

Family Handbook



PEACE VALLEY
CHARTER SCHOOL

"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

Welcome to Peace Valley Charter School

Hello and welcome to Peace Valley Charter School! We are so glad that you are with 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 is a community of learning and strives to be in a continuous state of growth. Its founders, faculty, administration, and families are dedicated to the vision of providing Waldorf education in a public setting to the Treasure Valley. 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. It is a nourishing environment in which students, teachers, parents, and community members can thrive. Together, we create and hold the space for individual and social development.

As community members we are all dedicated to working together to build relationships that encourage sustained and positive evolution. We believe that together we can achieve great things, and we support each other in both the peaceful exchange of ideas, and in creating and sustaining a rich and vibrant environment of learning.

The following handbook provides information that will be useful to know and understand as we move together into the school year. At the end of the handbook you will find several pages, one addresses the common agreements that we share as a community, and another is a page that requires parent and student signatures. After reading through the information, please sign and return it to registrar@boisewaldorf.org prior to the first day of school. Or [click here to virtual sign on a Google Form](#).

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

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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, and 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.

Mission

Peace Valley Charter School educates K-8 students in the Treasure Valley, guided by the Core Principles of Public Waldorf Education, in a public school setting. Peace Valley Charter's mission is to provide a developmentally appropriate, arts and nature based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

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.

Core Principles of Waldorf Public Education

Members of the Alliance for Public Waldorf Education are committed to the principles listed below. A detailed explanation can be found here: <https://www.publicwaldorf.org/core-principles>

Image of the Human Being

Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life.

Child Development

An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

Social Change through Education

Public Waldorf education exists to serve both the individual and society.

Human Relationships

Public Waldorf Schools foster a culture of healthy relationships.

Access and Diversity

Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

Collaborative Leadership

School leadership is conducted through shared responsibilities within established legal structures

Schools as Learning Community

Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

Peace Valley 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. All community members are expected to adhere to this code and strive to embody the principles therein.

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, and 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 including others during play time.

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 School Environment policy found on the school's website.

SCHOOL OPERATIONS

Office Hours

During the academic year, the office will be open from 8:00 AM to 4:00 PM Monday through Friday, with the exception of Friday, when the office closes at 1:15 PM.

Drop Off Procedures

Drop off is held each day from 8:05 AM to 8:20 AM. Students may not arrive before 8:05 AM as there is no adult supervision prior to that time. Students will go directly to class and not play on the playground during this time.

The front parking lot is reserved for our Kindergarten families who gather in the adjacent firelane. The front entrance of the school is reserved for those students who have accommodations with an IEP or 504 plan. For students in grades 1-8, drop off is in the parking lot in the back of the school. If you choose to park and walk your student to the school, please use the painted crosswalk in the corner near the yellow bollard posts. If you choose to walk to the school, please use the back gate on Annett Street. Federal Way is heavily trafficked in the morning and there is not a safe way to cross through the traffic pulling into the school. Please say goodbye to your student at the back door. Any visitors inside the building will need to walk around to the front office and sign in.

The back door closes promptly at 8:20 AM. Students are not able to enter the building through the back door once it has been closed. There is no adult supervision outside for morning drop off before 8:05 AM and after 8:20 AM. If you arrive after 8:20 AM, please pull into the front parking lot and check your student in at the front office. They will be counted as late and will receive a late slip.

Pick Up Procedures

Pick Up is staggered each day except for Fridays, when everybody has dismissal at 1:00 PM. Full Day Kindergarten and grades 1-3 dismiss at 2:50 PM. Afternoon Kindergarten and grades 4-8 dismiss at 3:30 PM. Students must be picked up by 15 minutes after class ends, unless they are attending Aftercare. Any student not picked up by this time will be signed in to Aftercare, the drop-in rate for which is \$18/day.

If a student is allowed to leave campus after school unsupervised, they must be at least 10 + years old, and the parent/guardian must provide written permission relieving the school of liability. 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. Release forms can be found [here](#), and must be emailed to info@boisewaldorf.org and the class teacher no later than the first day of school. Exceptions are made for students who enroll after the start of the school year.

Extended Care

For students in Full Day Kindergarten and grades 1-3 who ride the bus, have older siblings that have later dismissal,, they will go into Extended Care. This service is

provided at no charge. If a student is using Extended Care that does not meet one of those three criteria, parent or guardian will receive a communication that there will be an \$18 charge (same as Aftercare drop in rate).

Aftercare

Aftercare is available from 2:45 – 6 PM daily, except Fridays from 1 – 6 PM. More information can be found on our [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. Chaperones are coordinated by the teacher and the class representative. All field trip chaperones must submit a volunteer application. Chaperones that 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.

Eighth Grade Capstone Field Trip

At the end of the eighth grade year, the class often takes a longer, more challenging trip. They have fundraising privileges throughout the year to help raise money for this event. This field trip is not meant as a reward for having made it through middle school, but rather is meant as a pedagogical exercise that challenges and encourages students to find meaning in themselves and their work together as a class. The class teacher takes considerable time and effort in figuring out what the right trip is for their particular class. This is the one field trip where parents are asked to remain behind, so that the class teacher and the guides they have employed can work with the students independently.

Class Pets

We love animals and they help us in so many ways! Occasionally, a class teacher may decide to obtain a class pet in order to fulfill a pedagogical role. Students, parents, and the teacher take on all veterinary bills and the financial burden of feeding and caring for the animal. Classroom pets require the approval of administration and consultation with class parents regarding allergies and other concerns. If an animal poses an allergy issue for any teacher or student they will need to be rehomed.

Family Pets on Campus

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

STUDENT EXPECTATIONS

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 the 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. School-wide 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. Physical activity is combined with subject lessons and in between lessons. Movement is used as a regular part of academic instruction to promote deeper learning and memory. Part of this process includes regular classes in movement, games, eurythmy, and dance. Because of this, students must come to school in clothing that provides full range of movement, and with proper footwear. Please see the school dress code for more information.

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.
- Recess Rules - Everyone is expected to follow the rules, which are reviewed several times a year by their teachers.
- 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 and First 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 a first grader over the course of the year.

Second Grade and Third Grade

At this stage, students **may receive light homework related to literacy/reading or writing**. 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 second through third graders over the course of the year.

Fourth and Fifth Grade

Regular homework may require **approximately 20–40 minutes per night on several nights each week**. **Occasionally, assignments or projects may require additional time:**

- 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 take **30–60 minutes per night**. It may include, but is not limited to, **some or all of the following activities**. **Certain special projects may require additional time.**

- 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 assessments
- Special subject class assignments or projects.

ACADEMIC SUCCESS AND TRACKING STUDENT PROGRESS

At PVCS we take academic success seriously, and believe that working together we can help our students achieve discipline and drive. The expectation is that all students will complete work assigned by their teachers. If a student falls behind they will be expected to make it up either at home or during their free time.

With an emphasis on the whole child and their development, school community members embark on a journey together to support students throughout both moments of struggle and success. A strong school-home partnership provides the greatest opportunity for parents, teachers, staff and administration to work in tandem to recognize areas of struggle and healthy ways to intervene. Academic success is a collective commitment and responsibility to the principles and philosophy of Waldorf education.

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

Peace Valley uses the End of Year Report system. End of Year Reports will be available within three 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.

In addition, our middle schoolers receive a mid-year report that is sent home in January.

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 and Section 504

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.

[Contacts for Special Education and 504 Plans can be found on our website.](#)

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. For more information regarding the RTI program, please contact our Lead Intervention Teacher, Donna Johnson.

Federal Programs

In compliance with the Every Students Succeeds Act (ESSA), PVCS provides supports through a variety of Title programs including TI-A (Improving Basic Programs), TII-A (Supporting Effective Instruction), TIII (English Language Learner Program), TIV-A (Student Support and Academic Enrichment), and TIX-A (Homeless Children and Youths)s. For more information on these programs and how they support public schools in Idaho, visit the State Department of Education [website](#).

Animal Assisted Intervention

Animal Assisted Interventions (AAI) is a preventive method of work using animals as partners to provoke a reaction within a social environment. It is part of a larger applied science called Zootherapy, which finds its roots in the U.S.A. According to Dr. Boris Levinson, an American psychologist and founder of this concept (1961), the bond that exists between humans and animals is beneficial to our mental, physical and emotional balance. The animal opens the door to communication and allows the individual to open up.

The animal's innocence, non-judgmental behavior and unconditional love are the main qualities that positively impact humans who find themselves regularly confronted with challenges creating stress. This stress negatively influences our physical, emotional and mental health and balance, which can lead to various illnesses. The difficulty to deal with such imbalance as adults is exacerbated within the developing minds and body of children. This AAI program is a unique feature to Peace Valley.

Notification of Parent Rights

Peace Valley Charter School receives Federal Title 1 funds to assist students in meeting state achievement standards. We will provide you with important information about this program and your child's education throughout the year. This letter informs you about your parental rights. This notice must be provided yearly in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

At Peace Valley Charter School, we are proud of our teachers and staff. Our school is committed to providing your child with a well-rounded education that helps students develop independent and critical thinking and the ability to work harmoniously with others. As a Title 1 school, we must meet federal regulations regarding teacher qualifications as defined by ESEA. These regulations allow you to learn more about your child's teacher training and credentials. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject they are teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees does the teacher hold, including graduate certificates and additional degrees and major(s) or areas of concentration.

These requests may be made through the Administration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the professional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015, includes additional right-to-know requests. Parents can request:

- Information on policies regarding student participation in assessments, and
- Information on required assessments that include:
 - subject matter tested,
 - purpose of the test,
 - sources of the requirement (if applicable)
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

These requests may be made through the Testing Coordinator or the Administration.

Idaho Statute Section 33-6001 and school policy also provide parents the right to review curriculum materials. Parents may withdraw their child from an activity "on the basis that it harms the child or impairs the parents' firmly held beliefs". These requests may be made through the Administration.

DRESS GUIDELINES

Peace Valley Charter School's dress guidelines are designed to support a safe, inclusive, and focused learning environment. They are not intended to limit individual expression, but to encourage students to dress for success, be prepared for the weather, and safely participate in all school activities. Students should wear clothing that promotes comfort, allows for freedom of movement, and supports active engagement throughout the day.

We ask for family support in fostering an environment where all students can learn without distraction. Attire should be appropriate for the school setting and weather conditions, and should not pose a health or safety risk or disrupt the educational process. By balancing personal expression with shared expectations, we aim to nurture confidence, respect, and a strong sense of community.

Dress Code List

- Weather appropriate clothing, and shoes with closed toes and backs
- Proper attire is required at all times, this includes ensuring all private areas of the torso, chest, and lower body are covered with opaque, non-reveiling clothing
- No media-inspired characters, social media slogans, negative and inappropriate messages or adult brands are permitted on clothing, backpacks, or lunch boxes
- Hats and sunglasses for outdoor activities only, unless medically necessary
- Simple jewelry
- Light and natural makeup and nail polish are permitted for students in grades 6–8

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.

Staff and faculty will reinforce the dress guidelines by communicating directly with the student's parents regarding any dress code violation. Staff and faculty may utilize available items from the lending closet, as needed, to reinforce any dress code concerns. Any resistance to these measures to support the dress guidelines will be escalated to school administration to discuss further with the parents and students.



STUDENT HEALTH

While Peace Valley does not have a registered nurse on staff, we do have personnel that are trained to administer CPR and first aid. Due to SB 1329 (Section 32-1015 of Idaho Code as of 7/1/24), no healthcare service (defined as "...examination, prevention, treatment, cure, care, or relief of any physical or mental health condition, illness, injury, defect, or disease") can be provided without parental consent. If we do not have consent on file through yearly enrollment forms, no care will be provided.

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
- Head lice
- COVID

Communicable Illness

If a child is diagnosed with a serious communicable illness, please let the school know as soon as possible. Where applicable, 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.

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.

Details about Idaho code regarding child abuse reporting can be found at

<https://legislature.idaho.gov/statutesrules/idstat/title16/t16ch16/sect16-1605/>

FOOD AND NUTRITION

School Lunch and Snack

Included in our holistic approach to student health is the food students 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.

Children will bring a nutritious snack and lunch from home. Please do not send candy, sweets, cakes, cookies, or sugared juices or drinks. Reusable containers and food that is free of excessive packaging is strongly encouraged. Make sure to send enough food to support the physical activity students will be doing at school every day. We do not have food on hand at the school for children who did not bring a sufficient snack or lunch.

- 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 or within classes.
- Classrooms with severe allergies will be identified, and teachers will make mealtime modifications as needed. These modifications will be communicated to families.
- Water fountains are available near the bathrooms for students to get water at meals and throughout the day, with the permission of teachers. Students are all asked to bring a reusable water bottle from home each day to use for fresh water throughout the day.
- Students are not allowed to bring sugary and/or carbonated drinks
- Food brought from home will not be heated or microwaved by school staff. Student should come with meals that are ready to eat, and stored in appropriate containers

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. This means no cakes, cookies, ice cream, etc. Fruit is an acceptable item to share with the class. We do this 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.

ATTENDANCE POLICY

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 7 and 16. 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.

Students who are Chronically Absent for more than one month will be referred to administration for the creation of a Student Attendance Improvement Plan (SAIP).

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.

Unknown 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.

Excused absences: Class time missed by students 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, 504 Plan accommodated absences, and unforeseen emergencies. All excused absences must have appropriate documentation in order to be valid. **Up to two sick days in a row will be excused without a doctor's note. Any absence due to illness greater than two (2) days consecutive days will be marked as unexcused.**

Unexcused 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.

Chronic Absenteeism: This is a Federal designation based on a student missing 10% or more of the scheduled school days. This calculation includes all absences.

Excessive Absences

If a student is absent for ten (10) consecutive school days for unknown or unsubstantiated reasons, the student may be automatically unenrolled from school. Students absent due to illness documented by licensed medical personnel will not be included in this policy (e.g 504 Plan accommodated absences). Chronically absent students may be referred to the administration for a Student Attendance Improvement Plan (SAIP). Failure to meet and address the concerns and outlined actions in a SAIP may result in referral to the board for disciplinary action up to and including expulsion.

Late Arrival

A student is late if they are not in their assigned classroom by 8:20 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 (i.e. 10 or more tardies in a semester), they may be referred to the administration.

Early Checkout

Excessive early checkouts (i.e. 10 or more early checkouts in a semester) may be referred to the administration for intervention. If possible, please don't remove your child before 1:05 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.
- Automatic email notifications are sent to guardians every day at 9:30AM for students who have been marked absent for either unknown or unsubstantiated reasons.
- Emails will be sent each month to the guardians of students who are chronically absent.
- 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, or an SAIP.
- 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 and 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. Grade promotion may be denied if your child has fallen behind their class due to habitual truancy.

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 PROCEDURE

Classroom Management

Class teachers at PVCS may stay with students for several years. 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

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.

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. This work will be mediated and led by our Student Support Team (SST).

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, harassment, 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 by any member of our community 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 shall be submitted to the school personnel most directly related to supervising and/or resolving the situation. 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

Disciplinary actions taken for verified violations remain confidential information and are protected under FERPA.

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.

MEDIA CONCERNS AND GUIDELINES

In our society, electronic media in all its forms is an ever-growing presence and influence in our lives. As adults we face the difficult choices of deciding how to use various media wisely, and when and how various media should be introduced into the lives of our children.

It is a well-documented fact that the experience of watching television affects the development of children. Strong evidence shows that habitual TV use can negatively affect attention span, reading abilities, imagination, play, language patterns, critical thinking, self-image, perception of others, and moral values. Recent studies indicate that even a single viewing of violent behavior through electronic media can increase violent behavior in children. Habitual use of electronic media affects the child physically as well, altering brain waves, reducing critical eye movements, immobilizing the body, and undermining nutrition, eating habits, and exercise. The content of most TV, video and computer games, and movies shows a glaring disregard for the sensitivity and impressionability of the developing child, and gives commercial interests direct access to a child's forming mind and character.

At Peace Valley, there is a conscious intention and effort to provide an educational environment that nurtures the imagination and healthy development of every child. Because electronic media exposure tends to work at cross-purposes to this intention and effort, our teachers need the support of parents in restricting media use in the home. Similarly, parents who choose our school because they want to protect their children as much as possible from the negative effects of electronic media also need the support of the parents of their children's classmates.

For these reasons, our school requests that parents protect their children from exposure to electronic media. As a guideline, we strongly recommend that children from kindergarten through 3rd grade not be exposed to electronic media at all. If electronic media is introduced to children in grades 1-3, **it should be limited** to wholesome content, on weekends only, and kept to a minimum. We ask that any exposure to electronic media with children in grades 4 and 5 also be **limited to weekends** only. Attention to content is particularly important if use is allowed, keeping in mind that electronically received images, language, and meaning lodge in the child's inner being and affect their behavior and sense of well-being at home and at school. Early adolescence (grades 6-8) marks a time of increased exploration and desire to learn about the world. It also is a time when children do not yet have the maturity to make important life-affecting decisions, and need parental guidance and clear boundaries set by the responsible adults in their lives. We ask that parents of these older students work in partnership with our teachers to limit exposure to electronic media in ways that protect them from its negative influences while also encouraging their increasing capacities for discernment, critical thinking, and self-discipline (i.e., media literacy). We strongly recommend that any TV and movie use be limited to weekends only, and that parents supervise and restrict the use of TV, movies, computer and video games, the internet, and recorded music due to the extremely varied content that is present in these media.

We recognize that restricting electronic media use in the home requires a commitment to a family lifestyle that runs counter to our mainstream culture. We also recognize that protecting children from media exposure is especially challenging in homes where older siblings are present, or when a child lives in more than one household. A wholehearted effort to thoughtfully protect children from detrimental media exposure can only be successful when we educate ourselves about the effects of electronic media on children, and then exercise continual determination to go “against the grain” in order to do what we believe is most healthy for them. We ask that every parent join us in this challenging, but so very important, commitment. In the upper grades, our teachers are provided with resources to help create healthy, stimulating discussion regarding media use among the students, and to teach them what it means to be a compassionate, responsible digital citizen. Rather than making media use something taboo, we wish to create an environment where frank, open discussion is encouraged, and where students can find within themselves the ability to engage in harmonious digital interaction.

Articles to help families can be found on our [website](#).

ELECTRONIC DEVICE GUIDELINES

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 sight 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, including smartwatches
- Earbuds, air pods or bluetooth headphones are not allowed
- No electronic device usage during or after school hours while on campus
 - Students need to have teacher permission to use phones *during release time* to contact parents

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. Interactions on social media or other electronic platforms should maintain a dedication to the common agreements of the Peace Valley community. Negative actions taken on these platforms outside of the school can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other students at the school. These issues should be brought to the attention of the teacher, counselor, administrator, and/or Title IX Investigator directly. A Complaint Form can be found [here](#).

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 will 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 at the end of the day 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 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. On a first offense, these items will be held in the classroom and may be picked up at the end of the day by the student. Subsequent confiscations will be taken to the front office and will need to be picked up by a parent. 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.

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.

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

In addition to the requirements of FERPA, Peace Valley also adheres to the following privacy protections:

- Individuals with Disabilities Education Act (IDEA)
- Health Insurance Portability and Accountability Act (HIPPA)
- Protection of Pupil Rights Amendment (PPRA)
- Idaho Family Educational Rights and Privacy Act

More information can be found at <https://www2.ed.gov/policy/landing.jhtml?src=prn>

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 communication 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 technology coordinator, teacher/supervisor or 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 technology coordinator, teacher/supervisor or 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.

COMMUNICATION

Peace Valley will provide regular updates through weekly 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.

From time to time you may need to communicate directly with your class teacher. **Please expect a response within 48 hours during the week. Should an email be sent on Friday, the 48 hours begins the following Monday.** During the summer months teachers will communicate when they are available.

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 the school's mass communication system and emailed.

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 on our website, peacevalleycharter.org.

School-Wide Communication 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 communication can do so on the school website. In addition, non-school sponsored activities and personal advertisements/solicitations will not be advertised through the school's website or emails.

During certain times of the year the school may choose to implement a brief pause in communication. When this is the case, you will receive prior notification.

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 communication 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 front office.



HEALTHY COMMUNITY COMMUNICATION

Strong relationships are built on trust, honesty, and collaboration. If both parties are willing to talk, settle differences, and work together, great results can be achieved.

General School Comments

Peace Valley Charter School welcomes comments and suggestions. To ensure we are taking appropriate action regarding potential improvements to the school, individuals are welcome to send an email to the general school account: info@boisewaldorf.org. All emails will be forwarded to the appropriate person, councils, or committees and reviewed.

Communication Process

Peace Valley strives to be proactive in promoting positive working relationships between all members of the School community including staff members, administration, the Board, students, family members, and visitors. Concerns are a normal and natural occurrence among people working together toward shared goals. When we engage in moving a concern toward resolution, we model healthy human relationships for our students and for each other.

The following process details how adult members of the School community (all faculty, family members, administrators, and Board members) are expected to express concerns.

This three-level process 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 and in-person. 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.

Each level of resolution is to be followed in the order listed below:

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 face-to-face and 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 filling out a Grievance Form and submitting it to the school Administrator. Once information has been received, you will

hear back within 7 days to schedule a meeting between the parties involved with the school Administrator in attendance. This is an attempt at a mediated process. The Administrator will document the concern and resolution or action plan.

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 Form and submitting it to board@boisewaldorf.org. If a request is received by the Board president more than 7 days before the regularly scheduled Board meeting, an Executive Session can be held privately with the whole Board and those who wish to speak. This would be off public record and the Board would be at liberty to ask questions and discuss future action privately, but the decision about what to do will be made in public session. All decisions rendered by the board are final.

PARENT INVOLVEMENT

Parents are an essential part of our community. We encourage parents to find ways to get involved in the school by volunteering, assisting in the classroom, chaperoning on field trips, supervising recess times and by using their strengths to help with school projects and events. Volunteer opportunities will be 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 minimum of 15 hours per year to the school for each family attending. 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](#). 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.

Tracking Volunteer Hours

Parents are asked to keep track of their volunteer hours and report them. Such volunteer hours are a great help to the school when applying for grants or demonstrating parent support. To track volunteer hours, login to ParentSquare. Under the bar that says Participate, click on Volunteer Hours. Then add the date, activity, and time spent.

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 classroom parent representatives (CPRs) from each class as well as a leadership team.

Class Parent Representatives (CPRs)

Each class will have a parent representative who can provide support for the teacher. Class teachers take many things into consideration when selecting class parents, and look forward to their assistance throughout the school year. 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.

Festivals and Events

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. Please visit our [website](#) for details about each festival and event.

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:

- **Sustainer program:** a monthly donation given directly to the school
- **Passive programs:** activities undertaken in which funds flow back to PVCS (Fred Meyer Rewards, Box Tops, etc.)
- **Transactions:** purchasing of items directly from the school where a percentage is revenue (school merchandise, booths at festivals, yearbooks)
- **Campaigns:** one large Annual Giving Campaign each year
- **Events:** Annual Spring Gala & Winter Faire
- **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).

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 class wish list and 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. Refunds are not issued for donations.

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.

COMMON AGREEMENTS

Within our school and community we share common agreements that serve to support the learning and social environment. When enrolling your child in our program, you are agreeing to uphold these agreements and to support your child within them.

- We believe creativity and artistic expression are essential in a child's healthy growth and development.
- We seek and embrace diversity in our community.
- We believe that the education of students, teachers, and parents is a lifelong process.
- We hold to a collection of values that foster a healthy emotional and intellectual life, such as flexible thinking, rigorous academics, compassion, gratitude, reverence, humor and play.
- We see that social renewal manifests itself through our actions, such as service to others, care of self, Stewardship of Earth, inclusiveness, and courage.
- We believe in organizational integrity which involves transparent processes, decision making through consent, governing bodies working in partnership, professionalism, and collegiality.
- We recognize and respect each member of the community within their unique roles and responsibilities.

Roles and Responsibilities

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis;
5. Let teachers, school counselors, and family know when they need help.

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of the rules and regulations of the school;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
1. Take an active role in assuring that the child is prepared to attend school each day;
2. Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;

Parent & Student Acceptance of Family Handbook Policy

I, _____, the parent/guardian of _____, have reviewed and discussed the Handbook with my child, including but not limited to the school's policies related to Attendance, Dress Code, Electronic Devices, Media Guidelines, and Bullying & Harassment. We understand and are committed to supporting the principles, policies, and programs outlined in it.

Parent/Guardian Responsibilities

I recognize that my involvement and support as a parent is critical to my child's development at Peace Valley Charter School, therefore I will:

- Make certain my child attends school regularly and on time (and is properly dressed for the weather).
- See that my child is well-rested, has breakfast each day, and brings a nutritious snack & lunch.
- Attend my child's parent teacher conferences, parent enrichment events, and school functions to deepen my understanding of Waldorf education and what is happening in the classroom.
- Follow the school's Healthy Communication Guidelines in discussing my concerns and seeking information regarding my child's education.
- Work towards a rhythm and schedule at home that promotes regular sleep, eating, and chores.
- Limit my child's exposure to screen time and media, based on the school's policies.
- Read with my child and let him/her see me read regularly.
- Encourage positive attitudes toward school.
- Volunteer based on the school's recommended 15 hours annually per family.
- Review information and work sent home and respond as necessary.
- School supplies, instruments, and readers may be sent home with students occasionally. If they are not returned, I will be responsible for paying the school for these items.

Student Responsibilities

I recognize my personal responsibility to learning, therefore I will:

- Attend school regularly and on time.
- Follow directions given by my teacher and other school staff.
- Do my very best work each day.
- Be where I am supposed to be.
- Bring and choose to eat healthy and nutritious foods throughout the day.
- Be responsible for my learning by completing assignments and homework.
- Cooperatively work with my peers and be a good friend to all.
- Use my words and my deeds to do good each day for myself and others in my school.
- Follow all school rules, including having appropriate clothing for the weather, abiding by the dress code, and following media guidelines.
- Take care of my school, the outdoors, and supplies through proper care and chores.
- Follow the Peace Valley Code of Conduct: We are kind, safe, respectful, and responsible.p[

Signed:

Parent/Guardian

Student