



PALOUSE PRAIRIE CHARTER SCHOOL

nurturing minds | inspiring leaders

2018-2019 Student/Parent Handbook



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PALOUSE PRAIRIE
CHARTER SCHOOL
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Dear students and parents:

On behalf of the entire staff here at Palouse Prairie Charter School, I extend our sincerest welcome. We are incredibly excited to continue this journey with you.

Parents, please become as involved as possible in your child(ren)'s education. The adage "We are crew, not passengers" not only extends to teachers and children in our learning community – but to you as well. Together we enable our children to reach their greatest potential. So many exciting learning experiences will come directly from our parents. Additionally, your volunteer hours will enable us to provide the richest of educational opportunities to our students.

Please use this student/parent handbook, as it contains important information about our school. Should you have any ideas, questions, or concerns, please feel free to call the school at 208.882.3684.

Again, thank you for choosing Palouse Prairie Charter School. I look forward to another fantastic year.

Sincerely,

Jeneille Branen

Jeneille Branen
Executive Director



Section I: Philosophy

Vision

Palouse Prairie Charter School will provide an inclusive, respectful, and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

Mission

The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

Values

Our actions and decisions, as students, educators, and administrators, are guided by the following values:

- Civic engagement through local community-based projects teaches the joy that comes from participation and contribution.
- A physically safe and emotionally caring environment for students helps build mutual trust and respect.
- Discovery and reflection facilitate understanding and learning.
- Autonomy and the ability to collaborate in groups are an essential element of education.
- A connection with the natural world inspires learning.
- Responsibility to one another and to the world around us needs to be actively fostered.
- Diversity and multiple perspectives will be solicited and welcomed.
- Ethical and sustainable practices are essential to long-term success.
- On-going improvement through self-reflection and school-wide assessment leads to progress.

Design Principles

The ten design principles of EL Education are our best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.

Primacy of Self-Discovery - Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer

adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover that they can do more than they think they can.

The Having of Wonderful Ideas - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

The Responsibility for Learning - Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring - Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

Success and Failure - Students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Collaboration and Competition - Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

Diversity and Inclusion - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

The Natural World - A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

Solitude and Reflection - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

Service and Compassion - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Crew

Crew is the term used to identify classes, staff, or any group working together on a project. At PPCS, we are all crew, not passengers. This concept places the responsibility on everyone to function as part of the crew, carrying their own weight in all endeavors. In addition, PPCS uses the acronym C. R. E. W. to reinforce our vision for a productive and courteous community.

- C – Courage
- R – Responsibility
- E – Empathy
- W – Welcoming

Profile/History

The Palouse Prairie Charter School (PPCS) is a tuition-free, public charter school with a shared philosophical vision that encompasses the whole child approach to education and the building of community within each classroom and the school itself. PPCS's collaborative program considers students' academic, emotional, physical, and social needs in a cooperative and supportive environment.

School Governance

The Board of Executive Directors of the nonprofit corporation, The Palouse Prairie Educational Organization, Inc., is the legal entity responsible for all school governance. The Executive Director is responsible for school management and the success of all students. The PPCS staff is responsible for the daily functions of the school while parent, community, and staff members serve on committees that work with the Executive Director to report to the Board of Directors regarding other policy considerations.

School Board Business Meetings are open to the public monthly in the Palouse Prairie School Building. Board Workshops are also open to the public and held monthly. All meetings, agendas and minutes are published on our website: www.PalousePrairieSchool.org.

EL Education

PPCS is founded on the principles of EL Education school design. EL Education is one of seven "break the mold" school designs funded over a five-year period by New American Schools, a public/private sector initiative that called for radically new models of education built upon high standards and yielding dramatic improvement in student achievement.

EL Education schools exist in urban, rural, and suburban settings nationwide. EL Education is a framework for engaged teaching and learning and challenges students – even those starting with low skill levels – with high-level tasks and active roles in the classroom.

In EL Education schools...

Learning is active. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

Learning is public. Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.

Learning is meaningful. Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

Learning is challenging. Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and their thinking.

Learning is collaborative. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

EL Education focuses on teaching in an engaging way. EL Education harnesses a child's natural passion to learn and helps children develop the curiosity, knowledge, skills, and personal qualities they need for successful adulthood. Faculty members receive intensive professional development in curriculum, teaching practices, and building a strong school culture. To learn more please visit EL Education website at www.elschools.org.

EL Education Three Dimensions of Student Achievement

Our core practices address three key dimensions of life in school...

Mastery of Knowledge and Skills: Students demonstrate proficiency and deeper understanding of content by showing mastery in a body of knowledge and skills within each discipline. Students apply their learning and transfer knowledge and skills to novel, meaningful tasks. They are asked to think critically by analyzing, evaluating, and synthesizing complex ideas and consider multiple perspectives. Students communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.

Character: Students work to become effective learners by developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). Students work to become ethical people by treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). Students' work contributes to a better world by putting their learning to use to improve communities (e.g., citizenship, service).

High Quality Student Work: Students create complex work, which demonstrates higher-order thinking, multiple perspectives and a transfer of understanding. Work demonstrates craftsmanship. They create work that is accurate and beautiful in conception and execution. Students create authentic work. They demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school.

Suggested Donations: The majority of the Palouse Prairie funds come from the State of Idaho. We do not receive and local funding from property taxes or levies, like the local schools in the district. As a result, fieldwork and adventure, which are so central to the PPCS experience are supported by monetary support from our families. We also request donations for school supplies, clubs and extra-curricular activities for the same reason. Donations can be paid over the course of the school year in payments. If you want this option, please contact the Business Manager. Any support is greatly appreciated and if this is a hardship for your family, please contact the Director.

PPCS is a public school and non-profit corporation; Tax donations to Idaho schools can benefit you as a taxpayer. A receipt will be given for donations to the school and consult with your tax professional about how to claim these donations on your annual tax filing.

Section II: General School Information

ATTENDANCE AND TARDINESS (Policy #3050):

Overview: The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. It is particularly true in an EL Education school that regular contact of the students with one another in the classroom and their participation in collaborative instructional activities are vital to achieving high academic outcomes. Since many classroom activities are collaborative experiences, when one student is absent, the whole group is affected. Students who are frequently absent often find it difficult to keep up. Missing a day of school means missing a CREW activity that cannot be replicated at home. As a publicly funded school, PPCS's total operating budget is dependent on the student average daily attendance. To receive the necessary funds to operate the school, your child's presence in school is extremely important. Our operating budget is dependent on our student average daily attendance.

In accordance with Idaho Code 33-202, parents or guardians who reside in Idaho shall cause their children between the ages of seven and sixteen to attend school. Such children who are enrolled in the Palouse Prairie Charter School shall be instructed in subjects commonly and usually taught in the public schools of the state of Idaho using the School's EL Education teaching methodologies. All children who are enrolled in Palouse Prairie Charter School shall conform to the attendance policies and regulations established by the School Board. The student handbook will be used to publish attendance procedures that reflect the Board's policy. Parental permission will not overcome the presumption of truancy.

Prior Notice of Absence: Parent(s)/ guardian(s) must notify the school by email, written note or by phone prior to an absence in order for the absence to be excused. In the case of illness, please

notify the office by 9:00 a.m. on the morning of the day of illness. For an expected absence, please give the crew leader as much advance notice as possible. The student will be held responsible for completing all assignments during any absence.

Tardiness: Tardiness and Leaving School Early. Students must be at school and with their teacher by 8:25 am. The Palouse Prairie school day begins with a Morning Meeting, which is an integral part of the EL model and helps build the culture and character of student and CREW. The day is filled with a mix of individual and collaborative work times. Tardiness or pulling a child out early not only limits the student's ability to learn and it is also very disruptive to the learning of the rest of the CREW.

Leaving School Early: Requests to remove a child early must be made with reasonable advance notice so the teacher can be prepared and dismissal of the child will be made at a point in the day when it is least disruptive to the continuity of instruction. If a child has 3 or more tardies and/or early releases, it will count towards one absence. Tardies/early releases and absences will be tracked and reported separately.

All Absences Are Subject To Review: Patterns of excessive absences, unexcused absences, and/or truancies may result in denial of continued enrollment as provided in Idaho Code 33-205 (see appeal process below) as well as being subject to appropriate, disciplinary action.

A. Transfer Students

- (1) If a student transfers into Palouse Prairie Charter School during the school year, absences for the current academic year reported by the previous school will be included in the student's total absences for purposes of this policy.
- (2) If a student transfers out of Palouse Prairie Charter School, the school will report absences as part of the student files.

B. Attendance will be assessed bi-monthly and parents/guardians whose students have 6 or more absences will be notified by mail. The notice will include a copy of the attendance policy.

C. Students with ongoing attendance problems will be referred to the Executive Director to determine action to be taken.

E. After seven (7) or more absences, the Executive Director will provide a notice to the family.

D. After ten (10) in a semester, his/her case will be reviewed at the next PPCS Board meeting, which the parents are invited to attend.

The Executive Director may be authorized by the School Board to refer pupils to the Prosecutor's Office as habitually truant.

F. If a student has more than fifteen (15) total absences or more than 10 unexcused absences during a school year, the student may not be eligible for promotion.

Attendance Appeal Process: If a parent/guardian wishes to appeal the decision of the Executive Director in regards to a student's attendance, the following policy applies:

1. The parent/guardian has five (5) school days from the date shown on the notification to appeal the denial of promotion.
2. The appeal process begins with the Executive Director. If the Executive Director denies the appeal, the parent/guardian may appeal to the PPCS Board. The decision of the Board is final.
3. In each step of the appeals process, the Executive Director, the PPCS Board, and the parent/guardian has five (5) school days in which to respond to the appeal or the decision. All appeals and responses shall be in writing.

Birth Certificates: Idaho law requires that parents and/or legal guardians provide proof, usually in the form of an official birth certificate, establishing their child's legal name and birth date upon enrollment of the child.

Idaho Code 18-4511 describes the requirement as follows: Upon enrollment of a student for the first time in a public or private elementary or secondary school, the school shall notify in writing the person enrolling the student that within thirty (30) days he must provide either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Upon the failure of a person enrolling a student to comply with the provisions of this subsection, the school shall immediately notify the local law enforcement agency of such failure, and shall notify the person enrolling the student, in writing, that he has ten (10) additional days to comply. Other reliable proof of the student's identity and birth date may include a passport, visa or other governmental documentation of the child's identity.

Expulsion: A student enrolled in the Palouse Charter Prairie School who is a habitual truant may be expelled by the School Board in accordance with Idaho Code 33-205, following notice and hearing.

Truancy Defined: An absence without a legitimate excuse shall be deemed truancy. A habitual truant is any pupil who repeatedly has violated the attendance regulations established by the Palouse Prairie School Board. A child of compulsory school age may also be considered an habitual truant if the child's parents or guardians, or any of them, have failed or refused to cause such a child to be instructed as provided in Idaho Code 33-202.

Denial of Enrollment/ Expulsion: The School Board may deny enrollment, or may deny attendance at the school by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be re-enrolled or re-admitted to the same school year by the Board upon such reasonable conditions as

may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Grounds for Appeal of Denial of Continued Enrollment: Parents and/or guardians who believe that all or part of the absences are the result of extraordinary circumstances may appeal the Executive Director's decision denying continued enrollment. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, family emergencies, and death in the family or death of close friends.

Appeals Process: If a parent/guardian wishes to appeal the decision of the Executive Director in regards to a student's denial of continued enrollment the following policy applies:

1. The parent/guardian has five (5) school days from the date shown on the notification to appeal the denial of continued enrollment.
2. The appeal process begins with the Executive Director. If the Executive Director denies the appeal, the parent/guardian may appeal to the PPCS Board. The decision of the Board is final.
3. In each step of the appeals process, the Executive Director, the PPCS Board, and the parent/guardian has five (5) schools days in which to respond to the appeal or the decision. All appeals and responses shall be in writing.

Re-Enrollment: Palouse Prairie Charter School has a limited enrollment and maintains a waiting list of students presumed ready meet its attendance policy. The school will attempt to fill any vacated seat from that list. Any student who has been expelled from Palouse Prairie Charter School as a habitual truant may elect to re-enroll for the next school year; however he/she will be required to undergo the same initial enrollment procedure as any other potential student, in accordance with 's PPCS adopted enrollment policy.

Legal Reference: I.C. § 33-202 Compulsory attendance/ truancy
I.C. § 33-205 Denial of school attendance
I.C. § 33-205 Expulsion of habitual truant

DISMISSAL AND ARRIVAL PROCEDURES: We would appreciate it if students would bike, walk or utilize public transportation to school. If you prefer to drive your child(ren) to Palouse Prairie, we encourage you to carpool. In order to increase the safety for our students during drop-off and pickup, these guidelines are in place.

Students will not be allowed to walk unattended through the parking lot area.

Students may not be dropped off no earlier than 8:10 am, as there is no adult supervision before that time.

Students in K-5 should go directly to the multipurpose room upon arrival. Students in 6-8 should go directly to their classroom. Students arriving after 8:30 am should report to the

office to sign in and receive a tardy slip. **Any changes in your child's dismissal schedule (riding another bus, going home with another student, picked up by a grandparent, etc.) MUST be communicated by phone or email to the office.** If you call for a last minute change in plans, it may not be possible to get the message to the student in time. Therefore, **please limit last minute changes to only emergencies.** Students will not be allowed to repeatedly call home to clarify changes.

A note helps us to stay on top of changes and ensures your child's safety.

If picking up your child early from school, please sign the child out at the office. Parents will not be allowed to go to the classroom to pick up the child. Unfortunately, this creates a distraction for our students and teachers. Someone from the office will retrieve your child.

Bus riders will be dismissed through the playground area between 2:50- 2:55 pm. Car-riders and walkers will be escorted by their teachers through the main entrance at 2:55 pm.

Driving: The Lauder/South Main intersection is challenging to access from the side streets. These recommended routes minimize use of that intersection.

▪ **Morning Drop Off**

- From the north, the recommended route to school is to **go past the school** on Main to **W. Lathen St.**, then turn right onto Levick St. and approach the school from the south.
- From the south along South Main, turn left onto **W. Lathen** and right onto Levick St.

▪ **Drop off and Parking**

Stop along the curb to and allow a PPCS staff person to help students out of the car. Please have students sit on the curbside of the vehicle so that there is limited walking in the street. Parking is limited at PPCS, so please park along the street as much as possible so that the PPCS staff can park in the lot. Please be respectful of our neighbors by not parking in their lots or blocking their mail boxes.

▪ **Leaving after dropping off:**

- For destinations to the north, the recommended route is **left on Lauder** and **right on Taylor** to make an easier left on South Main St.
- To the south, turn right on Lauder and right again onto South Main Street.
- To the east, consider heading south to Palouse River Drive and then north on Mountain View.

Walking/Bicycling: From north of the Troy Highway, the recommended route is to use neighborhood streets to reach the intersection of US 95 and Hwy 8 and cross with the crosswalk. Proceed southward to Sweet Avenue and cross to the west, and then continue south to the school. **From Indian Hills:** Children living low on Indian Hills are recommended to take the Paradise Path west to South Main St., proceed to Sweet Avenue and use the crosswalk, then continue south to the school. Children living on upper Indian Hills should proceed via sidewalks to the Styner/Main Street intersection and cross with the Crossing Guard.

Crossing Guard: Palouse Prairie School will have a trained crossing guard for 15 minutes before and after school to help children cross South Main St or Lauder St.

Walking School Bus: Parents may find walking with a group of students provides a fun and safe way for everyone to get some exercise. The web sites www.saferoutesinfo.org and www.walkingschoolbus.org provide ideas for getting started.

Moscow School District Bus: Children living in areas served by the District can take a school bus. Routes will take students to the Moscow Middle School where they transfer to a shuttle from the Middle School to Palouse Prairie. The after school route is the reverse. District bus rules will apply. Should you have questions or concerns about the bus, please contact the Moscow School District Transportation Office, 2245 White Avenue, 882-3933. In the morning, we will have supervision beginning at 8:00 am. The Palouse Prairie school bus will leave the Middle School at 8:10 am.

Behavior on the bus is expected to live up to our C.R.E.W. character traits. Repeated or serious violations will result in the loss of riding privileges.

Moscow Valley Transit: The MVT East Route passes near the school. The recommended stop is along Sweet Avenue because students can cross Sweet with the light. *The Styner stop is not recommended.* Going to school, students should take the bus that passes along Sweet just before the hour (Deakin & Sweet 0:58). Students would be returning on the bus that goes along Sweet Ave just before the half hour (Deakin & Sweet 0:28). This is about 30 minutes before and after the school day, giving children time to walk to the building.

EARLY CHECK OUT: We highly recommend students stay for the entire school day. If, however, you must pick up your child before dismissal, please send a message to the teacher and stop at the front office to sign your child out. **Again, parents will not be able to go to the classroom to retrieve a child.** A staff member will notify the teacher to dismiss your child. No student will be able to be dismissed before the announced time unless the parent picks up his/her own child or lets the school know about other arrangements. We are concerned for the safety of our students. Please understand that we are very careful about this procedure.

EMERGENCY CLOSURES: Adverse conditions may cause the school to be closed. When the weather is extreme or extraordinary events are occurring, please tune in to local radio or TV stations before school. Listen for Moscow School District closures. Because we will utilize the Moscow School District Busses, we will be on their school closure schedule if inclement weather arises.

EMERGENCY DRILLS: In each classroom are posted charts, which indicate the exits and safe areas to be used for fire and other drills. Fire drills are held on a regular basis. Students are expected to file out of the building in an orderly manner without talking or running. Classes will remain on the grounds until the "all clear" signal.

RECESS AND PLAYGROUND EXPECTATIONS: Time on the playground at recess is meant to be fun for every student. Remembering that each of us is an important member of our community, every

student has an important part to play in respecting all recess and playground behavior expectations. The goal for all students at Palouse Prairie is for everyone to play together fairly and to respectfully solve any differences. Adults are also available at recess to help supervise and resolve difficulties. Recess and Physical Education is not a privilege. Students should not be given physical exercise as a punishment, nor should they be kept from recess.

TRANSPORTATION: Please make sure that the school has information regarding your child(ren)'s afterschool plan (ex. bus-rider, Adventure Learning, car pick-up, walker, etc.). Any change in that plan should be sent by way of an email sent to the office front office. For more detailed information, see the dismissal section.

Section III: During School Hours

CELEBRATIONS: School celebrations will focus on celebrations of learning. Parties for birthdays, holidays, etc. will not be allowed. Celebrations of learning may be at the ends of expeditions, reading/writing units, or other such periods.

COMMUNITY CIRCLE: This is a weekly celebration that occurs regularly . at the school. It is a time when our K-5 and middle school come together (students, faculty, staff, and parents) to acknowledge our community, share important news/happenings, and celebrate our successes. Please feel free to attend and celebrate with us.

DAILY SCHEDULES:

Office Hours8:00 am to 4:00 pm
K-8th.....8:25 am to 2:55 pm

FIELDWORK: Here at Palouse Prairie Charter School, we rarely take field trips. Instead, we engage in fieldwork. Fieldwork is an important component to any learning expedition. During fieldwork, students go out into the field to meet with experts and/or collect data relative to the learning work of the expedition. All fieldwork should be a part of the grade level curriculum planning and meet Idaho Content Standards. Fieldwork will not be used as a “reward” for behavior and/or academic success. In addition, students who exhibit unsafe behavior (running away from the group, not responding to adults, ect.) in the classroom will not be permitted to attend fieldwork without an approved family member or staff member available to supervise them.

Parent volunteers can be used to transport students. Any person transporting students will be required to provide proof of liability insurance for the vehicle being utilized and a valid driver’s license prior to transporting students. Persons transporting students are required to obey all local, state, and federal motor vehicle and general laws. Volunteer drivers will provide a photocopy of their driver’s license and proof of liability insurance to the school office where it can be maintained for future use and emergency situations.

Section IV: Parent/guardian Information

COMMUNICATION: We offer the following methods of communication and hope you will find them useful in creating a partnership to assist and support your child:

- Teachers will create their own means of communicating to their students' families, as long as that communication is consistent and effective.
- Quail Call – a bi-weekly school newsletter with pertinent school information will be sent via email to our Families mailing list. Please go to our website www.palouseprairieschool.org to sign up for the mailing list to ensure that you don't miss important information. If you prefer to receive a hard copy of all newsletters, please contact the school office.
- Phone/ Email – Please call us at 882-3684 or log on to our website at www.palouseprairieschool.org. Staff members can be contacted by their first name initial and last name (ex. jbranen@palouseprairieschool.org)
- Student-led Conferences (SLC) – Student-led conferences are scheduled twice a year. In addition, teachers can be available for meetings or check-ins as needed between 8:00-8:20 am and 3:15-4:00 pm. Please respect teachers' time by making an appointment to meet with him/her.. To schedule a conference, contact your teacher by phone or email.
- Parent-Teacher Check-in: Teachers will schedule a meeting as needed with parents.

CONFIDENTIALITY WHEN VOLUNTEERING: Students at Palouse Prairie School have the right to expect that information about them will be kept confidential by all volunteers as determined by the Family Educational Rights and Privacy Act (FERPA). Before you speak, always remember that violating a student's confidentiality isn't just impolite, it's against the law! In addition, all photos taken by visitors or volunteers during PPCS activities are for personal use only. You may not text or email photos to anyone other than Palouse Prairie staff. It is important that photos are not posted on websites, Facebook, Snapchat or any other public forum. Volunteers who do not follow these guidelines may be prevented from participating in Palouse Prairie fieldwork, adventure or class activities.

PARENT COMMITMENT AND VOLUNTEERISM: Research indicates that parental involvement has a profound effect on student achievement and attitude. Parent/teacher/child partnerships are essential to the continued success of PPCS, and participation can take many forms.

An interdependent relationship between family, community, and school is essential in helping every child reach his/her full potential. Family participation is one of the most vital components of PPCS's program. Committee work and volunteerism is how business is done at PPCS. There are numerous committees to involve our families either in their area/s of expertise or tapping into personal passions. We invite you to get involved in any of the following committees: Parent Teacher CREW; Development; Wellness; Facilities; and Academic Committee.

Commitments we ask parents to make:

- **Volunteer at the school at least two hours per month.** Help is needed in so many areas (small group or one on one tutoring, main office, lunch time clean-up, morning supervision, etc.) Parents need to communicate with teachers to schedule a time prior to volunteering.
- **Contribute financially annually to our fundraising efforts.**
- **Donate your time and talents.**
- **Be an ambassador for our school-share your story and experiences with other families in the community.**
- Stay aware of how your child is doing in school. Ask your child(ren) daily about his/her learning. We encourage you to be proactive and contact your child's teacher if you have ANY questions or concerns.
- Ensure that your child has an orderly and well-lit place to do homework.
- Help your child with homework – or ask your child about his/her homework. Let your child's teacher know if the homework is consistently too easy or difficult.
- Make sure your child reads for at least 15-30 minutes each night, in addition to any other homework. Have frequent conversations about what your child is reading.
- Support your child in completing projects. This may mean helping develop ideas, purchasing supplies, or providing transportation.
- Attend all school and crew events.

Other ways you can help:

- Ask your child's teacher if there is work you can do from home (doing internet research, preparing materials, collecting supplies, etc.).
- Organize in the community: help prepare fieldwork experiences or organize community resources and experts.
- Read the school communication provided.
- Evaluate and give feedback. There are many settings where helping us evaluate aspects of the school will make the programs stronger.
- Chaperone fieldwork or trips.
- Lend a hand (and tools) to help with school maintenance or landscaping.
- Serve on a committee.
- Attend Board meetings and/or run for a Board position. Find out how decisions are made.

When volunteering or attending meetings or school wide events, it is important to supervise your child. You will be held liable for any damage or injury that occurs to your unsupervised child.

VISITORS TO SCHOOL: Parents and other visitors are welcome in the school at the discretion of the Executive Director. Upon entering the school, each visitor should report to the office, give a reason for visit and register with name, date, and time of visit. When the visit has been completed, the visitor should register his/her time of departure. **All visitors will wear a visitor's badge so that they may be easily identifiable to staff.**

PPCS teachers welcome the opportunity to talk with parents about their child(ren), but ask that this be done by appointment. Before and after school times are typically fully scheduled and it is difficult for teachers to divert established plans to meet with parents on the spur of the moment.

If you would like to schedule time to visit your child's classroom, we ask that you give at least 24 hours' notice. Please understand that each teacher's week is fully scheduled with activities planned that are intended to achieve specific student learning outcomes. Unexpected visitors often undermine the achievement of these goals. Knowing which visitors to expect and when allows teachers the ability to better adjust to ensure that instruction is not lost. During the school day, PPCS teachers are teaching and are not available for discussions. In addition, please make sure your student is meeting schoolwide expectations when volunteering.

Section V: Student Information

CARE OF SCHOOL PROPERTY: Students are responsible for the proper care of assigned materials, Chromebooks, books, supplies, and furniture supplied by the school. Students who deface property or damage school property will be required to pay for damage done or replace the item and will be subject to disciplinary action.

Students, parents, and staff have contributed many hours to both the interior building and the landscape of the school. All members of our community are expected to be stewards of this space.

DRESS CODE: Students are free to express their personalities and style through their clothing. Our first responsibility is the education of the students. Therefore, we have set minimum safe attire guidelines regarding dress. Palouse Prairie does not have a formal dress code.

Minimum Safe Attire. Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel. (a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes. (b) Shirts and dresses must have fabric in the front and on the sides (under the arms). (c) Clothing must cover undergarments (waistbands and straps excluded). (d) Fabric covering breasts, genitals and buttocks must be opaque. (e) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff. (f) Clothing must be suitable for all scheduled classroom activities including physical education, fieldwork, adventure, and other activities where unique hazards exist. (g) Clothing displaying inappropriate/offensive writing or graphics is unacceptable. Prohibited clothing includes the use of obscene, sexual, drug/alcohol/tobacco related messages.

HOMEWORK: The homework assigned at PPCS is designed to...

- help students develop lifelong habits of scholarship.
- connect the classroom curriculum and instruction as preparation, extension, or practice.
- be done by the student independently unless otherwise explained by the teacher.
- be age-appropriate in terms of both time and content.
- be differentiated if necessary.

Although there will be occasional exceptions, on most regular weeks of school homework may include language arts, mathematics, and/or expedition content. Homework should not exceed the following nightly time limits if the student has effectively utilized his/her time in class:

Kindergarten	15 minutes maximum
First Grade	20 minutes maximum
Second and Third Grades	30 minutes maximum
Fourth and Fifth Grades	45 minutes maximum
Sixth through Eighth Grades	60 minutes maximum

Situations may occur that prevent homework from being completed on time. If the student cannot complete homework for any reason, the parent should write a note or contact the teacher explaining the situation. Communication regarding home and school is vital. If you have any questions about homework, or if your child is regularly having difficulty completing homework, please discuss it with your child's teacher.

INTERNET ACCEPTABLE USE POLICY: Learning is enhanced through technology's endless possibilities. Students and teachers have opportunities to gather information, communicate with people all over the world, and create their own products. PPCS provides students and staff with technology services. These services include the use of computers, servers, other technology equipment, and the Internet.

Some sites on the Internet may contain offensive material. Even though it is impossible to have control over all of the information on the Internet, PPCS prevents access to inappropriate materials through a filtering system in order to provide for a positive, productive educational experience. Communications on the Internet are public in nature and files stored on the Internet should not be assumed to be private.

Palouse Prairie School:

- Supervises and monitors students.
- Provides students with the understanding and skills needed to use technology in an appropriate manner.

The use of the Palouse Prairie's technology is a privilege and not a right. Technology is designed to be used as a tool to assist with the instructional objectives of the school. Students and staff shall use technology efficiently to minimize interference with others.

Prohibited uses of technology include, but are not limited to:

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Encouraging the use of or promoting the sale of controlled substances or drugs.
- Any attempt to harm or destroy data of another user, the network, any technology equipment, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the Board or their designee.
- Redistributing a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.
- Invading the privacy of individuals, revealing personal information of others or themselves, such as home address, or phone number.
- Logging in to the system using another user's account or password.
- Leaving an account open or unattended.
- Violating any local, state, or federal regulation or statute.

- Using the Internet for purposes unrelated to the educational curriculum.
- Altering computer equipment as set up by the system administrator.

PPCS reserves the right to monitor all activity on the Internet, to block any material on the Internet, or to deny access to technology to any individual.

Student discipline for violation of any part of these rules and procedures shall be based on the student's age and the severity of the infraction. Student discipline may involve actions up to and including suspension and/or expulsion or loss of privileges. Discipline of staff may involve actions up to and including termination. Perpetrators or their parents/guardians may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency.

PERSONAL BELONGINGS: Students are responsible for their personal belongings. The school is not responsible for theft of any student's personal belongings.

Personal Communication and Electronic Devices: Cell phones, pagers, iPods, and other similar devices are **not** to be used on school property during the school day. All such devices must remain in the off position and will be collected and taken to the office if seen in use or heard during the school day. Confiscated devices will only be turned over to a parent. Reasonable phone requests will be granted; however, students may not use the phone to call parents to come for them in the afternoon, to get permission to go visiting, or to bring something that has been forgotten. Children do not leave the classroom to take telephone calls. PPCS will be glad to deliver messages if a parent needs to contact a child.

Section VI: Medical and Health Information

HEAD LICE: It is important to remember that head lice can affect anyone and are in no way a sign of cleanliness or personal grooming habits, nor do they communicate disease or pose threat to our health. *“No disease is associated with head lice, and in-school transmission is considered to be rare. When transmission occurs, it is generally found among younger-age children with increased head to head contact.”* (www.nasn.org)

In order to limit the chance of spreading, PPCS adheres to a **‘no-lice’** solution, under which students known to have **live lice** may not be admitted to school until the school receives verification from the parents/caregivers that the child is being treated. *“Students with nits only should not be excluded from school.”* (www.nasn.org) PPCS believes it is important to not embarrass or exclude students from their crew or education.

PPCS does head checks when it is appropriate. *“It may be appropriate to screen other children who have had close head to head contact with a student with an active infestation, such as household family members, but classroom-wide or school-wide screening is not merited.”* The Executive Director, school nurse and office staff conduct head checks, and head checks are only completed when there is a reasonable level of concern.

PPCS relies on parents to notify the school as soon as possible if lice or nits are found on their child. PPCS notifies families when live lice are found on students while at school, or a parent has notified our front office within 24 hours of detection.

If you suspect your child may have lice, you may want to conduct a visual inspection. If you find lice, please complete the following four critical steps in treatment:

- Nit removal from the head by combing is the most important lice control measure. Complete nit removal is time consuming, but it is critical for successful treatment.
- Use of an effective head louse treatment.
- Removal of all lice and nits from the environment by washing or vacuuming. Experts assert that there is generally no need to spray pesticides at home.
- Daily head checks and nit removal until infestation is gone followed by weekly head checks to detect possible re-infestation.

ILLNESS: While we would like all children to be present at school each day, we recognize that students get ill from time to time. We try to balance the need for a child to be in school, their need to recover, and the need to protect the health/wellbeing of the rest of our PPCS community. As such, we have created the following guidelines:

- Students should be fever- (100+ degrees), vomit-, and/or diarrhea-free for **at least 24 hours before returning to school.**
- When students complain of illness at school, office staff will assess the situation (take temperature, talk with child, offer child a quiet place to sit quietly, offer peppermint tea if

applicable). If the child has a temperature or is complaining of stomach cramping, parents will be notified to pick up the child.

IMMUNIZATIONS: In accordance with IDAPA 16.02.15, section 102.03, all students entering a public school must have specified immunizations or have completed the Idaho Certificate of Immunization Exemption (found at <http://www.healthandwelfare.idaho.gov/Portals/0/Health/Immunizations/School%20Exemption%20Form%20-%20English.pdf>)

Families with students who have not met this requirement will be excluded by school authorities until documentation of the administration of the required immunization(s) is provided to school authorities by the child's legal parent, custodian, or guardian.

LUNCH AND SNACKS: Palouse Prairie Charter School partners with the Moscow School District in order to provide hot lunches for our students this school year. Lunch menus will be available on our website. The cost for lunch will be **\$3.75 for K-8th students, and \$5.50 for adults***. Students needing to purchase milk only can do so for **\$0.40**. Lunches and milk will need to be purchased ahead of time. Please keep a positive balance on your child's lunch account. You can prepay for lunches in the office, send a check by mail or use online banking. Do not send one day's worth of milk or lunch money with your child to school. Please make checks payable to Palouse Prairie Charter School

Snacks: Through the school's Wellness Policy, Palouse Prairie Charter School recognizes that it is the school's role, as part of the larger community, to model and actively practice, through its policies, the promotion of family health, physical activity, good nutrition, sustainable agriculture, and environmental stewardship. Snacks served during the school day or in after-school enrichment programs will emphasize the use of fruits, vegetables, or whole grains as the primary snack and water as the primary beverage. Candy and sugar-laden snacks will not be given out by Palouse Prairie School faculty and/or staff for use as rewards. With a parent's consent, sugar-free gum may be given out. Baked goods such as cakes, cupcakes, and cookies brought in by parents will be used in moderation and only during celebratory activities. If the teacher has parents contribute to class-wide snacks, a list of appropriate snacks should be given to the parents.

MEDICAL NEEDS: PPCS does not have a nurse on staff. A school nurse is contracted for specific duties throughout the year. The first-aid care the school can provide is very limited. If a child is hurt or complains of illness, the teacher will send the child to the office. Simple cuts or bruises will be treated by applying a topical antiseptic and bandage or ice to the injury. Since we are unable to administer more serious medical treatment, the office will call the parent in the event of a more serious injury or illness. The child will be kept in the office until the parent arrives to get them. It is essential that the school have up-to-date contact information at all times for each parent. In the event of an emergency, the office will call an ambulance before calling the parents.

Emergency medical forms for each student are on file in the office to guide school officials in the event of an emergency. Parents should ask to review their child's medical forms if they have questions or need to make changes. Student's medical needs, including those that may arise on

school grounds, must be covered by parent's insurance. Parents should notify the office if they do not have insurance for their child.

MEDICATIONS: All medications must be brought in by a parent or guardian and kept in the office. Medication cannot be administered without the parent or guardian's consent and a physician's written order. We strongly encourage short-term medications, such as antibiotics, to be taken by children at home if possible. If your child needs to receive medication at any time, please bring a written notice to the office. All medicines must be distributed from the office. If a child brings medicine to the classroom, the student will be sent to the office so the parent can be notified to complete an administration form. Third through eighth graders may choose to keep an inhaler in the classroom. Inhalers will be kept in a secure location so that the child who may need to use it has a plan for accessing the inhaler. We cannot give medicine without a written acknowledgment from the parent and/or physician. **All prescription medicines must be given according to physician directives and be in the prescription bottle.**

PEANUT ALLERGIES: PPCS takes all student allergies seriously, and the actions below can be applied to all food allergies. If your child is dealing with a serious food allergy, please contact the Executive Director.

Parents will take the following steps to ensure the safety of their student:

- Parents are to notify the school in writing of a peanut allergy. PPCS prefers a doctor's note describing the severity of the allergy, but it is not required.
- If any medication is necessary in case of an allergic reaction, the parent will provide the school with that medication.
- Communicate with their CREW teacher about the allergy.

PPCS will take the following measures to ensure the safety of the student:

- Classrooms with students who have a peanut allergy will be thoroughly cleaned prior to the start of the school year to remove any peanut oils or residue.
- That classroom will remain peanut-free for the duration of the school year.
- The teacher of that classroom will send communication to families in their CREW asking them to refrain from sending their student to school with snacks that contain peanuts.
- There will be a designated PEANUT-FREE table in the lunchroom. Students with a peanut allergy can ask one to three friends from their CREW to each lunch with them at the peanut-free table. Those students must have peanut-free lunches.
- Students with an extreme allergy to peanuts could qualify for a 504 Plan.

Section VII: Educational Need/Supports

PHYSICAL EDUCATION/NUTRITION: K-5 students participate in physical education activities at least three days a week. PPCS staff also provides other activities at school to get your child(ren) moving regularly. Please make sure that students are dressed in appropriate attire for active physical movement. If your child has a medical reason not to participate, please send a doctor's letter describing the condition, limitations and timeframe for recovery.

Indoor and Outdoor Playground Areas- Classroom teachers, support staff and the Physical Education teacher are responsible for students when on the playground. Teachers will closely supervise the use of all playground equipment and will keep all children in sight at all times.

Outdoor Behavior Expectations for Students

- Walk in the classrooms and in the building; run and play on the playground
- Students must keep hands and feet to themselves. Tag is allowed if it isn't too rough. There will be absolutely no wrestling, play fighting or pretend play of weapons or tackling.
- Students must not throw dirt, sticks, woodchips, pinecones, etc., even if they don't throw them at people.
- Students playing with balls should do so away from any play structures and windows.
- Students must keep shoes on when using the playgrounds and when in the building.

SPECIAL EDUCATION: Students' academic needs are addressed at PPCS under the same legal guidelines and laws as all public school. Federal and State statutes identify Palouse Prairie as the Local Education Agency (LEA) responsible for serving students with special needs as determined by an evaluation completed by a qualified professionals as outlined in the Idaho Department of Education Special Education Manual. We utilize contracted School Psychologists and Related Service Providers in order to provide evaluations and services on site that students qualify for and are agreed upon by their IEP team as stated in their IEP. Any initial evaluations or initial IEP services offered to students must have parental consent, according to special education law. Palouse Prairie has adopted the Idaho Department of Education's Manual for Special Education and follow all guidelines within it. This manual is available for review at www.sde.idaho.gov/SpecialEd/. Palouse Prairie School hires a highly qualified special education teacher to provide individualized instruction according to their IEP.

Section 504 Services:

PPCS follows the Federal and State Legal requirements of providing accommodations in the areas of academics, behavioral and medical needs for students that qualify for these accommodations based on evaluations and a documented diagnosis. This diagnosis results in substantial limitations in major life activities that require accommodations in the school setting to help the child access their education more successfully.

PALOUSE PRAIRIE CHARTER SCHOOL DISCIPLINE PLAN

Palouse Prairie School's discipline approach has two goals:

1. Children feel physically, socially, and emotionally safe in school so that they can learn at their best.
2. Children develop self-discipline and the skills for working and learning cooperatively with others to achieve academic success.

Palouse Prairie Charter School's Discipline Plan:

1. **Foster positive interactions** through intentional culture and character education, conflict resolution mediation, and collaborative problem solving.
2. **Identify and define disruptive behaviors** into three levels of severity for students, parents, teachers and administrators. Use these behaviors as indicators of lagging skills and unsolved problems.
3. Use the **Proactive Approach to Problem Solving** as a way to help students develop the ability and skills to regulate themselves, adapt to circumstances, resolve conflict, and solve problems.
4. **Provide supports** for students with lagging skills, unsolved problems, and social and emotional needs, as well as support students who have been negatively impacted by the behavior of others.
5. **Assess students** who demonstrate disruptive behaviors either continuously or violently for potential behavioral impairments or disabilities.

“Challenging behavior in kids is best understood as the byproduct of lagging cognitive skills – for example, in the domains of flexibility/adaptability, frustration tolerance, and problem solving -- rather than as attention-seeking, manipulative, limit-testing, or a sign of poor motivation. Second, these challenges are best addressed by teaching children the skills they lack (just as you would with any other developmental delay) and helping them solve the problems that reliably and predictably precipitate their challenging episodes.” - Ross Greene

Palouse Prairie Charter School Roles and Responsibilities in Terms of Discipline:

Student: Students are responsible for taking ownership of their behaviors, being honest about their actions and decisions, being reflective of their behavior, being active in the problem-solving, and being collaborative in finding solutions.

Parent: Parents/guardians are responsible for advocating for their child, initiating communication with the teacher if concerns arise, supporting their child in character development, being reflective of their child's behavior, being insightful about unsolved problems and possible trauma, being active in problem-solving, and being collaborative in finding solutions.

Teacher: Teachers are responsible for providing research based and rigorous academic instruction, modeling expectations, fostering positive language and behavior in students, establishing clear expectations for students' behavior, identifying and communicating negative behaviors, teaching appropriate behaviors and social problem-solving skills, following through with discipline situation reasonably, fairly, patiently and without provocation, reflecting on their decisions and actions,

providing a collection of data documenting behaviors, utilizing the RTI (Response to Intervention) team and behavior specialist for proactive problem solving, holding students accountable, and collaborating in finding solutions.

Response To Intervention Team: The RTI Team has the responsibility to support teachers in the review of student behavior data, development of positive behavior supports, working with teachers to problem-solve, and collaborate in finding solutions for the student. *See RTI Manual

Executive Director: The Executive Director is responsible for establishing school-wide expectations, providing teachers with professional development towards fostering positive behavior and conflict resolution, ensuring the rights of the child are protected, assisting teachers through the RTI process in problem-solving, and collaborating in finding solutions. In addition, the Executive Director will also make the decisions regarding suspension and expulsion if necessary.

CREW Facilitator (Behavior Specialist): The CREW counselor is responsible for supporting the implementation of a school-wide culture of courage, responsibility, empathy and welcoming, providing proactive and emergent support for teachers, students and families through behavioral challenges, conflict resolution, problem solving, goal setting and educational interventions. Additionally, the CREW counselor is responsible for documenting and communicating processes, progress, challenges, and decisions.

FOSTERING POSITIVE BEHAVIOR

CHARACTER DEVELOPMENT

Teaching and modeling positive behaviors are the primary approaches to discipline at Palouse Prairie School. One unique aspect of Palouse Prairie is that the entire school has adopted and promotes a particular culture of values. In turn, this provides the foundation for individual classrooms to develop their own set of behavioral expectations. This self-governing model teaches the EL character traits on a regular basis through countless interactions between children, children and teachers, and other adults. Students are immersed in learning about, and expected to practice, strong character. The following traits are ones adults at PPCS model in order to help students grow and interact with personal responsibility for their behavior and learning.

PPCS is dedicated to maintaining a school-wide culture of kindness and respect. All members of the PPCS community should be heard and feel included. Our team of teachers, Executive Director, CREW Counselor and staff engage in continuous collaboration to ensure our school culture is reflective of our values and expectations. Our goal is that all students feel safe and receive the support they need to develop the character traits and skills necessary to be successful.

Relational Character CREW	Performance Character Habits Of Scholarship (HOS)
These traits apply to how students interact and relate to others.	These traits apply how students perform on academic tasks.

<p>Courage: Take risks and trust others</p> <p>Responsibility: Be someone others can count on</p> <p>Empathy: Listen to understand how others feel</p> <p>Welcoming: Welcome others and their ideas</p>	<p>Grit: Stick with it until you have done your very best</p> <p>Responsibility: Do what is right even when nobody's looking</p> <p>Collaboration: Do your part and be part of the team</p> <p>Craftsmanship: Show pride in your work. Make it your very best.</p>
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The proactive strategies used in the classrooms and throughout the school:

- **Daily Morning Meeting:** Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
- **Community Circle:** PPCS Community Circle is an all-community meeting where we come together to share our work, celebrate our successes, discuss our challenges, learn about our 10 design principles that guide our work and learning, and together create a clear understanding of who and what we are as a school, and how and why we strive to be the change we want to see in the world.
- **Assessment of Lagging Skills and Unsolved Problems (ALSUP):** This is a collaborative discussion tool used to identify adaptive skills a student is lacking and the unsolved problems they are causing. Using this strategy to get to know our students well, allows us to better understand our students and provide the support necessary for every child to feel safe and successful.
- **A collaborative and responsive approach to problem solving and conflict resolution:** Every situation, problem or challenge is different. There are different people involved with different perspectives and personalities. Each problem or conflict is addressed with the mindset of seeking to understand and collaborative approach with the ultimate goal that all voices are heard and all needs are met. Fair does not mean equal. Fair means every student is accommodated in a way that makes school accessible.

CHARACTER CURRICULUM EVALUATION

While understanding the elements of a positive school climate is essential, it is equally important to implement research-based practices to improve academic and behavioral or social outcomes. When students in a class fall below the expected behavioral outcome, a school staff must explore the reasons. With an effective core curriculum, regardless of student demographics, about 80% of students should respond positively to curriculum and instruction resulting in positive behavioral/social outcomes. When approximately 80% of students are not responding to instruction, it is important to analyze the curriculum, instruction and environment that could account for lack of response.

CONFLICT RESOLUTION

As we all know, conflicts arise within any community. Conflict resolution is an area of the school environment that is crucial to the on-going positive nature of our program. We use these conflicts to help students learn the skills, language, and strategies necessary to productively and adaptively resolve conflict.

LOGICAL CONSEQUENCES

Often the most effective intervention is to allow a student to experience a logical consequence that follows the behavior. Consequences are **respectful, relevant and realistic**. Logical consequences provide a student more support to learn the effect of her behavior and learning to be responsible for the consequences of her actions.

Respectful: the teacher uses positive language with the students. For example, “Jimmy, take a break from the game, I will signal for you to come back in after awhile”, instead of, “Jimmy, I’m not going to put up with your antics today, you are annoying the other children.”

Relevant: The consequence should be directly related to the misbehavior. For example, if a child throws food in the cafeteria, a relevant consequence would be for the child to help clean up the mess, not, for example, to miss recess.

Realistic: The consequence should be reasonable for the student and manageable for the adult. For example, if a student writes on the bathroom wall, a realistic consequence would be to clean that wall, not all the bathrooms in the building.

Listed are three basic types of logical consequences:

Simple reparation (also know as, “you break it, you fix it”) is a simple logical consequence that direction matches the behavior. This can also be described as the cause and effect consequence.

Increased structure and supervision. In some instances of misbehavior, it’s effective for adults to provide additional structures or bump up the level of supervision temporarily, perhaps for a class period, a day or a few days. This might take the form of:

- Moving the child away from where the misbehavior occurred (a child who distracts others at an all-school meeting is told to move to a different spot).
- Taking away objects related to the misbehavior until adults are sure the child can handle the object appropriately (a student who uses playground equipment dangerously must stop using it; the student talks with an adult about proper use and tries again in a day or two).
- Narrowing a child’s choices (“Lucy, today during recess you’ll need to choose the playground games. You can try the monkey bars again tomorrow.”)
- Taking a privilege or responsibility away from the child for a while. (A student messenger that is disruptive in the hall loses that role for the rest of the week and needs to show that he can handle the responsibility before getting another turn at being messenger).

Take-a-break (a positive time-out). To help children regain self-control, adults can respectfully have them take a short break in a designated place. When taking a break, the child sits quietly or uses

calming techniques to regain self-control so he can come back and rejoin the group in a positive way. There are three types:

- In classroom take-a-break. If the misbehavior takes place in a classroom, the teacher may have the student take a break at a designated spot in that room.
- Buddy teacher take-a-break. If in the classroom take-a-break doesn't work or if the teacher judges right away that the student needs to be away from the classroom to regain self-control, she may have the child take a break in a nearby buddy teacher's classroom.
- Private take-a-break. If neither in classroom nor buddy teacher take-a-break works, or if the teacher judges right away that the child needs to be away from any classroom or all students to regain self-control, the child may take a break in a private space in the school, such as a Executive Director's office.

COLLABORATIVE PROBLEM SOLVING

PPCS' approach to problem solving is collaboration. The gathering of perspectives is ultimately the best way to uncover the root of the problem and only from there can a solution be found. When it comes to identifying a problem that has led to a maladaptive behavior, we use a three-step process to talk with a student in order to find a solution and end the behavior. The student, teacher and/or CREW counselor and sometimes the Executive Director and parents are part of this meeting.

Step 1: Active Listening and Empathy Step

- Gather information about and achieve a clear understanding of the child's concerns or perspective on the unsolved problem you're discussing.

Step 2: Define the Problem Step

- Communicate the concern of the second party (often the adult) into consideration.

Step 3: Invitation to Solve Step

- Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties).
- Put a plan in place to make sure solution is followed through with and schedule a follow up meeting to assess its progress.

This process ensures the student feels heard and included and he has ownership in his own life. Also in this process the student learns important communication, reflection, and problem-solving skills.

PROCESS FOR STUDENTS WHO HAVE BEEN NEGATIVELY IMPACTED BY ANOTHER STUDENT'S BEHAVIOR

This process is put in place to help children who have been emotionally, socially, or physically harmed by another child's behavior. The goal is to help the child feel safe and supported; to reduce the effects of the trauma and help the child move forward feeling safe, empowered, confident in school.

The child will meet with the CREW Facilitator. This meeting is conducted in a very similar way to a collaborative problem-solving meeting. The goal of this meeting is to establish a safe place for the

child to be heard, discuss the event and residual thoughts and feelings, and to put a plan in place to meet the child's needs.

Step 1: Active Listening and Empathy Step

- Define the problem: Gather information about and achieve a clear understanding of the child's concerns and perspectives.
- This step may also include a meeting with the child's family to gain further perspective.

Step 2: Invitation to Solve Step

- Generate solutions that are realistic and satisfactory to the child's needs, the needs of the classroom, school, and families involved.
- Put a plan in place to make sure solution is followed through with and schedule a follow-up meeting to assess its progress.
 - Possible solutions might be counseling sessions with the CREW counselor, one-on-one time with the teacher or CREW counselor in the classroom, constructive conversations with the other child when appropriate, time with the other child to rebuild trust when appropriate, time out of the classroom or away from the other child (for times that trigger fear or apprehension).
- Findings from this meeting will be documented, monitored, and communicated with the family via email, phone call or scheduled meeting.

IDENTIFY AND DEFINE DISRUPTIVE BEHAVIORS

Disruptive behaviors or conduct can have a tremendously negative impact on the quality of education, the environment, the safety, and the culture of Palouse Prairie Charter School. Therefore, every behavior is treated as an indicator of a skill the student is lacking and/or an unsolved problem the student does not know how to solve productively.

It is important to understand that disruptive behavior is caused by a student having the inability to behave correctly given certain circumstances. While the following list communicates the level of disruption these behaviors cause, the ultimate goal is to discover the skill a student is lacking, which prohibits her from adapting to a certain set of circumstances and solve the problem it is causing. We do this using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) along with collaborative problem solving meetings with students, families and all involved parties. Only through collaboration and communication about the problems can we eliminate these behaviors.

LEVEL ONE: MINOR DISRUPTIVE BEHAVIOR

Level one behaviors are behaviors that make teaching, working, and learning difficult. They do not meet schoolwide expectations and/or classroom rules. These behaviors will be addressed with logical consequences and Tier 1 interventions.

LEVELS OF BEHAVIOR - LEVEL 1

Types of Negative Behavior:

- Classroom Disruption
 - Disrupting or attempting to disrupt the normal operations of a classroom or distracting the learning of classmates.
 - Examples : talking, getting out of seat without permission, whistling, passing notes, calling out, audible noises that interfere with learning, etc.
- Disruptive Classroom Transition
 - Delaying progression from one activity to another by not following directions quickly or completely.
 - Examples : talking out, delaying next activity, walking around without permission, not prepared for next activity, needing more than one prompt to complete task and prepare for next activity, etc.
- Disruptive transition between settings
 - Loud or inappropriate movement while moving from one location to another.
 - Examples : getting out of line, talking while in line, playing in the bathroom, stomping feet, squeaking shoes, disturbing others, touching items on the walls, leaving area unclean or in disarray (ie. bathroom/cafe), etc.
- Inappropriate Items at school
 - Student having possession of items that have been designated as inappropriate at school.
 - Examples : toys, trading cards, electronics, candy, gum, video games, etc.
- Inappropriate talk about/or to others
 - Making negative comments or encouraging other to speak negatively about another person.
 - Examples : put downs, gossiping, name calling (ie. stupid/dummy), talking about relatives, clothes/appearance, academic competence, teasing, etc.
- Inappropriate Playful Behavior
 - Engaging in rowdy/playful behavior without the intent of causing harm.
 - Examples : pushing, tripping, throwing objects, chasing, hitting, etc.
- Non-directed Inappropriate Language
 - Using a curse word or inappropriate language that is not directed at another person.
 - Examples : cursing after dropping something or stubbing toe, etc., mumbling after being given directions (eg. "this sucks", "freakin", "crap", etc.)
- Inappropriate Physical Contact
 - Intentional inappropriate physical contact.
 - Examples : pulling, shoving, pulling clothes, hand holding, hugging, invading personal space, etc.
- Eating or Drinking without permission
 - Eating or drinking without permission of the teacher.

- Examples : chewing gum, eating candy, sneaking snacks during instruction or work sessions, drinking, etc.
- Uncooperative Behavior / Not Following Directions
 - Passive non-compliance with the request of the teacher.
 - Examples : not following directions, not doing work as asked (includes homework), not answering when spoken to, not responding to directions or prompts, etc. This includes: cheating using notes, copying off another paper or sharing answers with someone.

Level 1 Behavior Consequences

Examples of First Steps:
 Verbal correction and review rules
 Model appropriate behavior
 Change seat location
 Child writes explanation to parent
 Make restitution
 Loss of classroom privilege
 Time out/Refocus
 Silent lunch

Behavior will be tracked by classroom teacher and specialists will be notified.

Next Step:

Classroom Discipline form is sent home for students in Kindergarten - 1st grade who have 3 offenses within a day. For 2nd - 5th grade, form is sent home when students have 3 offenses in a week. For 6th - 8th grade, form is sent home when student have 3 offenses with one class.

If Level 1 behaviors continue after two Classroom Discipline forms have been sent home in one week, behaviors are considered chronic and are seen as Level 2.

LEVEL TWO: MODERATE DISRUPTIVE BEHAVIOR

Level two behaviors directly impact a teacher's ability to educate, the learning environment, or the rights and welfare of other students. These behaviors will be addressed with logical consequences and Tier 2 interventions.

LEVELS OF BEHAVIOR - LEVEL 2

Types of Negative Behavior:

- Classroom Disruption
 - Student receives Level 1 Classroom Discipline Form two times within a week and misbehavior continues.
 - Examples : See Level 1 behaviors.
- Teasing
 - Intending to mock or make fun of another person, either name calling or physical gestures.
 - Examples : using derogatory language, or playfully teasing on matters of appearance, weight, behavior, abilities, etc.
- Rude/Disrespectful Language
 - Use of inappropriate language that is directed at another person.
 - Examples : Argumentative, yelling shut-up, etc.
- Rude/Disrespectful Actions
 - Using disrespectful actions that are directed at another student or teacher.
 - Examples : openly defiant, slamming doors/chairs, spitting on someone, pulling hair, scratching/pinching, etc.
- Cheating
 - The act of lying, deception, fraud to create an unfair advantage in sports or academics.
 - Examples : copying off of someone's paper, cheating using notes, sharing answers, plagiarism, forging signatures, etc.

Level 2 Behavior Consequences

Examples of First Steps:
Verbal correction and review rules
Model appropriate behavior
Change seat location
Child writes explanation to parent
Make restitution
Loss of classroom privilege
Time out in classroom
Silent lunch
Time out (with work) in another teacher's room
Call to parent
Develop student contract
Develop daily communication plan with parent
Increase supervision
Develop plan with parent

Behavior will be tracked by classroom teacher and specialists will be notified.
If student only has one or two offenses within a week, the form will be filed but not sent home.

Other potential approaches to Level 1 and 2 behaviors:

Assign peer helper
Reward positive behaviors
Consult with team/behavior specialist
Enlist help of Home School Coordinator/Administration
If behaviors may be the result of academic concerns, talk with RTI Team, Intervention or SPED teachers.

If behaviors may be the result of academic concerns, make sure all additional help is being accessed

Next Step:

Classroom Discipline form is sent home for parent signature for students in Kindergarten - 1st grade who have 3 offenses within a day. For 2nd - 5th grade, form is sent home for signature when students have 3 offenses in a week. For 6th - 8th grade, form is sent home when student have 3 offenses with one class. (Teachers will be asked to determine if there are patterns that need to be addressed.)

If Level 2 behaviors continue after one Classroom Discipline form (for Level 2 behaviors) have been sent home in one week, behaviors are considered chronic and are seen as Level 3.

LEVEL THREE: MAJOR DISRUPTIVE BEHAVIOR

Level three behaviors disrupt or threaten to disrupt the operation of the school. They interfere with the public or private rights of other students or citizens. They threaten or endanger the health or safety of any person, or damage property. These behaviors will be addressed with consequences and Tier 2 or 3 depending on severity and frequency. These behaviors may result in suspension or expulsion.

LEVELS OF BEHAVIOR - LEVEL 3

Types of Negative Behavior:

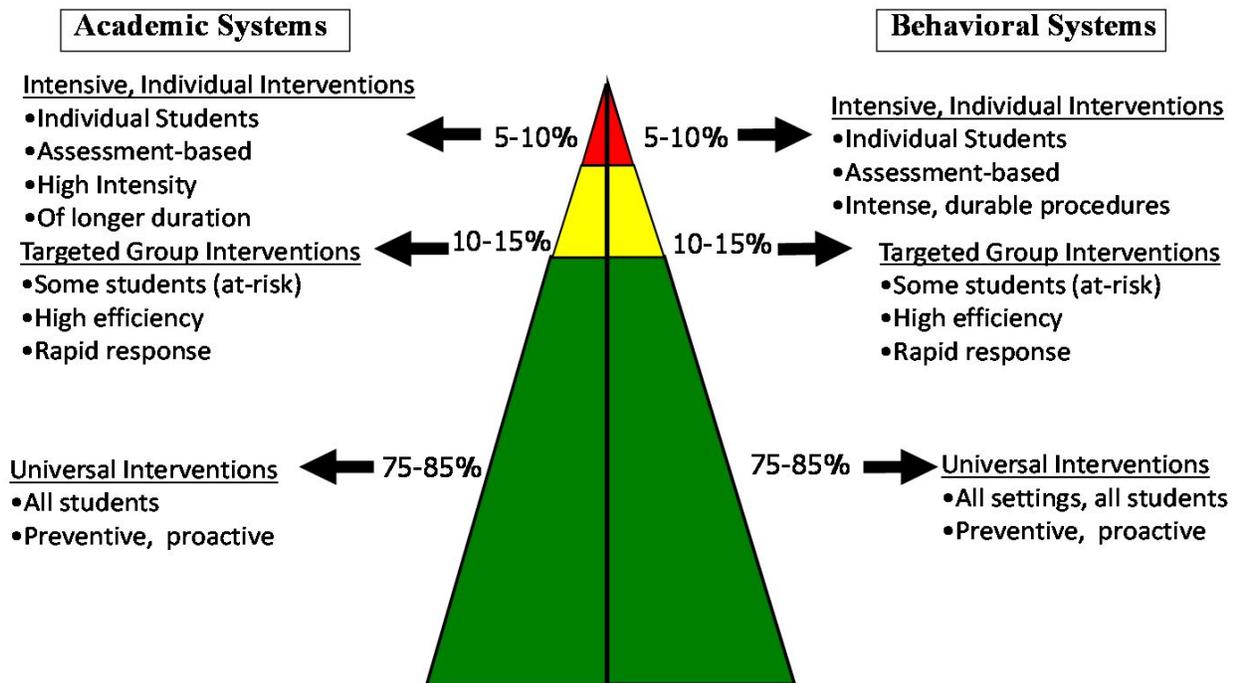
- Chronic Level 2
 - Student receives Classroom Discipline form for Level 2 behaviors and problems continue.
 - Examples : Any Level 2 behavior (including chronic Level 1).
- Discrimination/Prejudice
 - Actions or statements intended to be offensive of one's race, gender, religion, heritage, color, perceived sexual orientation, and/or disability.
 - Examples : slurs that are written or spoken.
- Stealing
 - The removing of someone else's property from their personal area or being in possession of something found that does not belong to you.
 - Examples : Taking another student's snack or personal possession from their desk/bookbag/etc., taking school property without permission.
- Targeted Bullying/Harassment
 - Repeated intentional tormenting of a student through verbal, written, or physical harassment or other more subtle methods or coercion like using inappropriate/demeaning language, causing the victim to feel threatened or unsafe.
 - Examples : calling someone hurtful names on a regular basis (2 or more times), convincing a student to give money or valuables away, cyberbullying, convincing classmates to isolate or pick on another student.
- Possession of Weapons/Illegal Substances
 - Having possession or being under the influence of tobacco, drugs, or alcohol, or having an instrument of any kind or a look alike weapon, with or without the intent to use.
 - Examples : having knives, fireworks, poppers, lighters, box cutter or any realistic look-a-like weapon.
- Assault of Another Student/Fighting
 - A student making intentional physically aggressive contact upon another with or without injury.
 - Examples : fist fights, shoving match, continuous kicking, spitting on another person.
- Pulling a False Fire Alarm
 - Intentionally pulling the fire alarm.
 - Examples : pulling the fire alarm.
- Intimidation/Use of Profanity or Obscene Gestures Toward Adults and/or Students

- Student delivers a message (verbalized, written, drawn, or gestured) towards another that conveys an act of intended injury or harm, cursing, gang paraphernalia.
- Examples : cursing directed at another student or adult, passing along threats, gestures at another student, threatening to beat someone up, calling an adult names, saying "shut-up" to an adult, flipping off, grabbing own body parts, profanity.
- Assault on School Personnel
 - When a student shows aggression towards school personnel.
 - Examples : throwing things at an adult, hitting, kicking, spitting, biting.
- Vandalism
 - Participating in an activity that results in destruction of property.
 - Examples : ripping books, writing on bathroom stalls or walls, coloring on floors, desks or walls, damaging fixtures in the bathroom or classroom, misuse of toilet paper, paper towels or teacher belongings.

Level 3 Behavior Consequences
<p>For Level 3 Behaviors or Chronic Levels 1 and 2: if chronic behaviors for Levels 1 and 2 student is sent to office with Classroom Discipline Form(s) For level 3 behavior (K-8), student is sent to the office to meet with Behavior Specialist and Director. Family is contacted to discuss consequences and next steps. Student may face in-school or out-of-school suspension or expulsion if the behavior becomes chronic.</p>

PROACTIVE APPROACH TO PROBLEM SOLVING AND INTERVENTION

PPCS' approach to discipline is based on the research that shows punishment and rewards are ineffective and address only superficial behaviors, while the real problems remain unsolved. Our goal is to teach students the skills they are lagging to behave adaptively, support those impacted by the behavior of others, and provide a safe place where all students can do their very best. This approach aligns with how we support all students academically. We identify the problem and we provide additional instruction and support through levels of intervention.



Tier 1: Prevention and responsive approach to minor level 1 disruptive behaviors. This Tier is to provide a positive environment for all students through the use of effective classroom management and instruction. Teachers frequently review and reinforce expected behaviors, school wide expectations, rules, and procedures. All level 1 behaviors are addressed through brief conversations, positive reminders, reviewing of the rules, etc. If recurring problems arise, an evaluation of instruction, environment and classroom management will be conducted to determine if 80% of the students are responding appropriately to Tier 1 before individual students are identified for Tier 2.

Tier 2: Intervention for students for whom Tier 1 wasn't effective. The student is displaying Level 2 behaviors or chronic level 1 behaviors. These are students who need additional support, accommodations and/or instruction to behave appropriately so the learning and safety of all students is not negatively impacted. The following steps will be taken:

1. An Assessment of Lagging Skills and Unsolved Problems will be conducted by the teacher and behavior specialist.
2. A collaborative meeting with the student will be conducted by the teacher and behavior specialist to identify gather perspectives, identify problems and come up with a solution.
3. Findings from steps 1 and 2 will be communicated with families and other adults involved and will be formally documented.
4. A plan and timeline for the intervention will be documented and monitored for progress.
5. At the end of the timeline, an evaluation will be conducted by the teacher and behavior specialist to determine its success or discuss adjustments. Findings will be communicated with families, the Executive Director, and formally documented. At this time the student will continue the intervention, exit the intervention, or if necessary move into a Tier 3 intervention.

Tier 3: Intervention for students for whom Tier 2 wasn't effective. The student is displaying level 3 behaviors or chronic level 2 behaviors. These students need intense, high, individualized support. All assessments, documentation, and previous interventions will be analyzed and evaluated. A team will be put in place to implement Tier 3 interventions. This team will consist of all adult staff that interact with the student, the teacher, the behavior specialist, guardians, and community experts and/or specialists when appropriate. Tier 3 interventions will be designed to both help the student solve their problems adaptively and behave appropriately as well as ensure the social, emotional and physical safety of others. Additionally, support for impacted parties (other students, teachers, staff etc.) will be provided.

***In the event of extremely severe behavior that has not improved through intervention, PPCS reserves the right to consider suspension from school and/or school related activities, and expulsion.

In-School Suspension: Student will be temporarily excluded from their CREW for the entire school day or for a certain instructional period for a specific period of up to five (5) school days. They will be provided their instruction in isolation within another area of the school building. This includes exclusion from adventures and/or fieldwork.

Out-of-School Suspension: Student will be temporarily excluded from their CREW for the entire school day for a specific period of up to five (5) school days. The student is not allowed out school grounds during the duration of the suspension, and they will be held accountable for all instruction missed during the suspension. This includes exclusion from adventures and/or fieldwork.

Prolonged Out-of-School Suspension: The Executive Director will recommend to the Board that the student will be temporarily excluded from their CREW for the entire school day for an additional specific period of up to five (5) school days. The Board can extend a temporary suspension for an additional five (5) days, only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety. This includes exclusion from adventures and/or fieldwork.

Expulsion from Palouse Prairie Charter School: The Executive Director will recommend to the Board that the student should be excluded from school. Only the Board has the authority to expel or deny enrollment to any pupil who is an habitual truant, who is corrigible, whose conduct is such to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other pupils or who has been expelled from another school in the State of Idaho or any other state. Palouse Prairie Charter School will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five (5) days of the Board's actions.

SPECIAL EDUCATION

Positive Behavior Intervention Plan (PBIP): If a student has an Individual Education Plan or a 504 Plan, their behavior will be monitored by their teacher and reviewed by their IEP or 504 Plan team. The team may choose to have the student's behavior formally assessed. The team can and will create a Positive Behavior Intervention Plan to support the student's academic success by managing the behavior. This plan will be added to the student's IEP or 504 to ensure that the plan supports the student's academic goals and accommodations and ensures that the student receives their education in the least restrictive environment possible.

Executive Director and Special Ed teacher or the 504 Coordinator if 504 will determine if the behavior was possibly due to the child's disability to be sure the discipline was appropriate.

Manifestation Determination Meeting: If a student has an Individual Education Plan or a 504 Plan receives a corrective action, the Executive Director and Special Education Teacher will meet to ensure the behavior was not a manifestation of the student's disability.

If the student becomes a danger to them or others, they will be removed and an immediate emergency manifestation determination meeting will be held. Ultimately the goal is to protect the rights of the student to a Free Appropriate Public Education.

If the team determines that the student's behavior was not the manifestation of the student's disability, then the school would proceed with the actions outlined in the Discipline Ladder.

If the team determines that the student's behavior was a manifestation of the student's disability, then the team will review the IEP or 504 Plan. In the review the team may revise the plan to ensure greater success, add additional accommodations, revise a pre-existing BPIP, or create a BPIP to try and help the student manage the behavior.

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- Greene, R. (2014). *Lost at School*. Scribner, New York, NY.
- Sporleder, J. & Forbes, H. (2016). *The Trauma Informed School: A Step to Step Implementation Guide for Administrators and School Personnel*. Beyond Consequences Institute, LLC.

Wood, C. (2011). *Response School Discipline*. Northwest Foundation for Children, Inc.

Section VIII: Highly Capable and Gifted and Talented Plan

Federal Definition of Highly Capable and Talented Federal Definition

The [Javits Act](#) provides grants for education programs serving bright children from low-income families. The following definition is taken directly from the act: *"The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully."* ([National Association for Gifted Children](#))

Idaho State Department of Education Definition of Highly Capable and Talented

All students identified as gifted and talented in the State of Idaho have the right to an appropriate education that provides educational interventions, which sustain, challenge and ensure continued growth within the public school system.

"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

"Gifted and talented children" mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Idaho Code 33-2001).

Philosophy Statement of Palouse Prairie Charter School

PPCS provides a culture that honors diverse needs while holding all students accountable toward the attainment of the same long-term learning targets, putting equity at the center of the school's commitment and vision. PPCS provides varied instructional approaches and employs research-based

practices such as project-based learning, flexible grouping, differentiation and advanced learning plans to meet the needs of all students. Differentiation is a philosophical belief and an instructional approach through which teachers proactively plans to meet students' varied needs based upon ongoing assessment.

Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities. Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership and human relations abilities
- Visual arts, performing arts, spatial or musical abilities, psychomotor abilities

Program Goals

- To offer robust curriculum and instruction for gifted learners which provides them learning experiences rich and relevant to their lives, activities requiring them to process important ideas at a high level, and products causing them to grapple with meaningful problems and pose defensible solutions.
- Provide classrooms respectful to the learner, and provide structure, choice, and guidance to allow the student to achieve more than they thought they could.
- Teaching is paced in response to the student's individual needs while still being able to achieve a depth or breadth of understanding.
- Students are provided learning experiences with a high "degree of difficulty" implying the content, processes, and products should be more complex, more abstract, more open-ended, and more multifaceted. Students may also (but not always) be able to function with a greater degree of independence than their peers (Expeditionary Learning, Core Practice 11).
- Teachers provide students with "supported risk."
 - Highly able learners often make very good grades with relative ease for a long time in school. They see themselves (and often rightly so) as expected to make "As," get correct answers, and lead the way. In other words, they succeed without "normal" encounters with failure. Then, when a teacher presents a high-challenge task, the student feels threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, and insists on risk-but in a way

that supports success. (Tomlinson, C., 1997)

Explanation of the Highly Capable and Talented Program Options

- Several features of PPCS support the needs of highly capable students on a daily basis. PPCS accomplishes this through methods including, but not limited to, skill and/or content tiering lessons, curriculum compacting, real world projects in alignment with classroom content and advanced learning plans (ALP's). Acceleration to higher-grade levels may be considered for exceptional students if other program structures do not prove to be effective (see Palouse Prairie Acceleration Policy).

Identification Procedures

The identification procedures are guided by the Response to Intervention (RtI) team of educators. This group integrates the global and specific needs of the student and the school to provide the strongest learning environment and plan for each student identified. The team includes: the Executive Director, Special Education Teacher, and the student's classroom teacher. The RtI process consists of three tiers. All students at Palouse Prairie enter Tier 1 and are guided by the classroom teacher with support from the Executive Director as needed. Students' needs that are not met in Tier I may move through the different Tiers directed by the answers from the guiding questions. Following initiation of Tier II, the teacher fills out a teacher rating scale and parents fill out a parent rating scale providing observations, and evidence-based opinion of the student's abilities. These assessments are considered together with the student's class performance, standardized test scores, and performance on other data associated with Habits of Scholarship and behavior.

Referral: GT Referrals are accepted from parents, teachers, peers, community members, and students throughout the year and will be reviewed by the RtI team. These are available through the school's Executive Director.

Data Review: Students may also be flagged for further consideration by standardized states scores or other data available on all students.

Tier 1: General Education Instruction

Purpose: Differentiate the curriculum instruction, and or the environment within the regular education classroom and collect data of the interventions. The Executive Director and the classroom teacher work together along with others in our Professional Learning Community to differentiate the curriculum, instruction, and/or the environment within the regular education classroom.

Guiding Questions: Is the student's skill level/ability much above peers the same age? If so, does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular setting in order to demonstrate continued progress commensurate with his/her ability?

Action: If answers to above questions are "no", students maintain in the Tier 1. Differentiation may be continued as necessary. If "yes" to both questions, the process continues to Tier II: Initial Evaluation. Interventions and the initial evaluation process are initiated with parental consent. Except in rare cases, students do not move forward to Tier II: GT Initial Evaluation prior to 3rd grade. The student's needs are monitored.

Tier II: GT Initial Evaluation

Purpose: RtI Team review data from Tier I: General Education Interventions to determine whether or not student needs are being met in the regular classroom, establish Tier II Interventions, and additional data is collected.

Interventions at this tier become more intense, and the Executive Director may become more involved even though many interventions may still take place in the regular classroom for a period of 4-6 weeks. The need for additional data may be identified if necessary. A variety of assessment tools are used to collect information on a student whose background or talent area makes him/her unique from others. Information is collected with input from teachers, parents, and/or the learners themselves, and may include:

- Verbal, non-verbal or written tests such as individual tests of achievement (ISAT 2.0)
- Observations and rating scales (teacher and parent rating scales)
- Performance data (as evidenced by classroom work, assessments, and portfolios)

The Body of Evidence is presented to the GT Review Team. The Guiding Questions are used to focus the GT Review Team's discussion. The results of this meeting are then shared at a Tier III: GT Assessment and Identification meeting. Parents will be notified of this meeting and are invited to attend.

Guiding Questions: Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability? Does the information available from multiple sources of data indicate the presence of giftedness as defined by the state and district guidelines?

Action: If “no” and the intervention(s) was successful, the student moves to “Program and Monitor” status and RtI process ends. If “yes” and the intervention(s) were not successful, the team may repeat the process with another strategy or decide to go to Tier III: Assessment for Identification.

Tier III: GT Assessment and Identification

Purpose: Determine whether or not to formally identify student and begin writing an ALP. The classroom teacher, Executive Director, and parents make this determination. A team of teachers meets to determine if the student’s needs exceed those, which can be met in the classroom, *and* if the student is eligible for gifted educational services. Parents are invited to attend these meetings and are considered to be a part of the team. Qualifying students typically score two or more years above grade level in at least one academic area and demonstrate characteristics typical of gifted learners. They may also demonstrate precocious levels of performance in a strength area and/or have cognitive abilities within the superior range.

Committee: Results are shared at a Tier III meeting. Efforts are made to inform parents of the process and include them in the meeting.

Guiding Questions: Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?

Action: If “no”, progress and monitor. If “yes”, formally identify. The student’s parents’ consent needs to be obtained. The School Psychologist will formally administer a diagnostic assessment test such as the Woodcock-Johnson Test of Cognitive Abilities, Woodcock-Johnson Test of Achievement, Torrance (TTCT), Test of the Written Language (TOWL), Visual, Auditory Spatial, and a Group Achievement Performance test. Each student identified, as gifted/talented will have an Advanced Learning Plan (ALP) designed in collaboration between the student, parents and teachers. This plan will outline what programming is needed to assist the student in their continued growth.

Program Evaluation

If the student is identified as exceptional, the team will work with the student’s parents to create a written Advanced Learning Plan that consists of long-range goals, student-specific learning targets and particular instruction settings including acceleration, compacting the curriculum, or other appropriate strategies. The overarching philosophy is that students’ learning will be supported within the regular classroom setting. However, at times the student may be accelerated in specific content areas if classroom interventions are ineffective (See Palouse Prairie Grade Acceleration Policy 2640). It is not required to have a student’s Advanced Learning Plan revised each year. However, the RtI team can meet with parents at their request or at the request of the RtI team to revise their child’s Advanced Learning Plan in order to meet the needs of the child. It is the student’s responsibility to maintain their mastery of learning targets in their core classes. It is the student’s

responsibility to maintain appropriate behavior and comply with Palouse Prairie norms and expectations.

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