



Parent Handbook

2020-2021

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ABOUT THIS HANDBOOK

This handbook is intended to be a resource for parents. We hope that it provides you with useful information about the WISE¹, how it operates, and ways in which you can become even more engaged in your child's education. This handbook will provide you with:

- An introduction to the WISE.
- Important information about your child's experience at the WISE.
- Our Health and Emergency protocols.
- Contact information to our faculty and Board.

As a partner in your child's education we invite you to assist us by reading through this handbook carefully. Together we are crafting an inspiring and nurturing place to enrich and educate our children.

In addition to the Handbook and our [website](#), we offer an active WISE [Facebook page](#) and [Facebook Parent Connection group](#) to help you and your family get acquainted and stay informed. Please also feel free to ask for our school policy manual in the office.

To deepen your connection and appreciation of Waldorf Education, we encourage you to participate in our Waldorf Gateways conference in May, attend all class parent meetings, and to volunteer at and attend special events like festivals, fairs, and talks hosted by the WISE. These events support and nurture the wellbeing of the school and your child's educational experience.

¹ The Waldorf Independent School of Edmonton

INTRODUCTION

You have just made a WISE decision! Welcome to the Waldorf Independent School of Edmonton. Established in September 2011, the WISE aims to help students nurture their sense of self, develop and understand their relationships to the world and immediate community, and learn to respect nature and each other through their own observations and experiences.

The WISE offers:

- An education with an emphasis on character development and the integration of knowledge within the student's own life.
- A broad curriculum balancing the sciences, arts, and humanities.
- A progression of learning responsive to the stages of a child's physical, social, emotional, and spiritual development.
- Programs that aim to develop an aware social conscience and foster respect for nature and our environment.
- An education with an emphasis on movement and exploration, both physical and intellectual.
- A class teacher who ideally remains with a class for a number of years.
- A Private Accredited School education that meets Alberta Education's core curriculum requirements.

SCHOOL PHILOSOPHY

The WISE has evolved an engaged parent community. Parents, along with staff and faculty, are an integral part of school life and the overall running of the school. The WISE strives to provide an accessible Waldorf education for children and families. We look to the pedagogical concepts put forth by Rudolf Steiner to guide and foster the physical, emotional, intellectual, and spiritual potential of the child towards the realization of responsible human freedom.

The WISE Values Statement

- We value children and honour the whole child.
- We value Waldorf Education for what it brings to each family.
- We value our unique community built on mutual respect and integrity.
- We believe that humanity is interconnected and that it is our shared responsibility to participate in the healing and nurturing of our world.
- We value the spiritual intention guiding our school and we honour the diverse beliefs of our community.

Waldorf Education

Waldorf education was founded in Germany in 1919 by Rudolf Steiner, an Austrian philosopher and educator. Its primary philosophy seeks to address the following questions:

“How can education best serve our total human needs?”

“How can education prepare each child to flourish in society, not only intellectually, but with his creative human qualities developed and his/her integrity intact?”

Waldorf educators believe strongly that the education of the future must have four dimensions: academic, practical, aesthetic, and ethical. In particular, we believe in the

universality of ethical education. By encouraging the development of a child's inherent morality and sense of beauty, the child becomes enthusiastic and motivated to master their world.

Waldorf education is a preparation for both post-secondary education and for life.

Waldorf schools attempt to bring a balance between the perceived permissiveness of late twentieth century schools and the over-disciplined, overly-structured schools of the preceding era. This balance provides for freedom and creativity, guidance for growth, and discipline of the will and mind – in short, the education of the total child.

Guiding Principles

In order to achieve this ideal, the following principles are implemented:

- A broad curriculum balancing the sciences, arts, and humanities.
- A progression of learning based on the synergy of the child's physical and inner development as put forth by Dr. Rudolf Steiner.
- An emphasis on personal development and the integration of knowledge from the student's own life.
- A school day structured around the 'main lesson' – a concentrated daily two-hour session in which one subject is explored for three or more weeks, followed by lessons devoted to two foreign languages, language arts, mathematics, social studies, science, physical activities, and artistic pursuits.
- A single teacher who may remain with a class for several years.

To improve your awareness of Waldorf education and pedagogy, please visit the Don Cruse Memorial Library. Other opportunities to learn about Waldorf Education and the WISE School occur throughout the school year. Please take the time to participate.

SCHOOL INFORMATION

Address and Hours of Operation

The Waldorf Independent School of Edmonton is located at:

7211 – 96A Avenue NW

Edmonton, AB T6B 1B5

Phone: 780-466-3312

info@thewise.ca

www.thewise.ca

Office Hours at The WISE

Please contact the WISE Office at 780-466-3312 or info@thewise.ca.

Office hours

At-home-learning days - 9:00 am-3:30 pm

In-school-learning days - 8:15 am – 4:00 pm

If you need to drop off registration, tuition, or discuss program changes, please do so during business hours, or email registrar@thewise.ca.

Staggered School Entry and Dismissal

| Staggered School Arrival | | | | | | | | |
|--------------------------|-------|------------|--------|-------|------------|--------|-------|------------------|
| Time | Class | Entrance | Time | Class | Entrance | Time | Class | Entrance |
| 8:15am | 1 | West doors | 8:15am | 7 | Main doors | 8:15am | 5 | North East doors |
| | | | 8:25am | 8 & 9 | Main doors | 8:25am | 3 | South East doors |
| 8:35am | 2 | West doors | 8:35am | 6 | Main doors | 8:35am | 4 | South doors |

| Staggered School Dismissal | | | | | | | | |
|----------------------------|-------|------------|--------|-------|------------|--------|-------|------------------|
| Time | Class | Entrance | Time | Class | Entrance | Time | Class | Entrance |
| 3:15pm | 1 | West doors | 3:15pm | 7 | Main doors | 3:15pm | 5 | North East doors |
| | | | 3:25pm | 8 & 9 | Main doors | 3:25pm | 3 | South East doors |
| 3:35pm | 2 | West doors | 3:35pm | 6 | Main doors | 3:35pm | 4 | South doors |

| AM Kindergarten Student Drop off and Pick up | |
|--|---|
| Beginning of Day- Student drop-off | |
| Time | Location |
| 8:25am | Kinder Yard- North-side of school building |
| | |
| End of day- Student pick-up | |
| Time | Location |
| 11:45am | Kinder Yard- North West-side of school building |

| PM Kindergarten Student Drop off and Pick up | |
|--|---|
| Beginning of Day- Student drop-off | |
| Time | Location |
| 12:15pm | Kinder Yard- North-side of school building |
| | |
| End of day- Student pick-up | |
| Time | Location |
| 3:35pm | Kinder Yard - North-side of school building |

| AM Nursery Student Drop off and Pick up | |
|---|--|
| Beginning of Day- Student drop-off | |
| Time | Location |
| 9:00am | Kinder Yard- North-side of school building |
| End of day- Student pick-up | |
| Time | Location |
| 11:30am | Kinder Yard- North-side of school building |

Attendance

Regular and punctual attendance is mandatory. This supports the development of healthy rhythms for the child, and the class as a whole. If your child will be absent, you can reach our office by phone or email, no later than 8:45 a.m.

Phone: 780-466-3312

Email: absences@thewise.ca

If your child is absent and it has not been reported by 8:45 a.m., we will call you at home or work to ensure they are well. Please note that we are required to communicate any unusual and unreported absences as a missing child report. A quick phone call to the office will save us unnecessary worry.

We are required to report unexcused absences/tardiness in excess of 30% of the academic year to Alberta Education and Social Services. This equals approximately 5 days in 1 month. They may follow up with parents/guardians. If your child will be absent for an extended period, please contact your teacher and the office well in advance. We ask that you take your holidays during school holidays and refrain from removing your child from classes for vacation reasons. Absences from class can be detrimental to your child's learning. Because of the non-textbook based approach of

the Waldorf curriculum, expectations for teachers to prepare separate homework for absent students is very limited.

Additionally, Saturday festivals, evening events, and overnight trips are an integral part of the WISE curriculum. Please carefully note all extraordinary events on the school calendar and plan your schedules with the understanding that participation impacts your child's integration, success, and wellbeing in class.

Arrivals

It is very important that students arrive on time as it supports the work of the teachers and contributes to the positive learning environment of your child and their class. We encourage you to ensure that your child has had a healthy breakfast to prepare them for the day. Please avoid all media exposure before school begins including the radio on the morning drive. A conversation about the day or silence will have a calming effect on the child, supporting a good day at school. **Upon arrival students will line up at their designated class entry point and be met by the teachers to come into the school. Parents please remember if you are entering the school, to please put on your mask and wash your hands. This is required for all shared spaces.**

Late Arrivals

If students arrive later than 10 minutes after their specified class entry time, students should go directly to their designated class entry point. Students may have to line up after the next class to come in to wash hands. If the outside door is locked and no one is at the designated class entry point, students must come to the main entrance, wash hands and go directly to their classroom. When the classroom door is closed, students must knock and wait until the teacher is able to welcome them into the class for the day. No late slips will be given by the office. Teachers are tracking attendance, including lates.

Kindergarten & Grade 1:

A parent or responsible older sibling (grades 4 and up) will ensure they are wearing a mask upon entering the school. After washing or sanitizing hands the parent or accompanying sibling is required to wait with the student until the class teacher is able to welcome them into the class for the day. Students may not be unattended while they wait to enter the classroom.

Grade 2 and up:

Unaccompanied students in grades 2 and up will go directly to their designated class entry point and line up after the preceding class. If the outside door is locked and no one is at the designated class entry point, students must come to the main entrance, wash hands and go directly to their classroom. If the classroom door is closed, the student will knock and wait until the teacher is able to welcome them into the class for the day.

Departures - Attended

For pick up at the end of day, please ensure that you wait at the designated pick up area to gather your child(ren). For safety and security reasons we do not want students running out of the school or into the street to greet a parent. Please discuss these rules with your child.

If you are picking up your child(ren) during the school day for an appointment, please follow the sanitization and the required P.P.E protocol for adults visiting the school. Please then visit the office to sign out your child. You can then collect them from their classroom.

If a friend or family member will be picking up your child, please complete or update your child's Authorized Child Release form provided by your Class Teacher and/or Office.

Departures - Unattended

If a student will be leaving school on their own, you must complete an Unattended Release Form provided by your Class Teacher/Office at the start of the school year.

If a student will be leaving school to go home for lunch, they are expected to return to school before afternoon classes begin.

| After Lunch Recess School Staggered Entry | | | | | | | | |
|---|-------|------------|----------------------|-------|------------|----------------------|-------|------------------|
| Time | Class | Entrance | Time | Class | Entrance | Time | Class | Entrance |
| 1:05pm (whistle) | 1 | West doors | 1:05pm (whistle) | 7 | Main doors | 1:05pm (whistle) | 5 | South doors |
| | | | 1:10pm (1st bell) | 8 & 9 | Main doors | 1:10pm (1st bell) | 3 | South East doors |
| 1:25pm (2nd bell) | 2 | West doors | 1:25pm (2nd bell) | 6 | Main doors | 1:25pm (2nd bell) | 4 | South doors |

If they are not returning after lunch, you MUST inform the office.

If a student will be leaving the school unattended at the end of day, the WISE and the Waldorf Education Society of Edmonton will not be responsible for their supervision once their class has been dismissed.

Students with signed Unattended Release Forms must go home at dismissal and may not remain at the school to play unattended. Teachers or administration may revoke an unattended release if deemed necessary to support the safety of the student.

Kindergarten and Grade 1:

May not have an Unattended Release Form. They must be picked up by a designated responsible adult or Older Sibling (grades 4 and up) at the end of each day.

Grades 2 and up:

May have a signed Unattended Release for the end of day.

Grades 4 and up:

May have a signed Unattended Release to go home for lunch and at the end of day. Parents must discuss this arrangement with the office and teacher.

Morning Supervision

Teachers will meet students at their designated point of entry. Until further notice, there will no longer be morning supervision offered outdoors. Please see staggered entry times for your specific class(es).

Lunch and Outdoor Recess

Students eat lunch and snacks in their classrooms supervised by their teachers. Students are then expected to go outside to play during recess under the supervision of teachers/playground supervisors.

We modify the time of outdoor play when it is severely cold, but prefer that students have at least some outdoor play during recesses. Please note that we will remain indoors if temperatures are below -25C (windchill inclusive). During unusually warm summer days, students will still have recess outdoors unless alternate arrangements are made by the parent with the class teacher and office. In all cases, it is vital that students are dressed appropriately for outdoor play.

If your child is in Grade 4 or up and has a signed Unattended Release Form they are authorized to go home for lunch and the WISE will not be responsible for their supervision.

Parking

Parents are encouraged to park or pull through our school parking lot during drop-off / pick-up whenever possible.

The numbered parking stalls along the east side of the school are for teacher and staff parking.

Please be courteous by keeping traffic flowing and our neighbours happy. **Do not park in or block neighbour driveways. Never stop in the middle of the road to drop off/pick up students. Be mindful of parking well away from fire hydrants.** If you are volunteering for extended periods of time in the school, please use our parking lot on the East side.

Access to The WISE School

As necessary parents may access the school any time during the hours of operation, 8:15 a.m. - 4:00 p.m on in-school days. Side doors are only accessible to key holders. To gain entry, please use the main (north) entrance. If exiting a side or back door, please ensure that it is closed and locked properly behind you.

Dogs at The WISE School

Many students have allergies to dogs, even hypoallergenic dogs. Therefore, we have a strict no dogs policy in either the school or on school grounds.

Student information

The WISE is legally required to maintain personal information about students in their student records. Student records are confidential and stored in a lockable cabinet. Information stored in student files shall only be accessible to an employee of WESE² if the information is necessary for the performance of their duties, or to The Government of Alberta as outlined in Sections 23,40, 41, and 43 of the School Act.

The WISE is required to disclose information contained in a student record to the Government of Alberta in accordance with regulations under the Education Act. In addition, the Waldorf Education Society of Edmonton may disclose information as required to the Ministry of Education, Ministry of Health, Ministry of Justice or to the Department of Solicitor General and Public Security or their designates, when required.

² The Waldorf Education Society of Edmonton

Parents may access information stored in their child's file by making an appointment with the teacher or WISE Registrar for a time outside of regular program hours.

Allergies

Parents will be asked to provide information on the food allergies and special diets of their children at time of enrolment. If a student in any program has been identified as having a severe, life-threatening allergy to a particular food or substance, that food or substance will be banned from the student's classroom. We will communicate these banned foods to parents as soon as possible. In addition, individual classrooms will post the 'banned' food list on the class door to notify those entering the specified classroom.

The WISE Staff is committed to providing an Allergy Safe & Aware Environment for all students.

Personal Belongings

Each child will be assigned a cubby, storage space, or locker for their personal belongings. We ask that the following be brought the first day and maintained throughout the year:

- A labeled bag or backpack to be stored at school containing a full change of clothes.
- For Grades 4 and up; a clean labeled reusable mask, and a spare stored in a plastic bag.
- A pair of indoor shoes for your child that remain at the school. These shoes should be non-lacing for Grade 2 and under, and have solid, non-marking soles (no slippers).

In addition to these items your Class teacher may request that you provide specific items for your child.

Please label all items with permanent marker or tags. This includes all outdoor clothing, shoes, backpacks, lunch kits, and containers. A great way to do this is to order labels from our fundraiser through Mabel's Labels. They have packages just for school that include clothing, shoe, and container labels. Orders can be placed online at the following link: www.wise.mabelslabels.com. Please select our school name during your order. Labels are sent directly to your home.

Lost and found areas are located in the school hallway. Please check them regularly to retrieve your family's missing items. Periodically, clothes and found items will be laid out for parents to look through after which the bins will be emptied and donated to charity.

Please ensure that your child(ren) does not bring toys or special belongings, unless sanctioned by the teacher. Unfortunately, these items can be very distracting in class and are easily lost.

Outdoor Clothing

The WISE supports a culture of daily outdoor play, in all weather conditions and seasons. We may spend extended periods of time outside as part of the day and your child will have more fun and participate more fully when they are dressed for the weather.

In the interest of health and hygiene, clothing made of breathable fabric is strongly suggested. Cotton and wool are excellent choices. Some suggestions are listed below and layered clothing is recommended for all weather conditions.

Each child must have clothes that are appropriate for the season/weather and students will go outside for recess up to -25C, inclusive of windchill. During extreme heat or times of poor air quality, recess times may be shortened and students will have an option to stay inside.

Hot weather

Sun hats, sturdy shoes for playing on the playground and in the garden, an extra layer such as a sweater.

Cold weather

Warm winter jackets and snow pants, long underwear, hats, mittens, scarves, warm socks, and winter boots.

Wet weather

Rain pants, raincoats, hats, rubber boots, and an extra change of clothes.

Food

Food is an important part of the WISE. We encourage you to pack healthy meals for your child to support their concentration and stamina at school. We try to honour and instill a no food waste habit and encourage families to limit the use of single-use packaging. Please do not include sugary snack foods and candy in lunches, but choose healthy alternatives. This limits the social problems that junk food creates in the classroom.

<http://www.youandyourchildshealth.org/youandyourchildshealth/articles/breakfast.html>

Cell Phones

The use of cellphones is not permitted by students during school hours. If a student needs to bring a phone to school, it must be handed in to the class teacher prior to entering the classroom and may be collected again at the end of the school day.

WISE Dress Guidelines

At WISE we aim to provide a comfortable, beautiful, and safe environment that nourishes the health of each student's growth and development, enriches their imagination, and satisfies their enthusiasm for learning. How students are dressed can affect their engagement in activities and social interactions, as well as their self esteem and confidence.

Please ensure that students come to school in clothing that is clean and comfortable, suitable for Edmonton variable weather, and appropriate for the many activities that fill

each school day. We ask that you help promote the following values we share as a Waldorf community:

1. Promoting age appropriate dress and respecting childhood:

- Ensure clothing is functional rather than fashion conscious.
- All classes include movement activities. Clothing should therefore cover the waist and hipline when arms are lifted.
- Consider modesty to ensure students' comfort level. Wherever possible, select fabrics that will absorb perspiration and promote hygiene. Being in clothes that are comfortable for a wide range of movements ensures students are able to fully participate and engage in all activities.
- The top of the shoulder should be covered. This protects from cold as well as sun.
- Tank tops, racer backs, halter tops, muscle shirts, and tops with thin straps such as spaghetti straps, are to be avoided.
- Students should avoid make up, nail polish, hair dye, and obtrusive jewelry.
- Analogue watches (no digital watches) may be worn once students have been taught to read them in grade three.

2. Avoiding clothing as a vehicle for marketing and creating social identity:

- Please avoid clothing that uses students as a vehicle for marketing. With this in mind, we ask that you select clothing free of pictures, logos, brand names, words, and messages.
- At WISE we strive to simplify the school environment, making it free from pressures and competition, and the identity-defining power of brands and consumerism.
- Clothing containing images tends to focus the eye on the image rather than the person.
- Clothing with sexual overtones, derogatory slogans, images of violence, racism or sexism, or any discriminatory message, are not permitted.

3. Support health, safety, confidence, and a sense of self respect:

- Sunhats and winter hats must be worn outdoors at ALL times for early childhood through class 4 students.
- Hats, bandanas, hoods, other head coverings, coats, and heavy jackets are for outside, not inside wear.
- The WISE strives to be free of chemical fragrances, perfumes, and strong smelling toiletries. These products may cause headaches and other sensitivities or allergic reactions to those around us.
- All students wear indoor shoes. Flip flops, backless shoes, shoes with high heels, clogs, slippers, and crocks are not suitable within the school environment. They do not support the growing foot and can be dangerous in the many varied activities and actions of everyday school life.
- Shorts are permitted but must rest on the mid thigh.

4. Supporting suitable wear for athletics, movement, and outings:

Teachers may provide specific guidelines for cultural/social outings, or for particular outdoor education activities or field trips. It is important that expectations for students' dress are maintained for events off campus.

The WISE faculty, staff, and administration will work together to uphold the dress code. Consequences for improper dress include supplying the student with an article of plain clothing such as a T-shirt. In order to support every student and family, an email home/contact by the class teacher may occur, so our teachers, school, and community can support each other and work together.

Home Life

There is much you can do at home to enhance, support, and complement your child's experience in school. We encourage you to speak with your child's teachers to reaffirm or discover ways you can support the rhythms and positively contribute to the physical and social environment of your child. In addition, it is important for the teachers and office to be aware of significant changes in your child's home life, such as illness, parent's absence, need for medication, or a move. This information will help the teachers give the adequate support necessary in periods of transition.

Sleep

Please ensure your child comes to school refreshed and able to take on the riches of the day. We recommend a minimum of 10 hours of sleep for the young child and a minimum of 8 hours of sleep for the older Elementary child. As they approach adolescence, a child's growing body often calls for a return to 10 hours of sleep.

Media

A central aim of Waldorf Education is to stimulate the healthy development of the child's own imagination. Waldorf educators have concerns that electronic media hampers the development of the child's imagination. They are concerned about the physical effects of the medium on the developing child as well as the content of much of the programming.

The WISE is a media free space. We do not use video, pre-recorded music, or electronics in the classroom, until introduced in Grade 8 computer science. In our classrooms, natural materials- wool, wood, clay and beeswax- along with sound and movement are used to cultivate the creativity and imagination in our students.

We encourage you and your family to consider how you use media and to carefully look at how media is impacting your child. We ask that you do not send your child to school with any electronic devices (games or personal computers). We ask that

families do not allow their children to be exposed to any screen time during the school week and significantly limit screen time during the weekends.

For more information about electronic media and its effects on young children, we suggest you read the following article: <http://movingtolearn.ca/>

WISE STUDENT CODE OF CONDUCT

As a student at The Waldorf Independent School of Edmonton, I will:

- Attend consistently, be punctual, and arrive prepared for class.
- Give my best to my academic, artistic, and extracurricular pursuits.
- Maintain an environment that respects diversity and honours the educational, emotional, physical, and spiritual wellbeing of myself, all other students, and staff.
- Behave in a manner that reflects our shared responsibility to participate in the healing and nurturing of our world.
- Behave in a manner that ensures the rights of all individuals within the school are maintained and is conducive to my learning and the learning of others.
- Keep personal belongings orderly, and hallways clear and quiet during class time.
- Take ownership for my attitude and behavior, maintaining an atmosphere of mutual respect and integrity.
- Be considerate and respectful of others.
- Stand up for the wellbeing of others and myself regardless of peer pressure.
- Demonstrate care and concern for school property and the property of others.
- Respect the authority of all staff within the school community.
- Respond appropriately to the direction of staff at school and during school activities.
- Ensure that correspondence from the school is communicated home.
- Dress in a manner that is respectful of our grades K-9 school culture and allows full participation class and school activities.

Technology Agreement (Gr 7-9)

- I agree to use technology and information resources in a responsible, efficient, ethical, and legal manner.
- I also understand that acceptable uses of technology and information resources are activities which are curriculum-based and support teaching and learning.
- I may not use personal digital devices during class time.
- I can only use the software installed on school computers and will not install additional programs.
- I will only access, and author, appropriate content while on school property.
- While at WISE my use of technology may be monitored and the administration has the right to review and or remove anything that may jeopardize the safety and wellbeing of another.
- The same conduct codes and responsibilities apply to the use of any personal devices including laptops, cell phones, and cameras which I bring to school. The administration has the right to review and or remove anything that may jeopardize the safety and wellbeing of another student.

Suspension or expulsion from the school may occur for the following infractions either through intentional or negligent conduct:

- Violation of the Student Code including the Technology Agreement (see Discipline Policy for more details).
- The use of profanity, racial comments, insulting statements, uttering threats, and/or any physical altercation.
- Bullying, harassing, threatening, or intimidating other students, including initiation rituals in person or online.
- Being in possession of a weapon, replica weapon, or dangerous goods to harm, intimidate or threaten others.
- Being involved in the use of, possession of, or sale of drugs, alcohol, or any illegal substance.
- Smoking or vaping on school property.

- Any offense which threatens the safety or wellbeing of students or staff.
- Remaining at the scene or being complicit while others participate in any of the above actions.
- Stealing/shoplifting during school hours.

At-home-learning technology agreement and communication guidelines (K-Gr 9)

Waldorf Independent School of Edmonton strives to maintain an atmosphere of support, respect, privacy, and dignity for each member of our community. To that end, we have created the following guidelines for electronic communication and social media use that we expect each member of our community to follow, no matter their position or age:

- **Respect the privacy of our students and teachers** by not posting pictures or video to social media without explicit permission.
- **Respect the integrity of our community** by taking up grievances with individual teachers or administrators, rather than writing class- or community-wide emails or posting on social media.
- **Respect the privacy of each community member** by not using e-mail or any other address list generated by the school for personal or business purposes, including advertising.
- **Nurture the dignity of each individual** by refraining from obscene or defamatory communication in speech, writing, and other modes of expression, including electronic expression, in interactions with the school community.
- **Cultivate social harmony** by expressing themselves in a manner which promotes cooperation and does not interfere with the educational process. This guideline applies not only to speech, but also to written and electronic communications such as email, social media postings, and direct messaging apps.
- **Observe appropriate boundaries** by limiting communication to proper channels, using teachers' school email accounts rather than text messages or social media to communicate about school-related matters.
- **Strive for good habit life around phone and email communications** by attempting, whenever possible, to limit late-night and weekend communications. We encourage all WISE employees to model and practice media balance in their personal and professional lives, so teachers are encouraged to respond to emails

only within normal school hours and will specify 'office hours' where they will be able to respond to messages or calls live.

● **Embody our community values of truthfulness, dignity, and respect for the inherent worth of every human being** whenever we are associating ourselves with the school, whether in the classroom, in the wider community at a school-related function, or in electronic and social media communications.

● **Promote healthy technology use** by familiarizing yourself with reputable information from sources such as World Health Organization(WHO) and American Pediatric Association (APA) and media use in school-aged children

● **When using video chat platforms** please practice these guidelines

- use your real name
- use an appropriate picture for your school gmail account
- we recommend you mute yourself right away
- remember on video chat, we see you (dress appropriately, don't take your device to the bathroom)
- in class groups, open chat and type **question** so the moderator/teacher can call on you
- **do not** take screenshots, pictures, or recordings of teacher or fellow students

DISCIPLINE AT THE WISE

We believe that every student and staff member has the right to a welcoming, respectful work and learning environment. Like all school environments, the WISE expects grade school students to be respectful of teachers, fellow students, the school environment, and to follow all school rules. A teacher will make every effort to meet the needs of the student in his/her care by providing a rich, age-appropriate curriculum. When faced with discipline challenges, the teacher will use multiple resources to creatively and collaboratively support the unique needs of the child and class.

School resources include the WISE Discipline Procedure, Tiered Behaviour Strategies (see Appendix), WISE Student Code of Conduct and Suspension Guidelines in close collaboration with parents and administration.

A Behaviour Report Form will be used to communicate with families about specific incidents at school and will be signed by the family, teacher, and principal and kept on

file. All communication and discussion regarding children and behaviour will be done in a professional and confidential manner holding the child in the highest regard.

INDIVIDUAL PROGRAM PLANS & BEHAVIOUR SUPPORT PLANS

Teachers may identify that your child would benefit from specialized supports and services to best meet their individual needs. If so, they may contact you to discuss an Individualized Program Plan (IPP) or Behaviour Support Plan (BSP). At the WISE, the IPP is an internal record of your child's progress as it relates to specific academic goals and strategies. A Behaviour Support Plan relates to social/emotional support strategies and goals.

An IPP/BSP allows teachers to effectively communicate about your child's progress and what accommodations and supports are being provided to help them be successful in their learning. Typically, these are created at the beginning of the year; however, a teacher may approach families at any time if they feel it would be beneficial to the child's learning.

IPP/BSP development and review meetings follow an annual schedule:

1. Initial meeting with parents and teacher (Sep to early Oct)
2. IPP 1st Review with parents (Feb/ Mar)
3. IPP 2nd Review with parents (May/Jun).

Signed copies are secured in the office as part of the student file and are shared with Specialty Teachers and substitutes to ensure a continuity of approach.

HEALTH CARE PROVISION AT THE WISE

We aim to keep the students at the WISE healthy and safe. In case of illness, we will provide your child with the care they need until you are able to attend to them.

Illness

Please do not send your child to school if your child:

- Is not able to answer no to any of the daily screening questions related to COVID-19
- Has vomited;
- Has had diarrhea or loose stool;
- Has a new unexplained rash or cough;
- Requires greater attention than can be provided without compromising the care of other children in the program;
- Displays any other signs or symptoms of illness.

Should your child start displaying symptoms of illness at school, staff will notify you to pick them up immediately. If a parent cannot be reached, one of your two emergency contact persons will be contacted. Your child can return to school when they no longer pose a health risk to other students or employees. Bringing a child into the school with any of the symptoms listed above puts other students and staff at risk of getting sick. For more information please review the Communicable Disease Policy, WESE Policy Manual Policy number HP1104.

All parents/guardians are required to complete/update the medical information forms in the registration package each year including the name of an emergency contact for their child.

Healing Basket

Until further notice, shared healing basket materials will not be administered to students in the office.

Head Lice

Please do not send a child with head lice to school untreated. Your child may return to school after their first conventional treatment. However, if you are using an alternative head lice treatment, your child may not return to the school for 10 days. For additional information: <https://myhealth.alberta.ca/Health/pages/conditions>

Emergency Injury

In the case of an illness or accident requiring first aid, a WISE employee with first aid training will apply first aid. The parent/guardian will be contacted and will be asked to pick up their child to see a physician or rest at home if needed. If a child is able to return to class, they will be encouraged to join in classroom activities for the remainder of the day. In all cases, an Accident Report Form will be completed and signed by the teacher, principal, and parent and kept in the student's file.

In the case where further medical assistance is necessary, WISE staff shall call for emergency assistance and will then contact the child's parents / emergency contact person. If a student must be transported to a health facility for emergency assistance, every effort will be made to contact a parent before the child leaves the school.

However, the health of your child is the primary concern.

If further medical assistance is not necessary, but the WISE staff member judges that the child should be removed from the class, the parent / emergency contact will be called to come to pick the child up.

Illness While at School

Students exhibiting signs of illness will be moved to the school's comfort room, known to students as our **comfort room**. Parents/guardians will be notified and advised to pick up their child as quickly as possible, within a maximum one hour of notification. If the parent is unable to pick up their child, they must designate an

emergency contact for student pickup. It is the expectation that students are picked up by the family or emergency contact. Within the Alberta Government's pandemic response, this is a responsibility all families must adhere to.

Staff supervising symptomatic students must:

- Keep all other staff out of the comfort room
- Provide the student with a face mask, regardless of grade
- Use strict handwashing techniques
- Maintain physical distancing where possible; and
- Wear gloves, mask, and protective goggles or face shield while attending to the student.

The staff supervising the student may use a contactless thermometer to take the temperature of the student. After the student is picked up, a sign will be posted indicating the room must be cleaned and the appropriate custodial staff will be contacted. All items the student touched must be cleaned and disinfected as soon as the student has been picked up. Items that cannot be disinfected, i.e., paper, books, or cardboard, must be removed from the classroom and stored in a sealed container for 10 days.

Please note that WISE/WESE is required by law to report all communicable diseases to Public Health. Public Health will require contact information for the child's family. WISE/WESE has a policy of asking parents to report the disease themselves. Should your child contract a communicable disease, we request that you contact a Public Health Nurse at Bonnie Doon Public Health Clinic at 780-342-1520.

For more information about Health Care Provision and Administering Medicine or Communicable Disease Policy, please refer to WESE Policy Manual, Policy HP 1102,1103, 1104. The policy manual is available upon request in the WISE office.

EMERGENCY PROCEDURES

In case of emergency, staff and board have developed procedures to ensure the safety of students and staff of the WISE. Emergency evacuation procedures are posted in each classroom and at each door of our school. Fire and Lockdown drills occur periodically through the school year, as required, to ensure WISE staff and students understand how best to respond in the case of an emergency.

Fire

Should students need to evacuate the school for fire, WISE faculty will follow the Emergency Evacuation procedures and lead the students to the muster site located in the soccer field south of the school.

Six practice fire drills will be held each year.

Lockdown

Should the WISE need to initiate a Lockdown within or outside of the school, WISE faculty will follow their Emergency Lockdown procedures to either evacuate or keep students within locked classrooms until advised by the principal, administrator, or emergency personnel.

A minimum of one practice lockdown drill will be held each year.

Severe Weather

Storm Conditions

In the case of severe weather, such as a lightning storm, students will be kept indoors until the storm has passed. If the storm occurs during outside playtime, students will be instructed to calmly return to their classroom.

Extreme Temperature Conditions

During winter months students will remain indoors if temperatures are below -25C, inclusive of windchill. Temperature readings and indoor recess notices will be posted at the office.

During unusually warm summer days, students may have recess outdoors unless deemed inappropriate by school administration, or if they have a medical condition that makes them more vulnerable to heat, or on request of their parents/guardian.

Poor Air Quality

Environment Canada advises that students in good health can be outside when the Air Quality index is 4 or lower. Students at WISE may remain inside the school when the Environment Canada Air Quality index is rated 5 or higher, or if they have a medical condition that makes them more vulnerable, or on request of their parent/guardian.

Program Closure

The WISE will be closed in situations where severe weather or damage to the school property or site may cause danger to students and or staff. The criteria for school closure may include:

- a. Safety of travel on roads out of town and across the city.
- b. Weather conditions and weather forecast.
- c. Consideration of what other institutions are doing, private and public.
- d. Safety and health of children to be considered, including:
 - i. Driving conditions
 - ii. Structural faults within the school building
 - iii. Blocked access to the school site

- iv. Emergency repairs within the school building

In the case of a program closure, you will be contacted by WESE staff/Board at the earliest possible time.

WISE SCHOOL STRUCTURE

Waldorf schools are built on a collaborative leadership model with the board, faculty and an administrative team. Like many young Waldorf schools, the WISE was started by a dedicated group of parents that founded the Waldorf Education Society of Edmonton (WESE). WESE was founded on June 4, 2002. Initially all school operations were run by the WESE Board of Directors. Volunteerism will always be an essential component of our unique community school. The WISE continues to grow it's capacity towards a primarily faculty/staff run school; we hope to reach this goal by 2027.

WESE

The Waldorf Education Society of Edmonton (WESE) has been in existence since 2002, when a gathering of like-minded individuals came together to form a formal group, which would support the development of Waldorf Education in Edmonton.

After a few years of small parent-child playgroups, held in homes of community members, WESE opened its doors to the first 'official' early childhood program in the spring of 2007. With the founding of the 'Little Tree Waldorf Centre', WESE was able to begin hosting annual Pumpkin, Winter, and May Fair festivals open to the community at large.

The parent-child groups continued to grow, and in September 2008, WESE began our first Nursery School program. Students who had been attending the parent-child groups made the transition into a warm, embracing classroom without their parents. Twice a week, teachers led the students through a rhythmic morning of indoor and outdoor play, songs, and crafts.

In the fall of 2011, WESE launched the Waldorf Independent School of Edmonton (WISE) with a kindergarten and a combined Grade 1 & 2. WESE began offering Out-Of-School Care and Home School Arts Enrichment programs in addition to our popular nursery and parent-child programs.

Elected at our Annual General Meeting in the fall, the WESE Board of Directors is responsible for overseeing many aspects of the running of the WISE School, in particular the physical facilities, policies, and finances. The WESE Board of Directors also organize public festivals such as the Winter Fair and the May Fair, the Gala fundraiser, and Gateways educational conference. Look for Board Position descriptions and Sub-Committee Terms of Reference at www.wese.ca.

The Faculty

All class teachers at the WISE possess a Bachelors of Education and are certified to teach in Alberta. In addition, our teachers attend specialized Waldorf Teacher training and/or enrichment courses.

Faculty meet weekly for Division Meetings and bi-weekly for Faculty Council where they work together in pedagogical study, conduct child and class studies, organize festivals, and review school procedures and report to the board monthly, through faculty representation on the board.

All recommendations made by Divisions are reviewed by faculty and final recommendations are sent to the Faculty Council. Meetings are run based on a consensus style model.

The Administration

The administrative team at WISE is currently comprised of the Executive Administrator, Principal, Financial Officer, Registrar, Administrative Assistant, and Administrative Coordinator.

Their duties include:

- Developing Waldorf Curriculum for the WISE
- Studying and aligning Alberta Education curriculum outcomes with WISE Waldorf curriculum
- Reviewing of all school policy to be compliant with the School Act and legislative requirements
- Ensuring early childhood licences are up-to-date and compliant with legislative requirements
- Supporting community outreach, providing tours, enrolling students and welcoming families to WISE
- Providing support to faculty for mentorship and professional development
- Providing supports for children with unique learning needs
- Processing all financial transactions
- Ensuring the WISE school is well maintained
- Maintaining secure student records
- Executing outgoing communication, including school calendars and the Parent Handbook
- Liaising with Alberta Education, AISCA (Association of Independent Schools and Colleges in Alberta), AWSNA (Association of Waldorf Schools of North America) and WEGAN (Waldorf Early Childhood Association of North America), ensuring we forecast and execute the goals of all WISE programming
- Supporting and enacting WESE Board directives

Current Committee Structure (*in alphabetical order*)

Communication Committee

communication@wese.ca

The Communication Committee activities include managing the WISE school and the WESE website, co-ordinating the 'WISE Connections' monthly newsletter/announcements, managing email accounts, and file sharing. We update the WISE website calendar and community calendar as well as committee calendars for WISE staff and WESE board members. We also create posters for community events and cooperate with the enrollment committee to create registration packages and pamphlets. If you love marketing, writing, editing, or all things techy, this may be the committee for you!

Opportunities for involvement include:

- Marketing
- Technical Support
- Graphic Design
- Yearly Calendar
- Monthly School Newsletter (including writing, collecting, and/or editing articles)

Community Outreach Committee

The Community Outreach Committee endeavours to connect with those in our geographical community and our parent body. We support the Open House, Fairs, and Gateways committees. We also initiate ways to contribute to our neighbors and outlying community.

Our important subcommittees include:

i) Fairs fairs@wese.ca

The Fairs Committee organizes fun, meaningful community celebrations--including, but not limited to, Pumpkin Walk in October, Winter Fair in December, and Mayfair in the spring. Our biggest event is the Winter Fair, often described as our most magical gathering. The Winter Fair requires volunteer hours from all of our families in order to preserve the wonder of this event.

ii) Gateways gateways@wese.ca

The Gateways Conference enhances the life of the community by bringing together inspiring Keynote speakers, talented workshop facilitators and those interested in Waldorf pedagogy. Our members secure noteworthy keynote speakers, plan appealing workshops, and create a healthy and affordable menu. We aim to engage, educate, and empower our community, and to outreach potential conference attendees.

Opportunities for involvement include:

- year-round on the General Committee
- Gateways Committee
- Fairs Committee / volunteering at Fairs
- Community Tea / Community events hosted at the WISE
- Open Houses

Finance Committee

treasurer@wese.ca

The Finance Committee manages the financials and spending budgets (including grants and casino funds) of the WESE and the WISE school.

We do fiscal financial reporting to Canada Revenue, Alberta Education, and the Alberta Game and Liquor Commission. We approve and file yearly tax returns and oversee the

Auditor and Bookkeeper/Accountant. We create the yearly budget for spending and growth.

Fundraising Committee

fundraising@thewise.ca

The Fundraising Committee seeks ways to raise funds to support the operation and initiatives of the WISE school and WESE organizations. We oversee community-led fundraising, and major gift and grant fundraising. We have a variety of positions, big and small; independent and group work opportunities available. If you are passionate about the future of our school and want to be a part of this initiative and assist in reshaping how we fundraise, please connect with us.

Below is further information on important subcommittees and other fundraisers already established at the WISE School:

a) The Bulk Food Order bulkorders@wese.ca

The Bulk Food Order is a volunteer-run service offered to the community to purchase quality goods at wholesale prices while also serving as an important fundraiser for the WISE school. Items are ordered online and picked up from the school on Fridays once a month, most months during the school year.

b) Enchanted Garden Store store@thewise.ca

The Enchanted Garden Store provides an opportunity to purchase uniquely Waldorf toys, books, craft supplies, and other resource materials. We price inventory appropriately and keep it organized and clean. We order specially requested items for study groups and teachers. We also set up and run the store during school events such as Winter Fair, Candlelight Market, and Gateways Conference.

- c) Elevate WISE campaign - our greatest fundraising campaign, geared toward the expanding needs of our school through capital campaign fundraising and funding to support programming at the WISE .

Human Relations Committee

hr@thewise.ca

The Human Relations (HR) Committee is composed of a balance of Board, Faculty, and Administrative team members. This committee meets to review and manage the tasks of the committee and work on action items between meetings. The HR committee supports HR policy development for the WISE.

Parent Partnership and Volunteer Committee

parentpartnership@wese.ca

volunteer@thewise.ca

The evolving Parent Partnership committee strives to be ambassadors of clarity and communication between all facets of the WISE school and WESE community, including WISE parents and staff and WESE board directors. We strive to nurture relationships between all members of our community so that we may grow stronger as we use our resources in the most effective ways possible.

Our school relies heavily on the dedication of our volunteers which allows us the freedom to provide Waldorf education with accessible tuition rates. In order to align with this mission, we are weaving together a team of class representatives (reps) and coordinators to clearly identify volunteer opportunities throughout the year and spread the work amongst the whole community. Included in our committee is Welcome and Gratitude. This group typically organized the food and beverages for events and meetings as well as the new appreciation bulletin board at school. If this work inspires you, please sign up and join our team.

Scheduled meetings: TBD

Events: Parent Orientation, Volunteer Appreciation events, Parent Gym Night, Weekly Parent Coffee in the gym.

Site Development Committee

sitedevelopment@wese.ca

The Site Development committee collaborates with the WISE school stakeholders to provide adequate space and facilities required by the school and its programs. This involves coordinating the use of existing space and facilities, planning for future requirements, and the development of new facilities. The committee works with the maintenance and garden/playground sub-committees and provides leadership and coordination support to these committees as required.

See further for information on our subcommittees:

i) The Garden

The Garden sub-committee maintains the School's perennial and vegetable beds and constructs new ones as determined by the teachers. In the future, we will look at including water capture and constructing a permaculture garden after construction of the new building is finalized and usage of the grounds has been approved.

ii) Maintenance

Maintenance volunteers are willing to be called upon as required for minor school repairs and upkeep. A designated class maintenance coordinator has been very helpful in the past year. Some people plan and lead work bees, others work through a list provided by the committee. Major repairs are contracted externally.

iii) Playground

The Playground sub-committee supports the WISE in the research and development of an outdoor environment, playscape, and indoor physical opportunities with respect to the reflection of the whole child. We work with the WESE Board and Internal Health Committee to promote safe and stimulating indoor/outdoor environments and activities to meet the needs of various age groups. We work closely with the school grant writer to anticipate and plan future objectives. We also maintain the "play pod" (shed), incorporating the theory of loose parts and creating an environment rich in open-ended materials to engage the student's creativity, collaboration, self direction, and inventiveness.

There are opportunities to participate in:

- WISE Committees
- Garden Sub-Committee
- Maintenance
- Playground

Volunteering

You can reach our Volunteer Coordinator at: volunteer@thewise.ca. Our school needs your assistance in the following ways:

- Committees – See Current Committee Structure
- Carpentry – Work on your own, or be a part of one of our carpentry “build days”. Experience is an asset but not necessary.
- Handwork – Do you sew, knit, or felt? Our teachers would always welcome new toys for the classes.
- Classroom – Volunteers are needed on a weekly basis to help with knitting and other regular classroom activities, including nature walks. Parents are also welcome to help at lunch and during outside supervision.

- Outside Area – We will continue to maintain and further develop our playground/garden area.

Class Representatives

Each year, each class has a Class Representative (Rep) to work with the Class Teacher to organize and communicate with parents. The Class Representative assists in coordinating volunteers to support class activities, overseeing the emergency class contact list and liaising with the Parent partnership/Volunteer coordinator(s).

The Class Representative agrees to attend committee meetings and is responsible for sharing volunteer communication with other class parents and encouraging volunteerism in the life of the school.

Fundraising

We are proud to be one of the most financially accessible Waldorf schools in North America. Please help us to keep our fees as low and accessible as possible by donating generously. Parents are expected to participate in school fundraising activities. Help by organizing a fundraiser on behalf of the WISE, sitting on the Fundraising Committee, or donating. All funds go directly to ensuring a quality education for your child.

Please participate in school fundraisers and share them with your friends and family, coworkers, and neighbours. We have several ongoing school fundraisers including:

- [Mabel's Labels](#) – labels for clothing, shoes, and other items. Please enter Waldorf Independent School of Edmonton to Support a Fundraiser
- Fundscrip -- Purchasing gift cards for regularly purchased items such as groceries or other common household items. The school receives a percentage of the amount purchased.
- Horizon Bulk Ordering – Save money, order quality organic dry goods in bulk.

- Annual Spring Fundraising Event
- Elevate WISE – Our ongoing campaigns to help raise funds for future development and current needs at the school.
- Aeroplan – Our teachers are trained throughout North America. Please consider donating Aeroplan miles throughout the year to help get them there.
- Do you work for a company with an Employee Donation Matching Program or a corporate sponsorship program? Please let us know if you are able to assist us in approaching them for a donation.

COMMUNICATION

To ensure that you are kept up to date about school events, fundraisers, and activities, all WISE parents receive our “WISE Connection” newsletter/announcements and important details informing you of upcoming events directly from the WISE office.

In addition, you will receive regular updates from your Class Teachers and emails directly from our office staff about activities specific to your child’s class.

*Please ensure that we have the email addresses of each parent/guardian who needs to receive updates and information about your child’s progress.

Communication and Conflict Resolution

Sometimes disagreements arise, and in these situations, we want to help families effectively resolve conflicts with WISE faculty, administration, WESE Board, and volunteers. We hope to address conflicts and solve problems in a positive and respectful way for all parties involved.

It is very important that there is clear, open, and respectful communication between parents and WISE teachers. Should a conflict arise between a parent and the WISE teacher / WESE employee, we encourage parents to address their concern with that

individual directly. If more support is needed, school administration can designate additional supports such as a second person to offer support in resolution.

When a WISE teacher / WESE employee receives a complaint, they will endeavour to address the problem directly with the parent. If for any reason the complaint can't be resolved, the employee shall direct the parent(s) to address their grievance to the WISE Administrative Principal: principal@thewise.ca or the WISE Executive Administrator: administrator@thewise.ca or call (780) 466-3312 to book an appointment. If the conflict or grievance is with the administrator or a board member, a parent may take the issue/grievance to the WESE board president: president@wese.ca for resolution and support.

Communicating with your Child's Teacher

By email:

The WISE recognizes that electronic mail (email) is a valuable communication tool. All staff members are provided with WISE email accounts to improve the efficiency and effectiveness of communication both within the organization and with the broader community. All parents are given the school-provided email addresses of their child's teachers. Teachers are advised to check their emails once a day (part-time teacher: on their working days at school).

Parent-Teacher Interviews

Parent-Teacher Interviews occur two times per year following the WISE November and February breaks. Please look at the school calendar to mark down the dates.

End of Year Reports

End of year reports are comprehensive reports written by the class teacher and subject teachers. The reports typically will be mailed to you at the address you have given to the office a week after the end of the school year. Be sure to inform the office of any changes so that you receive this important document.

Who to Talk to at The WISE

- If you have questions regarding your child, it is best to talk directly to the teacher. You may also make an appointment with the Executive Administrator: administrator@thewise.ca or Principal: principal@thewise.ca
- Questions regarding the building, maintenance, or the grounds are addressed to: info@thewise.ca
- Curriculum or discipline related questions go to the class teacher and/or the Executive Administrator: administrator@thewise.ca or Principal: principal@thewise.ca
- Questions regarding health and safety inside or outside are directed to: info@thewise.ca
- Questions regarding payment or enrolment go to the Registrar: registrar@thewise.ca or enrolment@thewise.ca
- Can't find what you are looking for? Please let us know how to improve our Parent Handbook: info@thewise.ca or administrator@thewise.ca

APPENDIX

WISE Tiered Behaviour and Discipline Procedure

Tier 1 Behaviours and Strategies: Proactive Best Teaching Practice

When a child behaves in a disruptive manner that interferes with their own learning or the learning of others, Tier 1 (first steps) and teaching strategies may be applied by the teachers (see *chart below*), at their discretion, to meet the students to the best of their ability. These include best practice using signals and strategies that don't disrupt the flow of teaching.

Tier 2 Behaviours and Strategies: Managing Disruptive Behaviour

When a child behaves in a manner that disrupts their own learning, the learning of the class, and the flow of teaching, Tier 2 steps and teaching strategies may be applied by teachers (see *chart below*). This will be done to balance the needs of the whole class with the individual student. Teachers may begin anecdotal record keeping to monitor trends in persistent behaviours. This may include the use of Behaviour Tracking or Report Forms, and meetings with the parents/guardians may be called with or without administrative support to identify skills deficits which may trigger the development of an IPP or BSP and develop strategies to support the student's learning.

Tier 3 Behaviours and Strategies: Behaviour Support Plan and/or Contract

Parents will be informed when there are chronic disruptive behaviours that interfere with the student's learning and the learning of the whole class, or behaviours of a serious nature (see *chart below*).

If teachers consistently apply Tier 2 and 3 strategies without success, then a parent meeting would be called with administrative support.

The teacher will use Behaviour Tracking and Report Forms when necessary.

After three (3) formalized documentations, the parents/guardians will be expected to meet with the teacher and administration. During this meeting, the parents and teachers will determine expectations that, if not met within a specified and agreed upon time, will result in a suspension or declined for re-enrollment. Faculty Council will be consulted regarding all decisions made during this meeting.

Suspension

We suspend a student when:

- He/She is a threat to the safety of others and themselves. This includes defiance and consistent refusal to follow a teacher's directions.

Suspension Guidelines:

- After three (3) formalized documentations, the parents/guardians will be expected to meet with the class teacher and administration. During this meeting, the parents and teachers will determine expectations that, if not met within a specified and agreed upon time, will result in a suspension.
- If a suspension is deemed appropriate, the student will be sent home or asked not to return to school for an agreed upon amount of time. A Suspension Form will be completed and sent home with the student. A second copy will go into the student's file. It will include the following information:
 - A Letter from the class teacher and administration which includes an overview of behaviour and the strategies applied, meetings held, and outcomes
 - A Suspension Strategy Plan that includes a shared agreement between parent/teacher/administration.
- School administration will arrange for a readmission meeting with the parents to talk about strategies for preventing further incidents. Students from Class 4+ may be required to attend a readmission meeting.

STUDENTS MAY NOT RETURN TO SCHOOL UNTIL A READMISSION MEETING HAS TAKEN PLACE

If more than three (3) suspensions have occurred, the faculty may decide that re-admission may be inadvisable in accordance with the School Act.

Tiered Behaviour Strategies

Tier 1: Proactive Strategies for Supporting Positive Behaviour

School Wide

- Ongoing Professional Development on Safe and Caring Schools Policy
- Normalize and celebrate diversity
- Provide referrals for community support services for mental health, family supports, psychoeducational assessments, etc. where needed

Classroom

- Carefully created seating arrangement and well organized materials
- Calming class environment
- Carefully planned transitions – singing softly, gently singing directions, clearly established expectations beforehand
 - Include imagery wherever possible (snail homes, quiet as mice, eagle looking eyes)
- Greet students daily and when returning from recess with a hand shake and check-in
- Well-established routines and procedures for specific activities (e.g. preparing and putting away materials, entering class, getting a drink)
- Provide tools for students to access to support self-regulation
 - E.g. Kindergarten kindness balls
- Pedagogical/Therapeutic storytelling for behaviours that are trending in the classroom (Susan Perrow)

Individual

- Develop positive relationships with students and parents
- Learn how individual students connect (e.g. eye contact, gentle touch on shoulder or back for younger children)
- Comment when students do well and communicate these successes to parents
- Identify and model pro-social behaviours explicitly
- Ensure students are supported academically as individuals

Tier 1 Strategies: Surface Behaviour Intervention

Student-Centred

Less disruptive to teaching to execute



More disruption to teaching to execute

Proactive Intervention Skills (use nonverbal interventions first)

- Change the pace of classroom activities
- Remove distracting objects
- Boost the interest of a student who shows signs of off task behaviour
- Redirect the behaviour of off task students
- Provide a 'Non- punitive' time out (e.g. engage in purposeful task such as sending a message to the office, fetching materials, or invite student to sit/assist with teacher to observe other students working on-task)
- Encourage the appropriate behaviour of other students
- Provide cues for expected behaviours

Remedial Intervention Skills/Non Verbal Intervention

- Planned Ignoring
- Signal Interference
- Proximity (move closer to the student or move seating closer as needed)
- Interference Touch (e.g. lightly place hand on shoulder to regain attention)

Verbal Intervention Hierarchy (Student Centred)

- Hints** - indirect means of letting the student know that his behaviour is inappropriate
- Adjacent (peer) reinforcement
 - Calling student by name
 - Humour

Tier 2 Strategies

Teacher-Centred
(more disruption)

Verbal Intervention (Increasingly teacher Centred)

Questions

- Questioning awareness of effect

Requests/Demands

- "I messages"
- Wheel of choice
- Direct appeal
- Positive phrasing
- "Are not for"
- Reminder of rules
- Glasser's triplets
- Explicit redirection
- Canter's "broken record"

Logical Consequences

- Choice statements
- Consequence related to behaviour
- Class meetings

If behaviours are recurrent and do not improve with best practice and Tier 1 or Tier 2 strategies and are continually disruptive to whole-class teaching and/or the individual's ability to learn, parents are contacted and the situation is referred to Administration to determine need of the Creation of Individualized Support Plan and/or Behaviour Support Plan

Tier 3 Strategies

Chronic Behaviour Problems

Student Self-Monitoring

- Use private, non-verbal agreed upon cues to remind student
- Usually best to focus on one behaviour at a time

Anecdotal Record Keeping

- Teacher records positive and negative behaviour over a period of weeks
- Encourage student cooperation (conference, sign daily)

Functional Behavioural Assessment

- Teacher attempts to determine the mistaken goal or motive underlying the misbehaviour
- Examine the circumstances surrounding positive and negative behaviours.
- Once the goal is determined, the teacher creates a positive behaviour support plan to replace disruptive behaviour with appropriate behaviour.

Behaviour Contracting

- Teacher created
- Reward or learning Centred privileges
- Focus on specific, gradual improvements, gradually increase length of time and shift to more intrinsic rewards over time.

Admin

**Suspension
Expulsion**

Leveled Behaviour

Some behaviour may fall under specific levels immediately based on the type and severity. The following serves as a guideline with due consideration to age and context.

| | |
|----------------|--|
| Level 1 | <p>Behaviours are minor rule violations that teachers take measures to correct and may result in a possible consequence.</p> <ul style="list-style-type: none"> • Running in building/walkways • Disruptive behavior • Unsafe/rough play • Disrespect • Littering • Unprepared for class • Profanity • Inappropriate displays of affection • Out of assigned area • Inappropriate clothing • Unexcused tardiness • Uncooperative/ defiant behaviour • Failure to follow classroom rules <p>Level I Consequences</p> <p>Students who engage in Level I behaviour will be asked to identify the inappropriate behaviour and describe the appropriate replacement behaviour in a meeting with their teacher or aid. Younger students may fill out a “think sheet”. Every effort will be made to support positive behaviour, however students may receive a mild consequence designed to discourage the inappropriate behaviour from occurring in the future. Consequences for Level I behaviour may include but are not limited to:</p> <p>Verbal correction • Time out of class • Sent to office • Loss of privileges • Clean-up duty/service • Apology • In class time out•</p> |
| Level 2 | <p>Behaviours are more serious in nature. Level II behaviour will result in an immediate verbal correction, a logical consequence, and a written agreement that is signed by a staff member, parent, and student where appropriate.</p> <ul style="list-style-type: none"> • Chronic Level I behaviour <p>Level II Consequences</p> <p>The incident will be documented using anecdotal record keeping, or if persistent Behavioural report forms will be filled out.</p> <p>Consequences for Level II behaviours may include but are not limited to:</p> <p>Verbal correction • Time-out • Loss of privileges • Clean-up duty • Apology • Behaviour contract • Extended school day • A request for a student to go home for the remainder of the day if the child is not able to self-regulate with support</p> <p>Teachers will keep anecdotal records for Level II consequences</p> |
| Level 3 | <p>Serious fighting, harassment, and verbal abuse violate the dignity, well-being, and safety of another person. These behaviours will not be tolerated and may result in suspension from school. Other Level III behaviours may result in suspension but may also be corrected using a variety of logical consequences or through collaborative work on an IPP.</p> <p>Chronic Level II behaviour • Stealing • Smoking on school property • Fighting/assault/physical aggression • Vandalism/Damage to School Property • Possession of a weapon on school grounds • Intimidation/verbal threats • Harassment • Verbal abuse/directed profanity • Disrespect toward others • Possession/under influence of illegal substance • Academic Dishonesty</p> <p>Level III Consequences</p> <p>Students who engage in Level III behaviours will be referred to the administration for immediate corrective action. Teachers will fill out a Behaviour Report Form for all students exhibiting level III behaviours. After consulting with the parents and appropriate school personnel, the administration will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her school behaviour</p> |