

**The WISE Charter School
Parent Handbook**

2026-27



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ABOUT THIS HANDBOOK

We encourage you to participate in the life of the school to build meaningful community connections and deepen your understanding and appreciation of Waldorf education.

Each community member's respect for the WISE processes, guidelines, and policies has a far-reaching effect on the students' education and social experience. The collective efforts of staff and families at WISE reverberate through the community and can be seen in children's play, attitudes, language, and inner life. All families of WISE are expected to review and reference the Parent Handbook and agree to make their best efforts to adhere to and respect the processes as described within.

INTRODUCTION

The WISE Charter Society is a charter school board offering a public, tuition-free Waldorf education that aims to help students nurture their sense of self, develop and understand their relationships to the world and immediate community, and respect nature and each other through their observations and experiences. The WISE Charter School serves to:

- educate the whole human being
- support physical, social-emotional, and intellectual development (also referred to as head, heart and hands)
- follow the principles of Waldorf education

SCHOOL PHILOSOPHY

The WISE Charter School tailors education to the seven-year developmental stages of children in order to foster their physical, social-emotional, intellectual, and spiritual growth. Waldorf is an inclusive educational model that is non-sectarian, based on the insights of anthroposophy (human wisdom) and founded by Rudolf Steiner. Specific themes and age-appropriate subject matter are brought to each grade, as outlined in the curriculum and further defined by our unique program, pedagogical approach, and teaching philosophy, all of which are student-centred.

The WISE Charter School delivers a Waldorf education alongside the incorporation of evidence-based teaching practice. The Waldorf teaching philosophy provides an educational approach rooted in seven key principles.

The Seven Principles of Waldorf Education

Image of the Human Being

Waldorf education recognizes that each individual is unique and has physical, social-emotional, intellectual, cultural, moral and spiritual dimensions. Waldorf provides a holistic education to support the development of each child with the intention of helping students integrate each of these dimensions and determine a unique and empowered path through life.

Human Development

Human beings develop in seven-year phases, which include early childhood, middle childhood and late childhood, or adolescence. Each stage predominantly develops the physical, social-emotional and intellectual dimensions, which Waldorf education uses to inform its programming, including its curriculum, teaching methodologies and assessment practices, in order to effectively meet the needs of the developing human being, in a healthy and balanced manner.

Social Change

Human beings serve humanity through the faculties of willing, feeling and thinking. Waldorf education aims to support the development of these capacities so that each individual is able to assume responsibility over one's own actions, feelings and thoughts, thereby contributing in meaningful ways to the well-being of the community, the natural world and society as a whole.

Relationships

Human beings develop the capacity for willing, feeling and thinking through interpersonal relationships that are cultivated over multiple years. Our community members benefit from enduring relationships fostered through intentional learning communities encompassing festivals, events, adult education, study, and volunteer activities.

Diversity

Human beings have different physical, social-emotional and intellectual capacities, which create a diverse range of development needs. Waldorf Education supports these varying needs by using an inclusive approach for all learners, ensuring that our school's program and curriculum reflect its student population, which is free of discrimination.

Collaboration

Human beings are interdependent and have a shared responsibility to uphold social interactions. Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability structures.

Learning Community

Human beings are lifelong learners who pursue growth and development to reach their highest potential. Waldorf education ensures that all staff and community members engage in active and ongoing ways to enhance their capacities as human beings through active learning, study, self-reflection and conscious social engagement.

The WISE Charter School aims to foster our guiding principles by prioritizing:

- an intentional learning community, whereby teachers work collaboratively with parent(s)/guardian(s) that participate in integral learning events
- research that supports the best interests and learning outcomes of its students
- shared values that are emphasized within the community and centred on responsibility, reciprocity, stewardship, and a passion for life and lifelong learning

Waldorf Instructional Approach

Our educational program differs from other programs in the Edmonton region as we provide holistic education through a unique instructional approach, as well as an enriched curriculum that reflects child development and a novel learning experience, all through Waldorf pedagogy.

Academic Rigour

- Whole-class delivery develops willing, feeling and thinking forces
- Cross-curricular connections challenge and integrate physical, social-emotional and intellectual capacities
- Physical documentation of learning in a Main Lesson Book that includes handwritten information and thematic illustrations

Pedagogical Storytelling

- New knowledge, content, and information are presented through pedagogical storytelling.
- Stories are shared orally wherever possible to enhance students' visual working memory and receptive oral language skills.
- Retelling and recollection of stories are used to support student retention and conceptual understanding.
- Oral storytelling supports linguistic development through the visualization of spoken words, enhancement of vocabulary, and sustained brain activity¹
- Developmentally-appropriate content reflects the social-emotional development of each age range and cultivates imagination through fairy tales, fables, mythologies, sagas, legends, biographies and novel studies.

Inquiry-Based Learning

- Information is taught through teacher-led experiential learning
- Material is presented from the whole (breadth of understanding) to parts (discrete sub-topics).
- The iterative process between analysis and synthesis is valued and supported by high-level questions to promote higher-level thinking.
- Dynamic lessons include a rhythmic process.
- Instruction offers a phenomenological approach which stimulates curiosity and wonder
- Lessons use real-world contexts and hands-on learning to deepen understanding

¹ Excerpts from ["Effects of storytelling on the childhood brain: near-infrared spectroscopic comparison with the effects of picture-book reading"](#) (2018)

Arts-Integration

Lessons include art-based enrichment such as:

- Speech activities (i.e. verses, poems, riddles, tongue twisters, etc.)
- Musical activities (i.e. singing, body percussion, rhythm sticks, recorder, etc.)
- Dramatic activities (i.e. poem/verse recitation, play performance, etc.)
- Visual arts activities (i.e. beeswax/clay sculpting, painting, form drawing, etc.)
- Movement activities (i.e. synchronized bean bag exercise, bal-a-vis-x balls, copper rod work, eurythmy, folk dancing, etc.)
- Storytelling activities (i.e. imaginative pictures, metaphors, tales, biographies, therapeutic or pedagogical stories, etc.)
- Bookwork activities (i.e. pages that document a child's learning, which include written and artistic compositions made by each student's own hand)

Literacy Development

- Progression moves gradually from listening and speaking to writing and reading
- Reading is taught through phonological awareness, phonemic awareness, phonics and oral language acquisition
- Cursive writing is introduced in Grade 3

Relationship-Based Learning

- Whole-class instructional approach nurtures peer-to-peer relationships
- A class community transitions throughout the years, enabling students, parents and teachers to deepen relationships among a single class cohort
- Class Teachers strive to weave the social fabric of the class and the school community by:
 - greeting each individual student upon entering the classroom (i.e. eye contact, handshake, verbal check-in, etc.)
 - leading the class through synchronized whole-class movement activities
 - cultivating an understanding that each student has unique physical, social-emotional and intellectual capacities
 - establishing buddy systems between grades (i.e. Kinder and Class 8, Class 1 and 9, etc.)

Digital Minimalism and Intentional Inclusion of Digital Technology

- Limitation of digital technology which is restricted to Class 8 and above
- Interdiction of cell phones during school hours
- Utilization of chalkboards to deliver curricular content (i.e. displayed and individual chalkboards in place of tablets and laptops)
- Inclusion of direct engagement with the physical world to support wellbeing and foster a humanistic approach to applications of technology
- Provision of hands-on experiences
- Exposure to non-digital forms of technology, such as dyeing, spinning, weaving, farming, etc.

Land-Based Learning

Regular opportunities to develop a connection with the natural world in all weather conditions include:

- Outdoor Classrooms (i.e. outdoor chalkboards and benches available for use)
- Nature Walk (i.e. meaningful experiences out in nature)
- Field Experiences (i.e. outdoor activities that involve nature studies)
- Class Traditions (i.e. outdoor activities such as farming, camping, canoeing, etc.)
- Outdoor Education (i.e. an elective offered to Class 7-9 that includes meaningful experiences such as camping, fire-building, shelter-making, etc.)

Aesthetic Environment

- Each classroom has a designated paint colour, which is applied using lazure, a technique that brings about a luminous quality to the walls and supports a harmonious environment
- Objects within the classroom are carefully selected to include natural materials, which have been proven to help regulate the central nervous system of human beings² Although wooden materials are primarily used within the classroom, other natural materials are used as well, such as silk, cotton, wool, beeswax, clay, etc.
- Consideration is given to what is displayed on the walls, so as to promote a sense of well-being and reduce overstimulation
- Thematic illustrations are presented on chalkboards for each block to bring the content to life

WISE CS Values Statement

- We value children and honour the whole child.
- We value Waldorf Education for what it brings to each family.
- We value our unique community built on mutual respect and integrity.
- We believe that humanity is interconnected and that it is our shared responsibility to participate in the healing and nurturing of our world.
- We value the spiritual intention guiding our school, and we honour the diverse beliefs of our community.
- We strive to foster a community that upholds the rights, safety, and well-being of all staff and students. We recognize individual, institutional, and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful, and safe work and learning environment.

Our Mission

The WISE Charter School cultivates an environment that fosters academic excellence, creative exploration, and personal growth in Edmonton. Our vision is to be a beacon of holistic education, moulding students into

² Excerpts from [“Physiological effects of wood on humans: a review”](#) (December 2016)

well-rounded, socially responsible, and intellectually curious individuals. We look to the pedagogical and anthroposophical indications of Rudolf Steiner to guide and foster the physical, emotional, intellectual, and spiritual potential of the child.

Our Vision

The WISE Charter School provides a transformative environment where holistic education nurtures the physical, social-emotional, intellectual and spiritual aspects of every student. Through artistic, imaginative and land-based learning, we cultivate innovative, independent thinkers, brimming with creativity and empathy, promoting social awareness and empowering students to make positive change in the world.

Our Purpose

Our purpose is to provide high-quality, evidence-based Waldorf education through an integrated curriculum that balances academic rigour, movement, arts, and creativity to support the development of each student's highest physical, social-emotional, and intellectual potential. The WISE Charter School holistically educates students to embrace lifelong learning, embody a keen sense of social responsibility, and demonstrate stewardship for nature. Our goal is for students to contribute positively towards their communities and the world, distinguishing themselves through their depth of character, creative and innovative thinking, and reverence for life.

Our History

The genesis of WISE Charter School is deeply intertwined with the legacy of the Waldorf Independent School of Edmonton, and the Waldorf Education Society of Edmonton (WESE). WESE pioneered Waldorf education within the region by establishing the Waldorf Independent School of Edmonton in 2011. WESE began operating in 2002, when a gathering of like-minded individuals, both parents and non-parents alike, came together to form a formal group, which would support the development of Waldorf Education in Edmonton. Their initial goals included monthly meetings, newsletters, networking, and endeavouring to build a society to nurture the children of our community through the principles of Waldorf education.

Small parent-child playgroups, which were regularly held in community members' homes, WESE opened its doors to the first 'official' early childhood program in the spring of 2006. They were able to offer a gentle and nurturing environment for community members and their young children to gather each week, under the guidance of playgroup leaders, who encouraged the parents in self-study, as well as introducing handwork, songs, and stories the parents could use at home with their children. With the founding of the 'Little Tree Waldorf Centre,' WESE was also able to begin hosting annual festivals regularly, which was gladly opened to the community at large, since they now had the capacity to comfortably house many families, and share the joy that came with candle-dipping at the Winter Fair, or maypole dancing at the Mayfair.

The parent-child groups continued to grow, and in September 2007, WESE began its first Nursery School program. Children attending the parent-child groups made the transition into a warm, embracing classroom without their parents. Teachers led the children through a rhythmic morning of indoor and outdoor play, songs, and crafts twice a week.

In 2008, WESE began working with Edmonton Public Schools to launch the Prairie Flower Waldorf School at Avonmore School in 2009. The program started with a Kindergarten and a split Grade One and Two. The program expanded to two Kindergarten classes the following year, a Grade One and a split Grade Two and Three. Challenges in maintaining the integrity of Waldorf school tenets within the public system bureaucracy resulted in WESE discontinuing its relationship with the Edmonton Public School System.

In 2011, WESE launched the Waldorf Independent School of Edmonton (WISE) with a Kindergarten and a Grade One and Grade Two split class. In addition, WESE offered Out-of-School Care and Home School Arts Enrichment programs with our popular nursery and parent-tot programs. The school grew from community-based Early Childhood and preschool programs to a K-9 school, expanding its reach and refining its methods, while staying true to the core values of Waldorf education. This evolution was a testament to its commitment to educational excellence and adaptability, as it consistently met and exceeded the educational standards set forth by the Alberta Program of Studies, laying the groundwork for an educational approach that is both innovative and reflective of the diverse needs of the 21st-century learner.

In 2022-23, the WESE board struck an ad-hoc committee to investigate the possibility of becoming a charter school. From their research, they determined that a shift to charter would increase financial accessibility, enrollment, Waldorf educational research opportunities, create a more sustainable funding model, and create access to capital funds to build a school to house all our programs under one roof in the future. Following board approval and a unanimously approved motion at the Annual General Meeting (AGM) in November 2023, an application to the Minister of Education was submitted on March 20, 2024, and the WISE Charter School was approved on June 20, 2024, for the 2024-25 school year.

Waldorf Education & Rudolf Steiner

Waldorf education was founded in Germany in 1919 by Rudolf Steiner, an Austrian philosopher and educator. Waldorf Education is a humanistic approach to pedagogy based on the educational philosophy of Rudolf Steiner, the founder of anthroposophy. The pedagogy emphasizes the role of imagination in learning, integrating the intellectual, practical, emotional, physical, and artistic development of pupils.

Steiner described child development in three major childhood stages: ages 0-7, 7-14, and 14-21. This forms the schools' approach to early childhood education, which focuses on practical, hands-on activities and creative play; to elementary education, which focuses on developing artistic expression and social capacities; and to secondary education, which focuses on developing critical reasoning. The aim is to develop free, morally responsible, and integrated individuals.

The first Waldorf school opened in 1919 in Stuttgart, Germany. There are now over a thousand independent Waldorf schools, about 2,000 kindergartens, and 646 centres for special education, in 60 countries. The Waldorf movement is one of the largest independent school movements in the world.

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

education. By encouraging the development of a child's inherent morality and sense of beauty, the child becomes enthused and motivated to engage responsibly and in harmony with their world.

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

WISE Diversity, Equity, and Inclusion Statement

The WISE Charter Society and the WISE Charter School are responsible for cultivating a welcoming, caring, respectful, and safe school environment. It is important to affirm and celebrate all students and provide them with opportunities to thrive in life and learning. The Diversity, Equity, and Inclusion Statement for the WISE is the foundation on which our work rests:

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

There is a wide range of diversity among our students, employees, and families. Fostering an inclusive school community that recognizes the range of uniqueness of our students is central to our work. At the WISE, we strive to create the conditions for each student to thrive. Every day, we work together to create a school community where each and every student feels a sense of belonging and experiences success in learning.

The WISE exists within a broader context of laws and public policies that protect human rights. [The Alberta Education Act](#), the [Alberta Teacher Code of Professional Conduct](#), the AWSNA's Principle 8³ AWSNA's [Statement of Equality](#), and the [Alberta Human Rights Act](#) all serve as important policies and legislation that reflect the need for WISE employees to act in ways that are inclusive and respectful of students, their families, and school personnel. These laws and public policies are critical in guiding our work and ensuring that we attend to the rights of all of our students, families, and staff members.

Waldorf schools pursue their pedagogical tasks out of the spirit of human rights, thereby contributing to building a society founded upon mutual respect, tolerance, and cooperation between all human beings. Waldorf schools do not select, stratify, or discriminate amongst their pupils, but consider all human beings to be free and equal in dignity and rights, independent of ethnicity, national or social origin, gender, sexual orientation, language, religion, political, or other convictions.⁴ Fostering an inclusive school community that recognizes the range of uniqueness of our students is central to our work.

³ 8. WALDORF SCHOOLS HONOR AND EMBRACE HUMAN DIVERSITY AND DIGNITY. Waldorf schools celebrate the diversity of humankind. Faculty, staff, and board pursue a path of human dignity and equity in organizational, leadership, and pedagogical realms. Schools are engaged in understanding and addressing the current and historical roots of inequity. These endeavors are of spiritual, moral, and educational importance and are rooted in Waldorf education's founding vision, which included addressing contemporary social struggles within the context of the life of the school.

⁴ AWSNA's Statement of Equality. This declaration was made to unequivocally clarify the intents of Rudolf Steiner's pedagogical theories and work and to explicitly reject allegations that Waldorf schools in any way espouses discriminatory views. (as authorized by the European Council for Steiner Waldorf Education -ECSWE)

SCHOOL INFORMATION

Address & Contact Information

The WISE Charter School is located at:

7211 – 96A Avenue NW
Edmonton, AB T6B 1B5
Phone: 780-466-3312
info@thewise.ca
www.thewise.ca

Office Hours: Monday - Friday, 8:15 am – 3:30 pm

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

School Start and Dismissal Time

Grades 1-9				Kindergarten			
8:25 am			First Bell	8:25 am			First Bell
8:25 am	-	10:15 am	Main Lesson	8:25 am	-	11:50 am	Morning Time
10:25 am	-	11:00 am	Morning Recess	11:50 am	-	12:30 pm	Lunch
11:00 am	-	11:40 am	Period 1	12:30 am	-	3:15 pm	Afternoon Time
11:40 am	-	12:20 pm	Period 2				
12:20 pm	-	12:40 pm	Lunch				
12:40 pm	-	1:15 pm	Recess				
1:15 pm	-	1:55 pm	Period 3				
1:55 pm	-	2:35 pm	Period 4				
2:35 pm	-	3:15 pm	Period 5				

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

Attendance

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

Office Phone: 780-466-3312

Email: absences@thewise.ca

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

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

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

Excused Lates & Absences

The following are legitimate and excusable reasons for absences:

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

Unexcused Lates & Absences

The following are not excusable reasons for absences:

- Failure of parent(s)/guardian(s) to notify the school of an absence
- Leaving school without parental permission

The following are not excusable reasons for absences (even with parental notification):

- Failure to complete homework, assignment, or assessment*
- Sleeping late
- Lateness due to family members
- Family vacation

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

Attendance Tracking

Attendance, including absence and late arrival is tracked throughout the school year and measured based on the number of days within a given timeframe, which occur in each term. Based upon the calculated rate of absenteeism and tardiness, a meeting may be required and efforts will be made to determine the best course of action with regard to classes and enrollment status.

Absence	10%	20%	30%
	Absenteeism above 10% may require a meeting with the Class Teacher.	Absenteeism above 20% may require a meeting with the Principal.	Absenteeism above 30% is reported to Alberta Education's <i>Office of Student Attendance and Re-engagement</i> (OSAR) as required.

When late arrival and absences meet the 10% threshold, it is considered chronic. Chronic tardiness and absenteeism can be detrimental to your child's learning and is defined as tardiness and/or absence, for any reason, amounting to 10%. **If the school identifies chronic absenteeism or tardiness, the Class Teacher will request a meeting.** The purpose of the meeting will be to collaboratively determine ways to reduce barriers to attendance, increase student engagement, and create an action plan to support positive attendance.

If absenteeism and/or tardiness remains chronic, pervasive, and unresolved, meeting the 20% threshold, the WISE Principal will request a meeting. The purpose of the meeting will be to determine the student's suitability in the program.

Should absenteeism and/or tardiness amount to 30%, a secondary meeting with administration may take place to discuss the potential of an alternative program. Unexcused absences above 30% of the academic year are reported, as legislatively required, to Alberta Education's *Office of Student Attendance and Re-engagement* (OSAR).

A student having an unexcused absence on the day an assessment is given, or a major project is due, may receive an INS for that work, be required to demonstrate their learning with a home project, or other

consequences. These are left to the discretion of the individual teacher. If the faculty notes a pattern of absences on such occasions for any reason, the Class Teacher will initiate a conversation with the parent(s)/guardian(s) to determine appropriate action.

On-Time Arrival

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

On-Time Dismissal

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

Late Arrivals (Grades 2 - 9)

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

Kindergarten & Grade 1:

Parent(s)/guardian(s) or responsible older sibling (Grades 4 and up) will accompany the student to their classroom and wait until the Class Teacher can welcome them into the class for the day.

Students may not be unattended while they wait to enter the classroom.

Departures - Attended

For pick-up at the end of the day, please ensure that you wait at the designated pick-up area to gather your child(ren). Kindergarten and Grade 1 students must be dropped off and picked up using the student sign-in

and sign-out process by an authorized adult or authorized older sibling (Grades 4 and up) at the start and end of each day. For safety and security reasons, we do not want students running out of the school or into the street to greet a parent(s)/guardian(s). Please discuss these rules with your child(ren).

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

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

Departures - Unattended (Grades 2-9)

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

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

If students are not returning after lunch, you must inform the Office. In the instance where a child is unwell and needs to go home, a parent/guardian will be required to sign them out.

If a student leaves the school unattended at the end of the day, the WISE Charter School is not responsible for their supervision once their class has been dismissed.

Students with signed Unattended Release Forms must either:

- Be actively supervised by and supported to respect all school rules and school property while on school property, even outside of scheduled school hours; or
- Go home at dismissal and may not remain at the school to play unattended or unsupervised. If a family requires an exception to this for various circumstances, they must contact the Principal. A child's Unattended Release Form may be revoked if deemed necessary by the Principal to support the safety of the student.

Kindergarten and Grade 1:

May not have an Unattended Release Form. They must be dropped off and picked up using the student sign-in and sign-out process by an authorized adult or authorized older sibling (Grade 4 and up) at the start and end of each day. Parent(s)/Guardian(s) are responsible for ensuring their child is picked up on time after school. Staff will reach out to emergency contacts and individuals on the authorized release form if students are not picked up within 10 minutes of dismissal, and may reach

out to Child and Family Services if they are unable to reach a contact within 30 minutes of the end of the school day and the family has not been in contact to determine an alternative pick-up plan.

Grades 2 and up:

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

Grades 4 and up:

May have a signed Unattended Release Form for the end of the day. May also go home for lunch, though parent(s)/guardian(s) must discuss this arrangement with the Principal and Class Teacher. Any changes to an arrangement must be communicated in advance.

Before School Supervision

Supervision is offered outdoors, from 8:15-8:25 am for Grades 2 and up. Students in Kindergarten and Grade 1 should be supervised by parent(s)/guardian(s) and signed in directly to the teacher.

A bell is rung at 8:25, signalling children in Grades 1-9 to line up at their designated entrance, before being welcomed into school by their teacher. During inclement weather, students will enter the main doors and be supervised in the gymnasium.

There is no after-school supervision, as parents are responsible for providing supervision to their children should they remain on-site after school.

Lunch and Outdoor Recess

Students eat snack and lunch while being supervised by their teachers. Students are expected to go outside to play during recess under the supervision of teachers/playground supervisors. Should there be extenuating circumstances that prevent a child from playing outdoors, such as a sustained injury, permission must be granted for the child to remain indoors.

We modify the outdoor play schedule when it is severely cold, or if the air quality index is 7 or higher.. Please note that we will remain indoors if temperatures are below -25C (wind chill inclusive); however, students may still be permitted to go outdoors by request for a short time with access to indoor spaces. During hot summer days, students will still have recess outdoors unless the parent or guardian makes alternate arrangements with the Class Teacher and Office. In all cases, it is vital that students are dressed appropriately for outdoor play.

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

Please note that bikes, scooters, rollerblades, skateboards are not permitted during recess hours. Alternative recess equipment, such as baseball bats, soccer balls etc. will be permitted based on teacher discretion.

Parking

The WISE has very limited street frontage including City-installed water mitigation planter boxes which has narrowed traffic flow to a single lane, creating additional street congestion during drop-off and pick-up. With

so many families relying on parent-provided transportation, this has become a significant safety concern for students, staff, and parents alike. This student safety issue has been highlighted as an infrastructure priority in our Capital Plan. To address safety concerns related to our limited parking lot capacity, lack of separate entry and exit points for student drop-off and pick-up, and restricted street access to the school. WISE

Parking lot access, and student pick-up and drop-off have been considered with a single priority in mind: to support the safety of our students, staff, and families, while also being mindful of our Ottewell neighbours.

Parking Lot

- No parking in the middle lane
- Employee and designated handicap parking is located along the west side (building adjacent)
- Visitor parking will be available along the east side
- Drivers are asked to exercise patience and caution to help ensure safety for all



Drop-Off & Pick-Up

- Student drop-off is at the south end of the lot
- Please follow the one-way flow as shown on the attached map
- No extended stopping in the flow lane — drivers should remain in their vehicle

How Families Can Support Safe & Calm Drop-Offs

- Park in the neighbourhood: street parking directly in front of the school is very limited
- Additional parking is available on Ottewell Road and 74 Street
- Walk when possible: park a short distance away and walk to the school
- Respect our neighbours: never block driveways and always follow traffic laws
- Give yourself more time to arrive calmly and safely

Being a Good Neighbour

- Do not block driveways
- Observe all traffic laws
- Move slowly and with care, holding the safety of children, families, and staff in mind

We know parking access considerations place an extra time commitment and responsibility on families, especially as WISE relies on parent-provided transportation for student drop-off and pick-up. While this creates challenges, your intentional cooperation makes a meaningful difference in keeping our community safe.

Long-term, we have identified parking and traffic flow improvements as a priority within our Capital Plan. Until these larger infrastructure changes are possible, we must work within our current limitations to support student safety. These changes are not perfect, but they are the best solution available at this time. With everyone's cooperation, we can make drop-off and pick-up safe, respectful, and supportive of the wider community.

Please be courteous by driving slowly to ensure the safety of all students, keeping traffic flowing and respecting our neighbours. We kindly ask all parent(s)/guardian(s), staff, and visitors to adhere to the following etiquette:

Limited Parking in front of school
Additional parking available Ottewell Rd & 74St



- Drive slowly when entering and exiting the school parking lot
- Use the stalls for parking as indicated
- Do not block the Drop off and Pick up areas
- Be courteous, exercise patience and consideration for all drivers

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

Entering the WISE School

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

Dogs at the WISE

Many students have a fear of or allergies to dogs, even hypoallergenic dogs. Therefore, we have a strict no-dogs policy (excluding service dogs) in both the school and on school grounds, including drop-off and pick-up times. Dogs are not permitted during field trips or nature walks. Should you have your dog during pickup, we kindly ask you to make arrangements to meet your child on the front (street) sidewalk with your dog. At times, there may be field trips (in-school or otherwise) coordinated by the Class Teacher(s) that involve animals. Parents will receive notification of these events.

Should a neighbour be walking a dog on-leash using the Ottewell pathway system, during snack or lunch recess, supervisors will discourage students from interacting with the dogs.

Student Information

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

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

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

School Fees and Fee Waiver

In accordance with the WISE Charter Policies, the WISE Charter School collects fees from each student. Parent(s)/Guardian(s) will be sent an invoice via email and can pay school fees electronically. Fees can be found posted on our website.

We understand that some families may have difficulty making a lump payment or being able to pay the fees, so two options are available, which include:

- arranging a flexible payment schedule
- offering a fee waiver program to address the circumstances of financial hardship

Please contact the office for more information.

For any school fees that are late, the office will make every attempt to contact families before involving collection agencies.

Allergies

WISE staff are committed to providing an allergy-safe and aware environment for all students. Parents are responsible for providing information on their children's food allergies and special diets at the time of enrolment and in a timely manner when knowledge of an allergy emerges. If a student in any program has been identified as having a severe, life-threatening allergy to a particular food or substance, that food or substance will be banned from the student's classroom, and banned foods will be communicated to parent(s) or guardian(s) as soon as possible. In addition, individual classrooms will post the 'banned' food list on the class door to notify those entering the specified classroom.

In the event that an EPI-Pen is required, parent(s)/guardian(s) are responsible for providing two EPI-Pens to the school, which will be placed in the classroom and a secure location in the office, as well as a photograph of their child to be posted in the Staff Resource Room.

Student Belongings

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

- A labeled bag or backpack to be stored at school containing a complete change of clothes.
- A pair of indoor, running shoes for your child that remains at the school
(Note: These shoes should be non-lacing for Kindergarten-Grade 2 and be in line with our Dress Guidelines)

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

Please label all items with a permanent marker or tags including all outdoor clothing, shoes, backpacks, lunch kits, and containers. A great way to do this is to order labels from our fundraiser through Mabel's Labels. They have packages just for school that include clothing, shoes, and container labels. Orders can be placed online at the following link: <https://mabelslabels.ca/fundraising/support>. Please select 'Waldorf Independent School of Edmonton' under the school name during your order. Labels are sent directly to your home.

Lost and found areas are located in the school hallway. Please check them regularly to retrieve missing items. Periodically, clothes and found items will be laid out for parents to look through, posted on WISE Parent Facebook, and sent via email, after which the bins will be emptied and donated to charity.

Please ensure that your **child(ren) does not bring toys, alternate school materials or special belongings to school** unless invited to do so by the teacher. Unfortunately, these items can be very distracting in class and are easily lost. Unless they are part of a student support plan, fidgets often unintentionally become distracting and require approval from the Class Teacher.

Food

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

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

The inclusion of food for class activities and school clubs is very limited. If and when food is offered, it is done in alignment with our healthy and inclusive food practices. Healthy and nutritious food or tea may, by teacher discretion, be part of class student birthday celebrations and/or learning celebrations occasionally throughout the year for social or academic purposes. For instance, food may be used to deepen a relationship to a second language or culture, such as La Chandeleur, or to explore fractions in Math. Alternatively, food may provide a social experience, such as having a feast as part of the Medieval games. Teachers may also choose to have potlucks for class community events as part of coming together.

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

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

WISE Dress Guidelines

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

The Dress Guidelines are intended to preserve childhood by promoting age-appropriate dress and ensuring clothing is functional rather than fashion-conscious. This includes wearing suitable fabrics for athletics, movement and outings and avoiding clothing as a tool for marketing in consideration of modesty to ensure students' comfort level within a K-9 context and to establish a learning environment that is free from external pressures, competition and the identity-defining power of brands and consumerism.

Parent(s)/Guardian(s) are responsible for ensuring their child(ren) have clothes that reflect the guidelines and that the guidelines are appropriately communicated to students. Expectations for students' dress should be maintained for events off-campus. Should a student come to school wearing unsuitable items, the Class Teacher may contact the parent(s)/guardian(s), reminding them of our dress guidelines. Should a student continue to come to school wearing unsuitable items, the Principal may reach out to the parent(s)/guardian(s) to discuss the WISE dress guidelines in more detail. In the case of weather-appropriate clothing, the student may be supplied with an appropriate article of clothing.

Indoor Clothing

In respect of the learning environment, which honours a child's unfolding physical, social, emotional and intellectual development, the WISE strives to uphold its dress guidelines to the greatest extent possible, which includes indoor clothing that:

- covers the midline, waist, upper thighs and hipline when arms are lifted
- covers the tops of the shoulders
- covers the tops of thighs
- avoids brand names, sports teams, cartoon/media images

Clothing with sexual overtones, derogatory slogans, images of violence, frightening images, racism or sexism, or any discriminatory message is **not** permitted. Should a child wear such items to school, they will be required to change, using either spare clothing, lost and found items and/or wearing their shirt inside-out.

Outdoor Clothing

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

Students will go outside for recess up to -25C, inclusive of wind chill. During extreme heat or times of poor air quality, recess times may be shortened. Layered clothing is recommended.

Students in K-9 are expected to dress appropriately for the weather, as outdoor experiences include recess, Nature Walk, field trips and other off-site excursions.

Students in Kindergarten-Class 4 are required to wear a sunhat or winter hat outside.

Hot weather

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

Cold weather

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

Wet weather

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

Shoes

All students are required to wear closed-toe non-marking indoor shoes suitable for running to support daily movement activities. **Flip flops, backless shoes, shoes with high heels, clogs, slippers, Crocs, and shoes that flash, light up, or make noise are not suitable within the school environment** as they do not support the growing foot, and can be dangerous and/or distracting in everyday school life's many varied activities and actions.

Students in **Kindergarten-Grade 2** should have non-lacing shoes.

Head Coverings, Hats & Accessories

Head coverings for religious, ethnic, and cultural reasons are welcome and encouraged.

Only students in Classes 7-9 are permitted to wear hats indoors. If a student in Kindergarten-Class 6 needs to wear a hat to support their social-emotional well-being, they must have a formal Behaviour Contract enabling them to do so.

Students in K-9 are not permitted to wear a hood indoors, unless it is included in a formal Behaviour Contract.

Students in **Kindergarten-Class 6** may not wear make-up, acrylic nails, hair dye, or obtrusive jewelry.

Students in Kindergarten-Class 3 may not wear analog watches. Students in Classes 7-9 may wear digital watches. **Smartwatches are not permitted for students in K-9.**

The WISE strives to be free of chemical fragrances and perfumes. These products may cause headaches and other sensitivities or allergic reactions in those around us. Certain classrooms or elective activities may be required to be scent-free.

Dress Guidelines Quick Reference Table

	Elementary (Kindergarten- Class 6)	Junior High (Class 7-9)
Closed-Toe Shoes (i.e no flip flops, backless shoes, shoes with high heels, clogs, slippers, crocs, and shoes that flash, light-up, or make noise)	✓	✓
Plain Clothing (i.e no pictures, sequins, logos, brand names, words and messages)	✓	✓
Natural Fabrics (i.e cotton, wool, hemp, etc.)	✓	✓
Make-Up/Hair Dye/Acrylic Nails (i.e non-exaggerated use)	✗	✓
Smart Watches (i.e Fitbit, Apple, etc.)	✗	✗
Digital Watches (i.e not smart watches)	✗	✓
Head Coverings (i.e religious, ethnic, and cultural head coverings)	✓	✓
Hats⁵ (i.e baseball caps, toques, etc., with the exception of hoods)	✗	✓
Fragrance (i.e perfume, cologne, etc.)	✗	✗

⁵ Although Class 7-9 students are permitted to wear a hat indoors, they may be asked to remove it during class time, guest presentations, musical performances, morning verses, school-wide assemblies; or if it is unacceptable due to one of the following: it obscures the vision of the person behind, is disruptive to the class learning environment, covers the eyes or ears. A student may lose the privilege of wearing a hat due to repeated verbal reminders.

Home Life

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

Healthy Childhood & Educational Experience

Parent(s)/Guardian(s) can support their children's educational experience by providing:

- ✓ **Proper Nutrition** - A nutritious breakfast every day before school and well-balanced meals are strongly encouraged. If you need support finding food resources, please let us know.
- ✓ **Adequate Sleep** - Consistent bedtime routines. Most children thrive with ~ 10 hours of sleep each night.
- ✓ **Minimal Media** - Limit computer, TV, video games or other screen time on Sundays through Thursdays. Avoid murder, mayhem, and sexual content, or movies or videos intended for adults.
- ✓ **Quiet Time** - Providing some daily quiet time, without radio, screens, or video games, is essential for resetting the nervous system and helps your child meet the demands of the day.
- ✓ **Time in Nature** - Spend some time in nature every day. Experience the weather; pay attention to the seasons, moon, stars, and sky.
- ✓ **Chores at Home** - Assign some responsibilities for taking care of the home, pets, and yard.
- ✓ **Appropriate Dress** - Pay attention to keeping your child warm and dry while at school, especially their feet. Dressing in layers is important in Edmonton!
- ✓ **Cultivate Reverence** - Many traditions offer practices that help develop the reverence for life that supports home, school, and community relationships. If desired, create your own.
- ✓ **Support Your Child's Education** - Help develop healthy homework habits, participate in school activities, and communicate honestly about your concerns with your child's teachers.
- ✓ **Support the Class Community** - Get to school on time. Plan vacations during breaks. Support the student code of conduct. Children thrive on shared values and alignment among their adult role models.

Sleep

Healthy sleep habits and regular bedtimes deeply support children's ability to learn and emotionally regulate their school days. Healthy sleep has been demonstrated to support focused learning and attention, positive behaviour, memory, and overall physical and mental health. Please ensure your child(ren) comes to school

refreshed and able to take on the riches of the day. We strongly recommend following the [American Academy of Pediatrics](#) guidelines for sleep (as follows):

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

Media

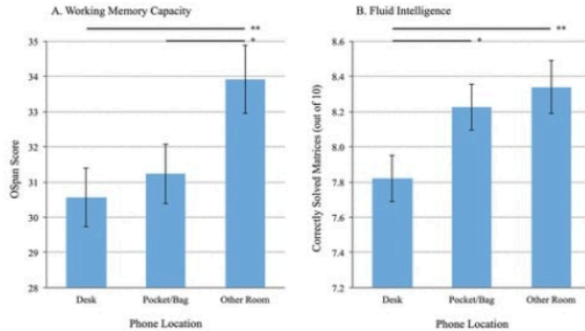
A central aim of Waldorf Education is to stimulate the healthy development of the child's imagination and creative thinking capacities that supports ingenuity and problem-solving for life. Waldorf educators, supported by emerging research, have concerns that electronic media hampers the development of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

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

We encourage you and your family to consider how you use media and carefully look at how media impacts your child. Unfortunately, digital and media platforms are not designed with the best interests of the developing child in mind. We ask that you do not send your child to school with any electronic devices like games, cameras, digital smart watches, or personal computers. **We strongly recommend that families not allow their children to be exposed to any screen time during the school week and significantly limit screen time during the weekends.**

For more evidence-based information about electronic media and its effects on young children, we suggest you visit the [Tech and Social Lab Academic Publications](#) and read the following article: <http://movingtolearn.ca/>

Cell Phones/Personal Mobile Devices



Study & focus with your phone outside the room

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

(Source: Centre for Humane Technology)

The use of personal mobile devices is not permitted by students during school hours. We **strongly encourage** families to support our school policy by not sending any personal mobile device to school with your child(ren), unless they are travelling independently. Any student bringing a cell phone to school **must** keep it in their backpack. Should a student desire additional security, they can take it to the office, where it will be stored in a locked cabinet. Personal mobile devices stored in the office during school hours must be dropped off before classes begin and retrieved after class dismissal at 3:15 pm and before the office closes at 3:30 pm.

When needed, students may use the classroom or office phone to communicate with their family. In specific cases, cell phones may be permitted for use, based upon the discretion of the teacher. For example, a student may need to text their guardian, who is in a meeting and unable to respond to a phone call. In this case, the teacher will provide the student with temporary access to their cell phone. However, if a cell phone is being used without permission, it will be confiscated and taken to the office, and as a consequence, the student will not be able to retrieve it at the end of the day. Instead, a parent/guardian will be contacted and required to pick it up during office hours on behalf of the student, to reinforce the expectations of cell phone access.

If you wish to learn more about the impact of personal mobile devices, digital tech, and social media on childhood development, mental health, and student learning, alongside evidence-based recommendations for interfacing with technology, we recommend visiting the [Anxious Generation research publications](#) website.

These practices regarding cell phone use at the WISE are reflected in the Standards for the [Use of Personal Mobile Devices policy](#) and in line with the Ministerial Order 014/2024.

WISE Library Materials⁶

WISE Library

Students in Grades 2-9 are provided access to the materials located in the school library on a weekly basis. The library is maintained by the Library Committee, which is run by a faculty member and supported by a group of dedicated parent/guardian volunteers. The Library Committee helps support the use of the school library as a valuable resource at the WISE. It continuously reviews school library materials, repairs books, and makes recommendations for new book purchases and systematic improvements each year to support classroom use.

Students are accompanied to the library and supervised, and are permitted to check out books from the library. All literary materials, including those in libraries and classroom collections, are selected, curated, and made available in compliance with the indications of child development within Waldorf Education, and the Alberta Education standards as outlined in the Selection, Availability, and Access of School Library Materials found on the website.

Classroom Libraries

Classroom libraries are accessible to students in Kindergarten to Grade 9, which include books that are accessible or available to children or students. Classroom libraries do not include learning and teaching resources that have been selected and used by a teacher to support curricular outcomes.

Teachers are required to review their classroom library materials on a continual basis and supervise the access of school library materials.

Novel Studies

Students in Grades 4-9 may participate in a novel study each year which are related to the curriculum and/or deemed developmentally and age-appropriate by the Class Teacher.

Damaged or Lost Books

Should a student lose or misplace a book, they may be required to replace it by reimbursing the cost of the book to the school, or providing a replacement copy of the lost book. Exceptions to this will be based on a case-by-case basis, which takes into account the student's age and willingness to make amends for damaged or lost books. Families will be contacted on an annual basis by the Library Committee regarding damaged or overdue items.

Visual Displays and Posters

⁶ No materials with explicit and non-explicit sexual content are accessible to students in Kindergarten to Grade 9. These practices regarding libraries at the WISE are reflected in the Library Policy and in line with legislation.

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

Class Traditions

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

Class Celebrations

Waldorf strives to be intentional about class traditions and celebrations in each grade. There are specific traditions that occur within each grade, which align with the developmental arcs of childhood and complement the curriculum.

Teachers will use discretion when considering the intentionality behind class celebrations. Wherever possible, the inclusion of celebrations will be linked to the curriculum and/or the seasons. For instance, teachers may decide to have a project celebration (such as a showcase of their work or presentation) at the end of a main lesson block. If food is incorporated, it will be done so in accordance with the Food section of this handbook.

Nature Walk

Nature Walk is included as part of a weekly schedule once permission has been obtained. Nature walk locations are to any local green space area that is within walking distance from the WISE. Students are accompanied by their classmates and supervised by teaching staff and parent volunteers, when necessary. All nature walks will take place during regular school days and hours (8:25-3:15 PM).

Field Trips

Field trips happen throughout the school year, helping to enhance and deepen the students' experience of the curriculum. Permission forms are required for any field trip, and every effort is made to ensure the safety and well-being of both students and adults.

The Student Code of Conduct is in effect while students are off campus. The application of consequences may be adjusted according to the nature of the field trip, meaning whenever necessary, a student may be removed from the trip, and a parent/guardian may be required to pick them up.

Teachers may request volunteers on a field trip. For any overnight field trip or off-site excursion that involves being alone with children, a volunteer is required to have a criminal record check with the vulnerable sector. Criminal record checks take approximately 2-4 weeks to receive and are valid for 5 years. Volunteers are required to submit these forms prior to attending the field trip and can do so online by visiting <https://www.policeresolutions.ca/checks/services/edmonton/>. If a community member is volunteering for the

first time, they are required to provide a valid criminal record check with the vulnerable sector from within the past 12 months, or apply for a new one.

If a field trip does not require being alone with children or include spending the night, a volunteer does not need to have a criminal record check.

Class Plays

Play performances occur in Grades 1-9 as part of each grade's literacy blocks. Scripts are chosen based on the curriculum and developmental level of the class and include recitation, visual arts and music. Plays are meant to serve as pedagogical dramas, in that they give students the opportunity to develop specific skills and capacities, strengthen their sense of interdependence and enliven a curricular theme. It is typical for Class 1-3 plays to involve choral recitation, while Class 4-9 plays include specific characters and roles.

Performance dates are provided at the beginning of the school year, and times are offered both during and after the school day to ensure parents/guardians have the opportunity to witness the performance. Parents/guardians must refrain from photographing or video-recording performances.

Class or Club-led Fundraisers

Class or club-led fundraising is defined as Internal Fundraising. Fundraisers may take place throughout the school year, based on the initiative of a class or club. Participation in fundraisers will be optional, and information will be provided regarding specific fundraising initiatives.

Fundraising for outside organizations is limited to supporting local/community-based charities without political affiliation.

Internal Festivals, Assemblies, and External Fairs

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

Whole school festivals and special events include:

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

Whole school assemblies include:

- **December:** Advent Spiral (K-9)

- **February:** Random Acts of Kindness
- **April:** Earth Day
- **June:** Rose Ceremony and Community Picnic

External fairs, coordinated by the WISE School Council, include:

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

Club Guidelines

General Clubs

General club offerings at the WISE are limited to Grades 4-9 and vary from year-to-year, based on student interest. Students who wish to establish a general club initiate a request (through their Class Teacher or directly to the Principal) to find a faculty or staff member volunteer who is able to host, supervise, and facilitate the ongoing activities of the club. General club activities are directed by students and/or faculty, based on interest and availability. Fees associated with the general club are determined by the facilitator and/or Principal. General clubs that have taken place in previous years include a Book Club, Chess Club, Gardening Club, and Environmental Club.

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

Inclusion Clubs

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

The students have the right to determine a respectful name, including “gay-straight alliance,” “queer-straight alliance,” “diversity/inclusion club,” “anti-racism,” or “anti-bullying.” When a request to have such a group arises, the Principal is required to permit and delegate a responsible staff member to facilitate and support the ongoing activities of the student organization or request the appointment of a responsible adult by request to the Minister of Education if no individual can be delegated.

Consistent with general club offerings, inclusion clubs must be conducted in alignment with our Employee Handbook, including access to food and technology.

When a facilitator has been appointed, they will receive focused administrative support to ensure they are apprised of their roles, responsibilities, and legislation to feel confident in their duty to provide a safe space. Facilitators of inclusion clubs will ensure they are in line with the Education Act. For additional information about GSA at WISE, please refer to the Sexual Orientation and Gender Identity Guidelines in the Appendix.

Parental Notification

Name and Pronoun Changes

If a student who is under 16 years of age requests a new preferred name or pronoun be used, that varies from the name or pronoun that teachers, the Principal and other school staff have regularly used when referring to the student, for reasons related to the student's gender identity, notification of the request must be made to the student's parent/guardian and their consent must be obtained prior to teacher, Principal and other school staff using the new preferred name or pronouns when referring to the student in school.

Where notifying the student's parent/guardian or seeking the parent's consent in regards to using a new preferred name or pronoun is reasonably expected to cause emotional or psychological harm to the student or the student requests access to assistance, the student will be provided with counselling or other assistance before notifying the student's parent.

Sexual Wellness Curriculum (Grade 4-9)

As mandated by the Alberta Education Program of Study, human sexuality education is offered to students in Grades 4 to 9. Parents/guardians will receive notice at least 30 days before the start of courses, programs of study or instructional materials, or instruction or exercises that include subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality.

Parents/guardians will be required to provide consent prior to a student taking part in a course, program of study or instruction that deals primarily and explicitly with gender identity, sexual orientation or human sexuality. Parents/guardians have the right to consent to the student taking part in all or part of a course, program of study, or instruction, or using all or part of instructional materials or an exercise. Where no consent has been provided, the teacher will arrange alternate instruction or supervision for the student outside the classroom or place where the course, program of study or instruction will take place, or the instructional materials or exercise will be used.

This notification does not apply to incidental or indirect references to gender identity, sexual orientation or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.

ASSESSMENT

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

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

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

Alberta Education Reporting

Teachers are required to conduct annual Provincial Literacy and Numeracy assessments in Kindergarten-Grade 5, and Provincial Achievement Tests (PATs) in Grades 6 & 9, and record and submit the assessment data to Alberta Education annually, working closely with the Administrative Coordinator and Principal to meet the requirements. In accordance with the Education Act, Screening Assessment results will be shared with families in Kindergarten-Grade 5 in each term. PAT results are available the following school year, once the marking and scoring of tests have been completed and final scores have been calculated by Alberta Education, as students' performances appear in relation to the provincial standards. Results are available through the Alberta Education [myPass portal](#), which requires an Alberta Student Number (ASN).

Skills Assessment and Year-End Reporting

The WISE will provide two formal written assessments, or report cards, in Kindergarten-Grade 9, which are distributed twice per year. Both reports are written and informed by the Class Teacher and subject teachers. At the end of January, a Skills Assessment report card will be shared, and at the end of June, a comprehensive Year-End Report will be sent home via email. Be sure to inform the Office of any changes to your email account(s) so that parent(s)/guardian(s) receive this important document.

Individual Support Plans and Behaviour Support Plans

Teachers may identify that your child would benefit from specialized supports and services to meet their learning needs. Any student with a formal diagnosis qualifies for an Individualized Program Plan (IPP) or Behaviour Support Plan (BSP). At the WISE, the IPP is an internal record and accountability document of your child's progress related to specific individualized academic goals and strategies, while the BSP relates to social/emotional support strategies and goals.

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

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

1. Initial meeting with parent(s)/guardian(s) and teacher (Oct)
2. IPP 1st Review with parent(s)/guardian(s) (Feb/ Mar)
3. IPP 2nd Review with parent(s)/guardian(s) (May/Jun)

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

STUDENT DISCIPLINE AT THE WISE

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

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

An Incident Report Form (IRF) will be used to communicate with families about specific incidents at school and will be signed by the family, teacher, and administration, and kept on file. All communication and discussion regarding children and behaviour will be done professionally and confidentially, holding the child in the highest regard.

WISE Student Code of Conduct

At the WISE, we strive to foster a community that upholds the rights, safety, and well-being of all staff and students. The primary goal of our Code of Conduct is to support WISE students to resolve issues peacefully and diplomatically, develop empathy, be the very best versions of themselves, and contribute to supporting a

welcoming, safe, caring school that upholds the inalienable rights of all individuals and fosters a deep sense of belonging. All staff and students are expected to conduct themselves in alignment with the Code of Conduct and will not engage in or tolerate bullying or threatening behaviour, whether it occurs within the school building, during the school day, or by electronic means.

Students at WISE are expected to:

1. Be considerate and respectful of others.
2. Stand up for the well-being of others and themselves, regardless of peer pressure.
3. Demonstrate care and concern for school property and the property of others.
4. Respect the authority of all staff within the school community.
5. Attend consistently, be punctual, and arrive prepared for class.
6. Give their best to my academic, artistic, and extracurricular pursuits.
7. Take ownership for their attitude and behaviour, maintaining an atmosphere of mutual respect and integrity.
8. Maintain an environment that respects diversity and honours the educational, emotional, physical, and spiritual well-being of themselves, all other students, and staff.
9. Behave in a manner that reflects our shared responsibility to participate in the healing and nurturing of our world.
10. Behave in a manner that ensures the rights of all individuals within the school are maintained and is conducive to my learning and the learning of others.
11. Keep personal belongings orderly and hallways clear and quiet during class time.
12. Respond appropriately to the direction of staff at school and during school activities.
13. Ensure that correspondence from the school is communicated at home.
14. Dress in alignment with school dress guidelines and in a manner that is respectful of our Grades K-9 school culture and allows full participation in class and school activities.
15. Respect WISE school rules regarding no personal mobile devices use during school hours, or during drop-off and pick-up times in the school building.

Technology Agreement (Gr 7-9)

1. I agree to use technology and information resources in a responsible, efficient, ethical, and legal manner.

2. I also understand that acceptable uses of technology and information resources are activities that are curriculum-based and support teaching and learning.
3. I may not use personal mobile devices during class time unless specifically directed to do so by the teacher.
4. I can only use the software installed on school computers and will not install additional programs.
5. I will only access and author appropriate content while on school property.
6. While at WISE, my use of technology may be monitored, and the administration has the right to review and or remove anything that may jeopardize the safety and well-being of another.
7. The same conduct codes and responsibilities apply to the use of any personal mobile devices, including laptops, cell phones, and cameras, that I bring to school. The administration has the right to review and or remove anything that may jeopardize the safety and well-being of another student.

Suspension or Expulsion

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

- Significant and persistent violations of the Student Code of Conduct, including the Technology Agreement (see Appendix A: Tiered Behaviour and Discipline Procedure and Suspension for more details).
- The use of profanity, racial comments, sexual comments, insulting statements, uttering threats, and/or any physical altercation.
- Bullying⁷, harassing, threatening, or intimidating other students, including initiation rituals in person or online.
- Being in possession of a weapon, a replica weapon, or dangerous goods to harm, intimidate, or threaten others.
- Being involved in the use of, possession of, or sale of drugs, alcohol, or any illegal substance.
- Smoking or vaping on school property.
- Any offence which threatens the safety or well-being of students or staff.
- Remaining at the scene or being complicit while others participate in any of the above actions.
- Stealing/shoplifting during school hours.

⁷ Bullying is defined as repeated behaviour, with the intention to intimidate, offend, degrade, or humiliate a particular person or group. It is aggressive in nature and includes a perceived imbalance of power and repetitive threats. Bullying is distinct from normal social conflict among peers and should not be confused with bickering, teasing, social disinterest, random acts of physicality and conflict among equals. The dynamics of bullying are complex.

We suspend a student when:

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

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

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

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

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

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

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

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

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

- o Immediate notification to the parent(s)/guardian(s) and the board

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

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

HEALTH CARE PROVISION AT THE WISE

We aim to keep the students and staff at the WISE healthy and safe. In case of illness, we will provide your child with the care they need until you are able to attend to them. We continue to respond to the Alberta Health Services (AHS) and Alberta Education requirements for schools.

Illness

Do not send your child to school if your child:

- Has vomited in the past 24 hours.
- Has respiratory illness symptoms (including runny nose) unrelated to a pre-existing medical condition.
- Has had diarrhea, loose stool, or other gastrointestinal problems in the past 24 hours.
- Has a fever.
- Has conjunctivitis (pink eye).
- Has a new, unexplained rash or cough.
- Requires greater attention than can reasonably be provided without compromising the care of other children in the program.
- Displays any other signs or symptoms of illness.

Should your child start displaying symptoms of illness at school, staff will notify you to pick them up immediately. If a parent/guardian cannot be reached, emergency contact(s) will be contacted. Your child can return to school once symptoms have fully resolved and they no longer pose a health risk to other students or employees. Bringing a child into the school with any of the above symptoms puts other students and staff at risk of getting sick.

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

Illness While at School

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

Please note that the WISE Charter Society and WISE Charter School are required by law to report all communicable diseases to Public Health. Public Health will require contact information for the child's family. The WISE Charter Society and WISE Charter School have a policy of asking parent(s)/guardian(s) to report the disease themselves. Should your child contract a communicable disease, we request that you contact a Public Health Nurse.

Emergency Injury

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

If further medical assistance is necessary, WISE staff shall call for emergency assistance and will then contact the child's parent(s)/guardian(s)/emergency contact person. If a student must be transported to a health facility for emergency assistance, every effort will be made to contact a parent/guardian before the child leaves the school. However, the health of your child is the primary concern.

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

Head Lice

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

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

Healing Basket

Bumps, cuts, and bruises sometimes happen at school. Our office maintains a healing basket that includes anthroposophic, homeopathic, and Bach Rescue Remedies. Families can authorize the administration of these remedies to their children by completing a Healing Basket form.

EMERGENCY PROCEDURES

In case of emergency, the WISE has procedures to ensure the safety of students and staff of the WISE. Emergency evacuation procedures are posted in each classroom and at each door of our school. Fire and Lockdown Drills occur periodically through the school year, as required, to ensure WISE staff and students understand how best to respond in the case of an emergency. Drills occur each year as described below and are done so with intentionality and an effort to make them as minimally disruptive as possible.

Fire

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

A minimum of six practice fire drills will be held each year.

Lockdown

Should the WISE need to initiate a Lockdown within or outside of the school, WISE staff will follow their Emergency Lockdown procedures to either evacuate or keep students within locked classrooms until advised by the Principal, any identifiable member of the administrative team, or emergency personnel.

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

Severe Weather

Storm Conditions

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

Extreme Temperature Conditions

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

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

Poor Air Quality

Environment Canada advises that students in good health can be outside when the Air Quality Index is six or lower. If the air quality index is 7 or higher, students will remain inside. Students with respiratory indications may remain inside the school when the Environment Canada Air Quality Index is rated five or higher if they have a medical condition indicated in their student file that makes them more vulnerable, or at the request of their parent/guardian.

Program Closure

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

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

In the case of a program closure, you will be contacted by the Office at the earliest possible time.

WISE ORGANIZATIONAL STRUCTURE

WISE Charter Society

The WISE Charter Society was established to support and oversee the operation of the WISE Charter School. The Society is governed by a Board of Directors, responsible for the strategic direction and overall governance of the school. The Board works closely with the school's administration to ensure the WISE Charter School remains true to its mission, vision, and values while adhering to the guidelines set forth by Alberta Education and other relevant bodies.

WISE Administration

The administrative leadership team at WISE is comprised of the Superintendent, Principal, Secretary-Treasurer, and Financial Officer, supported by the Registrar, Administrative Assistant, Administrative Coordinator and the Hiring Coordinator.

The Superintendent, in particular, provides educational leadership, ensuring that WISE's educational programs are implemented in alignment with Alberta Education's standards and Waldorf pedagogy. The Superintendent also works closely with the Board of Directors to support school governance, policy development, and compliance with regulatory requirements.

WISE Faculty

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

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

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

WISE Divisions

Division meetings happen weekly within the Early Childhood (Kindergarten), Elementary and Junior High. Led by Division Chairs, division meetings provide a format for faculty members to collaborate and deepen their commitment to the principles of Waldorf education through a collaborative leadership model that emphasizes shared responsibility, broad perspective-taking, and decision-making that honours differing views while seeking alignment in service of the whole.

WISE Faculty Council

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

- Guide teacher professional development and the acquisition of teaching resources.
- Discuss pedagogical issues and best practices.
- Refine and inform educational policies and procedures, including discipline, assessment, student supervision, and program structure and leadership opportunities.
- Develop ways to connect with alumni.

- Up to two Faculty Council members provide faculty representation at the WISE Charter Board and are full voting members.

WISE Charter School Council

The WISE School Council is a vital link between parents, teachers, and administration, fostering collaboration and ensuring that parents' voices contribute to the school's development in accordance with the Education Act. School Council members actively participate in shaping school policies, supporting student learning, and strengthening our community while building meaningful relationships and gaining a deeper understanding of Waldorf education.

The WISE Fundraising Society

The Fundraising Committee seeks ways to raise funds to support the operation and initiatives of the WISE Charter School. We have a variety of positions, big and small, independent and group work opportunities available. If you are passionate about the future of our school and want to be a part of this initiative and assist in reshaping how we fundraise, please connect with us at fundraising@thewise.ca. We meet monthly directly after the WISE School Council meetings.

The WISE Fundraising Society fundraising committee's main community fundraisers and events are the fairs. If you are interested in supporting the organization of the seasonal school fairs please consider joining the fundraising society sub-committee:

Fairs committee fairs@thewise.ca

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

Current Committee Structure *(in alphabetical order)*

Gateways gateways@thewise.ca

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

Newsletter Committee newsletter@thewise.ca

The Newsletter Committee activities include assisting with co-ordinating the 'WISE Connections' monthly newsletter. If you love writing, editing, or all things techy, this may be the committee for you!

Opportunities for involvement include:

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

Growth and Development Committee

The Growth and Development Committee is a shared WESE and WISE CS committee who supports enrollment and awareness for Waldorf Educational programming in Edmonton through education of current families and community outreach initiatives. Its goals are to support program enrollment and increase the exposure to Waldorf programming beyond the existing community. If this is a committee you would like to be involved with, please connect with president@thewise.ca

As such, it:

- works with WISE administration, supporting open houses and marketing strategies
- identifies and participates in opportunities to promote the WISE at external events and venues

Maintenance

Maintenance volunteers are willing to be called upon as required for minor school repairs and upkeep. A designated class maintenance coordinator has been very helpful in supporting classroom needs. Some people plan and lead work bees, and others work through a list provided by the committee and info@thewise.ca (our administrative assistant). Significant repairs are contracted externally.

Waldorf Education Society of Edmonton (WESE) Fundraising

Community-led fundraising is defined as Internal Fundraising through the WISE Fundraising Society, while major gift and grant fundraising fall under the Capital Fundraising campaign and reside with the Waldorf Education Society of Edmonton.

Capital Campaign fundraising@thewise.ca

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

Enchanted Garden Store store@thewise.ca

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

The Waldorf-Ottewell Community Garden Committee

The Community Garden committee members maintain the school’s perennial and vegetable beds. Members practice communal gardening with work party days for planting in the spring, watering, weeding and harvesting in summer in preparation for the return of students and the fall harvest. If you are interested in learning about gardening or just want to spend time in nature with others and getting your hands in the dirt, please contact communitygarden@wese.ca for volunteer opportunities.

VOLUNTEERING

At WISE, we deeply value the dedication of our volunteers, who play a vital role in supporting community and classroom events. Volunteering not only strengthens our school community but also offers volunteers

meaningful opportunities to build positive relationships and create unforgettable experiences for our students. By contributing your time and skills, you become an integral part of our learning community, modeling the values of responsibility, reciprocity, and stewardship for our children.

Throughout the year, we strive to identify a variety of volunteer opportunities and communicate them to our school families with email requests from Class teachers or Class representatives (see below), specific committees and directly from the office, ensuring that everyone has the chance to contribute. Whether you have a few hours or more time to give, your involvement helps spread the work across our community, making WISE a vibrant and supportive place for all.

If you feel inspired by this work, we warmly invite you to sign up, roll up your sleeves and become actively involved in the WISE community and events.

Our school needs your assistance in the following ways:

- Committees – See Current Committee Structure (above)
- Handwork – Do you sew, knit, or felt? Our teachers would always welcome new resources for the classes.
- Classroom – Volunteers are needed weekly to help with knitting, be a class reader, attend nature walks, and other regular classroom activities and field trips. Classroom volunteers ensure and uphold student confidentiality by signing the volunteer confidentiality agreement.
- Maintenance and Gardening– look for maintenance requests and gardening opportunities at the WISE.

Class Representatives

A Class Representative is a valued member of the WISE community. By acting as the central contact between parent(s)/guardian(s) and other members of the school community, Class Reps foster a sense of community within each class, from Kindergarten to Grade 9.

At the beginning of the school year, Class Teachers are encouraged to select a Class Representative for their classroom, to support them in parent communication, class events and other class initiatives. The Class Representative coordinates volunteers to support class activities, and liaises with the WISE School Council.

The Class Representative is expected to attend School Council meetings. They help share volunteer communication with other class parent(s)/guardian(s) and encourage volunteerism in the life of the school. Responsibilities include:

- **attending School Council meetings (~1/month)**
- **assisting with volunteer recruitment for school-based activities** including:
 - specific class traditions
 - fairs/festivals
 - concerts
- **supporting attendance at:**

- Parent Nights
- specific class traditions
- fairs/festivals
- **consulting with the Class Teacher and acting with their consent**
- **supporting communication among members of the class community**
 - sending out class-wide birthday and activity invitations
 - sharing list of contact information for those that have consented
- **welcoming new parent(s)/guardian(s) to the class community**
- **becoming familiar with the Parent Handbook and School Calendar**
- **helping onboard/mentor a new Class Rep when necessary**
- **supporting year-end appreciation efforts**

Fundraising Opportunities

As a Public Charter School we still maintain school program fundraising through the WISE Fundraising Society and the Waldorf Education Society of Edmonton (WESE) Capital Fundraising “New Build” initiative. Parents are invited to participate in school fundraising activities, which may include: organizing or volunteering for a fundraiser on behalf of the WISE, sitting on the Fundraising Committee, or donating.

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

- [Mabel’s Labels](#) – labels for clothing, shoes, and other items. Please enter Waldorf Independent School of Edmonton to “Support a Fundraiser”.
- WISE Annual Fundraising Event (Spring).
- Capital Fundraising Campaign – Our ongoing capital campaign to raise funds for future development. Become a monthly donor! fundraising@thewise.ca
- Aeroplan – Our teachers are trained throughout North America. Please consider donating Aeroplan miles throughout the year to help get them there.
- Do you work for a company with an Employee Donation Matching Program or a corporate sponsorship program? Please let us know if you can assist us in approaching them for a donation.

ACCESS TO WISE

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

- Disturbs or interrupts the proceedings of a school

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

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

COMMUNICATION

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

In addition, you will receive regular class-specific updates from your Class Teacher(s) and emails directly from the WISE Administrative staff about activities specific to your child’s class and the whole school.

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

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

Parent Orientation & Parent Nights

Teachers provide three parent evenings annually, including Parent Orientation. Parents are expected to attend each of these events and RSVP if they are unable to do so. Teachers prepare and share important class information and inform parents of the pedagogical intention of their work during these important evening meetings. Parent Night dates and times will be provided at the start of the school year. Every effort is made to ensure there is no conflict with other events being held at the school. The Office may contact parents prior to and following Parent Nights to confirm attendance.

Parent-Teacher Conferences

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

We expect every family to participate in the Parent-Teacher conferences by sending at least one parent or guardian to attend. If parent(s)/guardian(s) cannot attend during the allotted time, parent(s)/guardian(s) are responsible for making alternate arrangements to meet at another time with teachers (within reason). Junior High students (Grade 7-9) will also be asked to participate in part or all of the teacher conference meetings; your Class Teacher will determine and communicate this with parent(s)/guardian(s). This opportunity gives students a chance to reflect on their learning and share goals and strategies that support their learning. In this way, they are active participants in the assessment process.

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

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

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

Parent Rights and Responsibilities

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

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

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

RESPECT for people and property,

RESPONSIBILITY for what we say and do,

HONESTY in all situations,

APPRECIATION for the good in one another,

KINDNESS to self and others, and

CELEBRATION of diversity.

Community members' rights:

- To be treated with respect and courtesy by staff, students, and parent(s)/guardian(s).

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

Community members' responsibilities:

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

Behaviour that will not be tolerated:

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sporting events).
- Swearing, or using offensive language.
- Shouting at members of staff, pupils, or other parent(s)/guardian(s).
- Threatening staff or another member of the school community.
- Sending abusive messages to another member of the school community, including via text, email, or social media.
- Posting defamatory, offensive, or derogatory comments about the school, its staff, or any member of its community on social media platforms or in a public forum of any kind.
- Any aggressive behaviour (including verbally or in writing) towards another child or adult.
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event).
- Possessing or taking drugs (including legal highs).
- Damaging school property.

Breaching Conduct Expectations

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

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

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

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

Media Use and Communication Guidelines Agreement (Adults and Students)

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

- **Respect the privacy of our students and teachers** by not posting pictures or videos on social media without explicit permission.
- **Respect the integrity of our community** by taking up grievances with individual teachers or administrators, rather than writing class- or community-wide emails or posting on social media.
- **Respect the privacy of each community member** by not using email or any other address list generated by the school for personal or business purposes, including advertising.
- **Refrain from gossip** by engaging in friendly conversations outside of the learning spaces (including before, during, and after the school day), and only discussing others or others' personal situations if they are present.
- **Nurture the dignity of each individual** by refraining from obscene or defamatory communication in speech, writing, and other modes of expression, including electronic expression, in interactions with the school community.
- **Cultivate social harmony** by expressing themselves in a manner which promotes cooperation and does not interfere with the educational process. This guideline applies to speech, written, and electronic communications such as email, social media postings, and direct messaging apps.

- **Observe appropriate boundaries** by limiting communication to proper channels, using teachers' school email accounts rather than text messages or social media to communicate about school-related matters.
- **Strive for good habit life around phone and email communications** by attempting, whenever possible, to limit late-night and weekend communications. We encourage all WISE employees to model and practice media balance in their personal and professional lives, so teachers are encouraged to respond to emails only within regular school hours and will specify office hours where they will be able to respond to messages or calls live.
- **Embody our community values of truthfulness, dignity, and respect for the inherent worth of every human being** whenever we associate ourselves with the school, whether in the classroom, in the broader community at a school-related function, or in electronic and social media communications.
- **Promote healthy technology use** by familiarizing yourself with reputable information from reputable sources, such as [Tech and Social Lab Academic Publications](#) regarding media use in school-aged children
- **When using video chat platforms, please practice these guidelines**
 - Use your real name
 - Use an appropriate picture for your school Gmail account
 - Remember to use your mute button when it's appropriate
 - Remember on video chat; we see you (dress appropriately, don't take your device to the bathroom)
 - Practice video chat etiquette in groups; when possible open chat and type questions so the moderator/teacher can call on you
 - **Do not** take screenshots, pictures, or recordings of the teacher or fellow students

Communication and Conflict Resolution

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

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

When a WISE Charter School teacher or WISE Charter School employee receives a complaint, they will endeavour to address the problem directly with the parent/guardian. If, for any reason, the complaint can't be

resolved, the employee shall direct the parent(s) to the Principal: principal@thewise.ca, or the Superintendent: superintendent@thewise.ca, only if it was not resolved through the Principal, or call (780) 466-3312 to request an appointment. If the conflict or grievance is with the administrative leadership or a board member, a parent/guardian may take the issue/grievance to the WISE Charter board president: president@wese.ca for resolution and support.

Communication Guidelines

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

1) Communication support/delegation

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

2) Establishing trust and building supportive relationships

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

3) Scheduled phone and in-person meetings are ideal

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

4) Allowing for time and context

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

Communicating with your Child's Teacher

By Email

The WISE recognizes that electronic mail (email) is a valuable communication tool. All staff members are

provided with WISE email accounts to improve the efficiency and effectiveness of communication both within the organization and with the broader community. All parent(s)/guardian(s) are given the school-provided email addresses of their child's teachers. Teachers are advised to check their emails once a day (part-time teacher: on their working days at school, and strive to respond within 24 hours). Email communication is well-suited to short housekeeping matters such as student attendance, class activities, curriculum assignments, deadlines, and special events.

In-person by appointment or by phone

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

Who to Talk to at The WISE

- If you have questions regarding your child, it is best to talk directly to the teacher. If you have questions about the WISE, you may also make an appointment with the Principal: principal@thewise.ca
- Curriculum or discipline-related questions go to the Class Teacher and the Principal: principal@thewise.ca
- Questions regarding School Business and Financial operations, please contact the Secretary-Treasurer: administrator@thewise.ca
- Questions regarding the building, maintenance, or the grounds are addressed to: info@thewise.ca
- Questions regarding health and safety inside or outside are directed to: info@thewise.ca
- Questions regarding fees and registration go to the Registrar: registrar@thewise.ca

Can't find what you are looking for? Please let us know how to improve our Parent Handbook: info@thewise.ca or administrator@thewise.ca.

APPENDIX

A. WISE Tiered Behaviour and Discipline Procedure

The WISE operates from a philosophy that students have an innate desire to be successful in their academics and social relationships and to conduct themselves well if they are capable of doing so. As such, the WISE emphasizes positive behaviour supports, restorative practices, and collaborative and proactive solutions (CPS) within our discipline matrix to promote a harmonious and solution-focused model. Positive behaviour supports⁸ emphasize fostering positive relationships, structuring learning environments to support student success, positively reinforcing desired outcomes, and applying fair, logical, and predictable use of consequences. Restorative practices are rooted in repairing harm done to people or in relationships rather than punishing people. CPS practices are rooted in empathy and determining the underlying root cause of behaviour (such as lagging skills, unmet needs, or learning impairments) while maintaining school expectations with the goal of finding a solution. WISE staff are committed to these practices with consideration of a student's age, maturity, abilities, and their personal context to build a school community that reduces barriers, cultivates understanding, values diversity, and nurtures positive mental health and a sense of belonging.

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

Tier 1 (Universal): Proactive Best Teaching Practice

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

Tier 2 (Targeted): Managing Disruptive Behaviour

When a child behaves in a manner that disrupts their own learning, the learning of the class, and/or the flow of teaching, Tier 2 strategies may be applied by the teachers at their discretion, to balance the needs of the whole class with the individual student (*see Appendix C*). Parents/guardians/guardians will be informed when there are trending Tier 1 behaviours or Tier 2 behaviours that interfere with the student's learning and the learning of the whole class.

Tier 2 strategies include anecdotal record keeping for the purpose of monitoring trends in persistent behaviours, using an Assessment of Lagging Skills and Unsolved Problems (ALSUP). This step may also trigger the development of an Individualized Program Plan (IPP) or Behaviour Support Plan (BSP) for the purpose of developing strategies to support the student's learning. Parents and teachers will create a timeline for review to determine if strategies are working.

⁸ <https://www.alberta.ca/positive-behaviour-supports>

Meetings with the teacher may be called with or without support from the Principal to identify student needs or skill deficits. In dealing with the student, the teacher and Principal will determine a range of targeted supports or sanctions that consider the child's age, maturity, and individual circumstances, which may be used for a finite period of time until the conduct is resolved. Strategies aim to ensure support is provided for students who are impacted by the inappropriate behaviour, as well as the student who is engaging in the inappropriate behaviour.

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

- Displays threatening, harassing, or bullying behaviour (or in early years pointedly and persistent unkind behaviour) towards staff or other students (Tier 3 behaviours).
- Causes harm to themselves or others.

An IRF may also be completed for a significant disruption to the learning environment, based on the discretion of the teacher/Principal.

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

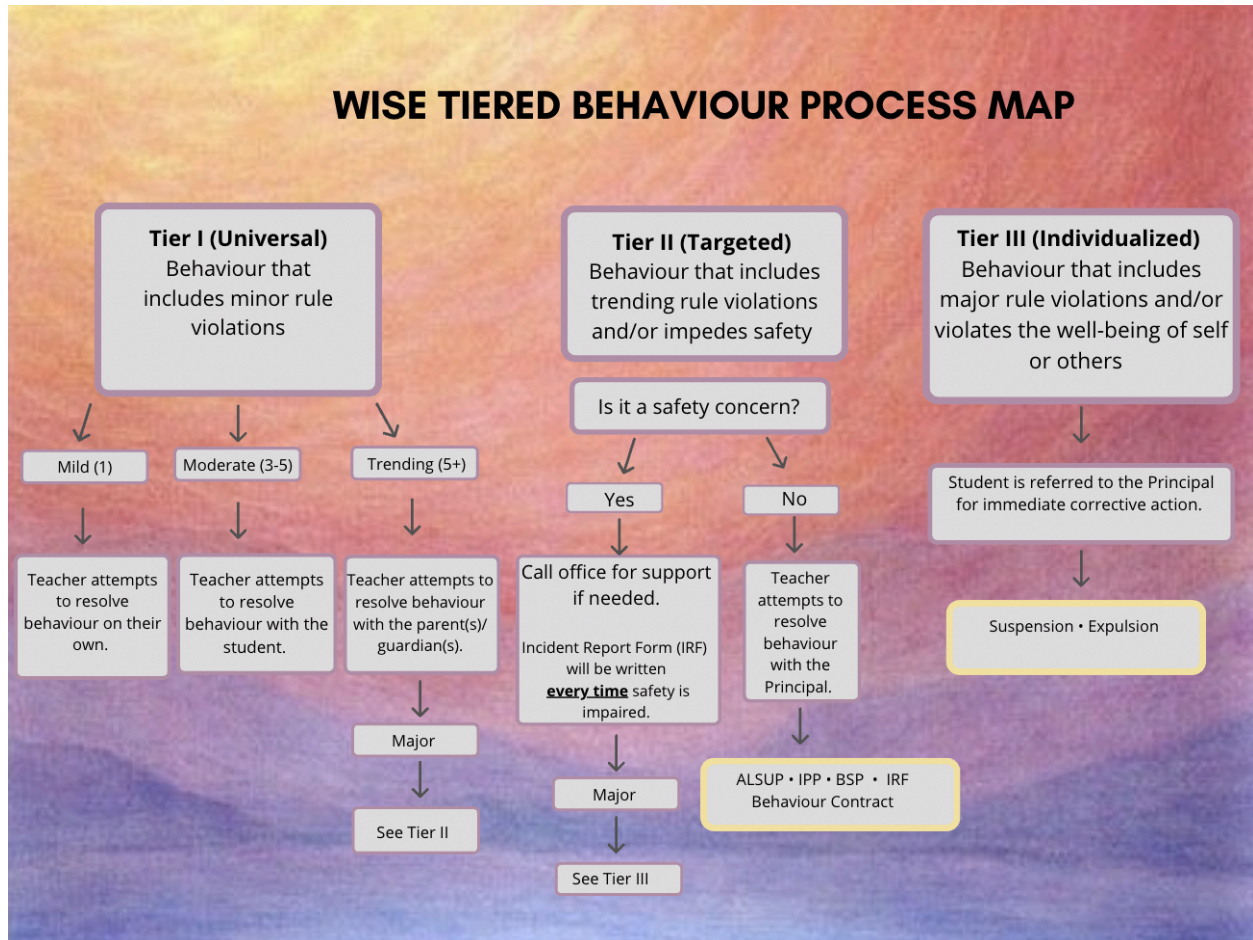
Tier 3 (Individualized): Suspension and/or Expulsion

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

Suspension is a serious consequence for behaviours that are unable to be resolved. It is extremely rare for students K-3 to receive a suspension. Wherever possible, in-school suspensions will be offered to ensure students are supervised and provided with opportunities for students to engage in skills-building and learning activities to support the resolution of behaviours. This approach requires a dedicated physical space away from other students as well as adult supervision throughout the day. Generally, students serving in-school suspensions do not have access to the school grounds, or to other opportunities for social interaction with peers.⁹

⁹ https://www.learnalberta.ca/content/inspb3/html/7_fairandpredictableconsequencesC.html

B. Tiered Behaviour Process Map



C. Tiered Behaviour

Tiered Behaviour	
Some behaviour may fall under specific levels immediately based on the type and severity. The following serves as a guideline with due consideration to age and context.	
Tier 1 (Universal) Behaviour that includes minor rule violations	Tier I Behaviours • Running in building/walkways • Disruptive behaviour • Unsafe/rough play • Disrespect • Littering • Unprepared for class • Profanity • Inappropriate displays of affection • Out of assigned area • Inappropriate clothing • Unexcused tardiness • Uncooperative/ defiant behaviour • Failure to follow classroom rules Tier I Consequences Verbal correction • Think-Sheet • In-class time out • Time out of class • Loss of privileges • Clean-up duty/service • Apology
Tier 2 (Targeted) Behaviour that includes trending rule violations and/or impedes safety	Tier II Behaviours Chronic Level I Behaviour • Academic dishonesty • Name calling • Teasing • Yelling • Pushing/shoving • Defiance Tier II Consequences Verbal correction • Think-Sheet • In class time out • Time out of class • Loss of privileges • Clean-up duty/service • Apology • Extended school day • A request for a student to go home for the remainder of the day if the child is not able to self-regulate with support • Incident Report Form (IRF) • Behaviour contract • Assessment of Lagging Skills and Unsolved Problems (ALSUP) • Individualized Program Plan (IPP) • Behaviour Support Plan (BSP)
Tier 3 (Individualized) Behaviour that includes major rule violations and/or violates the well-being of self or others	Tier III Behaviours Chronic Level II behaviour • Serious or repeated academic dishonesty • Uttering threats • Stealing • Fighting/assault/physical aggression • Vandalism/Damage to School Property • Possession of weapon on school grounds • Intimidation/verbal threats • Harassment • Verbal abuse/directed profanity • Disrespect toward others • Possession/under influence of illegal substance • Chronic Disrespect Tier III Consequences Suspension • Expulsion