



**PEACE
VALLEY**
CHARTER SCHOOL

Family Handbook

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

-Rudolf Steiner

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About Our School

Welcome to Peace Valley Charter School

School Vision

Code of Conduct

Curriculum

Welcome to Peace Valley Charter School

Hello and welcome to Peace Valley Charter School, families old and new. We are so glad that you are joining us this year, and we feel grateful for the part that your family will play in the growth of our school and our community.

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

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

School Vision

Peace Valley Charter is an educational community guided by the Principles of Public Waldorf Education put forward by the Alliance for Public Waldorf Education. It provides a comprehensive education that integrates academics, arts, movement, nature, and social responsibility into everyday learning. Through this curriculum, our teachers nurture the imagination in the early years, building a foundation for abstract thinking gradually, and appropriately challenging the intellect throughout the grades. This approach balances a solid academic program, artistic expression, and healthy social development. PVCS is committed to the healthy growth and development of the whole child, where health includes not only the physical, but the emotional and social realms as well. Using this holistic approach, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

Vision and Mission

Peace Valley's education is designed to awaken creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success, giving our students the tools they need for success in a variety of settings throughout their lives. Our school is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close, long-term relationships with classmates and teachers. We believe that children flourish and grow to be healthy, capable, contributing human beings when they are supported by an atmosphere of respectful, clear communication, cooperation, and parent participation. We believe that teaching children to care for and respect the earth encourages global responsibility and promotes sustainability.

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

Peace Valley will offer a supportive and accepting environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community. Peace Valley will be supported by strong parent volunteers, dedicated staff, and engaged students who strive together as lifelong learners.

Values

Peace Valley Charter's educational model is based on Rudolf Steiner's philosophy of developing the whole human. Creativity and artistic expression are essential in a child's healthy growth and development, and are fully integrated into the curriculum.

We seek and embrace diversity in our community. We believe that the education of students, teachers, and parents is a lifelong process. Our values fall into three spheres: truth, beauty, and goodness; social renewal; and organizational integrity.

Truth, beauty, and goodness encompass a collection of values that foster a healthy emotional and intellectual life:

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

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

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

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

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

Code of Conduct

The values that are embedded in our curriculum and our work with each other can be distilled into our code of conduct.

Peace Valley Code of Conduct

We are kind

We are safe

We are respectful

We are responsible

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

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

Some ways that students can exemplify our code of conduct include: being on time and ready to participate each day and work diligently on their studies, abiding by the dress code, demonstrating respect and care in their use of school property and resources, and not bringing or using any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the school.

Students who violate our code of conduct by engaging in dangerous or disruptive behavior, disrespecting teachers or administrators, threatening or harming others, damaging school property, or violating a PVCS policy or procedure shall be subject to discipline, and potentially to suspension or expulsion as outlined in the safe schools policy found on the school's website.

Curriculum Philosophy

The curriculum teaches academics through the arts, along with a rich cultural experience. We believe that a child learns not only through the intellect, but also by cultivating healthy social interactions and through lessons that engage the feeling life. In addition, we believe a lesson is best learned when intellectual content is linked with active, hands-on expression. This combination of addressing the head, heart, and hands is a major tenet of the Waldorf educational philosophy. Our teaching is centered on age-appropriate lessons and the child's readiness to receive the material, which follow common core standards. We achieve academic rigor through a holistic methodology. To learn more about the Waldorf curriculum and why it is taught the way it is, consider reviewing the American Alliance for Public Waldorf Education's Core Principles and/or reading *Understanding Waldorf Education, Teaching from the Inside Out* by Jack Petrash.

School Operations Overview

Peace Valley Schedules

Field Trips

Parent Involvement

Donations and Fundraising

Communications

Tracking Student Progress

Student Expectations

Student Services

Emergency Response

School Fees

Peace Valley Schedules

Grades 1-8 and Full Day Kindergarten

Monday through Wednesday, 8:20 AM - 3:30 PM

Thursday & Friday, 8:20 AM - 1 PM

Morning Kindergarten

Monday through Wednesday, 8:20 AM - 11:45 AM

Thursday & Friday, 8:20 AM - 10:30 AM

Afternoon Kindergarten

Monday through Wednesday, 12:05 PM - 3:30 PM

Thursday & Friday, 10:50 AM - 1 PM

School Calendar

September 8 - First day of school

October 22 - Parent Teacher Conferences after school

October 23 - Parent Teacher Conferences all day (no school)

October 30 - Professional Development (no school)

November 23 – 27 - Thanksgiving Break

December 23 - January 8 - Winter Break

January 18 - Martin Luther King Day (no school)

February 15 - President's Day (no school)

February 16 - Professional Development (no school)

March 22 – 26 - Spring Break

May 31 - Memorial Day (no school)

June 11 - Last day of school

Office Hours

The office will be open from 8:00 AM to 4:00 PM Monday through Friday.

Drop Off/Pick Up

Students may be **dropped off** up to 15 minutes before class begins. Students who arrive before 8:05 AM must be checked in to Before Care, the drop-in rate for which is \$10/day. Students must be **picked up** at 3:30 PM, unless they are attending After Care. Any student not picked up by 3:45 PM will be signed in to After Care, the drop-in rate for which is \$18/day.

Students who bike or walk to school will enter or exit through the gate on Annett Street. Bike racks are available at school for student and parent use. There will be **NO** foot or bike traffic through Federal Way.

If your child arrives after 8:25 AM, they are counted as late and will receive a late slip.

After Care

After Care is available from 3:30 – 6 PM daily, except Thursdays and Fridays, from 1 – 6 PM. More information can be found on the website.

Field Trips

Each student should have a signed [Field Trip Release](#) from a parent/guardian at the beginning of each year to participate in field trips and walks close to the school. Field trips require an adequate number of chaperones to ensure supervision. All chaperones who will transport students for field trips will be

volunteers who have had a full background check performed. Guidelines for the total number of adults vary based on the age of students:

Grades K-3: 1 adult / 7 students

Grades 4-6: 1 adult / 10 students

Grades 7-8: 1 adult / 15 students

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

Different types of field trips include: walking field trips, driving field trips, and overnight field trips. Families will be notified with enough time for planning in all cases.

Parent Involvement

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

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

Steps to Volunteer

All individuals wishing to volunteer at our school must first complete the [volunteer application](#) and [Mandated Reporter Training](#) and its corresponding [signature sheet](#). All of these can be found online on the Parents page, or physically in the main office. A criminal background check must be completed before anyone can participate in school activities as a tier 3 volunteer. All volunteers must check in at the front office and wear an ID badge while at the school.

Family Council

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

The Family Council is composed of a chair, vice chair(s), secretary, volunteer coordinator, and classroom parent representatives (CPRs) from each class. Officers are approved by a vote of the membership.

Class Parent Representatives (CPRs)

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

Chair

The chair leads and directs the meetings of the Family Council, sets the agenda, and serves as a member of the Joint Committee.

Vice Chair

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

Secretary

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

Volunteer Coordinator

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

Guiding Principles for Council and Committee Work

1. Each Committee will have a chair that leads the discussion and ensures that all voices are heard and the interests of each individual are considered.
2. Each Committee will have a secretary who takes minutes and tracks assignments given and commitments made within the meeting.
3. An agenda will be set for each meeting in advance, defining what will be discussed and the time allocated to each item. The chair is responsible for ensuring that the agenda is followed; the secretary is responsible for ensuring adherence to timeframes.
4. Committee minutes will be made available to all committee members and other appropriate individuals.
5. Committees operate from a place of goodwill and good intentions. They cooperatively establish the norms for their work together when they begin and orient new members to their mandate, process, and norms when they join.
6. Committees function only within their mandate.
7. Committees report to the relevant Councils on a regular basis and solicit input and feedback on their activities. Committees will often develop plans and suggestions within their scope which require the approval of a larger Council.
8. Decision making is by consent. This is not consensus, or majority rules; rather, the committee works to hear all views and then reach a decision to which there are no objections. There does not need to be full agreement, just a willingness to support the action which is going forward.
9. When a committee reaches a decision, all members will publicly support and advocate for that decision.

Festivals and Ceremonies

Festivals serve as an opportunity for the entire school community to join in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. Festivals and other celebrations will be jointly planned through the faculty and Family Council.

Donations and Fundraising

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

Fundraising efforts which have been established or may be available to Peace Valley include the following.

- Passive programs: activities undertaken in which funds flow back to PVCS (Amazon Smile, Whole Foods Days, Fred Meyer Rewards, Box Tops)
- Transactions: purchasing of items directly from the school where a percentage is revenue (school merchandise, booths at festivals, yearbooks)
- Campaigns: two large fundraising events each year – Fund the Gap Campaign & Annual Event
- Program specific contributions: set up on a case-by-case basis online so individuals can make direct contributions
- Employer matching: many employers like HP and Micron match employee donations
- Corporate donations and grants: efforts to seek foundation and corporate support

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

Communications

Newsletter and Regular Information

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

Email

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

Short-Term Reminders and Emergencies

Peace Valley will utilize emails and phone calls in order to communicate time-sensitive and emergency information. Please keep your contact information current with the main office staff.

School Closure - Inclement Weather Policy

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

Website

Peace Valley maintains general information to support parents and give event and school updates online. Various forms pertinent to enrollment and parent involvement can be found online as well.

School-Wide Communications from PVCS Families or Staff

Staff, students, or parents wishing to post materials on the school's bulletin boards must first receive permission from the administrator to do so and be located in approved spaces. Staff, students, or parents wishing to submit events or information to be sent in the school's regular electronic communications can do so on the school website. In addition, non-school sponsored activities and personal advertisements/solicitations will not be advertised through school website or emails.

Tracking Student Progress

Parent-Teacher Conference

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

Student Report Cards

In lieu of traditional report cards, Peace Valley uses the End of Year Report system. End of Year Reports will be available within 2 weeks of the last day of school and will include a written summary of the child's progress during the year and a standards-based report.

A portfolio of student work is collected over the year as evidence of student learning and is shared with parents during conferences, as well as sent home at the end of the year.

Assessment

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

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

Special Education

At PVCS, every child will be provided the protections, rights, and services outlined in state and federal law. These include accommodations, services and support required by ESSA, IDEA, and Section 504 of the Rehabilitation Act, the Individual with Disabilities Act, the American Disabilities Act, and the Idaho Special Education Manual. PVCS follows the guidance provided by the Idaho Department of Education, and utilizes their models for program procedures, templates, and policies in the federal programs we implement. This includes the Idaho Department of Education Special Education Manual that is used for all aspects of the PVCS special education programming, including: student identification, evaluation, eligibility determination, development of Individual Education Plans (IEP), related services, accommodations, discipline policy, budgeting, and transportation for students with disabilities.

Response to Intervention (RTI)

PVCS implements a core instruction program and a tiered model of instruction designed to ensure all students become proficient in meeting state standards. Students at PVCS will be educated with a

combination of Waldorf pedagogy and research-based curriculum. Students will work toward meeting education goals which are aligned with the Waldorf model as well as Idaho Core Standards.

Tier 1 – All students receive core instruction which is aligned to both the Waldorf pedagogical approach and Idaho Core Standards. Instruction in all of our classes is provided by certificated teachers. Students receive standards-aligned instruction in math, reading, language arts, science, and social studies. Teachers adhere to the core instructional program identified by the school.

Tier 2 - When a student has been identified as not making adequate growth, the student's teacher, parent, and/or another staff member will complete a referral to the Student Support Team (SST). The referral will include applicable social, emotional, behavioral, health/wellness and/or academic information, as well as data to assist the team in developing appropriate interventions. Acceptable data may include benchmark assessment and progress monitoring (e.g. IStation, Aimsweb, Core Phonics, MCAT, MCOMP, RCBM, Read Naturally, Dibels, etc.), observation data, information from health care providers, parent information and other applicable information. The SST will identify interventions that may be implemented within the classroom or in small pull-out group settings. In addition, interventions may be incorporated into the Waldorf extra lesson. This extra lesson provides movement, drawing, and painting to help children with difficulties in writing, reading and arithmetic.

Tier 2 Intensive - If the student is making progress, continued monitoring will occur. If the student does not respond with significant progress to the intervention, the SST may identify additional intensive interventions designed to target specific needs. These interventions may be developed to target specific areas not responding to previous intervention. Tier 2 interventions may also be provided to individual students or in very small, pull-out groups. Progress monitoring will continue for tier 2 interventions and may be done more frequently than in tier 1.

Tier 3 - If a student does not respond with significant progress to the core instruction program with classroom interventions (Tier 1) and/or intensive intervention (Tier 2), the SST may refer the student to the lead special education teacher for further evaluation. The lead special education teacher will provide the SST with referral forms to facilitate this process. The SST must provide documentation of initial SST referral, benchmark and progress-monitoring data, interventions, and response to intervention data in order to refer a student for evaluation. Parents and/or guardians may request evaluation without going through the SST; however, when parents/guardians have concerns regarding a child, the school administrator and/or classroom teacher should attempt to schedule a meeting with the SST and parent to determine whether interventions could be implemented and monitored prior to referral for evaluation.

Emergency Response

Peace Valley has an Emergency Operations Plan which will be provided to staff, kept in each classroom, and serve as the basis of emergency drills.

Parents and families will be notified of emergency situations using the school's mass communications system. Parents will be given specifics on actions to be taken if students need to be picked up from the school's reunification site in an emergency. For this reason, as well as other possible emergency situations, it is imperative that contact information is kept up to date with the main office.

School Fees

No fees will be charged to students for textbooks, classroom equipment or supplies, assemblies, or anything else that takes place or is used during the regular school day.

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

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

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

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

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

Any donation opportunities presented by the school are not mandatory and are not fees.

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

Policies

Attendance/Late Arrival

Discipline Policy

Student Health

Child Abuse Reporting

Food

Student Records

Electronic Devices

Dress Guidelines

Pictures and Video Recording

School Environment

Personal Property

School Concerns

Integrating Physical Activity into the Classroom Setting

Use of School Property

Computer and Internet Usage

Animals

Attendance/Late Arrival

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

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

In addition, Peace Valley's state funding comes from student daily attendance. Students who are not present for the minimum number of hours will not be credited to the school on those days.

Attendance Requirements

Students are allowed a maximum of five (5) absent days per semester. Students who receive six (6) absences within a semester may be referred to administration and the governing board. Written communication will be sent after 5, 8, and 10 absences per semester.

Definitions

Absence: Failure of a school-age minor assigned to a class or class period to attend the entire class or class period. Students enrolled in half day kindergarten will be marked absent if in attendance less than 2.5 hours in a regular school day. Students enrolled in full day kindergarten or grades 1 – 8 will be marked absent if in attendance less than 4 hours in a regular school day.

Verified absence: An absence which has been confirmed by a parent/guardian through verbal or written notification to the school.

Unverified absence: An absence which has not been confirmed by a parent/guardian. The school will attempt to reach the parent/guardian of the absent student in case of an unverified absence.

Truant: Absent without permission of parent/guardian or school officials. Persistent and/or habitual truancy may result in suspension or expulsion from school. Unverified absences will be counted as trancies unless verbal or written communication is received from a parent/guardian within 48 hours.

Supportable absences: Class time missed by student for reasons which are supportable, and which **will not** be counted against the 5 days per semester standard. These include field trips or other class activities, bereavement (up to 5 days excused for a member of the immediate family), court dates, illness with a doctor's note, and unforeseen emergencies. All excused absences must have appropriate documentation in order to be valid.

Non-supportable absences: Class time missed by students for reasons which are not supportable, and which **will** be counted against the 5 days per semester standard. These include illness without a doctor's note, trancies, and other verified or unverified absences.

Excessive Absences

More than ten (10) absences in a school year may result in un-enrollment. If a student is absent for fifteen (15) consecutive school days, the student may be automatically unenrolled from school. Students absent due to illness documented by licensed medical personnel will not be included in this procedure.

Late Arrival

A student is late if they are not in their assigned classroom by 8:25 AM. Students who arrive late must enter through the front door and receive a late slip from the office. Late arrival may be waived by administration in extraordinary circumstances - i.e. late bus, inclement weather, or other extenuating circumstances. If a student is chronically late, they may be referred to the administration.

Early Checkout

Excessive early checkouts may be referred to the administration for intervention. If possible, please don't remove your child before 1 PM.

Intervention

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

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

Habitual Truancy

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

Attendance Appeal

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

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

Discipline

Classroom Management

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

When teachers are unable to remedy behavior problems, they will work closely with the student, parents or guardians, the Student Support Team (SST), and/or other school staff to coordinate efforts in the resolution of discipline matters. A restorative justice model will be employed in all cases of student misconduct. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements.

Discipline Policy

Different behaviors warrant different responses based on context, severity, and frequency. The hope is that violations of Peace Valley's code of conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied before such action would need to be taken.

However, PVCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is unable to rectify the situation and prevention of the behavior has not succeeded, this course of action may be taken:

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

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

In cases where student behavior poses imminent harm to fellow students or members of the PVCS community as outlined in the Idaho State Department of Education's Safe Schools Policy, the administrator may consult with the relevant class teacher, student, and parent or guardian, and make an immediate plan of action.

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

If expulsion is deemed necessary, the administrator will petition the governing board for expulsion in accordance with PVCS's policies and procedures governing suspension and expulsion.

Bullying and Harassment

At Peace Valley, we take bullying and the safety and protection of our students seriously. Bullying is when an individual or a group of people repeatedly and intentionally cause harm to another person or group of people who feel helpless in the face of their assailant's perceived or actual authority or power. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken.

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

Bullying is not:

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

These actions can cause great distress, however they do not fit the definition of bullying, and they're not examples of bullying unless they are deliberate and repeated occurrences.

No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location. No school employee or student may engage in retaliation against a school employee, a student, or an investigator for investigating or witnessing an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation.

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

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

Investigations

PVCS will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment, hazing, and retaliation. The administrator will investigate all complaints by students and employees alleging bullying, cyberbullying, harassment, or hazing, and may work with law enforcement or other entities to ensure the safety of all staff and students.

Whenever the administrator has reason to believe laws have been broken or other substantial violation has occurred, s/he shall request that the appropriate authorities conduct the investigation.

Making a Formal Complaint

Each complaint of bullying, cyberbullying, harassment, hazing, or retaliation shall include:

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

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

Consequences for Verified Violations

Verified acts of bullying, cyberbullying, hazing, harassment, or retaliation shall result in consequences. Potential consequences may include:

- student suspension or removal from a school-sponsored team or activity including school sponsored transportation
- student suspension or expulsion from school/ employee suspension or termination
- employee reassignment
- other action against student or employee as appropriate

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

Compliance with the Office for Civil Rights

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

If it is determined that the bullying, cyberbullying, harassment, or hazing did occur as a result of the student victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to end the bullying, cyberbullying, harassment, or hazing, eliminate any hostile environment, and prevent its recurrence.

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

Required Parental Notification

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

The administrator shall provide the required parental notification to the student's parent or guardian in writing via email or via telephone call or in person meeting.

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

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

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

Actions must also include, as appropriate:

- Procedures for protecting the victim and other involved individuals from being subjected to further bullying or hazing, or retaliation for reporting the bullying or hazing.
- Prompt reporting to law enforcement of all acts of bullying, hazing, or retaliation that constitute suspected criminal activity.
- Prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, hazing, or retaliation which may be violations of student or employee civil rights.
- Procedures for a fair and timely opportunity for the accused to explain the accusations and defend their actions prior to student or employee discipline.
- Procedures for providing due process rights under Section 53A-8-102 (licensed staff), local employee discipline policies or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student or employee discipline.

Student Health

Injury/Accident/Illness

Being a school that emphasizes outdoor play, bumps and scrapes do occur. Teachers will attempt to take care of minor injuries and health complaints themselves. Main office visits concerning health are for more serious issues, students who need to lie down for a few moments and rest, or students waiting to be picked up by parents.

Student Medication Policy

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

If a student must receive medication while at school, a health history form must be filled out with the necessary medication information and a parent or guardian signature. All student medications must have up to date prescription information, including dosage and expiration date. (This information is listed on all prescription medication bottles, or sometimes on the box, as in the case of inhalers.)

As an exception, self-administration is allowed if the student could experience conditions that are considered life threatening if the medication is not available and administered by the student or administrator in a timely manner. (For example: severe allergies, severe asthma, diabetes, etc.). In these cases, doctor and parent notes must be filled out, returned, and kept in the student's file.

Illness Guidelines

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

- Vomiting or diarrhea
- Fever of 100 degrees or higher
- Infectious rash
- Severe cough
- Pink eye
- Infectious runny nose

Communicable Illness

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

Self Health-Screening

As shared in the [Reopening School Plan](#), a self-screening health question will need to be completed in order "to reduce the spread of infectious disease, including COVID-19". As an essential measure to know this was completed at home prior to attending in-person learning, [this short Google Form](#) will need to be completed for each student for each school day starting this Monday, September 28th. This needs to be completed by 7:45 AM for each school day. This precaution will support reopening our school and provide us a greater opportunity to remain open during these current times. Having your children attend school when healthy and stay home when sick will continue to support our learning community moving forward.

Head Lice

It is important to check your children regularly for lice. If you find even a single nit, please immediately notify the office so that appropriate measures can be taken and class families can be notified. Students who have had lice may return to school once proof of treatment has been given to the main office.

Child Abuse Reporting

Any Peace Valley employee who has a reason to suspect that a child has been subject to abuse will immediately notify the administrator. Idaho law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer, has reason to believe that a child has been subjected to incest, molestation, sexual abuse, emotional or physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, s/he immediately notify the nearest police officer, law enforcement agency, or the Idaho Department of Health and Welfare (IDHW). The law provides serious penalties for failure to fulfill one's duty to report.

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

1. **Do not** confront the suspected abuser or molester.
2. Report the details to the administrator immediately, including notes of the following:
 - All incidents and observations, including dates and times.
 - Any information available about the relationship between the child and the suspected abuser.
 - Pertinent information that IDHW will need for its investigation. (Name, age, and address of the child; current injuries, medical problems, or behavioral problems; parents' names and names of siblings at home.)
3. Maintain confidentiality. Information about suspected child abuse is only to be given out or discussed on a need to know basis and is not to be shared with fellow employees, parents, students, or anyone outside the school other than law enforcement.

The administrator or employee will make a report to IDHW or local law enforcement and let them investigate.

Student Records

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

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

Education Records

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

Personal notes made by staff are not considered education records if they are:

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

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

Directory Information

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

- student name
- grade
- class
- parent email address
- parent telephone number

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

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

Disclosure of Student Information

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

- A legitimate educational interest
- Transferring or enrolling to other schools
- Judicial orders or lawfully issued subpoenas
- Health and safety emergencies
- The juvenile judicial system
- Specified officials for audit or evaluation purposes
- The Immigration and Naturalization Service (INS) for foreign students attending school under a visa
- Ex parte orders

Individuals with Disabilities Education Act (IDEA)

In addition to the requirements of FERPA, the IDEA provides increased privacy protections for students who are receiving special education and related services, tailored to protect special confidentiality concerns for children with disabilities and their families. PVCS must inform parents of children with disabilities when information is no longer needed and will be destroyed.

Health Insurance Portability and Accountability Act (HIPAA)

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

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

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

- political affiliations or, except as provided under UCA §53A-13101.1 or rules of the Idaho State Board of Education, political philosophies
- mental or psychological problems
- sexual behavior, orientation, or attitudes
- illegal, anti-social, self-incriminating, or demeaning behavior
- critical appraisals of individuals with whom the student or family member has close family relationships
- religious affiliations or beliefs
- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers
- income, except as required by law

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

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

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

Two weeks' advance notice of the above-listed information will not be provided in response to a situation that a PVCS employee reasonably believes to be an emergency, or as authorized under applicable child abuse or neglect reporting requirements, or by order of a court of law. Parental authorization is valid only for the activity for which it was granted. A parent may withdraw consent by submitting a written withdrawal of authorization to the school administrator prior to or during the course of the activity.

Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well-being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

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

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

Dress Guidelines

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

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

Physical warmth is vital to the healthy development of children. They need to be dressed in layers for ease of movement and comfort. Their clothes should allow them to run, jump, raise arms above their heads, and bend over to touch their toes with complete freedom of movement. In order for children to be able to participate in outdoor activities in all weather, it is expected that they arrive at school in possession of snow/rain pants, jackets, hats, gloves, and boots during fall and winter months. When warmer days arrive, layers may be removed.

Clothing represents an individual and cultural expression in society. We wish to honor that expression, while allowing children the safety of dressing comfortably as children without the pressures of looking "grown-up" too early. Additionally, clothes that follow the latest trend can create peer separation based on those with the ability to keep up with the latest trend and those without the ability. This can create a negative classroom environment that encourages bullying, cliques, and anxiety around personal appearance.

We strive to create a learning environment that attempts to find a middle path that encourages appropriate dress while preserving student individuality. This promotes nurturing the whole child and allowing each to feel comfortable and safe in their class community.

YES LIST

- Weather appropriate tops and bottoms with no undergarments showing

- Solid colors or patterned fabric such as plaid, stripes, checks, polka dots, calico
- Well-fitting athletic wear
- Weather-appropriate shoes with closed toes and backs
- Brand logo images smaller than an adult hand
- Simple jewelry
- Religious and cultural head coverings
- Makeup and nail polish for 6th – 8th grade

NO LIST

- Sunglasses inside, unless medically necessary
- Makeup and nail polish for K – 5th grade
- Clothing with negative slogans, media inspired characters, or adult brand advertisements
- Unnatural hair color and style

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

Food and Nutrition

School Lunch

Included in our holistic approach to student health is the food they eat while at school. Students will eat a mid-morning snack as well as lunch in their classrooms in a pleasant environment that provides sufficient time for eating, while fostering good eating habits, enjoyment of meals, good manners, and respect for others. Staff will educate students in the importance of cleanliness and hand washing. Convenient access to hand washing facilities and restrooms will be provided.

We are working to develop a more robust food pantry program for students who do not have breakfast or lunch sent with them. If you'd like to assist with this, please let us know.

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

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

Birthdays

PVCS recognizes the importance of acknowledging and celebrating student birthdays, and we enjoy honoring our students in a special way on these milestone days. Each class teacher will develop their own way of celebrating their students' birthdays in a way that resonates with their particular class and group history. However, as a school we have agreed that birthday celebrations be treat-free, in order to protect the health and safety of students, to eliminate the financial burden on families, to protect the

educational learning time in classrooms, and to respect the rights of parents in choosing what their children consume while at school.

Electronic Devices

In an effort to maintain a positive school environment, employees, parents and volunteers are asked not to use their personal electronic devices during the school day when in contact with children, unless there is an emergency situation. We ask that devices be placed in silent mode and stored out of site during times when supervising and interacting with students. Cell phones and other electronic devices may be used on breaks, in meetings (as appropriate), and in emergency situations.

Electronic devices include but are not limited to: cell phones, smart watches, iPads, iPods, and gaming devices.

Student Possession and Use

Peace Valley students may possess electronic devices at school subject to the following:

- Students may carry and possess electronic devices to and from school but they should not be in use while on school-provided transportation
- Electronic devices must be turned off and kept in backpacks during school hours except under the supervision of the teacher in the classroom

Prohibitions

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

Confiscations

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

Security of Device

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

Exceptions

With prior approval of the administrator, the above prohibitions may be relaxed under the following circumstances:

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

Personal Property

Toys, games, cell phones, electronic devices, and all other personal items not directly related to learning and class activities are to remain at home. If such items are brought to school, they must be left with the teacher until the end of the school day. Inappropriate items will be held in the office and may be picked up at the end of the day. Dangerous items may be confiscated and disposed of, and will require more serious consequences.

Pictures and Video Recording

Parents and family members are strongly encouraged to refrain from taking pictures and video recordings during school events, in order to focus attention on being present with the students and community. For each event or presentation, Peace Valley will attempt to designate photographers/videographers and make pictures and video recordings available to parents. In addition, PVCS will make an annual yearbook available each year for purchase. This will include pictures from events and photos of all students.

School Concerns

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

Grievance Process

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

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

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

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

Levels of Resolution

○ Step 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. An appointment should be set up where the concern can be expressed in private. Care should be taken to express concerns calmly and respectfully so that an environment conducive to resolution can exist. Unless there is a safety concern, an attempt at direct resolution is to be made prior to requesting Administrative Resolution.

- **Step 2: Administrative Resolution**
The Administrative Resolution process for grievances consists of filing a grievance report which will initiate a meeting between the parties involved with the school Administrator in attendance. This is an attempt at a mediated process. Administrator will document the concern and resolution.
- **Step 3: Escalated Conflict Resolution**
In cases where the concern has been addressed with the administrator and any party remains dissatisfied with the decisions made to resolve the conflict at this level, that party may appeal the decision by passing the grievance on to the governing board. Such a complaint will be made in writing and submitted to the Board President, using a second Grievance Report, which will be heard at the Board's subsequent meeting. All decisions rendered by the board are final.

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

Use of School Property

Building and Property Use

Peace Valley Charter School property is owned by a private entity and leased to the school. Therefore, the building may only be used for activities that are incidental to running our school, including but not limited to: school performances, school-wide fundraisers, extracurricular activities, or other such school sponsored activities, and only by Peace Valley or organizations affiliated with it. Space in the building may be sub-leased to another, non-profit educational organization that aligns with the mission and vision of Peace Valley only with the approval of the building owner to expand educational offerings available to the Peace Valley community. Other entities, such as charitable, non-profit, or governmental entities may rent the building if done so in coordination or in conjunction with an affiliated entity and for such incidental activities.

The administrator, or a person designated by the administrator for this purpose, must approve all activities, will determine if a particular activity is appropriate, and determine the appropriate fee, if applicable. The administrator or governing board reserves the right to refuse the use of the building if the activity is determined to be inappropriate. The decision of the administrator/governing board is final.

Electronic Devices and Networks

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

Computer and Internet Usage

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

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

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

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

Animals

Class Pets

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

Family Pets on Campus

Personal pets are not permitted on school grounds due to health and liability reasons.

Student Expectations

Transitions

Chores

Integrating Physical Activity into the Classroom Setting

Homework

Transitions

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

Chores

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

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

Integrating Physical Activity into the Classroom Setting

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

Recess

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

Recess guidelines include:

- Inclusion - Everyone is included. Students of similar grade levels, who are sharing a play space, are always welcome to join another group at play.
- Accepting Change - Children are encouraged to problem solve on their own unless it becomes a question of safety. We encourage them to accept changes in the direction of play in a group and to be flexible enough to find something else to do if they no longer like the game, rather than demanding their own way.
- Sharing Resources - Materials and forts on the playground are not “owned” from one recess to the next, though the children are encouraged to be respectful of things like others’ miniature fairy house creations. Children are taught to use kindness and listening skills with each other when working out problems. The adults in charge will facilitate these conversations as needed.
- Physical & Emotional Well Being - Students are encouraged to play actively but within guidelines. For instance, if they play horses the reins must be loose, if in jail they must be able to flee easily. Violent play, imaginary or real, is not allowed.

Homework

Basic Philosophy

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

Kindergarten through Third Grade

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

Fourth and Fifth Grade

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

- Math practice
- Nightly reading with a log
- Writing or typing practice
- Work on a project
- Spelling or vocabulary words to practice
- Book projects

Sixth through Eighth Grade

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

- Math practice
- Assigned reading
- Writing practice
- Work on a project
- Spelling or vocabulary words to practice
- Creative projects that help introduce time management skills
- Book projects
- Research projects
- Reading for content
- Studying for End of Main Lesson Block or Spanish Assessments

Supplemental Information for Home and Family Time

Home Life Recommendations

Chore Suggestions

Resources for a Waldorf-Inspired Home Life

Home life recommendations

The educational philosophy of PVCS is based upon a deep understanding of child development. Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and the development of healthy social skills through a balance of academics, art, and direct experience. We believe that children need to move, run and use their bodies to learn. Children need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps children learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom. Following, you will find some recommendations for making your home life more closely match your child's school environment, to aid in the holistic development of the child, with the aim of making your household a more peaceful, nurturing space for the whole family.

Family Rhythms

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

- Regular bedtime that allows 10-12 hours of sleep
- Eating a healthy protein-rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play
- Hobbies
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

Media

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

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

- *Endangered Minds: Why Our Children Don't Think* by Jane Healy
- *The Plug-In Drug and Unplugging the Plug-In Drug* by Marie Winn

- What to Do After You Turn Off the TV by Francis Moore Lapp

Gardening and Ecological Awareness

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

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

Chore suggestions

Waldorf education utilizes meaningful work as a way to instill a sense of pride and ownership in children, the most obvious type of meaningful work being chores. Chore suggestions for ages 3 – 18 can be found here:

www.theparentingpassageway.com/2010/08/15/more-regarding-children-and-chores-in-the-waldorf-home/

A great make-your-own chore chart can be found here:

www.thecraftycrow.net/2013/08/forest-chore-chart-tutorial-diy-make-your-own-chore-chart.html

Resources for a Waldorf-Inspired Home Life

Ask experts which 21st-century skills young adults need, and you won't find "computers" or "technology" at the top of the list. Instead, you'll see things like collaboration and teamwork, creativity and imagination, critical thinking, problem solving, and flexibility and adaptability. The Waldorf curriculum is designed to cultivate all these capacities in our students. At Peace Valley Charter School, our classrooms are screen-free, and our students thrive, both academically and socially. Waldorf teachers bring academics to life with vivid narratives, class discussions, hands-on experiments, artful chalkboard drawings, and other engaging techniques — all without the use of computers. Following are resources from our family council to help families live into the Waldorf philosophy, making home and school life more seamless.

Technology and digital media use at home are strongly discouraged. Instead, we recommend free play, outdoor exploration, reading, crafts, games, dinnertime conversation, and other healthy, developmentally appropriate activities.

- Adapted from The Waldorf School of Lexington

Podcasts

- Waldorf Journey Podcast www.awaldorfjourney.libsyn.com
A Waldorf Journey is a blog and podcast started by a trained and experienced Waldorf teacher who is passionate about sharing what she has learned on the journey.
- WE Talk podcast www.shiningmountainwaldorf.org/all-school-2/our-community/podcast/
WE Talk is a podcast that explores the role of Waldorf Education in helping children, parents, and families thrive in an ever-changing world.
- The Simplicity Parenting Podcast www.simplicityparenting.com
Weekly insights on children and parenting from "Simplicity Parenting" author Kim John Payne.
- Millennial Child Lectures www.millennialchild.com/podcasts.html
Eugene Schwartz is a Waldorf consultant and lecturer.

- Barefoot Books www.barefootbooks.com/kids/story-podcasts
These are free fairy tale audio books for children. (Great for older kids too!)
- The Read Aloud Revival podcast by Sarah McKenzie www.readaloudrevival.com/podcasts
You can sign up for monthly book recommendations at her website. The titles can often be found at the library.

Blogs

- Rhythm of the Home www.rhythmofthehome.com
- Syrendell www.syrendell.com
- The Magic Onions www.themagiconions.com
- Frontier Dreams www.frontierdreams.blogspot.com.au
- The Parenting Passageway <http://theparentingpassageway.com>
- Waldorf-Inspired Learning www.waldorfinspiredlearning.com
- Celebrate the Rhythm of Life www.celebratetherhythmoflife.com
- The Wonder of Childhood <http://thewonderofchildhood.com>
- Ancient Hearth <http://ancienthearth2.blogspot.com>
- Little Acorn Learning <http://littleacornlearning.com>
- Waldorfish <http://waldorfish.com/blog>
- Lavender's Blue Homeschool <http://lavendersbluehomeschool.com/blog>
- Christopherus Home School Blog Archive <https://www.christopherushomeschool.com>

Books

- Tell Me a Story: Stories from The Waldorf Early Childhood Association of North America
- Understanding Waldorf Education by Jack Petrash
- Glow Kids: How Screen Addiction is Hijacking Our Kids – and How to Break the Trance by Nicholas Kardaras
- The Last Child in the Woods by Richard Louv
- Endangered Minds: Why Children Don't think and What WE Can Do About It by Jane M. Healy
- Your Child's Growing Mind by Jane M. Healy
- Louise Bates Ames writes a series of books, starting with *Your One-Year-Old*, up to age 18

Local Resources

- Boise Public Library Summer Reading Program
<https://www.boisepubliclibrary.org/books-movies-and-music/summer-reading/>
- Liv Boise Summer Activity Guide
<https://www.livboise.org/liv-stories/2019/summer-activity-guide-is-here/>

Crafts

- www.weefolkart.com/tag/free_patterns
- www.themagiconions.com/tag/waldorf-crafts
- www.craftlearnandplay.com/15-waldorf-inspired-crafts-nature-activities-for-kids
- www.pinterest.com/search/boards/?q=waldorf&rs=filter (large variety of Waldorf-inspired activities)
- www.bearcreekfelting.com/felting-101 or https://youtu.be/82i64_gkHIQ
These are great introductions to needle felting, but there are plenty of other resources online, on YouTube, and at your local library!
- www.ravelry.com
An online knit and crochet community for learning and sharing with your family

- www.creativebug.com/lib/idahoconsortium
Requires a local library card number to log in

Music

- www.waldorfschoolsongs.com
More than 1700 songs listed!

Websites

- One Million Screen-Free Activities: www.screenfreeparenting.com/category/screen-free-activities/1-million-screen-free-activities/
The creators of this site are on a mission to provide a list of 1 million simple things to do with kids in place of screen-time. Each week they post new activities you can do with your young children!
- Campaign for a Commercial Free Childhood: www.commercialfreechildhood.org/resources
CCFC educates the public about commercialism's impact on kids' wellbeing and advocates for the end of child-targeted marketing. This webpage includes lots of useful resources for living screen free, as well as avoiding commercialism.
- Parent Network for Media-Lite Living: <https://tinyurl.com/y5qofgmt>
This website advocates for a school culture that embraces living with less digital media and to support families on a meaningful journey of living “media-lite,” especially in choices for leisure and recreational activities. “Media-lite” points to less digital media, not “media-free,” recognizing the world we live in and offering ample room for recreation and entertainment that do not involve screens!
- Children and Nature Network Research Archives: www.childrenandnature.org/learn/researchdigest
“Over the last few generations, childhood has moved indoors, leaving kids disconnected from the natural world. This worldwide trend has profound implications for children’s healthy development—and the future of our planet.”
- The Importance of Free Play for Kids: www.verywellfamily.com/the-importance-of-free-play2633113
Few things are more associated with childhood than playtime, but some kids aren't getting enough free playtime. These are times when kids need to use their imagination or enjoy physical activity rather than being coached on a team or watching electronic entertainment, and there are many benefits to this type of simple, unstructured play.
- Waldorf Library: <https://waldorflibrary.org/>
This site has free Waldorf audio, and eBooks about the philosophy, parent books, child development, crafts, children's books and more. They also have a lot of articles covering a variety of topics.
- Gateway to the Classics: www.gatewaytotheclassics.com/home.php
For those times your child will be in front of a screen or you are on the go but would like to read aloud to them, this is a wonderful site to explore offering hundreds of classic books for all ages!

PEACE VALLEY PUBLIC CHARTER SCHOOL

Home and School Contract Guidelines

Administration:

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

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

Teachers:

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

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

Student:

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

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

Parent/Guardian:

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

- Maintain a positive attitude about school.
- Support the school's policies.
- Attend school regularly, and on time.
- Get enough sleep and eat nutritious meals.
- Communicate with school staff respectfully, even if/when dealing with challenging issues.