



WISE Parent Handbook

2023-24



v. August 2023

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ABOUT THIS HANDBOOK

In addition to this Handbook and our [website](#), we offer an active WISE [Facebook page](#) and [Facebook WISE Parent Connection group](#) to help you connect and stay informed. A copy of our school policy manual is available through our Office.

We encourage you to participate in the life of the school to build meaningful community connections and deepen your understanding and appreciation of Waldorf education. We host many events including: our annual Gateways conference, parent meetings, volunteer opportunities, fundraising, and special events like festivals, fairs, and guest speakers hosted by the WISE. Your presence and participation supports and enriches the school environment and enhances your child's educational experience.

Each family's respect for the WISE processes, guidelines, and policies has a far-reaching effect on the student's education and social experience. The collective efforts of staff and families at WISE reverberates through the community and can be seen in children's play, attitudes, language, and inner life. All parent(s)/guardian(s) of students enrolled at the WISE will be required to sign an acknowledgement that they have reviewed the Parent Handbook and agree to make their best efforts to adhere to and respect the processes as described within.

INTRODUCTION

Welcome to the Waldorf Independent School of Edmonton (WISE). 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 respect nature and each other through their observations and experiences.

The WISE offers:

- A broad curriculum that intersects 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 Main Lesson – a concentrated daily two-hour session in which one subject is explored for three or more weeks, followed by subject lessons devoted to Language Arts, Mathematics, Social Studies, Science, Physical Education (Games and Movement (1-6), and Athletics (Gr 7-9), Music, French (Gr 1-9), German (Gr 1-4), Handwork (Gr 1-6), Woodwork (5 & 6), Fine Arts (Gr 7-9), and Practical arts (Gr 7-9) and artistic pursuits.

- A Class Teacher(s) who may remain with a class for several years.
- A Private Accredited School education that meets Alberta Education's curriculum and legislative requirements.

SCHOOL PHILOSOPHY

The WISE has an engaged parent(s)/guardian(s) 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 supported by and paired alongside evidence-based educational research to guide and foster the physical, emotional, intellectual, and spiritual potential of the children.

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.
- We strive to foster a community that upholds the rights, safety, and well-being of all staff and students. We recognize individual, institutional, and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful, and safe work and learning environment.

WISE Diversity, Equity, and Inclusion Statement

We strive to foster a community that upholds the rights, safety, and well-being of all staff and students. We recognize individual, institutional and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful and safe work and learning environment.

There is a wide range of diversity among our students, employees, and families. Fostering an inclusive school community that recognizes the range of uniqueness of our students is central to our work. At the WISE, we

strive to create the conditions for each student to thrive. Every day, we work together to create a school community where each and every student feels a sense of belonging and experiences success in learning.

The WISE exists within a broader context of laws and public policies that protect human rights. [The Alberta Education Act](#), the [Alberta Teacher Code of Professional Conduct](#), the [AWSNA Member Commitment to Diversity, Equity, and Inclusion](#), [AWSNA's Statement of Equality](#), and the [Alberta Human Rights Act](#) all serve as important policies and legislation that reflect the need for WISE employees to act in ways that are inclusive and respectful of students, their families, and school personnel. These laws and public policies are critical in guiding our work and ensuring that we attend to the rights of all of our students, families, and staff members.

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 [their] creative human qualities developed and his/ her/ their 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.

Waldorf education prepares the student for post-secondary education and life with a structured rhythm and inspiring lessons within the Waldorf classroom that balances the perceived permissiveness of late-twentieth-century schools and the over-disciplined, overly-structured schools of the preceding era. This balance provides freedom and creativity, guidance for growth, and discipline of the will and mind – in short, the education of the whole child.

SCHOOL INFORMATION

Address & Contact Information

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: Monday - Friday, 8:15 am – 3:30 pm

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

School Start and Dismissal Time

Grades 1-9			Kindergarten
8:25 am		First Bell	<u>AM or PM:</u>
8:25 am	- 10:25 am	Main Lesson	Monday - Friday: 8:25 am - 11:30 am
10:25 am	- 11:00 am	Morning Recess	Monday - Friday: 12:10 pm - 3:15 pm
11:00 am	- 11:40 am	Period 1	
11:40 am	- 12:20 pm	Period 2	
12:20 pm	- 12:40 pm	Lunch	Nursery Wondergarten
			<u>AM or PM:</u>
12:40 pm	- 1:15 pm	Recess	Wednesday – Friday: 9:00 am - 11:30 am
1:15 pm	- 1:55 pm	Period 3	Wednesday – Friday: 12:55 pm - 3:25 pm
1:55 pm	- 2:35 pm	Period 4	
2:35 pm	- 3:15 pm	Period 5	

Classes use designated entrances for arrivals and dismissal. Teachers will communicate with the families prior to the beginning of the school year which entrance the class will be using.

Attendance

Regular and punctual attendance at the WISE is mandatory; it is key to supporting academic success, positive social-emotional well-being, and establishing healthy rhythms for the student and the class as a whole. If your child is absent, please reach out to the Office by phone or email no later than 8:45 am.

Office Phone: 780-466-3312

Email: absences@thewise.ca

If your child's absence has not been reported by 8:45 am, we will call you at home or work to ensure student safety. All absences are recorded and qualified as either excused late, unexcused late, excused absence, or unexcused absence.

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

We strongly encourage families to arrange vacations on non-school days. In the case of a planned absence during school, parent(s)/guardian(s) are asked to formally notify the Office and the student's Class Teacher in advance. Due to the non-textbook-based approach of the Waldorf curriculum, expectations for teachers to prepare separate homework for absent students are minimal.

Excused Lates & Absences

The following are legitimate and excusable reasons for absences:

- Student illness (with parental notification)
- Dental or medical appointments (with parental notification)
- Weddings or funerals (with parental notification)
- Family emergencies
- Car trouble or impassable roads due to severe or dangerous weather conditions
- Approved athletic events
- Religious reasons
- Activities associated with a student's leadership responsibilities

Unexcused Lates & Absences

The following are not excusable reasons for absences:

- Failure of parent(s)/guardian(s) to notify school of an absence
- Failure to complete homework, assignment, or assessment*
- Sleeping late
- Lateness due to family members
- Leaving school without parental permission

**In this case, a student may receive an INS or be required to demonstrate their learning in another manner based upon the discretion of the Class Teacher.*

Absence	10%	20%	30%
	Absenteeism above 10% may require a meeting with the Class Teacher and/or Administration.	Absenteeism above 20% may not be considered for re-registration the following academic year.	Absenteeism above 30% is reported to Alberta Education's <i>Office of Student Attendance and Re-engagement</i> (OSAR) as required.

When absences are due to illness or significant hardship, the school will strive to find ways to work with the student and family to determine the best course of action with regard to classes and enrollment status.

Chronic absences can be detrimental to your child's learning. Chronic absenteeism is defined as absence, for any reason, where a student is absent for 10% of the school year. If the school identifies chronic absenteeism in excess of 10%, the Class Teacher and/or Administration may reach out to work with your family to collaboratively determine ways to reduce barriers to attendance, increase student engagement, and create an action plan to support positive attendance. Should attempts to collaborate towards resolving absenteeism be unsuccessful, you may receive a formal letter of notification requiring a meeting.

The WISE Principal may reach out to the family if absenteeism remains chronic, pervasive, and unresolved and exceeds 20%. Student absences and tardiness (barring medical reasons) that exceed 20% may not be considered for re-registration the following academic year. This would be communicated in a letter in March.

Unexcused absences/tardiness above 30% of the academic year are reported, as legislatively required, to Alberta Education's *Office of Student Attendance and Re-engagement* (OSAR).

A student having an unexcused absence on the day an assessment is given, or a major project is due, may receive an INS for that work, be required to demonstrate their learning with a home project, or other consequences. These are left to the discretion of the individual teacher. If the faculty notes a pattern of

absences on such occasions for any reason, the Class Teacher will initiate a conversation with the parent(s)/guardian(s) to determine appropriate action.

On-Time Arrival

At WISE, the Main Lesson is one of the most important parts of the school day, as the bulk of new content is introduced. It is vital 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. The opening of each school day is a special moment for the teachers and the children at the WISE. When morning exercises and lessons are interrupted by a late child it affects the whole class. ***It is essential for the well-being of the children and their classes that they arrive on time.*** Please ensure that your child has had a healthy breakfast to prepare them for the day. Please avoid all media exposure before school begins, including on the morning drive. Upon arrival, students will line up at their designated class entry point and will be met by their Class Teacher(s) to come into the school. We request that parent(s)/guardian(s) plan to have children arrive 10-15 minutes early so they are ready to begin their morning together with classmates.

On-Time Dismissal

Just as there is a form at the beginning of the day, there is a form at the closing of the school day. Dismissal is at 3:15 pm. On half-days noted on our calendar, school ends at 12:20 pm. ***It is important that children be picked up promptly at dismissal.*** Waiting to go home is hard on the children. Teachers cannot provide adequate supervision after regular hours. If you will be delayed, please contact the Office ***before*** the end of the school day and identify an individual who can pick up or supervise your child. If a child is unattended waiting for a parent/guardian for more than 30 minutes and the school is unable to contact the parent/guardian or someone on their authorized release form or emergency contacts, the school may call Child and Family Services to ensure the child's safety.

Late Arrivals (Grades 2 - 9)

If students arrive later than 10 minutes, students (Grades 2-9) should go directly to the main (north) entrance, and let the Office know they have arrived and then proceed to their classroom. When the classroom door is closed, students must knock and wait until the Class Teacher can welcome them into the class for the day. Teachers are tracking attendance, including late arrivals.

Kindergarten & Grade 1:

A parent/guardian or responsible older sibling (Grades 4 and up) will accompany the student to their classroom and wait until the Class Teacher can welcome them into the class for the day. Students may not be unattended while they wait to enter the classroom.

Departures - Attended

For pick-up at the end of the day, please ensure that you wait at the designated pick-up area to gather your child(ren). Kindergarten and Grade 1 students must be dropped off and picked up using the student sign-in and sign-out process by an authorized adult or authorized older sibling (Grades 4 and up) at the start and end of each day. For safety and security reasons, we do not want students running out of the school or into the street to greet a parent/guardian. Please discuss these rules with your child(ren).

If you are picking up your child(ren) during the school day for an appointment, please visit the office to sign out your child. The Office will then call to let the Class Teacher know that the parent/guardian or authorized pick-up person has arrived, and dismiss the student to the office entrance for departure.

If a friend or family member will be picking up your child, please complete or update your child's Authorized Child Release form to ensure they are authorized to do so.

Departures - Unattended (Grades 2-9)

If a parent/guardian expects a student to be dismissed at the end of the day and either walk home on their own or meet their designated pick-up person directly after school, you must complete an Unattended Release Form provided by your Class Teacher/Office at the start of the school year. A signed Unattended Release Form does not give students permission to sign themselves out from school during regular school hours.

If students leave school to go home for lunch, they are expected to return to school before afternoon classes begin. Should students be signed out for the duration of lunch and return prior to afternoon attendance (mid-lunch recess), we can not guarantee the supervision of your child.

If they are not returning after lunch, you must inform the Office.

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

Students with signed Unattended Release Forms must either:

- Be actively supervised by and supported to respect all school rules and school property while on school property even outside of scheduled school hours; or
- Go home at dismissal and may not remain at the school to play unattended or unsupervised. Teachers and/or Administration may revoke an Unattended Release Form if deemed necessary to support the safety of the student.

Kindergarten and Grade 1:

May not have an Unattended Release Form. They must be dropped off and picked up using the student sign-in and sign-out process by an authorized adult or authorized older sibling (Grade 4 and

up) at the start and end of each day. Parents are responsible for ensuring their child is picked up on time after school. Staff will reach out to emergency contacts and individuals on the authorized release form if students are not picked up within 10 minutes of dismissal, and may reach out to Child and Family Services if they are unable to reach a contact within 30 minutes of the end of the school day and the family has not been in contact to determine an alternative pick-up plan.

Grades 2 and up:

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

Grades 4 and up:

May have a signed Unattended Release Form to go home for lunch and at the end of the day. Parents must discuss this arrangement with the Office and Class Teacher. Any changes to an arrangement must be communicated in advance to the school.

Morning Supervision

Morning supervision is offered outdoors, starting at 8:15 am for Grades 2 and up. Children are welcomed into school by their teachers at 8:25 am. Students in Kindergarten and Grade One should be supervised by parents or guardians and signed in directly to the teacher. During inclement weather, students enter the main doors and will be supervised in the gymnasium.

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 outdoor play schedule when it is severely cold, or if the air quality index is 7 or higher, but prefer that students have some outdoor play during recess. Please note that we will remain indoors if temperatures are below -25C (windchill inclusive); however, students may still be permitted to go outdoors by request for a short time with access to indoor spaces. During hot summer days, students will still have recess outdoors unless the parent or guardian makes alternate arrangements 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 indicating they are authorized to go home for lunch, 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 driving slowly to ensure the safety of all students, keeping traffic flowing and respectful of our neighbours. We kindly ask all parent(s)/guardian(s), staff, and visitors to adhere to the following etiquette:

- **Do not park in, or block neighbour driveways.**
- **Never stop in the middle of the road to drop off/pick up students.**
- **Always park on the appropriate side of the street.**
- **Be mindful of parking well away from fire hydrants.**
- **Always use the parking lot to turn around (do not do a U-turn on the front street).**
- If you are volunteering in the school, or staying at the school for an event, please use our parking lot whenever space allows.

Entering the WISE School

As necessary, parent(s) or guardian(s) may access the school any time during the hours of operation, 8:25 am to 3:15 pm on school days. To gain entry, please use the main (north) entrance and sign in and out at the office if you are visiting for more than 10 min. If exiting a side or back door, please ensure that it is closed and locked behind you. Propping open doors poses a safety risk and invites mice into the school.

Dogs at WISE

Many students have a fear of or allergies to dogs, even hypoallergenic dogs. Therefore, we have a strict no-dogs policy in both the school and on school grounds, including drop-off and pick-up times. Should you have your dog during pickup, we kindly ask you to make arrangements to meet your child on the front (street) sidewalk with your dog. At times there may be field trips (in-school or otherwise) coordinated by the Class Teacher(s) that involve animals. Parents will receive notification of these events.

Student information

The WISE is legally required to maintain personal information about students in their student records in accordance with the Personal Information Privacy Act. Student school records are confidential and stored in a lockable cabinet and digitally in Alberta Education's PASI portal. Information stored in student files shall only be accessible to an employee of the WESE if the information is necessary for the performance of their duties, or to The Government of Alberta as outlined in the Education Act.

The WISE is required to disclose the 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.

Parents may access and review information stored in their child's file by making an appointment with the WISE Administration or WISE Registrar.

Allergies

WISE Staff are committed to providing an allergy-safe and aware environment for all students. Parents are responsible for providing information on their children's food allergies and special diets at the time of enrolment and in a timely manner when knowledge of an allergy emerges. 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 parent(s) or guardian(s) 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.

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 complete change of clothes.
- A pair of indoor, running shoes for your child that remains at the school - These shoes should be non-lacing for Grade 2 and under and have solid, non-marking soles (no slippers). In line with our dress guidelines, student shoes should not pose a distraction from the learning environment for your child or the other children ie: lighting up, or portraying media characters.

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

Please label all items with a permanent marker or tags including 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, shoes, and container labels. Orders can be placed online at the following link: www.wise.mabel's.labels.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, posted on WISE Parent Facebook, and a reminder out by email, after which the bins will be emptied and donated to charity.

Please ensure that your **child(ren) does not bring toys, pens, alternate school materials or special belongings to school** unless invited to do so by the teacher. Unfortunately, these items can be very

distracting in class and are easily lost. Unless they are part of a student support plan, fidgets often unintentionally become distracting and require approval from the Class Teacher.

Food

Food is an integral part of student health. We strongly encourage you to pack nutritious meals to support students' concentration and stamina at school. We try to honour and instil a no food waste habit and encourage families to limit the use of single-use packaging. Sugary snack foods, caffeinated beverages, candy (such as fruit gummies), and junk food are not permitted in lunches. Choosing healthy snack alternatives limits the social, emotional, and physical ramifications that junk food creates in the classroom. Should these items find their way to school, teachers may discretely invite students to wait until after school to eat sugary snacks or junk food items. Teachers may also contact families to ensure they are aware of our guidelines. We do not allow food swapping to prevent allergic reactions.

For class baking and group snacks in the Early Childhood programs, we provide organic ingredients where possible and model a healthy relationship with food by consciously considering food in the classroom and discouraging unhealthy food options for classes in favour of fruit and whole foods. We also strive to be inclusive in food options available to ensure those with allergies, dietary restrictions, or religious dietary restrictions are able to partake in the class community celebrations.

The inclusion of food for class activities and school clubs is very limited, and when or if offered, it is done in alignment with our healthy and inclusive food practices. Healthy and nutritious food or tea may, by teacher discretion, be part of class student birthday celebrations or learning celebrations occasionally throughout the year.

Parents must receive approval of foods they wish to bring to share with class students with adequate notice and be in alignment with teacher requests.

<https://food-guide.canada.ca/en/tips-for-healthy-eating/school/#section-1>

WISE Dress Guidelines

Indoor Clothing

The WISE aims to provide a comfortable, beautiful, and safe environment that nourishes each student's growth and development, enriches their imagination, and satisfies their enthusiasm for learning. Adherence to the WISE Dress Guidelines promotes student engagement, social interactions, self-esteem and confidence, as students are able to deepen their inner experience rather than being preoccupied with their outer appearance. Therefore, we **strongly encourage** families to familiarize themselves with the Dress Guidelines so that we can collectively support the school community and students in upholding the dress guidelines to the greatest extent possible.

All students are expected to come to school in clean and comfortable clothing. Since classes include movement activities, children **must** be appropriately clothed for a wide range of movement. Consequences

for improper dress may include a follow-up conversation from the Class Teacher with the parent/guardian and in the case of weather-appropriate clothing, supplying the student with an appropriate article of clothing. Expectations for students' dress should be maintained for events off-campus.

Parents are responsible for ensuring their child(ren) have clothes that reflect the guidelines and that guidelines are appropriately communicated to students.

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

Promoting age-appropriate dress and preserving childhood:

- Ensure clothing is functional rather than fashion-conscious.
- All classes include movement activities. Clothing should cover the midline, waist, upper thighs, and hipline when arms are lifted.
- Consider modesty to ensure students' comfort level and consider our K-9 context. Wherever possible, select fabrics that will absorb perspiration and promote hygiene. Being in comfortable clothes for a wide range of movements ensures students can fully participate and engage in all activities.
- The top of the shoulder should be covered to protect from the cold as well as the sun. Tank tops, racerbacks, and tops with thin straps (such as spaghetti straps) should be avoided.
- Elementary students (Grade 1-6) **may not** wear make-up, acrylic nails, hair dye, or obtrusive jewelry.
- Analog watches (not digital watches) may be worn once students have been taught to read them in Grade 3. Minimalist digital watches (not smart watches) are permitted in Grade 6 and higher.

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

- Please avoid clothing that uses students as a vehicle for marketing.
- 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. Designer brands are strongly discouraged. Clothing containing images such as sports teams or cartoon/media images is **not** permitted.
- Clothing containing images tends to focus the eye on the image rather than the person. In young children, images may become the focus of imaginative play. With this in mind, *we strongly encourage you to select clothing free of pictures, sequins, logos, brand names, words, and messages.*
- Clothing with sexual overtones, derogatory slogans, images of violence, frightening images, racism or sexism, or any discriminatory message are **not** permitted.

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

- Sunhats and winter hats must be worn outdoors at ALL times for early childhood to Grade 4 students.
- Head coverings for religious, ethnic, and cultural reasons are welcome and encouraged.
- Hats (Grades 1-6) are not permitted indoors.
- Hoods, coats, and heavy jackets are for outside, not inside wear (Grades 1-9).
- Junior High students (Grades 7-9) are permitted to wear a hat (not a hood) indoors
- The WISE strives to be free of chemical fragrances and perfumes. These products may cause headaches and other sensitivities or allergic reactions to those around us. Certain classrooms or elective activities may be required to be scent free.
- All students are **required** to wear closed toe, non marking indoor shoes suitable for running to support daily movement activities. Flip flops, backless shoes, shoes with high heels, clogs, slippers, crocs, and shoes that flash, light-up, or make noise are not suitable within the school environment. They do not support the growing foot, and can be dangerous, or distract in everyday school life's many varied activities and actions.
- Shorts are permitted but should rest on the mid-thigh or have tights layered underneath.

Supporting suitable wear for athletics, movement, and outings:

- Teachers may provide specific dress guidelines for cultural/social outings, or particular outdoor education activities or field trips. Expectations for students' dress must be maintained for events off-campus.

Dress Guidelines Quick Reference Table

	Elementary (Class 1-6)	Junior High (Class 7-9)
Closed-Toe Shoes (i.e no flip flops, backless shoes, shoes with high heels, clogs, slippers, crocs, and shoes that flash, light-up, or make noise)	✓	✓
Plain Clothing (i.e no pictures, sequins, logos, brand names, words and messages)	✓	✓
Natural Fabrics (i.e cotton, wool, hemp etc.)	✓	✓
Make-Up/Hair Dye/Acrylic Nails (i.e non-exaggerated use)	✗	✓
Digital Watches (i.e not smart watches)	✗	✓
Hats* (i.e baseball caps, toques etc. with the exception of hoods)	✗	✓
Fragrance (i.e perfume, cologne etc.)	✗	✗

*Note: Although Class 7-9 students are permitted to wear a hat indoors, they may be asked to remove it during class time, guest presentations, musical performances, morning verses, school-wide assemblies; or if it is unacceptable due to one of the following: it obscures the vision of the person behind, is disruptive to the class learning environment, covers the eyes or ears. A student may lose the privilege of wearing a hat due to repeated verbal reminders.

Outdoor Clothing

The WISE supports a culture of daily outdoor experience, in all weather conditions and seasons. Therefore, all students **must** be dressed in clothing that is suitable for Edmonton's variable weather. Teachers may provide additional dress guidelines for specific outings, such as outdoor education activities or field trips.

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. Layered clothing is recommended.

Hot weather

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

Cold weather

Warm winter jackets, 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

Home Life

There is much you can do at home to enhance, support, and compliment 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 your child's physical and social environment. In addition, the teachers and office need to be aware of significant changes in your child's home life, such as illness, parent or guardian's absence, important life events/changes, need for medication, or a move. This information will help the teachers give the adequate support necessary in periods of transition.

Healthy Childhood & Educational Experience

Parents can support their children's educational experience by providing:

- ✓ **Proper Nutrition** - A nutritious breakfast every day before school and well-balanced meals are strongly encouraged. If you need support finding food resources, please let us know.
- ✓ **Adequate Sleep** - Consistent bedtime routines. Most children thrive with ~ 10 hours of sleep each night.
- ✓ **Minimal Media** - Limit computer, TV, video games or other screen time on Sundays through Thursdays. Avoid murder, mayhem, and sexual content, or movies or videos intended for adults.
- ✓ **Quiet Time** - Providing some daily quiet time, without radio, screens, or video games, is essential for resetting the nervous system and helps your child meet the demands of the day.
- ✓ **Time in Nature** - Spend some time in nature every day. Experience the weather; pay attention to the seasons, moon, stars, and sky.
- ✓ **Chores at Home** - Assign some responsibilities for taking care of the home, pets, and yard.

- ✓ **Appropriate Dress** - Pay attention to keeping your child warm and dry while at school, especially their feet. Dressing in layers is important in Edmonton!
- ✓ **Cultivate Reverence** - Many traditions offer practices that help develop the reverence for life that supports home, school, and community relationships. If desired, create your own.
- ✓ **Support Your Child's Education** - Help develop healthy homework habits, participate in school activities, and communicate honestly about your concerns with your child's teachers.
- ✓ **Support the Class Community** - Get to school on time. Plan vacations during breaks. Support the student code of conduct. Children thrive on shared values and alignment among their adult role models.

Sleep

Healthy sleep habits and regular bedtimes deeply support children's ability to learn and emotionally regulate their school days. Healthy sleep has been demonstrated to support focused learning and attention, positive behaviour, memory, and overall physical and mental health. Please ensure your child(ren) comes to school refreshed and able to take on the riches of the day. We strongly recommend following the [American Academy of Pediatrics](#) guidelines for sleep (as follows):

- Ages 3-5: 10-13 hours
- Ages 6-12: 9-12 hours
- Ages 13-18: 8-10 hours

Media

A central aim of Waldorf Education is to stimulate the healthy development of the child's imagination and creative thinking capacities that supports ingenuity and problem-solving for life. Waldorf educators, supported by emerging research, have concerns that electronic media hampers the development of the child's imagination, mood, mental health, and attention. Additional concerns exist about the physical effects of the medium on the developing child and the content of much of the programming which is developed specifically for the purpose of advertising and forming perspectives, values, and interest in image and materialism to promote consumerism.

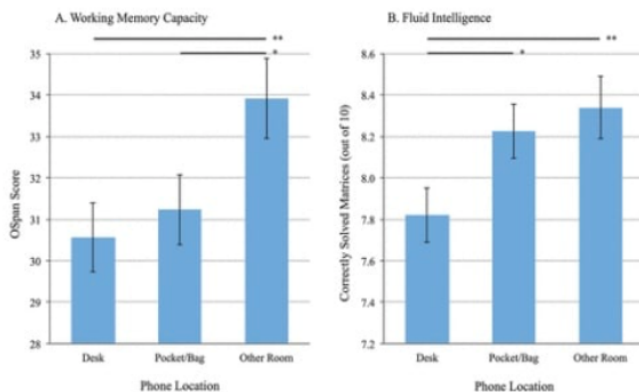
The WISE is a predominately media-free space. Videos, pre-recorded music, and electronics in the classroom are minimal until introduced in specific programming in Junior High elective options and Grade 8 & 9 Computer Science classes. In all cases of media use, teachers consider the purposefulness of engagement. Health lessons discuss media literacy and safe use of media beginning in Grade 4 and earlier if needs emerge. Assistive technology for students with specific identified learner needs is essential to ensuring that all students are able to demonstrate their learning and will be supported at the WISE as part of an IPP.

We encourage you and your family to consider how you use media and carefully look at how media impacts your child. Unfortunately, digital and media platforms are not designed with the best interests of the developing child in mind. We ask that you do not send your child to school with any electronic devices like games, cameras, digital smart watches, or personal computers. **We strongly recommend 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 evidence-based information about electronic media and its effects on young children, we suggest you visit the [Centre for Humane Technology](http://movingtolearn.ca/) and read the following article: <http://movingtolearn.ca/>

Cell Phones

Study & focus with your phone outside the room



"Although these devices have immense potential to improve welfare, their persistent presence may come at a cognitive cost. In this research, we test the "brain drain" hypothesis that the mere presence of one's own smartphone may occupy limited-capacity cognitive resources, thereby leaving fewer resources available for other tasks and undercutting cognitive performance. Results from two experiments indicate that even when people are successful at maintaining sustained attention—as when avoiding the temptation to check their phones—the mere presence of these devices reduces available cognitive capacity. Moreover, these cognitive costs are highest for those highest in smartphone dependence." - Ward et al. 2017

(Source: Centre for Humane Technology)

The use of cell phones is not permitted by students during school hours. We **strongly encourage** families to support students by not having a cell phone at school, unless they are travelling independently on public transit. Any student bringing a cell phone to school **must** hand it to the teacher at the beginning of each school day, who will return it to them at the end of the day. Please support this procedure by informing the Class Teacher if your child is bringing a phone to school.

When needed, students may use the classroom or office phone to communicate with their family. In specific cases, cell phones may be permitted for use, based upon the discretion of the teacher. For example, a student may need to text their guardian, who is in a meeting and unable to respond to a phone call. In this case, the teacher will provide the student with temporary access to their cell phone. However, if a cell phone is being used without permission, it will be taken to the office, and as a consequence, the student will not be able to

retrieve it at the end of the day. Instead, a parent/guardian will be contacted and required to pick it up on behalf of the student.

If you wish to learn more about the impact of phones on student learning and evidence-based recommendations for interfacing with technology, we highly recommend visiting the Centre for Humane Technology; For Students, Parents & Educators: <https://www.humanetech.com/families-educators>

WISE Library and Books, Gr 2-9

Developmentally appropriate books for Grades 2-9 are located in the library. They include fiction and non-fiction books and are organized based on author, genre, and subject. Fiction books for Grades 4 and up are labelled with a red sticker. Some of these books are further labeled with a “Jr High” sticker, which indicates they are only for Grades 7+. Most of the non-fiction books are appropriate for all ages, and are organized by topic. A few non-fiction books have been labelled as “Jr High” only, and those can be found on their own shelf, away from the other non-fiction books.

The library is maintained by the Library Committee, which is run by a faculty member and supported by a group of dedicated parent/guardian volunteers. The Library Committee helps support the use of the school library as a valuable resource at the WISE. It repairs books, and makes recommendations for new book purchases and systematic improvements each year to support classroom use.

Library books may be used for the purpose of class readers, novel studies and/or read-alouds during lunchtime. Classroom library collections are selected with care and consideration based on the developmental level, age, and curriculum of the student and/or class.

Students are able to sign books out from the library. Students are expected to treat library books with respect and to keep in mind that many volunteer hours and donations go into maintaining the school library. Should a student lose or misplace a book, they may be required to replace it by reimbursing the cost of the book to the school, or providing a replacement copy of the lost book. Exceptions to this will be based on a case-by-case basis which takes into account the student’s age and willingness to make amends for damaged or lost books.

Novel Study and Mature Subject Matter, Gr 6-9

In Grades 6-9, books intended for the use of class readers, novel studies and/or read-alouds that contain mature subject matter will be discussed within the context of the novel and with the teacher’s guidance. Parents will be informed of book selections each year in the block rotation documents and/or weekly summaries. Therefore, should a parent and/or guardian have concerns about a novel, they are encouraged to discuss their concerns with the teacher and/or read it alongside their child in order to have better-informed discussions with their child(ren) around specific content areas which will complement the ones being held in class.

Visual Displays and Posters

The WISE has a community board located by the Office, where community members can place information such as classes, childcare, and local business information. Posters and visual displays in common spaces (i.e. school hallways, entryways, bathrooms) must be approved by the Principal. Consideration will be given to ensure posted materials prioritize student-created works of art, school community activities (such as class plays or clothing swaps), and encompass respect for all. Should staff or students wish to place additional signs throughout the school, they will seek approval from the Principal.

Class Traditions and Celebrations

Waldorf strives to be intentional about class traditions and celebrations in each grade. There are specific field experiences or traditions that occur within each specific grade that align with the developmental arcs of childhood and complement the curriculum. Some examples include:

- ECE: Gr 2: Lantern festival
- Gr 2: Santa Lucia, Maypole dance
- Gr 3: Harvest Feast, Farm Visit, First overnight trip
- Gr 4: Local geography, Maypole dance
- Gr 5: Pentathlon, La Chandeleur (French)
- Gr 6: Knighthood, Stargazing for Astronomy, Medieval Games
- Gr 7: Outdoor skills and team building overnight, Maypole dance
- Gr 8: Overnight canoe trip
- Gr 9: Solo camping, Graduation

Teachers will use discretion when considering the intentionality behind class celebrations. Wherever possible, the inclusion of celebrations will be linked to the curriculum and/or the seasons. For instance, teachers may decide to have a project celebration (such as a showcase of their work or presentation) at the end of a main lesson block.

With a complex K-9 school calendar of events, important class traditions may be in conflict with each other. While the WISE strives towards coordinating activities and giving advance notice when possible, families may need to prioritize activities at times throughout the year.

As part of a class celebration, food may be incorporated. However, it must be done so for social or academic purposes. For instance, food may be used to deepen a relationship to a second language or culture such as La Chandeleur, or to explore fractions in Math. Alternatively, food may provide a social experience, such as

having a Medieval feast as part of the Medieval games. Teachers may also choose to have potlucks for class community events as part of coming together.

Internal Festivals, Assemblies, and External Fairs

The WISE recognizes a variety of internal seasonal festivals. Although some of these traditional festivals have Christian origins, they are secularized in our celebrations. Faculty Council coordinates the internal festivals at the WISE with the Class Teachers.

Whole school festivals and special events include:

- **September:** Rose Ceremony (Gr 1 & 9), Michaelmas (K-9), Truth and Reconciliation Week (K-9)
- **November:** Lantern Walk (ECE-Gr 2)
- **December:** Santa Lucia (Gr 2), Winter Concert (Gr 1-9), Weeks of Advent (K-9)
- **February:** La Chandeleur (Gr 5)
- **May:** Spring Concert (Gr 1-9), Mayfair (Gr 2, 4, & 7), Field Day (Gr 1-9)

Whole school assemblies include:

- **December:** Advent Spiral (K-9)
- **February:** Random Acts of Kindness
- **April:** Earth Day
- **June:** Rose Ceremony and Community Picnic

External fairs, coordinated by the Parent Fairs Committee, include:

- **October:** Pumpkin Walk
- **December:** Winter Fair
- **May:** Mayfair

Supporting Diversity at WISE

The Waldorf Education Society of Edmonton and the Waldorf Independent School of Edmonton are responsible for cultivating a welcoming, caring, respectful, and safe school environment. It is important to affirm and celebrate all students and provide them with opportunities to thrive in life and learning.

The Diversity, Equity, and Inclusion Statement for the WISE is the foundation on which our work rests:

We strive to foster a community that upholds the rights, safety, and well-being of all staff and students. We recognize individual, institutional, and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful, and safe work and learning environment.

There is a wide range of diversity among our students, employees, and families. Waldorf schools pursue their pedagogical tasks out of the spirit of human rights, thereby contributing to building a society founded upon mutual respect, tolerance, and cooperation between all human beings. Waldorf schools do not select, stratify, or discriminate amongst their pupils, but consider all human beings to be free and equal in dignity and rights, independent of ethnicity, national, or social origin, gender, sexual orientation, language, religion, and political or other convictions. Fostering an inclusive school community that recognizes the range of uniqueness of our students is central to our work.

Club Guidelines

General Clubs

Club offerings at the WISE vary from year-to-year, based on student interest. Students who wish to establish a club initiate a request (through their Class Teacher or directly to the Principal) to find a faculty or staff member volunteer who is able to host, supervise, and facilitate the ongoing activities of the club. Club activities are directed by students and/or faculty, based on interest and availability. Clubs that have taken place in previous years include a Book Club, Gardening Club, and Environmental Club.

Club offerings must be approved by the Principal to ensure that they will be conducted in alignment with our Employee Handbook, including access to food and technology. Clubs will be communicated primarily through visual displays that have been approved as per the Visual Displays and Posters section above, though teachers may also include them in their daily announcements. When appropriate, clubs may be separated for the Elementary and Junior High programs.

Inclusion Clubs

Each year, students have the right to approach any staff member for the purpose of establishing a voluntary student organization (or club) intended to promote a welcoming, safe, respectful, and caring learning environment that respects diversity and fosters a sense of belonging. Student organizations may include anything that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status, or sexual orientation, including but not limited to organizations such as gay-straight alliances (GSA), diversity clubs, anti-racism clubs, and anti-bullying clubs.

The students have the right to determine a respectful name, including “gay-straight alliance,” “queer-straight alliance,” “diversity/inclusion club,” “anti-racism,” or “anti-bullying.” When a request to have such a group arises, the principal is required to permit and delegate a responsible staff member to facilitate and support the ongoing activities of the student organization or request the appointment of a responsible adult by request to the Minister of Education if no individual can be delegated. For additional information about GSA at WISE, please refer to the [Sexual Orientation and Gender Identity Guidelines](#).

ASSESSMENT

Assessment is an essential part of Waldorf Education. While our assessment includes written report cards, they are only one of the ways we track and communicate student progress and achievement in addition to sharing evidence based on demonstrated knowledge, skill, and attitude over time through their application in a range of relevant, accurate, and authentic contexts. If there are concerning issues, your child’s teacher will contact you immediately to open up a conversation. Likewise, should you have concerns, please contact your child’s teacher promptly.

Assessment is a process that involves judgment based on accurate observation, weighing of evidence, critical thinking, care, interest, and ... appreciation of people and processes of learning. Assessment is an ongoing process that rarely requires a final or ultimate judgment. It is careful, respectful and tentative, provisional and iterative. It can have an enriching effect. It can open doors, rather than closing them. Assessment can have the interests of the child or young person at heart, or it can be a response to external requirements, quotas, targets, and so on. At its best, it is the act of understanding what children can and need to learn next. (Swaffield 2008).

The WISE delivers education in alignment with Alberta Education’s Program of Studies Outcomes in tandem with contemporary interpretations of Rudolf Steiner’s indications for Waldorf curriculum, and delivery based upon principles of diversity, equity, and inclusion. One of the ways we help all students be successful is by continually improving the way we assess and evaluate what and how students learn and how we share with parents/guardians how your child’s learning is progressing at school. Through research, discussion, and pedagogical study with the faculty, the WISE has elected to shift our assessment and reporting practices to support clear and proactive communication with families and accurate and transparent assessment as follows.

Parent-Teacher Conferences

Parent-Teacher Conferences take place in October and March. Please look at the school calendar to take note of these dates. During Parent-Teacher Conferences, parent(s)/guardian(s) can discuss their observations, share insights, ask questions, or bring forward concerns and hopes for their children's learning.

We expect every family to participate in the Parent-Teacher conferences by sending at least one parent or guardian to attend. If parent(s)/guardian(s) cannot attend during the allotted time, parent(s)/guardian(s) are responsible for making alternate arrangements to meet at another time with teachers (within reason). Junior High students will also be asked to participate in part or all of the teacher conference meetings; your Class Teacher will determine and communicate this with parent(s)/guardian(s). This opportunity gives students a chance to reflect on their learning and share goals and strategies that support their learning. In this way, they are active participants in the assessment process.

WISE teachers are committed to proactive and transparent communication around student learning. They are dedicated to contacting families to initiate conversations and provide timely feedback around arising observations or concerns that place each child's best interests for optimal holistic education at the forefront of discussions. Parents are also welcome and encouraged to reach out anytime throughout the year to ask questions or share concerns or observations in this regard outside of parent-teacher conferences.

Parent-teacher conferences will be structured to ensure discussion of students' academic and social growth and development, and a review of the student's learning to date with specific examples of formative and summative assessments that indicate the student's knowledge and skills, attitudes, and competencies. The conferences will also be structured around collaborative goal setting for the student's learning in relation to Waldorf pedagogical outcomes, Alberta Education Program of Studies outcomes, and skills development.

The shift to emphasize a structured student-centred dialogue through Parent-Teacher Conferences will allow teachers to communicate evidence-based observations on demonstrated knowledge, skills, and attitudes over time and in different situations, particularly those demonstrated through performance or real-world, hands-on tasks. This evidence may be captured through observational notes, written work, learning products, oral work, performance, or photographs. Our goal is to empower students to understand their learning, share insights and develop goals, and include parent(s)/guardian(s) and teachers in rich, student-focused discussions.

Skills Assessment and Year-End Reporting

The WISE will provide two formal written assessments, or report cards, in Grades 1-9, which are distributed twice per year. Both reports are written and informed by the Class Teacher and subject teachers. At the end of January, a Skills Assessment report card will be shared, and at the end of June, a comprehensive Year-End Report will be sent home. The Year-End Reports typically will be emailed 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. Kindergarten students receive a formal report card only once a year in the form of the Year-End Report.

Individual Support Plans and Behaviour Support Plans

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

An IPP/BSP allows teachers to effectively communicate about student'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 parent(s)/guardian(s) and teacher (Oct)
2. IPP 1st Review with parent(s)/guardian(s) (Feb/ Mar)
3. IPP 2nd Review with parent(s)/guardian(s) (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.

STUDENT 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, and the school environment, and to follow all school rules. A teacher will make every effort to meet the student's needs in their 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 parent(s)/guardian(s) 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 administration, and kept on file. All communication and discussion regarding children and behaviour will be done professionally and confidentially, holding the child in the highest regard.

WISE Student Code of Conduct

At the WISE, we strive to foster a community that upholds the rights, safety, and well-being of all staff and students. The primary goal of our Code of Conduct is to support WISE students to resolve issues peacefully and diplomatically, develop empathy, be the very best versions of themselves, and contribute to supporting a welcoming, safe, caring school that upholds the inalienable rights of all individuals and fosters a deep sense of belonging. All staff and students are expected to conduct themselves in alignment with the Code of Conduct and will not engage in or tolerate bullying or threatening behaviour whether it occurs within the school building, during the school day, or by electronic means.

Students at WISE are expected to:

- Be considerate and respectful of others.
- Stand up for the well-being of others and themselves 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.
- Attend consistently, be punctual, and arrive prepared for class.
- Give their best to my academic, artistic, and extracurricular pursuits.
- Take ownership for their attitude and behaviour, maintaining an atmosphere of mutual respect and integrity.
- Maintain an environment that respects diversity and honours the educational, emotional, physical, and spiritual well-being of themselves, 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.
- Respond appropriately to the direction of staff at school and during school activities.
- Ensure that correspondence from the school is communicated at home.
- Dress in alignment with school dress guidelines and in a manner that is respectful of our Grades K-9 school culture and allows full participation in class and school activities.

- Respect WISE school rules regarding no cell phone use during school hours, or during drop-off and pick-up times in the school building.

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 that are curriculum-based and support teaching and learning.
- I may not use personal digital devices during class time unless specifically directed to do so by the teacher.
- 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, that I bring to school. The administration has the right to review and or remove anything that may jeopardize the safety and well-being of another student.

Suspension or Expulsion

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

- Significant and persistent violations of the Student Code of Conduct, including the Technology Agreement (see Appendix A: Tiered Behaviour and Discipline Procedure and Suspension for more details).
- The use of profanity, racial comments, sexual comments, insulting statements, uttering threats, and/or any physical altercation.
- Bullying¹, harassing, threatening, or intimidating other students, including initiation rituals in person or online.

¹ Bullying is defined as repeated behaviour, with the intention to intimidate, offend, degrade, or humiliate a particular person or group. It is aggressive in nature and includes a perceived imbalance of power and repetitive threats. Bullying is distinct from normal social conflict among peers and should not be confused with bickering, teasing, social disinterest, random acts of physicality and conflict among equals. The dynamics of bullying are complex.

- 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 offence 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.

We suspend a student when:

- They pose a threat to the safety of themselves and others or if they are exhibiting chronic and pervasive behaviours that seriously impact the learning environment despite reasonable efforts towards interventions to resolve such behaviour. This includes defiance, fighting, threats, vandalism, harassment, discriminatory behaviour, bullying and consistent refusal to follow a teacher's directions.

In accordance with the Education Act, a teacher may suspend a student from one class period. This form of suspension must include:

- Immediate notification to the Principal
- Alternate supervision exceeding no more than one class period
- Discussion of suspension with the student
- Completion of an Incident Report Form
- Notification to parent(s)/guardian(s) as reasonably practical

A principal may suspend a student from two or more class periods, for up to five (5) days. This form of suspension must include:

- Immediate notification to the parent(s)/guardian(s)
- Alternate supervision exceeding no more than five days
- Discussion of suspension with the student
- Completion of Suspension Letter
- Notification to Provincial Approach to Student Information (PASI) system
- Discussion with parent(s)/guardian(s) regarding suspension

Administration requires a readmission meeting with the parent(s)/guardian(s) to develop a collaborative action plan for preventing further incidents and to support student success. Students from Grades 4 and up may be asked to attend a readmission meeting. **Students may not return to school until a readmission meeting has taken place, within 5 school days.**

Expulsion is an extreme consequence for behaviours that are wilful, blatant, fraudulent, or illegal. It is extremely rare for students to receive an expulsion. We expel a student when:

- They significantly threaten the safety of students and staff or if more than three (3) Suspension Letters have occurred within the school year

A principal may recommend expelling a student. Expulsion must include:

- Immediate notification to the parent(s)/guardian(s) and the board
- Board's determination to reinstate or expel within ten (10) days
- Provision of meeting with parent(s)/guardian(s) to make representations
- Completion of Expulsion Letter
- Notification to Provincial Approach to Student Information (PASI) system

The board shall use the Education Act in guiding a decision regarding expulsion or reinstatement. A reinstatement meeting would be required prior to a student returning from an expulsion to develop a collaborative action plan to support future success.

HEALTH CARE PROVISION AT THE WISE

We aim to keep the students and staff 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. We continue to respond to the Alberta Health Services (AHS) and Alberta Education requirements for schools.

Illness

Do not send your child to school if your child:

- Has vomited in the past 24 hours.
- Has respiratory illness symptoms (including runny nose) unrelated to a pre-existing medical condition.
- Has had diarrhea, loose stool, or other gastrointestinal problems.

- Has a fever.
- Has conjunctivitis (pink eye).
- 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/guardian cannot be reached, emergency contact(s) will be contacted. Your child can return to school once symptoms have fully resolved and they no longer pose a health risk to other students or employees. Bringing a child into the school with any of the above symptoms puts other students and staff at risk of getting sick.

All parent(s)/guardian(s) must complete/update the medical information forms in the registration package each year, including the names of emergency contacts for their child and any pre-existing medical conditions.

Illness While at School

Parent(s)/guardian(s) will be notified and advised to pick up their child as quickly as possible. If the parent/guardian cannot pick up their child, the designated emergency contact(s) will be contacted for student pick-up. It is the expectation that students are picked up by the family or emergency contact. Students exhibiting more significant signs of illness will be moved to the school's infirmary room, known to students as our **comfort room**. This is a responsibility to which all families must adhere.

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 parent(s)/guardian(s) to report the disease themselves. Should your child contract a communicable disease, we request that you contact a Public Health Nurse.

Emergency Injury

If an illness or accident requires first aid, a WISE employee with first aid training will apply first aid. The parent(s)/guardian(s) will be contacted and asked to pick up their child to see a physician or rest at home if needed. If a child can return to class, they will be encouraged to join in classroom activities for the remainder of the day. Where appropriate, an Incident Report Form will be completed and signed by the Class Teacher, Administration, and parent(s)/guardian(s), and kept in the student's file. Parents/Guardians will always be contacted directly should a student experience a head injury. In instances of a serious head injury, WISE will follow guidance provided by a health practitioner regarding resuming physical activities.

If further medical assistance is necessary, WISE staff shall call for emergency assistance and will then contact the child's parent(s)/guardian(s)/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/guardian 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/guardian/emergency contact will be called to come to pick the child up.

Head Lice

Students may not attend school with head lice untreated. Students may return to school after their first conventional treatment. However, if using an alternative head lice treatment, students may not return to school for ten days. For additional information:

<https://myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=abr8604>

Healing Basket

We do our best to avoid bumps, cuts, and bruises, yet sometimes it happens. Our office holds a healing basket that includes anthroposophic, homeopathic, and Bach Rescue Remedies. Families can authorize the administration of these remedies to their children by completing a Healing Basket form.

EMERGENCY PROCEDURES

In case of emergency, the WISE has 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. Drills occur each year as described below and are done so with intentionality and an effort to make them as minimally disruptive as possible.

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.

A minimum of three 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 the 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 hot days, students may have recess outdoors unless deemed inappropriate by the school administration, or if they have a medical condition that makes them more vulnerable to heat, or upon the request of their parent(s)/guardian(s).

Poor Air Quality

Environment Canada advises that students in good health can be outside when the Air Quality Index is six or lower. Students with respiratory indications may remain inside the school when the Environment Canada Air Quality Index is rated five or higher if they have a medical condition indicated in their student file that makes them more vulnerable, or at the 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 the Office at the earliest possible time.

WISE ORGANIZATIONAL STRUCTURE

Waldorf schools are structured with a collaborative leadership model with the board, faculty, and administration playing integral and interconnected roles. Like many young Waldorf schools, the WISE was founded by a dedicated group of parent(s)/guardian(s) that initiated the Waldorf Education Society of Edmonton (WESE) on June 4, 2002. Initially, all school operations were held by the WESE Board of Directors. The WISE continues to grow its capacity, transitioning from an operational board to a governance board with a collaborative leadership model at its heart; we hope to reach this goal by 2027. Volunteerism, community participation, and support is an essential component of our unique community school culture.

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 community members' homes, 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 began 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 a Nursery School program. Students attending the parent-child groups made the transition into a warm, embracing classroom without their parent(s)/guardian(s). Teachers led the students through a rhythmic morning of indoor and outdoor play, songs, and crafts twice a week.

In 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 Homeschool Arts Enrichment programs in addition to our popular Early Childhood Education (ECE) programs.

WESE Board of Directors

Elected at our Annual General Meeting in the fall, the WESE Board of Directors is responsible for overseeing many aspects of WISE School operations, particularly the physical facilities, policies, and finances. The WESE board acts as the WISE School Superintendent. The WESE Board of Directors also organizes public festivals such as the Winter Fair and the May Fair, Annual Fundraisers, and the Gateways educational conference. All Board of Directors position descriptions and Sub-Committee Terms of Reference can be found at www.wese.ca.

WISE Administration

The administrative leadership team at WISE is comprised of the Executive Administrator, Principal, and Financial Officer, supported by the Registrar, Administrative Assistant, and Administrative Coordinator. Their duties include:

- Developing Waldorf Curriculum and programming for the WISE in collaboration with faculty.
- Studying and aligning Alberta Education curriculum outcomes with Waldorf pedagogy.
- Reviewing all school policies to be compliant with the Education Act and legislative requirements.
- Ensuring ECE licensing requirements 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 support 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 WECAN (Waldorf Early Childhood Association of North America).
- Ensuring we forecast and execute the goals of all WISE programming.
- Supporting and enacting WESE Board directives.

WISE Faculty

All Class Teachers at the WISE possess a Bachelor of Education, uphold the [Teacher Code of Professional Conduct](#), and meet all the certification requirements to teach in Alberta. In addition, our teachers attend specialized Waldorf Teacher training, professional development, and enrichment courses annually.

Faculty meet weekly for Division Meetings and bi-weekly for Faculty Council. They work together in a collaborative leadership model, engage in pedagogical study, conduct child and class studies, organize internal festivals, review school procedures, and report to the board monthly, through faculty representation on the board.

Faculty Council reviews all recommendations made by Divisions. Meetings are run on a consensus-style collaborative model.

WISE Faculty Council

The Faculty Council comprises up to 11 teachers, including the Division Chairs, the Principal and the Executive Administrator. This group works together to uphold the pedagogical ideals of the school and support the practical needs of teachers as a whole. Meeting bi-weekly throughout the school year, they:

- Guide teacher professional development and the acquisition of teaching resources.
- Discuss pedagogical issues and best practices.
- Refine and inform educational policies and procedures, including discipline, assessment, student supervision, and program structure and leadership opportunities.
- Develop ways to connect with alumni.
- Up to two Faculty Council members provide faculty representation at the WESE Board and are full voting members.

Current Committee Structure *(in alphabetical order)*

Communication Committee communication@wese.ca

The Communication Committee activities include assisting with the WISE and WESE websites and co-ordinating the 'WISE Connections' monthly newsletter. We also update the WISE community calendar and committee calendars for WISE staff and WESE board members. If you love writing, editing, or all things techy, this may be the committee for you!

Opportunities for involvement include:

- Technical Support

- Graphic Design
- Yearly Calendar
- Monthly School Newsletter (including writing, collecting, and editing articles)

Community Outreach

Community outreach at the WISE 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 neighbours and the outlying community.

Our important subcommittees include:

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 to preserve the wonder of this event.

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 events hosted at the WISE
- Open Houses

Finance Committee treasurer@wese.ca

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

The finance committee:

- prepares financial reporting for Canada Revenue, Alberta Education, and the Alberta Game and Liquor Commission (AGLC)
- files yearly tax and charitable returns
- facilitates the annual Audit process
- supports the work of the WISE Financial Officer and administration
- generates the annual budget for WESE board for approval
- provides financial forecasting to the WESE board

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. Community-led fundraising is defined as Internal Fundraising, while major gift and grant fundraising fall under the Elevate WISE campaign. 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 essential subcommittees and other fundraisers already established at the WISE School:

Annual Giving fundraising@thewise.ca

The Annual Giving fundraiser raises awareness and operational funds to support the breadth and depth of Waldorf programming the WISE offers within an exceptionally rare accessible tuition model.

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 every other month during the school year.

Capital Campaign fundraising@thewise.ca

“New Build” Capital Campaign is our most significant fundraising campaign, geared toward the expanding needs of our school through capital campaign fundraising.

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.

Growth and Development Committee

The Growth and Development Committee supports enrollment and awareness for WISE/WESE programming through education of current families and community outreach. Its goals are to support program enrollment and increase the exposure to WISE/WESE programming beyond the existing community. If this is a committee you would like to be involved with, please connect via parentpartnership@wese.ca.

As such, it:

- works closely with the Communications Committee for contributions and oversight of the WISE Facebook and Instagram posts
- works with WISE administration supporting open houses
- works with Parent Partnership creating and coordinating parent education opportunities at the WISE
- manages marketing and advertising
- identifies and participates in opportunities to promote the WISE at external events and venues
- looks at WISE exit surveys to identify potential obstacles for families

Parent Partnership and Volunteer Committee parentpartnership@wese.ca volunteer@thewise.ca

The Parent Partnership Committee strives to be ambassadors of clarity and communication between all facets of the WISE school and WESE community, including WISE parent(s)/guardian(s) and staff and WESE board directors. We strive to nurture relationships between all members of our community to 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. To align with this mission, we do our best to identify volunteer opportunities throughout the year, relay those opportunities to our school families via our class reps, and spread the work amongst the whole community. If this work inspires you, please sign up and join our team.

Events include: Parent Orientation, Volunteer Appreciation events, and Weekly Parent Coffee in the gym

Social Justice Committee

The Social Justice Committee strives to support a climate of inclusivity, accessibility, diversity, and equity in the WISE community, while acknowledging that we live in a society rife with injustices and work to enact positive change and a commitment that ensures an equitable education for all students while fostering a safe and welcoming diverse community for the betterment of all. As an interconnected community (board, faculty, administration, families, community, and students), we acknowledge that our individual and collective actions, attitudes, and actions hold great power. We seek to maintain the school mission through conscious acknowledgement of the state of our current society, our roles both individually and as a school community,

recognizing that we can do better, and actively seeking positive change. This committee is made up of staff, board, and community members.

Events: Determined through committee interest and engagement

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, involving coordinating the use of existing space and facilities, planning for future requirements, and developing 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:

The Garden

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

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 supporting classroom needs. Some people plan and lead work bees, and others work through a list provided by the committee and info@thewise (our administrative assistant). Significant repairs are contracted externally.

VOLUNTEERING

volunteer@thewise.ca

Our school needs your assistance in the following ways:

- Committees – See Current Committee Structure (above)
- Carpentry – Work on your own, or be a part of one of our carpentry “workbee/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 weekly to help with knitting, be a class reader, attend nature walks, and other regular classroom activities and field trips. Classroom volunteers ensure and uphold student confidentiality by signing the volunteer confidentiality agreement.
- Outside Area – We will continue to maintain and further develop our playground/garden area.

Class Representatives

Teachers may request a Class Representative to work with the Class Teacher to organize and communicate with parent(s)/guardian(s). The Class Representative coordinates volunteers to support class activities, and liaises with the Parent partnership/Volunteer coordinator(s).

The Class Representative is responsible for sharing volunteer communication with other class parent(s)/guardian(s) and encouraging volunteerism in the life of the school.

Fundraising Opportunities

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.
- Horizon Bulk Ordering – Save money, order quality organic dry goods in bulk. bulkorders@wese.ca
- Annual Giving Campaign.
- Annual Fundraising Event.
- “New Build” Capital Campaign – Our ongoing capital campaign to raise funds for future development. Become a monthly donor! fundraising@thewise.ca
- 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 can assist us in approaching them for a donation.

Access to WISE

Parent and community involvement is an important aspect of our school and we encourage parent(s)/guardian(s) to participate in a wide range of community events. In any circumstance where any individual (staff, parent/guardian, volunteer, community member, or otherwise):

- Disturbs or interrupts the proceedings of a school
- Disturbs or interrupts the proceedings of a school meeting or board meeting
- Loiters or trespasses in a school building or on property owned by a board; or
- Conducts themselves in a manner detrimental to the safe operations of the school

That individual may be asked to leave the school premises or could be found guilty of an offence under the Education Act.

COMMUNICATION

To ensure that you are kept up to date about school events, fundraisers, and activities, all WISE parent(s)/guardian(s) 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 class-specific updates from your Class Teacher(s) and emails directly from the WISE Administrative staff about activities specific to your child’s class and the whole school.

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

Parent(s)/guardian(s) are welcome, and encouraged, to reach out anytime throughout the year to ask questions or share concerns or observations with their child’s teacher and administration as required.

Parent Rights and Responsibilities

As a parent or guardian, you play a formative role in developing your child’s sense of justice, equity, and worth. You also act as one of the most influential role models in your child’s life. It is the expectation of the school that all adults model acceptable behaviour at all times within the school setting.

The WISE parent community is an essential element of our school’s success. Strong, healthy relationships between the adult members of our community foster a social environment in which students learn to engage with others in a positive, constructive, and respectful manner.

We believe these core values are a foundation in our relationships with others and inform the rights and responsibilities of our community, and how we communicate with others:

RESPECT for people and property,

RESPONSIBILITY for what we say and do,

HONESTY in all situations,

APPRECIATION for the good in one another,

KINDNESS to self and others, and

CELEBRATION of diversity.

Community members' rights:

- To be treated with respect and courtesy by staff, students, and parent(s)/guardian(s).
- To be treated in a caring, polite, and professional manner by staff.
- To be listened to and clearly communicated with, regarding your child's education.
- To have a timely response to concerns raised.
- To have their confidentiality respected by staff.

Community members' responsibilities:

- To treat staff, students, and parent(s)/guardian(s) with respect and courtesy.
- To communicate respectfully with staff and community members.
- To hold all community members and students in the highest esteem.
- To protect the confidentiality of students and families.

Behaviour that will not be tolerated:

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sporting events).
- Swearing, or using offensive language.
- Shouting at members of staff, pupils, or other parent(s)/guardian(s).
- Threatening staff or another member of the school community.
- Sending abusive messages to another member of the school community, including via text, email, or social media.

- Posting defamatory, offensive, or derogatory comments about the school, its staff, or any member of its community on social media platforms or in a public forum of any kind.
- Any aggressive behaviour (including verbally or in writing) towards another child or adult.
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event).
- Possessing or taking drugs (including legal highs).
- Damaging school property.

Breaching Conduct Expectations

If the school suspects, or becomes aware, that a parent/guardian has breached the Parent Rights and Responsibilities, the school will gather information from those involved and speak to the parent/guardian about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent/guardian.
- Invite the parent/guardian to school to meet with a senior member of staff or the Principal.
- Contact the appropriate authorities (in cases of criminal behaviour).
- Seek advice from the school's legal team regarding further action (in cases of conduct that may be libellous or slanderous).
- Ban the parent/guardian from the school site.

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the Rights and Responsibilities rests with the Principal. The Principal will consult the WESE Board President before taking action to ban a parent/guardian from the school site, revoke re-registration, or non-acceptance of re-registration.

Media Use and Communication Guidelines Agreement (Adults and Students)

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 verbal, written, and 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 videos on 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 email or any other address list generated by the school for personal or business purposes, including advertising.
- **Refrain from gossip** by engaging in friendly conversations outside of the learning spaces (including before, during, and after the school day), and only discussing others or others' personal situations if they are present.
- **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 to speech, 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 regular 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 associate ourselves with the school, whether in the classroom, in the broader community at a school-related function, or in electronic and social media communications.
- **Promote healthy technology use** by familiarizing yourself with reputable information from reputable sources, such as the [Centre for Humane Technology](#) regarding 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

- Remember to use your mute button when it's appropriate
- Remember on video chat; we see you (dress appropriately, don't take your device to the bathroom)
- Practice video chat etiquette in groups; when possible open chat and type questions so the moderator/teacher can call on you
- **Do not** take screenshots, pictures, or recordings of the teacher or fellow students

Communication and Conflict Resolution

Sometimes disagreements arise, and in these situations, we want to help families effectively resolve conflicts -- be it with WISE faculty, administration, WESE Board, or volunteers. We hope to address conflicts and solve problems positively and respectfully for all parties involved.

It is essential that there is transparent, open, and respectful communication between parent(s)/guardian(s) and WISE employees. Should a conflict arise between a parent/guardian and the WISE faculty / WESE employee, we encourage parent(s)/guardian(s) to address their concerns with that individual directly. If more support is needed, the school administration can designate additional support, such as providing a second person to support finding a resolution.

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

Communication Guidelines

All the people within the community hold the collective health and welfare of our students, staff/faculty, volunteers and families of the WISE. Because of this, complicated issues relating to children, education, our livelihoods, and our position will be held with the utmost care and conscious intention. Our collective intent is to communicate in the most effective manner possible, emphasizing solution-focused conversations and approaches.

1) Communication support/delegation

We will work collectively to ensure communication with each other is respectful and appropriate. Establishing and maintaining a respectful communication environment shall be seen as the primary step in the communication process. If there are challenges to establishing a safe and positive communication practice, we will reach out to others (Executive Administrator, Principal, or WESE

President) to request additional communication support.

2) Establishing trust and building supportive relationships

We support each other's well-being together to establish a mutually trusting and supportive relationship. The WISE teacher/staff member/volunteer cares for all the students and peers within the community, and is tasked with ensuring their safety and well-being, while simultaneously providing the children's formative education. Working together to build supporting and trusting relationships between WISE teachers/staff members/community members/volunteers is vital to supporting students.

3) Scheduled phone and in-person meetings are ideal

Communication about sensitive matters shall be through scheduled phone and in-person meetings. Written communication will be reserved for small housekeeping details, or arranging a time to discuss more extensive issues.

4) Allowing for time and context

We will allow reflective time to pass and context to develop before forming negative conclusions. If an incident occurs, we shall work collectively to determine what happened and resolve any challenges identified.

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 parent(s)/guardian(s) 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 and strive to respond within 24 hours). Email communication is well suited to short, housekeeping matters such as student attendance, class activities, curriculum assignments, deadlines, and special events.

In-person by appointment or by phone

If a conflict arises or sensitive or difficult situations and conversations need to be initiated, scheduled phone and in-person meetings are strongly recommended. Communication shall be through scheduled phone and in-person meetings. Written communication will be reserved for small housekeeping details, or arranging a time to discuss more extensive issues.

Who to Talk to at The WISE

- If you have questions regarding your child, it is best to talk directly to the teacher. If you have questions about the WISE, you may also make an appointment with the Principal: principal@thewise.ca or Executive Administrator: administrator@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 the 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

A. WISE Tiered Behaviour and Discipline Procedure

The WISE operates from a philosophy that students have an innate desire to be successful in their academics and social relationships and to conduct themselves well if they are capable of doing so. As such, the WISE emphasizes positive behaviour supports, restorative practices, and collaborative and proactive solutions (CPS) within our discipline matrix to promote a harmonious and solution-focused model. Positive behaviour supports² emphasize fostering positive relationships, structuring learning environments to support student success, positively reinforcing desired outcomes, and applying fair, logical, and predictable use of consequences. Restorative practices are rooted in repairing harm done to people or in relationships rather than punishing people. CPS practices are rooted in empathy and determining the underlying root cause of behaviour, (such as lagging skills, unmet needs, or learning impairments) while maintaining school expectations with the goal of finding a solution. WISE staff are committed to these practices with consideration of a student's age, maturity, abilities, and their personal context to build a school community that reduces barriers, cultivates understanding, values diversity, and nurtures positive mental health and a sense of belonging.

Class Teachers and specialty teachers are charged with the primary intervention in disciplinary situations occurring in the classrooms, on the playground, and during field trips and overnight trips. Specialty teachers should confer with the Class Teacher to decide how best to outreach for faculty and/or family support when disruptive behaviours are persistent. The teachers may decide to request a meeting together or separately.

Tier 1 (Universal): Proactive Best Teaching Practice

The teacher strives to implement positive classroom environments. When a child behaves in a disruptive manner that interferes with their own learning or the learning of others, Tier 1 strategies may be applied by the teachers at their discretion, to meet the students to the best of their ability (*see appendix*). Tier 1 strategies include best practice using signals and strategies that don't disrupt the flow of teaching. Parent(s)/guardian(s) will be contacted regarding trending Tier 1 behaviours.

Tier 2 (Targeted): Managing Disruptive Behaviour

When a child behaves in a manner that disrupts their own learning, the learning of the class, and/or the flow of teaching, Tier 2 strategies may be applied by the teachers at their discretion, to balance the needs of the whole class with the individual student (*see Appendix C*). Parents will be informed when there are Tier 2 behaviours and/or chronic disruptive behaviours that interfere with the student's learning and the learning of the whole class.

Tier 2 strategies include anecdotal record keeping for the purpose of monitoring trends in persistent behaviours, using an Assessment of Lagging Skills and Unsolved Problems (ALSUP). This step may also

² <https://www.alberta.ca/positive-behaviour-supports>

trigger the development of an Individualized Program Plan (IPP) or Behaviour Support Plan (BSP) for the purpose of developing strategies to support the student's learning. Parents and teachers will create a timeline for review to determine if strategies are working.

Meetings with the teacher may be called with or without Administrative support to identify student needs or skill deficits. Teachers will refer students to Administration for misconduct that is occurring regularly, or conduct that is deemed by the teacher as having a significant negative impact on the learning environment. In dealing with the student, the Administration will determine a range of targeted supports or sanctions that consider the child's age, maturity, and individual circumstances which may be used for a finite period of time until the conduct is resolved. Strategies aim to ensure support is provided for students who are impacted by the inappropriate behaviour, as well as the student who is engaging in the inappropriate behaviour.

For safety concerns, Incident Report Forms (IRF) will be completed and communication with parent(s)/guardian(s) will begin. One copy of this form will be sent to the parent(s)/guardian(s) and one will go into the student's file. The teacher will use an IRF whenever a student's behaviour:

- Causes significant disruption to the learning environment and regular classroom activities.
- Displays threatening, harassing, or bullying behaviour (or in early years pointedly unkind behaviour) towards staff or other students.
- Causes harm to themselves or others.

Trending formalized documentation of a similar nature in an academic year will require the parent(s)/guardian(s) to meet with the teacher to support resolution. During this meeting, the parent(s)/guardian(s) and teachers will determine expectations that, if not met within a specified and agreed-upon time, may result in the application of Tier 3 consequences.

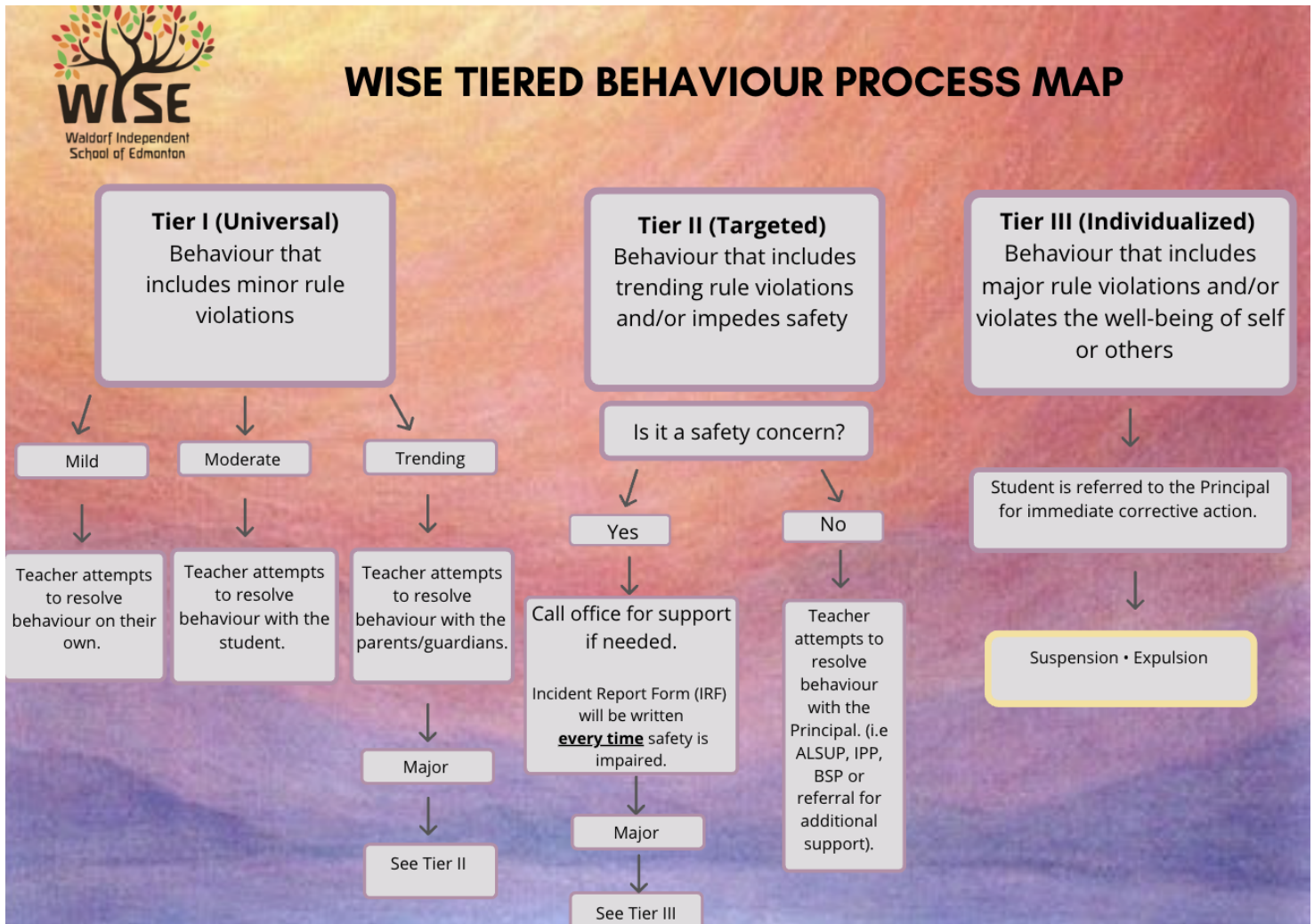
Tier 3 (Individualized): Suspension and/or Expulsion

Parents will be informed when there are Tier 3 behaviours and/or chronic disruptive behaviours that interfere with the student's learning and the learning of the whole class (*see Appendix C*). Tier 3 strategies include in-school suspension, out-of-school suspension, and expulsion.

Suspension is a serious consequence for behaviours that are unable to be resolved. It is extremely rare for students K-3 to receive a suspension. Wherever possible, in-school suspensions will be offered to ensure students are supervised and provided with opportunities for students to engage in skills-building and learning activities to support the resolution of behaviours. This approach requires a dedicated physical space away from other students as well as adult supervision throughout the day. Generally, students serving in-school suspensions do not have access to the school grounds, or to other opportunities for social interaction with peers.³

³ https://www.learnalberta.ca/content/inspb3/html/7_fairandpredictableconsequencesC.html

B. Tiered Behaviour Process Map



C. Tiered Behaviour

Tiered 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.	
Tier 1 (Universal) Behaviour that includes minor rule violations	Tier I Behaviours • Running in building/walkways • Disruptive behaviour • 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 Tier I Consequences Verbal correction • Think-Sheet • In-class time out • Time out of class • Loss of privileges • Clean-up duty/service • Apology
Tier 2 (Targeted) Behaviour that includes trending rule violations and/or impedes safety	Tier II Behaviours Chronic Level I Behaviour • Academic dishonesty • Name calling • Teasing • Yelling • Pushing/shoving • Defiance Tier II Consequences Verbal correction • Think-Sheet • In class time out • Time out of class • Loss of privileges • Clean-up duty/service • Apology • 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 • Incident Report Form (IRF) • Behaviour contract • Assessment of Lagging Skills and Unsolved Problems (ALSUP) • Individualized Program Plan (IPP) • Behaviour Support Plan (BSP)
Tier 3 (Individualized) Behaviour that includes major rule violations and/or violates the well-being of self or others	Tier III Behaviours Chronic Level II behaviour • Serious or repeated academic dishonesty • Uttering threats • Stealing • Fighting/assault/physical aggression • Vandalism/Damage to School Property • Possession of weapon on school grounds • Intimidation/verbal threats • Harassment • Verbal abuse/directed profanity • Disrespect toward others • Possession/under influence of illegal substance • Chronic Disrespect Tier III Consequences Suspension • Expulsion