



PALOUSE PRAIRIE
CHARTER SCHOOL

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2019-2020 Staff Handbook



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PALOUSE PRAIRIE CHARTER SCHOOL: Palouse Prairie Charter School is a **K-8 Public School of Choice** that is founded on the EL Education instructional model (<http://www.elschools.org/>). The School Board, teaching staff, and Parent Crew all work hard to incorporate EL Education into every fabric of our school.

PPCS's Vision Statement: The Palouse Prairie Charter School provides an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

PPCS's Mission Statement: 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, responsibility for learning, and an ethic of service.



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STAFF NORMS:

I can embrace a mindset that promotes my own and other learning.

- Following expectation of filling out proper paperwork
- Being engaged
- Collaborating
- Seeking help
- Being vulnerable

I address conflict directly, productively and with compassion

- Sharing observations instead of judgements
- Asking clarifying questions
- Acknowledge of common goods
- Asking for time together
- Value and respect others
- Solution orientated

I seek opportunities to show gratitude and celebrate with colleagues

- Participate in staff celebrations
- Learn and understand how other like to be celebrated
- Assume best intentions
- Be welcoming, positive and joyful
- Spotlight one another

I proactively seek and consider diverse voices, ideas and perspectives

- Give eye contact, smile, greet one another when in passing
- Have face-to-face communication
- Seek connection, reach out, check in
- Allow for equal opportunity for sharing
- Use kind tone
- Ask questions

Seek to understand, then to be understood

- Contribute ideas and build off other's ideas (while pausing)
- Ensure all voices have been heard respectfully
- Listen, pause, respond

I take care of myself, others, and the environment

- Compliment the good work we see
- Saying "no" when we need to



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- Leave things better than when we found it
- Mindful of others' work time
- Compliment the good work
- Seeking help when needed

ABSENCES (staff): Any leave request forms must be filled out and placed in the Business Manager's box one week prior to the leave request. The request will be examined to determine if the staff member has personal/sick days left. Once the request is examined, the Business Manager will give it to the Director for approval. Then an approved form will be placed in the office paperwork mailbox. A copy will be given to the employee.

- Each full time employee member has 4 personal days a year. Two personal days can be carried over from year to year. A maximum of 6 days can be banked for an individual. Each full time faculty member has 9 sick days a year that carry over from year to year up to 720 hours total.
- Once an employee has used all of their personal or sick time, they will not be paid during their absence. Staff that are above 0.5 FTE receive a fraction benefit for their specific FTE, employees less than 0.5 FTE do not receive these benefits.

Sick Leave: An absence due to illness needs to be called into the Director **prior to 8:00 pm the night before** the absence or **no later than 7:00 a.m. on the morning** that s/he cannot attend school.

- Contact the school prior to 2:00 p.m. on the day of an absence if you will **not** be able to return the following day so we can try to secure your sub already at school.
- **Substitute Plans should include the following:**
 - Class Roster
 - Information provided about students who may need accommodations, medical needs or require individualized support both behaviorally and academically



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- Daily Schedule
- Summary of Daily Routines and Classroom Procedures
- Learning that can fulfill a full day's schedule.

Personal leave: An absence due to personal needs must be requested through the use of the appropriate form available in the office **at least one week** in advance.

Professional Leave: Professional leave may be granted if the purpose is deemed meaningful or advantageous for PPCS.

- Professional leave for EL related professional development or presentations would be automatically accepted.
- If requesting professional leave for professional development or presentations outside the EL network, the leave must be requested through the use of the appropriate form available in the office **at least one week** in advance.
- Make sure to have your sub plans ready before you leave school, and when possible try to meet with your sub.

Bereavement Leave: Bereavement leave will be granted to those who are suffering the loss of a loved one within their family.

- Sick time may be used for this leave. The Director may grant up to 5 days of paid bereavement leave. Leave of longer than 5 days (up to 10 days) must be approved by the Board.
- If you would like to attend the funeral of someone outside your family, please request time off through the use of the appropriate form available in the office **with as much notice** in advance. This would be personal leave.
- Make sure to have your sub plans ready before you leave school, and when possible try to meet with your sub.



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Family and Medical Leave: The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees are eligible for FMLA leave if they have worked for the school for a total of twelve (12) months and worked at least 1,250 hours during the previous twelve (12) months.

Share Leave (Policy 5411): Each regular employee of the School that works more than 20 hours per week and has contributed to the bank a minimum of 2 days of personal leave is eligible for membership.

The enrollment period is by September 30th each year, or within thirty days following initial employment or the initial establishment of the Bank.

Applying for Leave

A participant in the Bank may apply for leave when they have been absent from work for one of the above listed reasons and they have:

- (1) used all accumulated sick days; and
- (2) used all accumulated personal days

To apply, a written application must be completed and submitted to the Executive Director and Business Manager. A signed statement from a licensed physician or additional information may be requested. If the applicant is incapacitated to such an extent that s/he cannot personally apply for a grant, the applicant's supervisor or immediate family may apply for the grant.

The Executive Director will notify the applicant of approval or denial (based on the eligibility criteria). If approved, the transfer of leave days will be made immediately to the applicant.

You are only allowed to request up to 15 days per year per policy 5411; and this application process does not guarantee that you will get days requested.

Twelve workweeks of leave in a 12-month period for:



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- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or** twenty-six work weeks of leave protected during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

The employee must use available accrued sick and vacation leave to cover some or all of the FMLA leave. *(Family and Medical Leave Act)*

ATTENDANCE (STAFF): All staff are expected to arrive at school, and **be available to students and families no later than 8:00 AM.**

- **Teachers remain at school until 4:00 PM** unless use of flextime policy is in place, except for scheduled meetings away from school, or for personal or professional reasons when a director has given the teacher prior approval to attend.
- There will usually be at least one mandatory faculty meeting a week, and it is important for all teachers to attend.
- There will usually be at least one mandatory staff meeting a week, and it is important for all classified employees to attend.
- Teachers should take this into consideration when making parent conferences, personal appointments, or business engagements.
- **Teacher meetings generally begin promptly at 3:15 and end no later than 4:45.**



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- **Professional development full day meetings generally will begin at 8:30am and will end by 4:00pm.**

BUILDING HOURS: The building will be open from **8:00 a.m. until 4:00 p.m.** Monday through Friday during the regular school schedule.

- All doors will remain locked at all times. Teachers are required to have their keys on a lanyard for emergency situations.
- Make sure classroom **doors are locked** and lights are turned off before leaving for the day, especially paying attention to lamps.
- Please turn out all lights, lock and shut classroom doors each evening.

CAFETERIA EXPECTATIONS: Lunch should be a pleasant, hassle-free dining experience for every student and adult. Teachers will supervise students during lunch. Classroom teachers are responsible for ensuring students follow procedures and for supporting those staff on lunchroom duty if there is a student behavior problem. Students are expected to clean up their area. The Director, CREW Counselor, and teacher assistants will support and supervise classes in the café as needed.

ALL EMPLOYEES are responsible for these responsibilities:

- **One classroom at the hand washing sink at a time.**
- **Reinforce cafeteria expectations.** Students should talk softly, eat their own food (no sharing or playing with food), and stay seated during the lunch period.
- **Ensure classes arrive at the lunch line on time.** The lunch schedule is very tight and will only work if classes are on time.
- **No soft drinks, gum, or candy is permitted, including on adventures.**
- **Students are not allowed to use the microwave or use the refrigerator to store food.**
- **ACCURATE LUNCH COUNTS-** Lunch should be entered into School Dex no later



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than 8:35 each morning. **Teachers are responsible for double-checking the accuracy of the lunch order**, because the school must pay an outside vendor for each lunch. The office person in charge of lunch will also ensure accuracy of lunch count. We are unable to change the lunch order after 9:00, so it is extremely important that the lunch orders are accurate.

- Moscow School District needs a ***minimum of two weeks notice if your students will need to order a sack lunch due to field work or other events***. Please keep in mind that we are required to offer students school lunches on a daily basis.

BUILDING MAINTENANCE AND CLEANLINESS: The school should be kept neat and orderly.

- Teachers should **HOLD** students responsible for cleaning up after themselves.
- The floor in your work area needs to be picked up so the floors can be vacuumed at night.
- Pets are not allowed at school.
- ***Teachers and staff are responsible for keeping the classroom and common areas free of clutter***, so custodians can clean properly.
- ***Send the Director a written statement by email concerning routine problems with cleaning or other problems with maintenance issues.***
- The facilities staff should be respected at all times.
- **Classroom:** Any changes to your classroom cosmetic or structural should either be approved by the Director ahead of time. Please do not excessively use staples, thumbtacks, masking tape, scotch tape, or duct tape to display on walls. **If you use something that causes damage, you are financially responsible for the repair.**
- **Lights:** Many classrooms utilize supplemental lighting. It is the classroom teacher's responsibility to turn off all lights prior to leaving.
- **Electric Cords:** Extension cords are not allowed. Use only Power Strips if you need



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additional electric cords.

- **Hallways and Common Areas:** The hallways, art area, janitors closet, and other common areas of Palouse Prairie must remain free of clutter and stored material. Hallway or common area furniture is not to be moved without the consent.
- **Electronics:** Teachers and students are responsible for the safekeeping of electronics in the classrooms. Electronics should be secured in a cabinet or other storage area to prevent theft. This includes chromebooks, when they are in your classroom. Please return shared items as soon as possible to their designated place, charged and ready to be used by the next teacher.
- Please create a class set of jobs for students to wiping down tables, stack chairs each day, pick up trash from the floor, and organize materials and books.
- **Do not hang things from the ceiling, as this is a fire safety violation.**
-

CELL PHONES: Cell phones are only to be used for personal use during your lunch, breaks or planning times when you are not with students or parents.

- **Cell phones are not to be used during instructional time or during any school meeting. Cell phones may be used as a timer, play music or to communicate an emergency to the Director, teacher or PPSC staff.**
- If you are expecting an emergency or important phone call, please inform the Director, so the school leader is aware of the situation.
- Phones in the classrooms are not to be used by students. If a student needs to make a phone call, please send them to the office.
- Please keep your cell phone on you while off campus, so the school can contact you. **There will be NO TEXTING while supervising students.**



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CERTIFICATION: Certification is primarily the responsibility of each individual teacher.

- It is essential that you are aware of the year your certificate expires.
- Teachers are responsible for the required professional development and/or college credits necessary to renew your certification.
- Teachers are responsible for turning in verification of conferences, workshops, trainings, and classes attended that awarded professional development or college credits.
 - A copy of the agenda or certificate of completion should be given to the Director.
- Teachers and paraprofessionals can find their certification status by contacting the Idaho State Department of Education's certification office:
http://www.sde.idaho.gov/site/teacher_certification/

CHILD ABUSE: The Idaho Department of Health and Welfare recognizes six forms of child abuse: physical abuse, physical neglect, sexual abuse, verbal abuse, emotional abuse, and emotional neglect.

- **ALL ADULTS are mandatory reporters and have a legal and moral obligation to report suspected child abuse. The phone number to call is 1-855-552- KIDS (5437).**
- If you report an expected case of child abuse, please notify the Director so they may investigate the case as well. *However it is not required.*
- To recognize signs of child abuse please refer to the article *How to tell if a child may be abused or neglected* at the Health and Welfare website:
<http://www.healthandwelfare.idaho.gov/Children/AbuseNeglect/tabid/74/Default.aspx>



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CHILDREN OF PALOUSE PRAIRIE STAFF: Children of staff may spend time at school with parents during the working day when the teacher is not responsible for students.

- Children of staff members in the building will be expected to follow the same morning, afternoon, and classroom routines expected of all other students. Please do not request exceptions to this.
- Please ensure that children are monitored and are taking care of Palouse Prairie materials and the building.
- Children of certified staff members should either be in their parent's classroom or with their parents at all times. Children of classified staff should remain with parents at all times and not be in classrooms. They should not be in the office or multipurpose room at anytime before or after school.
- **If they are left alone on the playgrounds, the staff member is liable for any damage, clean up or injuries that may occur.**

CODE OF ETHICS AND STANDARDS OF CONDUCT: The Idaho State Department of Education's Professional Standards Commission has adopted a Code of for Idaho Professional Educators. All staff members are expected to become familiar with the Code of Ethics and Standards of conduct and to abide by all guidelines. **Professional Standards Commission – Code of Ethics**

(As taken from http://www.sde.idaho.gov/site/teacher_certification/code_ethics.htm)

- **Principle I:** A professional educator abides by all federal, state, and local laws and statutes.
- **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
- **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.



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- **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.

Principle VI: A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.

- **Principle VII:** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII:** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.
- **Principle X:** A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

Tutoring: Teachers are to work their contracted hours, which are between 8:00-4:00 (which allows for 30 minutes of flex time). In addition, during those contracted hours, a staff member shouldn't have a second job while being contracted by the school (this includes any other job). For example, if a staff member comes in at 7:30, they may leave at 3:30 to tutor or second job. Principle VI. C states that unethical conduct includes tutoring students assigned to the educator for remuneration unless approved by the local board of education;

The entire Professional Standards manual may be found on the Idaho State Department Website at:

<http://sde.idaho.gov/cert-psc/shared/ethics/Code-of-Ethics-for-Professional-Educators.pdf>



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COMMUNICATION: All employees will communicate frequently with all stakeholders of PPCS. This may be in the form of phone, email, verbal and newsletters. Therefore it is important to remain kind, courteous and professional at all times.

Student Privacy: Protecting student's identities, academic profile and personal information is extremely important both for the integrity of the school and for legal reasons. **At all times, refrain from using student names to speak about students in the presence of others who have no right to that information.** This is especially true in the front office, hallways, or multi-purpose room.

Faculty Crew Meetings: Faculty are expected to attend every meeting and should take this into consideration when scheduling parent conferences, personal appointments or engagements. Refer to the Teacher PD Calendar and Meeting Schedules, when you schedule other engagements. Meetings will be focused on professional learning, school business, collaboration and faculty-school board communication.

Staff Crew Meetings: Staff are expected to attend every meeting and should take this into consideration when scheduling personal appointments or engagements. Refer to the classified staff-meeting schedule, when you schedule other engagements.

Email: E-mail should be **checked daily** and responded to within **72 hours**, unless on a scheduled break or vacation. Be sure to sign up for and read the **Quail Calls** for other important school information. Keep in mind that conversation tone in emails can be difficult to interpret. If your emailed communication could be misinterpreted, a phone call may be best.

Face to Face: Please continue to use in person conversations to communicate with our families. Please be professional, direct and open with parents and with one another. Our character traits should not only apply to our students but should characterize our dealings with one another. **Remember to watch tone and body language when speaking to avoid confrontation and/ or confusion.**

PPCS Website: The website contains useful information to the PPCS community. It is important **that the office staff maintain the website, update and revise it frequently to keep information up to date.** The link to the PPCS calendar is particularly handy. All school events can be found there. Please have this site bookmarked on your computer and check it regularly. It can be found at: <http://www.palouseprairieschool.org>

School to Home: All staff members are expected to communicate regularly with parents,



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because home communication is essential to proactive partnerships with parents.

- o Make sure that parents are aware of any concerns that you might have.
- o If you choose email or other electronic forms of communication, hard copies of those communications must be provided to families without the means or interest in that type of communication.
- o Each teacher is responsible to send out a curriculum newsletter and/or blog a **minimum of once a month**. The newsletter needs to inform parents of upcoming events, curriculum being covered and ideas, information, or strategies of how parents can support the instruction within the classrooms.
- o Please do not discuss negative behavioral issues in your newsletters - those concerns need to be dealt with on an individual basis.
- o **Please provide the directors with a copy of your newsletter. If you keep a blog instead of sending a newsletter, please email the directors with the link whenever you update the blog.**

Teacher/ Parent Meetings: Teachers should meet with families when trying to create solutions for social, academic or behavioral issues. Please document every conference by taking notes. A director is not necessary for every conference, but if you feel it is important please schedule one into the meeting.

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



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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 |

CELEBRATIONS: School celebrations should focus on celebrations of learning.

- **Parties for birthdays, holidays, etc. are not allowed.**
- Celebrations of learning should take place at the end of each expedition.
- Other celebrations of learning may occur at the end of reading/writing unit, math units or other such periods of academic inquiry. **Please limit the celebration to the last 30-45 minutes of the day. Candy is not to be given out to the students.**
- Limit products that are seasonal, (snowmen, snowflakes) and traditional holiday symbols such as trees, wreaths, dreidels, menorahs, kwanza, etc.

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 allowed in moderation and only during celebrations of learning or community celebrations. If the teacher has parents contribute to class-wide snacks, a list of appropriate snacks should be given to the parents.

CONFIDENTIALITY: Information concerning each individual child is confidential.

- Please be sure that RTI meetings, special education files, and other information



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regarding individual students remain **confidential**.

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education and as such applies to all teachers and staff members of public schools.

DISMISSAL ROUTINES: Dismissal is a crazy chaotic time. This takes a team approach to ensure the safety and efficiency of student dismissal.

- **Bus students should be excused to the multi-purpose room where they will then walk to Nursery St. at 2:45.** Teachers should make sure that an adult monitor is stationed at the door before sending students.
- **A staff member, most likely a teacher assistant will supervise students getting on the bus.**
- **All other students may be dismissed between 2:50- 2:55. Teachers must escort students to the sidewalk of the main entrance for dismissal where they check students out to their parents. Teachers must:**
 - Stay with students until all have been picked up to **monitor behavior.**
 - **Bring the student to the office to call the parent/guardian if a student has not been picked up by 3:05 p.m**
- **No student should not be left alone in the building during dismissal.**

DRESS CODE: It is essential that you come to school each day dressed professionally.

- Dress comfortably but present yourselves to students, staff and parents in a



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professional manner each day.

- Underclothing should not be visible through or outside of outerwear. Navels and cleavage (upper and lower) should not be visible at any time.
- Jeans, shorts of an appropriate length, tennis and some open-toed sandals/shoes are acceptable as long as they are in good condition.
- Sweat pants, clothes with holes or tears, or clothes with inappropriate logos are not acceptable on days in which students are in session.
- Shoes must be worn all times of the day.

FIELD WORK: Please **place** your trip information form in the Director's box **at least two weeks before the trip.**

- Please give as much detail to the Director in the Field Work form to properly document the purpose, safety and budget of the trip.
 - Once the form has been signed for approval make a copy of the form and place it in the office paperwork mailbox.
 - The trip form should then be placed on the school wide calendar by an office staff member.
- Parents must be notified **at least one week prior** to an off-site fieldwork.
- **If the fieldwork or off-site trip requires a suggested donation, parents must be notified four weeks prior. The office needs to be included in all communication related to money.** If a student cannot make the payment, please notify the office for arrangements to be made.
- Trip money must be turned into the office, and all money should be into the Business Manager prior to departure.
- **For trips that are farther than 90 miles one way, board approval is required.**



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- In line with PPCS's Board policy, **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.
 - Students should always sit in the back seat regardless of age.
 - Parents should bring a booster seat in for students who require one.
- **Leave an emergency number with the office and have student emergency forms with you at all times during the trip.**
- Moscow School District needs **two weeks notice to request sack lunches and/or busing for a trip.**
- You must meet these adult staff ratios when heading out for an off-site trip.
 - **K through 2nd grade- 1:6 ratio (4 adults for a 24 students)**
 - **3rd through 5th - 1:8 ratio (3 adults for 24 students)**
 - **6th through 8th – 1:12 ratio (2 adults for 24 students)**
- Adults for the trip must be identified on the trip form with their contact information.

FIRE/EMERGENCY DRILL: All teachers and staff will prepare students for safe and quiet fire/emergency drills.



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- Students should be familiar with the proper alternate and main routes for exiting the building during a fire drill.
- A copy of exiting routes must be posted in every room. Students will walk in a single-file line through the proper exit without talking.
- Classes need to position themselves at their designated location (map in emergency binder) from the building, where teachers will check their class rolls.
- Each teacher must have with him/her at every drill: a cell phone and emergency contact binder which contains: parent contact information, red and green cards, a map of where each class should evacuate to.
- **Please review the emergency and safety management plan.**
- **Under NO CIRCUMSTANCES should an employee attempt to use a building fire extinguisher to extinguish a fire.**

HALL PASS: To prevent students from wandering the hallways, school wide safety, and to prevent the interruption of work that is going on in the office. Students will be required to have a hall pass to visit the office.

- A hall pass is a note from the teacher with their initials with the purpose of the student's visit to the front office.
- Approved reasons to visit the office should be:
 - To call home for a forgotten assignment, afterschool plan or lunch.
 - The student is feeling ill and needs their temperature checked.
- If a student needs assistance to the office, please use another adult in the building. In case of emergency please send a student to the office to request assistance.

HOMELESS STUDENTS: The **Administrative Assistant** is your homeless education liaison. Students Experiencing Homelessness are defined as students who lack a fixed,



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regular, and adequate nighttime residence, including those who:

- are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; abandoned in hospitals; or are awaiting foster care placement.
- have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- are migratory and living in a situation described above. If you suspect a child of begin homeless, please let the director know immediately.

If you believe a student falls into one of these categories, notify the director as soon as possible.

INJURIES: Any accident or illness involving students should be reported immediately to the office.

- **The office will notify parents of all accidents or illness, however minor they appear, and add the incident to our incident log.**
- The supervising teacher is responsible for completing an incident report form and turning into the office that same day.
- The office will use information on **student emergency forms** for contacting parent or designated emergency contacts.
- First aid kits will be provided to each classroom, please use those for minor cuts or bruises.

Please only send a student to the office for major injuries.



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MEDICINES: Students are not to have medicines of any type in the classroom.

- All medicines must be distributed from the office. If a child brings medicine to the classroom, send the student 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.** Please ensure these inhalers are in a secure location and that the child who may need to use it has a process 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.**
- **Teachers may administer cough drops for sore throats and mints, if the child has permission.**
- **Ibuprofen will only be administered in the office.**

MONEY: Do not put yourself in a risk situation by collecting money from students. Utilize our office staff to ensure the money is tracked and handled appropriately.

- **ALL CASH AND CHECKS SHOULD BE COLLECTED IN THE MAIN OFFICE!**
- Lunch money should not be collected in the classroom but should be sent (with the student) to the office.
- You may never mix school money with your own. Please read the Code of Ethics carefully for more information.
- **Give the office advanced notice if collecting money or funds for fundraising efforts, fieldworks and final products.**
- If you apply for and receive a grant, make sure to discuss this with the Director and notify



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the Business Manager.

- All proceeds made from the sale of final products will be directed into the general fund for instructional purposes.
- The Business Manager and Director track instructional funds as school wide. There are no individual teacher funds.
- If collecting donations for a non-profit or charity, at all cost try to have the organization at the event collect the money themselves.

MORNING ROUTINES:

- School officially opens at 8:00am. Students are allowed into the building at 8:10. All students will proceed to their classrooms.
- Students who arrive after 8:30am will be stopped and marked tardy. Office staff will take lunch preference at that time.
- **It is each classroom teacher's responsibility to take daily attendance and complete the final lunch order for their students by 8:35.**

MOVIES: It is against copyright law to show a movie for entertainment purposes in the classroom.

- However, we can show short clips of movies to support or reinforce an instructional concept.
- Make sure all movie clips are written into your lesson plans. Please note; *"The material must be legitimately acquired. It must be used in a classroom or similar place "dedicated to face-to-face instruction," not for use as entertainment or reward.*
- ***Student use of video clips should be instructional.*** If your students are creating



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multimedia projects they are restricted to *“use portions of lawfully acquired copyrighted works in their academic multimedia”, defined as 10% or three minutes (whichever is less) of “motion media.”* This also pertains to music.

POLICY RECOMMENDATIONS: Employees may give direct input in the area of school board policy.

- Any employee may recommend changes by sending a copy of the policy, the suggested change(s), and any supporting documentation to the Director for handling.
- The Director will review suggestions and make recommendations to the school board.
- The School Board is the only body with the authority to approve policy for the school.

PROFESSIONAL LEARNING: All staff members are encouraged to participate in professional learning activities.

- Seek approval from the Director, if there is an opportunity you would like to attend using school funds.
- Prior to committing to attend a PL opportunity, make sure your schedule allows for you to attend.
- Please remember that you are representing PPCS, be respectful of the presenter and other attendees.
- It is the responsibility of individual teachers to turn documentation of earned credits into the Director to keep track of credits earned via the Idaho State Department of Education Professional Standards Commission.

PROFESSIONAL LEARNING REIMBURSEMENT: PPCS will only reimburse employees for professional learning that is approved by the Director.



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- **Plane Tickets:** The district authorizes limited staff to charge plane tickets in the PPCS name. ***The School pays for the lowest available coach airfare.***
- **Lodging:** The school will arrange lodging for employees on approved trips. The School will not pay for extra items added to the lodging bill such as phone calls, health facility fees, meals, movies, and other incidentals.
- **Travel Expense Report:** Complete a “Travel Expense Report” immediately upon returning from the conference and submit to the Business Manager and Director for approval within five days of the completion of the conference. All expenses must be documented.
- **Ground Transportation:** Cab fare or bus fare to and from airports, hotel, or as otherwise required is reimbursed. **Cab fare is authorized if there is no other reasonable transportation available, or if arrival is after 10pm for safety sake.**
- **Food Allowance:** Meals are reimbursed on a standard amount per meal per day. The amount is based on the School/s stated per diem rates.
 - Meal reimbursement will be based on the number of days the employee is away from his/her normal workstation or while in transit.
 - If a meal is included in the conference registration fees, the employee is eligible for reimbursement of that meal.
 - Reimbursement of meal costs for partial days of travel is available.
 - Reimbursement for breakfast will be allowed only if the departure is earlier than 7 a.m.
 - Reimbursement for dinner will be allowed only if the return to home or office is later than 6:00 p.m.
- **Miles/Mileage Reimbursement:** If a private car is used to reach the conference location or to travel to a regional airport, the number of miles must be clearly documented.
 - The reimbursement is based on the standard mileage rate times the number of miles. Distances from cities must be calculated using the Rand McNally Atlas

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mileage charts or the State of Idaho mileage chart published by the Idaho Department of Transportation.

- o The standard mileage rate is set annually.
- **Miscellaneous expenses:** Other expenses as required should be explained and properly supported by receipts or other documentation. Personal expenses, such as personal telephone calls are to be paid by the employee.
- **Friends of employees may not utilize the accommodations that have been purchased by the school.**
- **Immediate family members may utilize the accommodations that have been purchased by the school if they pay their portion of the expense.**

PURCHASING: Purchases need to be approved by the Director before all transactions. This can either be completed through a purchase order request or bulk ordering lists through the office.

Student Supplies: Please make a request at the end of the school year for supplies for the following school year. If supplies for students need to purchase during the year, please get prior approval from the Director and provide the list to the office. The office will make bulk purchases on the 1st and 15th of each month. If an emergency purchase needs to be made, there must be prior approval by the Director, who can then purchase the items or allow the teacher to purchase with personal funds and get reimbursed. **Purchases made without prior approval with personal funds will not be refunded.**



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Instructional Supplies: The Director will make all instructional purchases. If you need a supply for instructional purchase, please send your requests to the Director. If an emergency purchase needs to be made, there must be prior approval by the Director, who can then purchase the items or allow the teacher to purchase with personal funds and get reimbursed. **Purchases made without prior approval with personal funds will not be refunded.**

Office Supplies: The Director will approve all office supply purchases. A master list for office supplies will be kept by the office staff, and purchases will be made on the 1st and 15th of each month. If an emergency purchase needs to be made, there must be prior approval by the Director, who can then purchase the items or allow the teacher to purchase with personal funds and get reimbursed. **Purchases made without prior approval with personal funds will not be refunded.**

Facilities/ Technology: The Director will approve all office facilities and technology purchases. Purchases for facilities/ technology will be made as needed.

504 Students: It is the responsibility of all teachers and Office and faculty members to ensure that 504's for each student are being followed.

- The 504 Coordinator will provide each teacher a list of students who are in their class that has a 504 and meet with them to discuss their accommodations before the year starts. A copy of the 504 will also be provided.
- Teachers will attend 504 meetings with the Coordinator if a child is put on a 504 during the school year.
- The School Director will attend Initial 504 meetings and others as the Coordinator and Director decide is necessary or as requested by a parent.
- These meetings will be scheduled by the 504 Coordinator via google calendar. Staff need to respond to the meeting invites within 2 working days.
- Teachers will be provided with a copy of the 504 after the meeting.
- Students on a medical 504 will also have a representative of the office and PE staff present at meetings or the 504 coordinator will meet with them after the meeting to explain the student's medical needs and practices to be followed.
- Medical 504's will also be kept in a separate notebook and updated by the 504 Coordinator as they are completed or redone.



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SPECIAL EDUCATION: It is the responsibility of the Special Education Teacher and Director to be certain that all IEPs are current and being followed.

- If non-compliance is suspected, the special education teacher should report that information to the Director.
- **ALL MEMBERS OF THE IEP TEAM MUST INDICATE THROUGH GOOGLE CALENDAR IF THEY ARE ABLE TO ATTEND THE IEP MEETING WITHIN TWO DAYS OF GETTING THE NOTICE ALL MEMBERS OF THE IEP TEAM MUST ATTEND EVERY MEETING.**
- **It is essential that classroom teachers and special education teachers review each IEP goal at the beginning of the year. The Special Education teacher will notify teachers of students in their rooms that have an IEP and for which subject areas, and how many minutes a day before the school year begins. Students in the classroom must ben being taught the subject that the special education student is being pulled for so that they are not missing any other classes.**
- **IEP students will not miss PE or recesses according to IEP's**
- **Special Education accommodations will be followed for all IEP students in the classroom and during testing.**
- Special education teachers will contact classroom teachers to arrange times to meet to review support practices and subjects served at the beginning of the year and as needed to ensure each student is receiving appropriate support in the regular classroom.
- Regular Education teachers will refer students to RTI early and often, to avoid late in the year referrals which might lead to late assessments, evaluations, eligibility and IEP meetings. Special Education referrals will not be permitted after the Monday before Spring



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Break in order to provide for legal timelines to be met for Special Education.

- To be referred for Special Education, RTI must have taken place and data must be available for the Special Education Teacher and Special Education Director to review to consider the student for a referral.
- **When scheduling Student Led Conferences make sure to confer with the Special Education teacher about SLC times and needs.**

STAFF DUTY: Staff may be required to fulfill morning, lunch or after school duties at different scheduled times throughout the year.

- K-8 teachers will supervise students in the classroom starting at 8:10 and during all transitions.
- Most all staff are responsible for supervising during carpool pick up at school dismissal.
- It is the employee's responsibility to provide coverage if they cannot be on duty on the assigned day.
- Please seek the approval of Director for changes in duty.
- It is essential to be on time for your duty assignments to ensure the safety of the students.

STUDENT ATTENDANCE: Students daily attendance must be recorded by the classroom teacher and turned into the office by 8:35 am each day.

- Lunch count and attendance should be recorded and put into *School Dex* by the classroom teacher.
- Students who arrive after 8:30am will have their names recorded by the office staff to be double-checked for attendance and lunch order.
- Substitutes will record lunch count and attendance using a paper class roster to send



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down to the office, so please leave that information in your substitute plans.

- A child must be present a minimum of 4 hours to be counted present for a full day.
- Please review the student attendance policy in the Student/ Parent Handbook.
- If you believe a student has missed more than six days in a semester, please notify the office to check the student's attendance record.
- Office staff and the Director will monitor student attendance on a bi-monthly basis.
- Students who are near or have surpassed the 6 absence/ trimester (middle school) or the 10-absence/ semester (elementary) threshold shall receive a notification of absenteeism. If a student continues to be truant, then a director will refer the student to board for a hearing.

STUDENT RECORDS: It is imperative that student records be maintained in an accurate and timely manner.

- The student record folders are never to leave the office and must be placed back in the office file cabinet prior to your leaving each evening.
- These permanent record folders must include emergency care information, report cards, copy of guardianship for any student not living with a parent, current immunization or exemption forms, a legal birth certificate, test records, cumulative sheet, standardized tests (IRI, ISAT) and parent conferences and contact information.
- Please be neat and accurate with all documentation.
- All student records must contain the student's given name as it appears on his/her birth certificate.
- Nicknames may be used on student work but only official names may appear on official documents (i.e. Achievement and Progress Reports, test records, etc.)



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SUBSTITUTES: The office staff will be responsible for finding substitutes for teachers when they are going to be out for personal, professional, and/or sick days.

- The Director and office staff will assist in finding long- term substitutes.
- **If you have a preferred substitute, and you want to arrange the substitution, please indicate on your leave request form**

TELEPHONE CALLS: Try to only make phone calls during your lunch or planning time. If you need to make a phone call, please have someone supervise your students, while you step out of the room.

- Do not make personal long distance phone calls on school phones.
- Cell phones are not to be used during instructional time or during professional meetings. **That includes TEXTING.**

VISITORS TO PALOUSE PRAIRIE: It is very important for the safety of the students that the front office is aware of who is in the building.

- Please let the front office know ahead of time if you are expecting visitors.
- All visitors must sign in and wear a visitor name tag.
- Please direct any visitors in the building who are not wearing a visitor badge to the office.
- Parents are not allowed into the classrooms, unless you notify the office that they are there to volunteer in some capacity.



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- If you see an adult that you do not know in the building without a name tag, please notify the office immediately.

WELLNESS: Palouse Prairie School recognizes that its 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.

- **Food-** 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 snacks and water as the primary beverage.
- **Candy and sugar-laden snacks will not be given out by Palouse Prairie School faculty and staff may not use food as a reward.**
- If the teacher has parents contribute to class-wide snacks, a list of appropriate snacks should be given to the parents ahead of time.
- **Please refer to the Recess Guidelines for outdoor and indoor play.**

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.

We are

- C. – Compassionate
- R. – Respectful
- E. – Engaged
- W. – Welcoming



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PALOUSE PRAIRIE CHARTER SCHOOL DISCIPLINE PLAN

Palouse Prairie Charter school has adapted School-Wide Positive Behavior Interventions and Supports (SWPBIS) as participants in the RK-12 Rural School Research Grant. For more information visit <https://www.pbis.org> and <https://www.boisestate.edu/rk12/>

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:



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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 decisions regarding suspension and expulsion if necessary.

Behavior Specialist: The Behavior Specialist is responsible for supporting the implementation of a school-wide culture of compassion, respect, engagement 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



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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.

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



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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.

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

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comes to identifying a problem that has led to 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

- 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.



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- 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, 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 (i.e. attaining or avoiding something or someone). Only through collaboration and communication can we eliminate these behaviors.

LEVEL ONE and TWO: 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.

Disruptive Classroom Transition

- Delaying progression from one activity to another by not following directions quickly or completely.
- Examples: talking out, delaying the next activity, walking around without permission, not prepared for the next activity, needing more than one prompt to complete task and prepare for the 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.



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- Examples: toys, trading cards, electronics, candy, gum, video games, etc.

Tardy

- Student is late to class or the start of the school day
- Has not yet become a chronic issue

Dress Code Violation

- Student wears clothing that is near, but not within, the dress code guidelines defined by the school district.

Inappropriate talk about/or to others

- Making negative comments or encouraging others 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 toes, 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 (including 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.

Classroom Disruption

- Disrupting or attempting to disrupt the normal operations of a classroom or learning environment.
- Examples: Talking, getting out of seat without permission, making random noises passing notes, shouting out.

Fighting



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- Student involved is mutual participation in an incident involving physical violence.
- Example: Fighting over a ball.

Misuse of school property

- Student misuses school materials or property
- Example: Writes on a table or breaks pencils

Behavior Consequences Addressed by Teacher

Collaborative conversation between student and adult
Verbal correction and review rules
Model appropriate behavior
Change location
Child writes explanation
Make restitution
Loss of privilege
Time out/Refocus
Silent lunch
Parents will be notified

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

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.

Chronic Level 2 Behavior

- Student receives Classroom Discipline form for Level 2 behaviors and problems continue.
- Examples: Any Level 2 behavior (including chronic Level 1).

Severe Disruption



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- Student engages in behavior that severely interrupts the teaching, learning and/or safety of the teacher and students.

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.

Theft/Forgery

- The removing of someone else's property from their personal area or being in possession of something found that does not belong to you or has signed a person's name with that person's permission.
- Examples: Taking another student's snack or personal possession from their desk/book bag/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.

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 the destruction of property.



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- 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.

Skipping Class/Truancy

- Student leaves or misses class without permission. Frequent absence.

Lying/Cheating

- Student delivers message that is untrue and/or deliberately violates rules. Intentionally produces work that is not an academically honest representation of student's knowledge and skills.

Level 3 Behavior Consequences Reported, Documented and Addressed

For Level 3 Behaviors or Chronic Levels 1 and 2:

If chronic behaviors for Levels 1 and 2, The student is sent to the office with Office Referral Form 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.

Parent Contact

Problem-Solving Conference with student

Time in Office

In-School Suspension

Ongoing intervention

Community Service

Bus Suspension

Out-of-School Suspension

LEVEL FOUR: ILLEGAL BEHAVIOR

Level Four 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 are illegal and will result in contacting the authorities.



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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.

Bomb Threat

- Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

Arson

- Student plans and/or participates in malicious burning of property.

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.



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Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

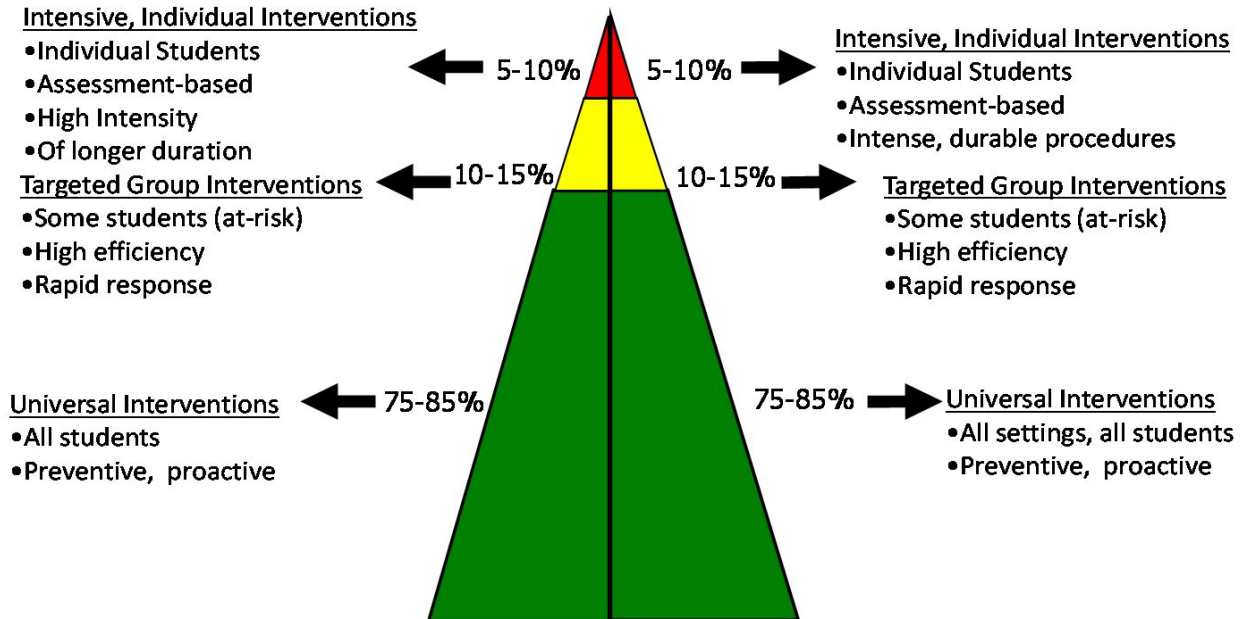
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



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.



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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 instructions 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



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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.



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SPECIAL EDUCATION

Positive Behavior Intervention Plan (PBIP): If a student has an Individual Education Plan or 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 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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