents and it takes all of us working together to provide the best possible educational opportunities for our students. With your support and engagement, we know that Peace Valley will reach its full potential and will continue to be beautiful, safe, engaging place for students to grow and learn. This Handbook shares important information about Peace Valley's policies and procedures that support the school's daily healthy operation. Please read its contents and let our staff know if you have any questions. As you complete your review of this Handbook, please take time to read the 'Home and School Contract Guidelines' (last page) where we summarize how our staff, students, and parents can best support learning at Peace Valley. Our entire team looks forward to a great year first at Peace Valley.

Sincerely,

A handwritten signature in cursive script that reads "Laura M. Henning". The signature is written in black ink and is positioned below the word "Sincerely,".

Executive Director

## Welcome to Peace Valley Charter School

Peace Valley strives to be a living community of learning. As such, it is not a static entity or institution, but a collective. The strength of our school lies in the way that the talents, experiences, gifts, and even the weaknesses of each individual interact to create a culture of striving, a nourishing environment in which students, teachers, parents, and community members can thrive. Together, we create and hold the space for individual and social growth. It cannot begin to be undertaken by anyone alone. It requires the contribution and best efforts of all of us.

*A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living. -- Rudolf Steiner*

## School Vision

*Peace Valley Charter is guided by the Principles of Public Waldorf Education. It provides a comprehensive education that integrates academics, arts, movement, nature, and social responsibility into everyday learning. Through a holistic approach, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and their communities.*

## Vision and Mission

Peace Valley graduates will demonstrate creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success, which will guide them to success in a variety of settings.

Peace Valley will work to cultivate a strong, Waldorf-certified faculty of engaged teachers who, together, develop a full academic curriculum inspired by Waldorf education that includes language arts, mathematics, social studies, science, foreign languages, fine and performing arts, eurhythm, physical education, handwork, woodwork, and gardening.

Peace Valley will offer a supportive and accepting environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community.

Peace Valley will be supported by strong parent volunteers, dedicated staff, and engaged students who strive as lifelong learners.

## Values

Peace Valley Charter's educational model is based on Rudolf Steiner's philosophy of developing the whole human. Creativity and artistic expression are essential in a child's healthy growth and development and are fully integrated into the curriculum. We seek and embrace diversity in our community. We believe that the education of students, teachers and parents is a lifelong process. Our values fall into the spheres of Truth, Beauty and Goodness; Social Renewal; and Organizational Integrity.

**Truth, Beauty, and Goodness** encompass a collection of values that foster a healthy emotional and intellectual life:

- Liberal arts education
- Analytical, creative and flexible thinking
- Rigorous academics
- Comprehensive artistic training
- Kindness and compassion
- Gratitude and reverence
- Humor and play

**Social Renewal** manifests itself through our actions. Waldorf education exerts a healing force in the world through:

- Sustainability
- Service to others
- Care of self
- Stewardship of Earth
- Work in partnership with parents & greater urban community
- Inclusiveness
- Personal responsibility, integrity & courage

**Organizational Integrity** requires us to be thoughtful in the way we organize and run our school, including:

- Transparent processes
- Decision-making through consent
- Governing bodies & individuals working in partnership
- Professionalism & collegiality

## **Curriculum**

The Curriculum teaches academics through the arts, along with a rich cultural experience. We believe that a child learns not only through the intellect, but also by cultivating healthy social interactions and through lessons that engage the feeling life. In addition, we believe a lesson is best learned when intellectual content is linked with active, hands-on expression. This combination of addressing the head, heart and hands is unique to Waldorf. Through this broadened approach, the academic methods from traditional public schools. Our lessons are based upon age-appropriate development and readiness to receive the teachings, which following common core standards. We achieve academic rigor through a holistic methodology. Please consider reading *Understanding Waldorf Education, Teaching from the Inside Out* by Jack Petrash for more insight into the Waldorf Curriculum and why it is taught the way it is.

## Peace Valley Daily Schedules

The office will be open from 8:15am to 3:45 pm Monday through Friday.

To accommodate Faculty Meetings and Professional Development, Thursdays will be early release.

### School Calendar

September 4 - First Day of School Class 1-6

September 4 - Kindergarten Classroom Visit

September 5 - First Day of School Kindergarten

October 18-19 - No School K-6 – Professional Development Days

November 12 - No School K-6 - Veteran's Day

November 19-23 - No School K-6 – Thanksgiving Break

December 21 – January 4 No School K-6 - Winter Holiday Break

January 21 - No School K-6 – Martin Luther King, Jr. Day

February 18 - No School K-6 – President's Day/Indigenous People's Day

February 19 - No School K-6 – Professional Development Day

March 18-22 - No School K-6 – Spring Break

April 19 - No School K-6 – Professional Development

May 27 - No School K-6 – Memorial Day

May 31 - Last Day of School K-6

### Full Day Kindergarten

8:45-2:45 Monday, Tuesday, Wednesday, Friday

8:45-2:30 Thursdays (Early release)

### Morning Kindergarten (Spanish Immersion)

8:45-12:00 Monday - Friday

### Afternoon Kindergarten

12:00-3:15 - Monday - Friday

### Grades 1-2

8:35am-3:00pm - Monday, Tuesday, Wednesday, Friday

8:35am-2:30 Thursdays (Early release)

### Grades 3-8

8:30-3:15 - Monday, Tuesday, Wednesday, Friday

8:30-2:30 - Thursday (Early Release)

## Drop Off/Pick Up

Students may be **dropped off** up to 15 minutes before class begins. Students must be **picked up** at their scheduled dismissal time, unless they are attending aftercare. Any student not picked up by 3:20 will be signed in to Aftercare, the drop-in rate is \$18/day.

Students who bike or walk to school will enter or exit through the gate on Annett Street which will be open between 8:15-8:45am. There will be **NO** foot or bike traffic through Federal Way.

If your child arrives after their bell, they must enter through the main doors at front of school and receive a late slip from the front desk. Parents must park and escort their kindergartener to class.

## Extended Care

The school provides, free of charge, supervised Extended Care on **Thursdays only** for the following students:

Full-Day Kindergarten, 1-6 grade students and Wildflowers children who have a sibling in the Afternoon Kindergarten Class. Students who do not have a sibling in PM Kindergarten and are not picked up by 2:35 will be checked into Aftercare by their teacher. Extended Care enrollment forms can be found on the school website or the front office.

## Aftercare

Aftercare is available through the Peace Valley Foundation. Aftercare is available from 3-6pm daily. For more information consult the webpage under the parents link.

## Attendance/Late Arrival

Regular student attendance is critical for students and for the school. Idaho law requires compulsory school attendance for children between the ages of seven (7) and sixteen (16) years of age. State law also requires each school district to establish attendance policies. Regular and consistent attendance is an indicator of success in school and is necessary for maximum student learning and success.

Peace Valley Charter awakens a love of learning in young people, and provides them with the tools necessary to be successful, responsible members of society. Because of Peace Valley's teaching approach, many educational activities cannot be duplicated when a child is absent from school. Therefore, attendance is deemed of the utmost importance to ensure the success of your child. Parents are expected to take a proactive role in ensuring their children attend school and planning their vacations around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours, and parents should notify the school in advance of any absence. The School intends for this policy to be consistent with the provisions of Idaho's compulsory attendance laws. It is the responsibility of the parent(s)/guardian(s) to assist school officials in enforcing Peace Valley's attendance policies.

In addition, Peace Valley's state funding comes from student daily attendance. Students who are not present for the minimum number of hours, will not be credited to the school on those days. The minimum for 1<sup>st</sup> grade and up is 4 hours and 2.5 for Kindergarten.

## Definitions

**Absence or Absent:** Failure of a school-age minor assigned to a class or class period to attend the entire class or class period.

Truant: absent without a valid excuse.

**Attendance Requirements:** Students are allowed a maximum of five (5) daily\* absences per semester. Students who receive six (6) daily\* absences within a semester may be referred to administration and The Board of Directors.

### Attendance Codes

#### Does not count against attendance standard:

- Field Trip/Class Activity, does not count against attendance standard
- Bereavement does not count against attendance standard; up to five (5) days for a member of the immediate family, i.e. father, mother, brother, sister, grandparents.
- Supportable causes i.e. unforeseen emergencies, court dates, Illness Waiver, does not count against attendance standard; confirmed with documentation from licensed medical personnel. do not count against attendance standard.

#### Counts against attendance standard:

- Illness, counts against attendance standard; student is absent as verified by parent/guardian phone call or email.
- Parent call counts against attendance standard; student is absent as verified by parent/guardian phone call.
- Truant counts against attendance standard: student is absent without permission of parent/guardian or school officials. Persistent and/or habitual truancy may result in suspension or expulsion from school.
- Unverified counts against attendance standard; no information regarding absence an unverified absence will convert to a truancy unless verbal communication is received from a parent/guardian within 48 hours.
- Verified counts against attendance standard; phone call initiated by the school to confirm the absence and response was received by the parent.

### Supportable Absences

Supportable absences require prior notification from a parent/guardian. The student will be expected to complete the assigned work within a time period agreeable to the teacher(s) of the missed class(es). The following guidelines are used to determine supportable absences:

1. Court appearance that is verified by official documentation.
2. Professional appointments confirmed with documentation from professional personnel such as counselors, attorneys, etc.
3. Religious observances verified by parent/guardian, church official, or document.

### Excessive Absences

More than ten (10) absences in a school year may result in un-enrollment. If a student is absent for fifteen (15) consecutive school days, whether or not the absences are verified, the student will be disenrolled from school. If there is still an open spot, the student may be re-enrolled after the parent(s)/guardian(s) and the student meet with administration. Students absent due to illness documented by licensed medical personnel will not be included in this procedure.

**Excused Absences:** A verbal or written communication documenting a valid excuse must be received from the student's parent/guardian within 48 hours of the absence to prevent truancy.

\*Daily is defined as follows:

- Half day kindergarten - will be marked absent if in attendance less than 2.5 hours
- Full day kindergarten to 8th grade - any student in attendance less than 4 hours

#### **Attendance Follow-Up**

- The school will attempt to reach the parent/guardian of the absent student on the day of their absence.
- The student's parent/guardian will be notified, in writing, when a student has reached the number of allowable absences for the semester as defined by the grade groups above. At that time administration will meet with parent(s)/guardian(s) and the student.

**Late Arrival:** A student is late if they are not in their assigned classroom at by the start time for class.

**Students who arrive late must enter through the front door and receive a late slip from the office.**

Late arrival may be waived by administration in extraordinary circumstances - i.e. late bus, inclement weather or other extenuating circumstances. If a student is chronically late, they may be referred to the administration.

**Early Checkout:** Failure to attend all classes or class periods, or the entire class or class period is considered an absence. Excessive early checkouts may be referred to the administration for intervention. If possible please don't remove your child before 1pm.

**Intervention:** The School's Intervention Program is established to encourage good attendance and document efforts made to resolve student's attendance issues. It is the duty of the Governing Board of Peace Valley to hold students and parents to the policy set forth in Idaho Code, and work toward resolving student attendance problems. Peace Valley Charter's intervention plan is as follows:

- Attendance Policy will be made readily available on the website, a physical copy of the policy will be made available at back to school night in the Handbook.
- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and or the parent or guardian of the concern. The teacher will work with the parent or guardian to improve attendance and offer solutions to get the student caught up in their learning. The student's progress will be monitored.
- If the teacher's efforts in working with the parents or guardians does not adequately address the problem, the Principal will request a meeting to discuss further intervention in correcting the attendance issue, this may be in the form of a Compulsory Education Violation, depending on the number of absences and specific to the case at hand.
- Upon the Principal's request, the parent or guardian may be asked to meet with the Executive Director and the Governing Board for an attendance hearing to discuss the ongoing attendance issues and additional intervention.
- Honest efforts shall be made in working with parents and or guardians to secure attendance that is in conformance with Idaho Code.

#### **Habitual Truancy**

Excessive absences (see above section 'Excessive Absences ') for students between the ages of 7- 16 may result in the initiation of an Attendance Court hearing and/or filing, pursuant to Idaho Code 33-207, for a hearing regarding the student's habitual truancy status.

### **Attendance Appeal**

In the event that a parent chooses to appeal the decision of administration, it must be made no less than ten (10) working days after the decision has been rendered. The Board of Directors will receive the appeal and respond at the next scheduled board meeting. The decision of The Board of Directors is final.

Details about Idaho code regarding attendance can be found at <https://legislature.idaho.gov/statutesrules/idstat/Title33/>

### **Field Trips**

Each student should have a signed permission from parent/guardian at the beginning of each year to participate in field trips and walks close distance from the school. Additional notification for families is also required as outlined below. Field trips require an adequate number of chaperones to ensure supervision. All chaperones for field trips will be volunteers who have had a full background check performed. Guidelines for the total number of adults vary based on the age of students:

Grades 1-3: 1 adult / 7 students  
Grades 4-6: 1 adult / 10 students  
Grades 7-8: 1 adult / 15 students

For all Field Trips, medications must be prepared and picked up before the class leaves campus. Teachers will carry a cell phone with them that is turned on so they can quickly call 911 if needed and so the office can reach them.

#### **Walking Field Trips**

Teachers must notify the Main Office and Specialty teachers and send a note out to parents (email) at least 24 hours ahead of time for all Walking Field Trips.

#### **Auto Field Trips**

Field trips by auto travel must have at least two weeks' notice prior to the event, listing the location, date, time, cost, and itinerary of the trip. Teachers will ensure that all documentation from parent drivers is received at least one week in advance of the field trip and on file in the Office.

#### **Overnight Field Trip**

Overnight field trips should be kept to one a year for grades 5-8, unless there is great educational benefit. Field trips will be planned several months in advance to correspond with the main lesson blocks for planning purposes.

## **Parent Involvement**

Parents are an essential part of our community. We encourage parents to find ways to get involved in the school by assisting in the classroom, on field trips, and by using their strengths to help with school projects and events. A list of volunteer opportunities will be maintained and available through the Family Council Volunteer Coordinator. Individual class opportunities will be announced by the class teachers.

Peace Valley encourages parents (and/or extended family) to contribute a total of 30 hours per year to the school, for each child attending or 75 hours for families with three or more children. Help with festivals, fundraising events, plays and work parties are some suggestions. However, parents know best where their talents lie and how their schedules are arranged, so welcome and encourage their creativity in determining parent involvement. Such volunteer hours are a great help to the school when applying for grants or demonstrating parent support.

### **Classroom Parent Coordinator**

Each class will have a parent representative who can provide support for the teacher. Such support may include communication with parents, field trips, festivals, class plays and other events. Interested parents are asked to contact their child's teacher. Teachers will solicit the help of a Classroom Parent Coordinator if one does not volunteer. Parent Coordinators will also attend training and meetings held by the Family Council.

### **Family Council**

The purpose of the Family Council is to develop community and to facilitate parental involvement in the school's life and culture. This organization includes and is available to all parents and other family members of students attending Peace Valley Charter School. The Family Council consists of a parent coordinator for each class and other members who wish to participate. Monthly meetings provide a means for families to be informed of and involved in festivals, fundraisers, staff appreciation, new family support, and other activities as needed.

**Class Representatives** work directly with the teacher in their child's class to provide support, logistical assistance, communication, and other activities. Parent coordinators serve for one school year and are expected to belong to, participate in, and attend meetings of the Family Council

The Family Council has several officers, including a chair, vice-chair(s), secretary, and volunteer coordinator and Foundation Representative. Officers are approved by a vote of the membership. Family Council Officers are required to participate in training and sign and adhere to agreements for conduct appropriate to their positions.

The **Chair leads** and directs the meetings of the Family Council, sets the agenda, serves as a member of the Joint Committee and serves between 1-3 years.

The **Vice-Chair(s)** supports and collaborates with the chair and secretary, leads and attends meetings in the Chair's absence, may be elected as the succeeding Chair, and will subsume the role of Chair should the Chair be unable to fulfill the responsibilities.

The **Secretary** takes and distributes minutes of the meetings, distributes agendas and notifications of meetings, and provides other support for the Family Council.

The **Volunteer Coordinator** facilitates the participation of parents and other volunteers in Family Council committees, events, and other roles within the school. The Volunteer Coordinator maintains a list of interests and skills and tracks and reports on volunteer participation.

The **Foundation Representative** attends monthly Foundation Board meetings as an ex-officio member and reports back to the Family Council.

## **Guiding Principles for Council and Committee Work**

1 - Each Committee will have a chair that leads the discussion and ensures that all voices are heard and the interests of each individual are considered.

2 - Each Committee will have a secretary who takes minutes and tracks assignments given and commitments made within the meeting.

3 - An agenda will be set for each meeting, in advance, defining what will be discussed and the time allocated to each item. The chair is responsible for ensuring that the agenda is followed; the secretary is responsible for ensuring adherence to timeframes.

4 - Committee minutes will be kept on Google Drive in the appropriate folder and be made available to all committee members and other appropriate individuals.

5 - Committees operate from a place of goodwill and intentions. They cooperatively establish the norms for their work together when they begin and orient new members to their mandate, process, and norms when they join.

6 - Committees function only within their mandate.

7 - Committees report to the relevant Councils on a regular basis and solicit input and feedback on their activities. Committees will often develop plans and suggestions within their scope which require the approval of a larger Council.

8 - Decision-making is by CONSENT. This not consensus, or majority rules; rather, the committee works to hear all views and then reach a decision to which there are no objections. There does not need to be full agreement, just a willingness to support the action which is going forward.

9 - When a committee reaches a decision, all members will publicly support and advocate for that decision.

## **Communications**

### **Newsletter and Regular Information**

Peace Valley will provide regular updates through electronic newsletters to families. These will include information on upcoming events, school activities, policies and other noteworthy topics.

### **Email**

Parents will receive periodic updates from class teachers or Administration by email. These may include requests for volunteers, class newsletters, and information on upcoming events. School email lists will not be used to promote private events, businesses or activities. Only school-sponsored or affiliated activities will be shared via school email lists.

### **Short-Term Reminders and Emergences**

Peace Valley will need to communicate with parents via email, voice calls and texts in order to communicate time sensitive and emergency information. Please keep your contact information current on our student information system, Infinite Campus. Parents should ensure that they have not opted out of all three modes of receiving mass communications or they will not receive emergency messages from the school.

### ***School Closure- Inclement Weather Policy***

UNLESS you are otherwise notified, PVCS follows the same inclement weather policy as Boise School District. Information will be posted on Facebook and our website about any school closures.

### ***Web Pages***

Peace Valley will maintain general information to support parents online through the Parent/Student section of the website. [www.boisewaldorf.org/parents](http://www.boisewaldorf.org/parents)

## **Student Reports**

### **Parent/Teacher Conference**

Parent/Teacher Conferences will be conducted in the Fall for all students. A second conference will occur, if needed, in the Spring. Ongoing communication between parents and teachers is an important link between home and school. Please inform your child's teachers of any changes at home that might affect their performance in school.

### **Student Report Cards**

End of Year Reports will be sent to parents within 2 weeks of the last day of school and will include a written summary of the child's progress during the year and a Standards-based Report. A portfolio of student work is collected over the year as evidence of student learning and is shared with parents during conferences, as well as sent home at the end of the year.

### **Assessment**

As a public school, PVCS will administer all state required assessments in addition to curriculum-based assessments. PVCS believes that assessment can provide valuable information on student progress. Our school seeks to promote whole child development with importance being placed on academic, social and emotional, artistic and musical, and physical development. Academic testing is approached as one of many sources of information on student growth.

Peace Valley asks for parent support in gathering the important data from state tests and ensuring students are present on testing days. If your child is feeling anxious about test taking, please have a conversation with your teacher so you can develop strategies together for supporting your child.

## **Homework**

### **Basic Philosophy**

Engaging children in meaningful and practical work at home through chores and other responsibilities, naturally supports academic growth. Assigned homework should be meaningful as well, not busy work.

### ***First through Third Grade***

At this stage, students will not receive nightly homework. Parents are encouraged to read to their student or listen to their student read for at least 15-20 minutes per day. There may be additional projects over the course of the year.

### **Fourth and Fifth Grade**

Regular homework should be about 20 minutes or less a few nights a week. It may include:

1. Math practice,
2. Nightly reading with a log
3. Writing or typing practice
4. Work on a project
5. Spelling or vocabulary words to practice
6. Book projects

### **Sixth through Eighth Grade**

Regular homework may be 30-45 minutes per night. Homework may include some or all of the following:

1. Math practice
2. Assigned reading
3. Writing practice
4. Work on a project
5. Spelling or vocabulary words to practice
6. Creative projects that help introduce time management skills
7. Book projects
8. Research projects
9. Reading for content
10. Studying for End of Main Lesson Block or Spanish Assessments

### **Transitions**

PVCS encourages movement, music, and lively activity. However, hallways are to remain quiet during passing times to respect the learning and activities of other classes. Students should not run or yell in the hallways.

### **Chores**

Students will be given regular chores to assist in caring for their classroom community. Chores may include: sweeping, washing desks, organizing art supplies, tidying shoes and cubby area, caring for plants or pets in the classroom, emptying the recycling and trash bins, etc....

In addition to classroom chores, each class will take on one aspect of caring for the school environment and community for the year. Class chores may include: sweeping floors, collecting litter, composting, caring for school animals, setting up for evening events, raking leaves, etc.

### **Other Considerations**

#### **Posting of Materials and Flyers**

Staff, students and parents wishing to post materials on the school's bulletin boards must first receive stamped permission from the Executive Director to do so and be located in approved spaces. In addition, non-school sponsored activities and personal advertisements/solicitations will not be advertised through school website, or emails.

## Background Checks

Peace Valley requires a criminal background check on all volunteers before they can work with students. See front office for paperwork. In addition, all volunteers will need to check in at the Front Office and wear an ID badge while at the school.

## Classroom Pets

Classroom pets require the approval of Administration and consultation with class parents regarding allergies and other concerns.

## Foundation and Donations

Because PVCS is a tuition-free, public school, fundraising and donations are essential to the level of programming and education we are creating for students. PVCS has divided fundraising into several categories and encourages teachers and parents interested in raising money for particular projects or priorities to coordinate their efforts with the Fundraising Committee.

Middle school classes may select a long-term fundraising activity to support a class trip. This activity should align with the curriculum and other school activities so that there is both an element of entrepreneurship and service (for example, editing the yearbook / event programs and selling ads in them, childcare services for parent evenings / staff events, Friday afternoon snack sales, summer camp assistance).

**Passive Programs:** Activities undertaken anyway where funds flow back to PVCS (Amazon Smile, Whole Foods Days, Fred Meyer Rewards, Box Tops)

**Transactions:** Purchasing of items directly from the school where a percentage is revenue (School Store, Booths at Festivals, Yearbooks and Directories)

**Campaigns:** Two large fundraising events each year – Fund the Gap Campaign & Annual Event

**Program Specific Contributions:** Set up online so individuals can make direct contributions

**Employer Matching:** Many employers like HP and Micron match employee donations.

**Corporate Donations and Grants:** Efforts to seek foundation and corporate support led by Peace Valley Education Foundation to financially support Peace Valley Charter.

## Pictures and Video Recording

Parents and family members are asked to refrain from taking pictures and video recordings during school events in order to focus attention on being present with the students and community. For each event or presentation, photographers / videographers will be designated and pictures and video recordings will be made available to parents. Pictures may be taken when an event or presentation has concluded. In addition, PVCS will make an annual yearbook available each year for purchase. This will include pictures from events and of all students.

## School Environment

PVCS is fortunate to have a beautiful location in which to hold school every day. All employees and students are expected to help maintain our school grounds and buildings.

## Personal Property

Toys, games, cell phones, electronic devices, etc. are to remain at home. If such items are brought to school, they must be left with the teacher until the end of the school day. Inappropriate items will be

held in the office and may be picked up at the end of the day. Dangerous items may be confiscated and disposed of and will require more serious consequences.

### **Pets on Campus**

No personal pets are permitted on the school campus during school days or events for safety, health, and liability reasons. Special arrangements may be made to bring pets to school with approval from the Principal and Class Teacher.

## **STUDENT HEALTH**

### **Injury/Accident/Illness**

Teachers will attempt to take care of minor issues (like needing a Band-Aid) themselves. The Front Office is for more serious issues or students who need to lie down for a few moments and rest or wait to be picked up by parents. Students who visit the Main Office, due to an injury, will have an incident report filled out and a parent / guardian will be notified.

### **Students Medication Policy**

Due to the liabilities associated with allowing students to administer their own medication or be in possession of said medication while at the school, PVCS has established the policy that self-administration by students will not be allowed.

If a student must receive medication while at school, a doctor's note regarding the need and dosage for the medication and a signed note from the parent giving permission for the school to administer the medication must be on record at the Front Office/Health Room

As an exception, self-administration is allowed if the student could experience conditions that are considered life threatening if the medication is not available and administered by the student or administrator in a timely manner. (For example: Severe Allergies, Severe Asthma, Diabetes, etc.) Doctor and parent note will need to be filled out, returned, and kept in student's file.

### **Illness Guidelines**

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness:

- Vomiting and/or diarrhea
- Head lice (see below)
- Fever of 100 or higher
- Infectious rash
- Severe cough
- Pink Eye
- Infectious runny nose

**Communicable illness:** If a child is diagnosed with a serious communicable illness, please let the school know as soon as possible. A Doctor's note granting permission will be required for the child to return to school. Failure to comply with this policy may result in the student being asked to remain at home until such a note is produced, if staff suspects that the child is still contagious.

### Head Lice

It is important to check your children regularly for lice. If you find even a single nit, please immediately notify the office so that appropriate measure can be taken and class families can be notified (names will be kept anonymous). Lice are usually detected by the eggs (nits) deposited on the hair shaft. Nits are oval, the size of a poppy seed, and white or gray in color. They will likely be firmly attached to the hair shaft about a half-inch from the scalp and will not slide. Check for lice with dry hair in direct sunlight. Part the hair from the crown to the hairline, scan the area, and then repeat every half inch. Thoroughly inspect the entire head, particularly the back of the neck and around the ears.

### Medical Recommendations

Teachers will not provide medical advice or recommendations to parents. They will state observations made and share information but will not counsel parents or give advice on seeking services, medications, therapies, or other healthcare services. Any medical needs will be reviewed by Administration and a health professional.

## Wellness

### Vision

PVCS is an educational community committed to the healthy growth and development of the whole child. Health includes the physical, emotional, and social realms. Through a curriculum guided by the principles of public Waldorf education our teachers nurture the imagination in the early years, building a foundation for abstract thinking gradually, and appropriately challenging the intellect throughout the grades. This approach balances a solid academic program, artistic expression, and healthy social development.

Our School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and teachers. We believe that children flourish and grow to be healthy, capable, contributing human beings, when they are supported by an atmosphere of respectful, clear communication, cooperation, and parent participation. We believe that teaching children to care for and respect the earth encourages global responsibility and promotes sustainability.

### Dress Guidelines

Peace Valley's goal is to develop a healthy school-time environment by guiding children toward appropriate school attire. To ensure a safe environment for students, we suggest students:

- Be properly dressed for the weather
- Wear comfortable, practical, flat-soled, close-toed shoes that are firmly attached to the feet
- Wear attire that will allow the student to actively participate in all school related activities without being inappropriately revealing

Physical warmth is vital to children's the healthy development. They need to be dressed in layers for ease of movement and comfort. Their clothes should allow them to run, jump, raise arms above their heads, and bend over to touch their toes with complete freedom of movement and without embarrassment to themselves or others. To further these ideals, we ask all parents and caregivers to direct their children to the appropriate standards of dress and behavior.

The wearing of extreme, faddish clothing or hairstyles has become more and more the norm in our culture. It has, therefore, become increasingly difficult for us as parents to even recognize what is

extreme and be able to say to our children, “Not yet, that is for when you are older.” Teachers continually remark that such fads have an observably distracting effect on students at school. Not only does extreme clothing or hair single that child out for immediate attention, but it also places pressure on the other children to model that fad in order to be considered “cool” by their peers.

In order to create a suitable environment for learning, we try to surround students with living images rather than movie or cartoon characters. We strive to create a working and learning environment that is as free as possible from distracting influences and attempt to find a middle path between uniforms on the one hand and extreme styles on the other. It is not to diminish individuality but to enhance a positive social and academic atmosphere.

### **WARMTH**

In order for children to be able to participate in outdoor activities in all weather, it is expected that they arrive at school wearing or in possession of snow/rain pants, jackets, hats, gloves and boots during fall/winter months. Layering is encouraged, including long underwear, tights, leggings and camisoles. When warmer days arrive, layers may be removed, as long as the undergarments are not revealing, as indicated in the following guidelines.

### **YES LIST**

- Neat and clean appearance
- Weather appropriate, non-distracting and well-fitting tops and dresses with no undergarments showing
- Shorts/Skirts that go **at least an inch past** the end of the student’s finger tips unless students are wearing leggings or pants underneath
- Solid colors or patterned fabric such as plaid, stripes, checks, polka dots, calico
- Well-fitting athletic wear
- Weather- appropriate shoes with closed-toes and backs
- Brand logo images smaller than an adult hand
- Clothing that is free from oversized lettering/slogans, media inspired characters or advertises products or movies.
- Simple jewelry (plain necklaces, bracelet or pair of earrings that don’t inhibit activity)
- Closed-toed, closed back shoes that support the foot for all kinds of movement and activity (not Flip-flops, Crocs, platforms, high heels, backless shoes or clogs, shoes with wheels or lights)
- Hairstyles that are age and culture appropriate in the student’s natural color

### **NO LIST**

- Sunglasses inside, unless medically necessary.
- Make-up or nail polish for grades k-6

These guidelines may not cover all situations and teachers may have a special need to address particular attire. Please feel free to contact your class teacher if you have any questions about specific articles of clothing.

## Food

- PVCS will not provide students candy or conventional sweets, except at community festivals or celebration where parents are present. Food rewards will not be used for behavioral performance.
- Although sharing is a natural inclination, we encourage students not to share snacks with others. There are many children with dairy, egg, food dye, gluten and allergies/intolerances that kids are not aware of.
- Be aware of other possible nut allergies in your classroom. Classrooms with allergies will be identified.
- Water fountains are available near the bathrooms for students to get water at meals and throughout the day. Students are all asked to bring a water bottle from home each day to use for fresh water throughout the day.

### SCHOOL LUNCH

Students will eat in their classrooms in a pleasant environment that provides sufficient time for eating, while fostering good eating habits, enjoyment of meals, good manners and respect for others. Staff will educate the importance of cleanliness and hand washing. Convenient access to hand washing facilities and restrooms will be provided. We are working to develop a food pantry program for students who do not have breakfast or lunch sent with them. If you'd like to assist with this please let us know.

Children will bring a nutritious snack and lunch from home. Please do not send candy, sweets, or sugared juices or drinks. Reusable containers and food that is free of excessive packaging is encouraged.

### Gardening and Ecological Awareness

The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. Students will be involved in the school garden. Peace Valley promotes recycling, reusing, repairing and sustainability with the students and encourages families to practice this at home.

Peace Valley will also work towards a robust program of sorting waste to optimize the potential for recycling, repurposing and composting.

### Birthdays

PVCS recognizes the importance of acknowledging and celebrating student birthdays. Each class teacher will develop their own way of celebrating their students' birthdays.

To protect the health and safety of students, to eliminate the financial burden on families, to protect the educational learning time in classrooms, and to respect the rights of parents in choosing what their children consume while at school, Peace Valley has adopted a policy of treat free birthday celebrations.

### Festivals and Ceremonies

Festivals serve as an opportunity for the entire school community to join in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. In planning festivals and other celebrations, PVCS will seek to promote these same standards of healthy living.

## Integrating Physical Activity into the Classroom Setting

At PVCS physical activity and movement are a normal part of our curriculum. We fully embrace regular physical activity as a personal behavior; students need opportunities for physical activity throughout the day and combined with learning. Physical activity is combined with subject lessons and in between lessons. Movement is used as a regular part of academic instruction to promote deeper learning and memory. Part of this process includes regular classes in movement, games, eurythmy and dance

## Recess

Recess is a magical time when children get a chance to experience the world and express themselves on their own and have the freedom to play energetically or quietly. They tend to have a yearning for what it is they need and will seek it out. The most important work of the teachers on the playground is the ability to observe and facilitate understanding. While staying aware of the overall activity we are watchful for any escalating disagreements, for any behavior that seems unusual or inappropriate, and for any children who seem unhappy or anxious.

## Recess Guidelines

**Inclusion:** Everyone is included. Students of similar grade levels, who are sharing a play space, are always welcome to join another group at play

**Accepting Change:** Children are encouraged to problem solve on their own unless it becomes a question of safety. We encourage them to accept changes in the direction of play in a group and to be flexible enough to find something else to do if they no longer like the game, rather than demanding their own way.

**Sharing Resources:** Materials and forts on the playground are not “owned” from one recess to the next, though the children are encouraged to be respectful of things like others’ miniature fairy house creations. Children are taught to use kindness and listening skills with each other when working out problems. The adults in charge will facilitate these conversations as needed.

**Physical & Emotional Well Being:** Students are encouraged to play actively but within guidelines. For instance, if they play horses the reins must be loose, if in jail they must be able to flee easily. Violent play, imaginary or real, is not allowed.

## Family Rhythms

Families can enhance the educational experience of their children is by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents’ most treasured time with their children. These other home activities support the work of the school:

- Regular bedtime that allows 10-12 hours of sleep
- Eating a healthy protein rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play

- Hobbies
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

## Media Policy

The educational philosophy of PVCS is based upon a deep understanding of child development. Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and the development of healthy social skills through a balance of academics, art and direct experience. We believe that children need to move, run and use their bodies to learn. Children need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps children learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom.

PVCS encourages families to eliminate, or significantly limit, screen viewing (video games, TV, phone, iPad, etc.) from Sunday evening through Friday after school. We understand that while television and other screen media/activities can serve as a source of information and entertainment for adults, children are not operating in the same developmental stage as adults. As a result, PVCS encourages families to choose a media free lifestyle.

For more information, talk with your child's teacher, attend parent nights, and read the latest research on the effects of television and other technologies on brain function and imagination. The following sources provide additional information about the philosophy behind our media policy:

- Endangered Minds: Why Our Children Don't Think by Jane Healy
- The Plug-In Drug and Unplugging the Plug-In Drug by Marie Winn
- What To Do After You Turn Off the TV by Francis Moore Lapp

## Student Services

### Special Education

Students who have been designated as Special Education will receive support based on their Individual Education Plans (IEPs). Students who are accelerated in learning will also receive consideration to meet their needs and support their continued growth and development. The Response to Intervention Process will be followed for students whose needs are not being met or for whom there are concerns.

**Response To Intervention (RTI)** Students who are below grade level may receive extra support.

Teachers will communicate with parents in a timely manner, when this is the case. Progress made will be documented by the teacher to determine if this approach is adequate. A follow up conference will occur to communicate the outcomes with the parent(s) and plan for next steps, if needed, together.

### Discipline

Class teachers at PVCS ideally stay with students from the 1st to the 5<sup>th</sup> grade and 6 to 8th Grade. This allows the class teacher to develop a solid understanding of the child's social, emotional, and academic learning needs. Most problems can and should be handled in the classroom in coordination with the student's family.

When teachers are unable to remedy behavior problems, they will work closely with the Student Care Group, the student, parents/guardians, and or other school staff to coordinate efforts in the resolution of discipline matters. A restorative justice model will be employed in all cases of student misconduct. Using such a model in conjunction with the 3 Streams of Student Support approach, teachers and administrators work to develop open communication with the student and supporting adults. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements. More details are contained in the Discipline Policy Below.

## School Concerns

PVCS welcomes suggestions, comments, and/or concerns. This will ensure we are taking appropriate action regarding potential improvements to the school. Individuals with suggestions are welcome to send an email to the general school account: [info@boisewaldorf.org](mailto:info@boisewaldorf.org). All emails will be forwarded to appropriate person, councils or committees and reviewed. Any suggestions that are being adopted or integrated will be noted in the meeting minutes.

## Grievance Process

PEACE VALLEY strives to be proactive in promoting positive working relationships between all members of the School's community including staff members, administration, the Board, students, family members and visitors.

The following policies apply to grievances of any type. The grievance procedures detail how adult members of the School community (all faculty, family members, administrators, Board members) are expected to express grievances about other members of the community.

The Grievance Policy provides a means by which conflicts can be resolved. Families, students, teachers or staff may initiate this process. Whenever possible, involved parties are encouraged to resolve conflicts directly. The steps to filing a grievance begin at the amicable resolution level. There are three steps to the process. The objective of this policy is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner. If, however, a conflict arises that cannot be resolved among the interested parties, the following steps will be followed:

### Basic Principle

Each level of resolution is to be followed in the order listed below. All grievances that reach Step 2 must file a Grievance Report with the appropriate party.

### Levels of Resolution

- **Step 1: Direct Resolution**  
The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. An appointment should be set up where the concern can be expressed in private. Care should be taken to express concerns calmly and respectfully so that an environment conducive to resolution can exist. Unless there is a safety concern, an attempt at direct resolution is to be made prior to requesting Administrative Resolution.
- **Step 2: Administrative Resolution**  
The Administrative Resolution process for grievances between a parent or student and a teacher consists of filing a grievance report which will initiate a meeting between the parties involved

with the school Principal in attendance. This is an attempt at a mediated process. Principal will document the concern and resolution and file it in the Grievance Binder with the Executive Director.

The Administrative Resolution process for all other grievances consists of filing a grievance report which will initiate a meeting between the parties involved with the school Executive Director in attendance. This is an attempt at a mediated process. The Executive Director will document the concern and resolution and file it in the Grievance Binder.

The Administrative Resolution process for grievances against the Executive Director consists of filing a grievance report which will initiate a meeting between the involved with the school Board President in attendance. This is an attempt at a mediated process. The Board President will document the concern and resolution and file it in the Grievance Binder.

- **Step 3: Escalated Conflict Resolution**

In cases where the concern has been addressed with the Principal and any party remains dissatisfied with the decisions made to resolve the conflict at this level, that party may take their concerns to the Executive Director by scheduling an appointment.

In cases where the concern has been addressed with the Executive Director and any party remains dissatisfied with the decisions made to resolve the conflict at this level, that party may appeal the decision by passing the grievance on to the Governing Board. Such a complaint will be made in writing and submitted to the Board President, using a second Grievance Form, which will be heard at the Board's subsequent meeting. All decisions rendered by the Board are final.

Emergency issues will be dealt with on an as-needed basis, with the Governing Board and/or the Board President responding prior to its next regular public meeting.

## **Emergency Response**

Peace Valley has an Emergency Operations Plan which will be provided to staff, kept in each classroom, and serve as the basis of emergency drills. Caring for the safety and well-being of students during both drills and real emergencies is the top priority of all employees.

Parents and families will be notified of emergency situations using the school's mass communications system. Parents will be given specifics on actions to be taken should children need to be picked up from the school's Reunification Site in the case of an emergency. It is imperative that a contact information is updated as needed so that families will receive notifications in the case of an emergency.

## **Policies**

### **Non-Discrimination**

PEACE VALLEY's Governing Council will not discriminate against any individual on the basis of race, color, creed, national origin, sex, marital status, sexual orientation, gender identification, religion, ancestry, disability, or any other status protected by law.

### **Student Records**

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and request that their children's education records be amended and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing

student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

### Education Records

Under FERPA, the term “education records” includes all records containing information directly related to a student and are maintained by PVCS, or by a person acting for PVCS. This includes all records regardless of medium, including, but not limited to, files, documents, handwriting, email, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche. Examples of “education records” include grades, class lists, course schedules, transcripts, health records, and discipline files. Personal notes made by staff are not considered education records if they are:

- kept in the sole possession of the maker
- not accessible or revealed to any other person except a temporary substitute, and
- used only as a memory aid

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

### Education Information

The term “directory information” is used for the portion of the education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. PVCS has designated the following as directory information:

- name, address and, telephone number
- day and month of birth
- parent’s email address
- participation in officially recognized activities and sports
- dates of attendance
- awards received
- most recent previous education agency or institution attended  
and
- photograph

Directory information may be released at the discretion of school administration, without consent, for appropriate reasons. Under the provisions of FERPA, parents must be notified annually of their right to withhold the release of any or all directory information.

PVCS will honor a parent’s request that their student’s directory information not be released. At the beginning of each school year, students will be sent home with a Directory Notification Form. If parents wish, they may sign the form to withhold the release of their children’s directory information.

### Disclosure of Student Information

Disclosure of Student Information Generally, schools must have written parent permission to release any information from a student’s education records. However, in addition to properly designated “directory information,” FERPA allows disclosure, without consent, to the following parties or under the following conditions:

- A Legitimate Educational Interest
- Transferring or Enrolling to Other Schools
- Judicial Orders or Lawfully Issued Subpoenas
- Health and Safety Emergencies
- The Juvenile Judicial System
- Specified Officials for Audit or Evaluation Purposes
- The Immigration and Naturalization Service (INS) for Foreign Students Attending School under a Visa
- Ex Parte Orders

### **Individuals with Disabilities Education Act (IDEA)**

In addition to the requirements of FERPA, the IDEA provides additional privacy protections for students who are receiving special education and related services tailored to protect special confidentiality concerns for children with disabilities and their families. PVCS must inform parents of children with disabilities when information is no longer needed and will be destroyed. PVCS must have one official who is responsible for ensuring the confidentiality of any personally identifiable information and must train all persons who are collecting or using personally identifiable information about confidentiality and FERPA.

### **Health Insurance Portability and Accountability Act (HIPAA)**

HIPAA's Privacy Rules exclude health information contained in an education record. Health records maintained by an education agency or institution are, however, subject to FERPA. For example, immunization records and school nurse records would be considered "education records" subject to FERPA.

### **Protection of Pupil Rights Amendment (PPRA) and Idaho Family Educational Rights and Privacy Act**

Idaho statute affords parents and students additional protections that do not exist under current federal law. Under the Idaho Family Educational Rights and Privacy Act, PVCS must obtain prior written consent from a student's parent or legal guardian if the school plans to administer any psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- political affiliations or, except as provided under UCA §53A-13-101.1 or rules of the Idaho State Board of Education, political philosophies
- mental or psychological problems
- sexual behavior, orientation, or attitudes
- illegal, anti-social, self-incriminating, or demeaning behavior
- critical appraisals of individuals with whom the student or family member has close family relationships
- religious affiliations or beliefs
- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and

- income, except as required by law

Generally, for consent to be valid, the parent or legal guardian will be provided with notice that a copy of the survey questions to be asked of the student is available at the school and a reasonable opportunity to obtain written information regarding the following, at least two weeks before the test/treatment/survey/analysis/evaluation is administered or information listed above is sought:

- the information and relationships that will be examined or requested;
- how the records or information will be examined or reviewed;
- the means by which the information will be obtained;
- the purposes for which the records or information are needed;
- the entities or persons (public or private) who will have access to the personally identifiable information; and
- how a parent can give permission to access or examine the personally identifiable information

Following disclosure of the above-listed information, a parent or guardian may waive the two-week notification period.

Two-week advance notice of the above-listed information will not be provided in response to a situation that a PVCS employee reasonably believes to be an emergency, or as authorized under applicable Child Abuse or Neglect Reporting Requirements, or by order of a court of law. Parental authorization is valid only for the activity for which it was granted. A parent may withdraw consent by submitting a written withdrawal of authorization to the school administrator prior to or during the course of the activity. Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well-being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this policy, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

More information can be found at <https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html>

### **Electronic Devices**

Employees, parents and volunteers are not to use personal electronic devices during the school day when in contact with children, unless there is an emergency situation. Devices should be placed in a silent mode and stored out of site during times when supervising and interacting with students. Cell phones and other electronic devices may be used on breaks, in meetings (as appropriate), and in emergency situations.

**Student Possession and Use:** Peace Valley students may possess electronic devices at school subject to the following:

- Students may carry and possess electronic devices to and from school

- Electronic devices must be turned off and kept in backpacks during school hours except under the supervision of the teacher in the classroom

**Prohibitions:** Electronic devices may not be used in a way that threatens, humiliates, harasses, intimidates, or violates local, state or federal law of school-related individuals, including students, employees, and visitors. Electronic devices may not be used during Idaho Performance Assessments for unless specifically allowed by law, student Individual Education Plan, or assessment directions.

**Confiscations:** If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee’s duties permit. The electronic device will be released/returned to the student on the first confiscation. On subsequent confiscations, the electronic devices will be released/returned to the student’s parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

**Security of Device:** Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

**Exceptions:** With prior approval of the Administrator, the above prohibitions may be relaxed under the following circumstances:

- the use is specifically required to implement a student’s current and valid IEP
- the use is at the direction of a teacher for educational purposes
- the use is determined by the Principal to be necessary for other special circumstances, health-related reasons, or emergency.

## Use of School Property

### Electronic Devices and Networks

School property and networks may not be used for unprofessional activities or illegal activities, such as personal use of social media, creation or viewing of pornography, or personal business activities.

### Other School Property

Students will take care of school property. Students will be financially responsible for any willful or negligent action which results in the destruction, displacement or loss of school property.

### Building Use

Peace Valley Charter Building (the “Building”) is owned by a private entity and leased to the school. Therefore, the Building may only be used for activities that are incidental to running a Charter school, including but not limited to, school performances, school-wide fundraisers, extra-curricular activities, or other such school sponsored activities, and only by Peace Valley or organizations affiliated with it. Space in the building may be sub-leased to another, non-profit educational organization that aligns with the mission and vision of Peace Valley only with the approval of the building owner to expand educational offerings available to the Peace Valley community. Other entities, such as charitable, non-profit, or

governmental entities may rent the Building if done so in coordination or in conjunction with an affiliated entity and for such incidental activities.

The Executive Director, or a person designated by the Director for this purpose (“Designee”), must approve all activities, will determine if a particular activity is appropriate, and determine the appropriate fee, if applicable. The Executive Director and/or Governing Board reserves the right to refuse the use of the Building if the activity is determined to be inappropriate. The decision of the Executive Director and/or Designee is final.

## **Bullying and Harassment**

No school employee or student may engage in bullying or harassing a school employee or student:

- on school property
- at a school related or sponsored event;
- while the school employee or student is traveling to or from a location or event

No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location. No school employee or student may engage in retaliation against:

- a school employee
- a student
- an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation

No school employee or student may make a false allegation of bullying, harassment, cyberbullying, hazing, or retaliation against a school employee or student.

Any bullying, harassing, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

The definition of bullying given by <https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/>

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken.

While the bullying definition is broad and can occur in a variety of environments it usually is a relationship problem and requires relationship-based solutions. These are best solved in the social environment in which they occur: in a child or young person's life, this is most often the school.

### **What bullying is not**

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying, and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

## Investigations

PVCS will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment, hazing, and/or retaliation. The Executive Director shall appoint investigators who will be responsible for handling all complaints by students and employees alleging bullying, cyberbullying, harassment, or hazing as outlined in the procedures below.

Whenever the Director has reason to believe laws have been broken or child abuse has occurred, he/she shall request appropriate authorities conduct the investigation.

## Actions Required if Prohibited Acts are Reported

Each complaint of bullying, cyberbullying, harassment, hazing, and/or retaliation shall include: name of complaining party;

- name of offender (if known);
- date and location of incident(s);
- a statement describing the incident(s), including names of witnesses (if known).

Complaints may be made anonymously, but formal disciplinary action is prohibited based solely on an anonymous complaint.

## Consequences for Verified Violations

Verified violations of the prohibitions against bullying, cyberbullying, hazing, harassment, or retaliation shall result in consequences or penalties. Consequences or penalties may include, but are not limited to:

- student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
- student suspension or expulsion from school or lesser disciplinary action;
- employee suspension or termination for cause or lesser disciplinary action;
- employee reassignment; or other action against student or employee as appropriate.

Student and Parents will be notified and invited to be part of the discussion and process.

## Compliance with the Office for Civil Rights

Once PVCS knows of student-on-student bullying, cyber-bullying, harassment or hazing, the school must take immediate and appropriate action to investigate or otherwise determine the violation.

If it is determined that the bullying, cyber-bullying, harassment or hazing did occur as a result of the student victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:

- end the bullying, cyber-bullying, harassment, or hazing
- eliminate any hostile environment, and
- prevent its recurrence.

These duties are PVCS's responsibilities even if the misconduct also is covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the school to act, or identifies the bullying, cyberbullying, harassment or hazing as a form of discrimination.

### **Required Parental Notification**

The school will timely notify a parent if the parent's student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, harassment, hazing, or retaliation.

The Director shall provide the required parental notification to the student's parent in writing via email and / or via telephone call or in-person meeting.

A record of this notification, verifying the parent was notified of the incident or threat, will be maintained in the student's educational file, subject to the privacy protections under the Family Educational Rights and Privacy Act (FERPA) and the Family and Student Records Privacy Policy. This record will be retained for only so long as the student is enrolled at the school. Prior to destruction, the school will provide notification to the parent(s) that the record is scheduled for routine destruction and provide the parent(s) with a reasonable opportunity to inspect and/or copy the record. All such records will be destroyed in a confidential manner ensuring personally identifying information is shredded.

PVCS will provide a copy of any records maintained under this section to a student who requests such records, if the records relate to him or her.

PVCS will expunge any records maintained under this section upon request by a student who is the subject of a record if the student graduates from high school or requests that the record be expunged.

### **Actions must also include, as appropriate:**

Procedures for protecting the victim and other involved individuals from being subjected to: further bullying or hazing, and retaliation for reporting the bullying or hazing.

Prompt reporting to law enforcement of all acts of bullying, hazing, or retaliation that constitute suspected criminal activity.

Prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, hazing, retaliation may be violations of student(s)' or employee(s)' civil rights.

Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his actions prior to student or employee discipline.

Procedures for providing due process rights under Section 53A-8-102 (licensed staff), local employee discipline policies or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student discipline or employee discipline.

### **Child Abuse Reporting**

Any Peace Valley employee who has a reason to suspect that a child has been subject to abuse shall immediately notify the Executive Director and fill out and Child Abuse Reporting Form. Idaho law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer who has reason to believe that a child has been subjected to incest, molestation, sexual abuse, emotional, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he or she shall immediately notify the nearest police officer, law enforcement agency, or the Division of Child Family Service. The law provides serious penalties for failure to fulfill one's duty to report.

Any Employee suspecting child abuse or neglect is expected to use the following procedure:

1. Do not confront the suspected abuser or molester.

2. Report the details to the Administrator immediately, including notes of the following:

- All incidents and observations, including dates and times.
- Any information he or she has about the relationship between the child and the suspected abuser.
- Pertinent information that CDHS will need for its investigation:
- Name, age, and address of the child
- Current injuries, medical problems, or behavioral problems
- Parents' names and names of siblings at home

3. Maintain confidentiality. Information about suspected child abuse is only to be given out or discussed on a “need to know” basis and is not to be shared with fellow Employees, parents, students, or anyone outside the school other than law enforcement.

The Administrator will make a report to DCFS or local law enforcement and let them investigate.

## Student Discipline

### Code of Conduct

The values that are embedded in our curriculum and our work with each other can be distilled into four statements—our Code of Conduct.

### THE CODE OF CONDUCT

**We are kind**

**We are safe**

**We are respectful**

**We are responsible**

The Code of Conduct is simple enough to be understood by a young child, yet it contains all the issues with which an eighth grader might wrestle. It informs our guidelines for working with the children and their interactions with each other.

All students, faculty, and parents at Peace Valley Charter will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate a PVCS policy or procedure shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy.

## Discipline Decision-Making

Different behaviors warrant different responses based on context, severity, and frequency.

## Discipline Policy

The hope is that violations of PVCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied before such action would need to be taken. However, PVCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation and prevention of the behavior has not succeeded, this course of action may be taken:

- If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.
- All teachers who are involved with the student would meet in a council to discuss the concerns.
- All teachers would pay particular attention to the student in question over a course of time determined before meeting in council again.
- At the end of the designated time, a second council would be called to discuss what the next course of action should be in an effort to ensure the student's success in correcting the problem.

The parents and student may be invited to attend a meeting with the teacher and Principal to discuss the behaviors needing attention. A plan of action may be written and implemented in an effort to improve the student's behavior or remedy the problem.

Students who have been through the discipline process and do not show improvement or who have been suspended twice by the Principal, will go to the Executive Director who could add more suspension days or take further action.

In cases where student behavior poses imminent harm to fellow students or members of the PVCS community, as outlined in the Safe Schools Policy, the Principal may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may recommend to the Executive Director suspension or expulsion, if necessary.

If these efforts fail and the problem continues, the Principal will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the PVCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further, all suspensions and expulsions shall be conducted in accordance with the published Policy and all applicable State and Federal laws to ensure that the student's right to an education and due process rights are duly protected.

If expulsion is deemed necessary, the Executive Director will petition the Governing Board for expulsion in accordance with PVCS's Policies and Procedures Governing Suspension and Expulsion.

## School Fees

No Fees will be charged to students in grades K-8 for textbooks, classroom equipment or supplies, or assemblies, or for anything else that takes place or is used during the regular school day.

In lieu of a school supply list, Peace Valley will offer to purchase needed items in bulk from our suppliers at a significant cost savings each year. A suggested donation for the cost of the supplies will be posted each year. Parents are invited to donate the cost for the purchase of school supplies such as beeswax crayons, main-lesson books, rulers, paint, paper etc. or provide them themselves.

Fees may be charged in all grades for any school-sponsored activity that does not take place during the regular school day where participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day.

Students may apply for a waiver of any fees. A student is eligible for a fee waiver as follows:

- Students who are in state custody or foster care.
- Students whose families are receiving public assistance
- Students who are receiving Supplemental Security Income (SSI).
- Students whose families are financially unable to pay because of exceptional financial burdens beyond the family's control; these determinations are made on a case-by-case basis by school administrators.

Activities that use the School's facilities outside of a regular school day, where participation is voluntary, and are not sponsored by the School may require fees (i.e., programs sponsored by the Peace Valley Education Foundation, Family Council and/or an outside organization). Fee waivers are not available for fees related to these types of activities.

Charter school funds that come from the State are much less than District public schools which come from local tax revenue. As a result, Peace Valley may, on occasion may, create opportunities for tax-deductible donations, but these donations are not mandatory. All names of those who have or have not made donations will be kept confidential. No student will be penalized for not donating. As an Idaho non-profit and a Federal 501c3, donations could receive an Idaho tax credit and other tax deductions. See your financial professional for your family's details.

Students who carelessly or irresponsibly loose, waste, or damage school property will be responsible for the costs to repair or replace the property. These costs are not fees and will not be waived.

- As support in acquiring and making supplies and products that are needed in the school and classrooms.
- As a teacher of practical or fine arts and crafts.
- As support for classroom activities, such as festivals, events, class plays, communication and field trips.

## Computer and Internet Usage

This internet safety policy provides for the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Student use of computers must be in support of education and research and must be consistent with educational objectives of Peace Valley Charter School. Accordingly, internet access at Peace Valley is filtered and monitored on an ongoing basis to protect against access by adults and minors to visual depictions that are obscene, child pornography, or harmful to minors. Filtering may be disabled for adults who are engaged in bona fide research or other lawful purposes upon receiving special permission from the Director and/or the School Board.

Documentation of technology protection measures will be retained for at least five years after the latest date of service. Students will be educated in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The safety and security of students when using electronic mail, chat rooms, and other forms of direct electronic communications is a priority at Peace Valley Charter School; As such:

1. Students will sign computer use and safety agreements annually.
2. Students are strictly prohibited to:
  - Access or create files or materials without authorization.
  - Attempt to hack into any school systems.
  - Access or create offensive, profane, or pornographic files.
  - Plagiarize works or violate copyrights or trademarks.
  - Attempt to bypass computer security.
  - Have food or drinks near computers.
3. There will not be an expectation of privacy in files, disks, documents, internet history, etc., which have been used or created with Peace Valley equipment
4. All documents, files, folders created with school hardware/software remain the intellectual property of Peace Valley Charter School.
5. Vandalism will result in appropriate disciplinary action. Vandalism includes, but is not limited to: abusive overloading of data on the server, uploading or downloading or creation of computer viruses, any malicious attempt to harm or destroy the property.
6. Security is a high priority because of multiple users. Students are prohibited to use another individual's account or login information other than his/her own at any time. Any security concerns must be reported to the director, teacher/supervisor or system administrator.
7. Personal information is restricted, password protected, and stored only on the school servers, teachers will sign disclosures regarding the use, and dissemination of personal information regarding students. Only authorized personnel have access to student information. No personally identifiable information about students will be shared without written consent of a parent.
8. The use of the computers and internet is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The director, teacher/supervisor or systems administrator may limit, suspend or revoke access to electronic resources at any time.
9. Users are liable for any misuse of the systems.
10. Parental permission is obtained for the publication of student work, and photos.

Documentation of the Internet safety policy will be retained for at least 5 years after the last day of the funding year in which the policy was relied upon to obtain E-Rate funding.

**Please email [registrar@boisewaldorf.org](mailto:registrar@boisewaldorf.org) with a short message saying you have read this handbook.**

# PEACE VALLEY PUBLIC CHARTER SCHOOL

## Home and School Contract Guidelines

### Administration:

To support and encourage student/parent/teacher partnerships, I will:

- Provide an environment that permits positive communication between the student, parent and teacher(s).
- Provide opportunities to access staff and the opportunity for parents to volunteer time to Peace Valley.

### Teachers:

We understand the importance of the school experience to every student and our position as a teacher and a role model. We agree to:

- Be aware of your student's needs.
- Have a growth mindset.
- Deliver high quality curriculum and instruction.
- Communicate with parents about their student's progress.
- Teach concepts and skills to your student to meet academic standards.
- Motivate and encourage your student to be responsible at home.
- Hold parent/teacher conferences.
- As needed, provide resources and/or materials for home to enhance literacy and other academic subjects.

### Student:

It is important that I do my best. I know my parents and teachers want to help me, but I am the one who has to do the work. So, I will:

- Continue to believe that I can and will learn.
- Be responsible for my behavior.
- Give work and school papers to my parent/guardian.
- Follow appropriate conduct throughout school including the use of technology.
- Pay attention, participate and ask for help when needed.

### Parent/Guardian:

I want my student to succeed. I will encourage him/her to:

- Maintain a positive attitude about school.
- Support the school's policies.
- Attend school regularly, and on time.
- Get enough sleep and to eat nutritious meals.
- Log into my student's profile at least weekly to check comments and upcoming information.
- Communicate with school staff respectfully, even if/when dealing with challenging issues.