



PALOUSE PRAIRIE
CHARTER SCHOOL

nurturing minds | inspiring leaders

2025-2026 Student/Family Handbook



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Welcome!

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 be on this journey with you.

Parents and caregivers, 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. Many exciting learning experiences will come directly from parents and caregivers and through your family adventures. Additionally, your volunteer time will enable us to provide the richest of educational opportunities to our students.

Please use this student/family handbook, as it contains important information about our school. In addition, please sign up to receive our Quail Call on our website as we share important information weekly. 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 a wonderful year together.

Sincerely,

Sara Beggs

Sara Beggs, PhD.
Executive Director



Section I: Philosophy

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.

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.

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. [EL Education Design Principles](#)

1. Primacy of Self-Discovery
2. The Having of Wonderful Ideas
3. The Responsibility for Learning
4. Empathy and Caring -
5. Success and Failure
6. Collaboration and Competition
7. Diversity and Inclusion
8. The Natural World
9. Solitude and Reflection
10. Service and Compassion

EL Education

PPCS is founded on the principles of EL Education school design and is one of EL's "Credentialed" schools, meaning that we implement the educational model very effectively.

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. Our learning model relies on strong collaborative relationships and skills.

Learning is a community. Family and community involvement are critical to Palouse Prairie's success. As a community school,PPCS expects high levels of family involvement. Parents play essential roles in and out of the classrooms. There are significant opportunities for involvement: helping with classroom instruction, fieldwork and adventure, serving on committees, supporting the office etc. Our goal is 100% participation. Involvement is defined in very broad terms with ample opportunity for families to participate. Attendance at Palouse Prairie carries with it an obligation for family involvement.

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 considering 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.

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 - Respect
- E - Empathy
- W - Welcoming

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. The state of Idaho funding formula is dependent upon daily attendance. Missing school has a substantial impact on PPCS state funding levels. **We request that you plan your vacations around the [school calendar](#).**

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 shares attendance procedures that reflect the Board's policy.

Prior Notice of Absence: Parent(s)/ guardian(s) must notify the school by email, written note or by phone prior to an absence. 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 their teacher as much advance notice as possible. The student will be responsible for completing all assignments during any absence.

Tardiness and Leaving School Early: Students must be at school and with their teacher by 8:20 am for Middle School and 8:25 am for K-5. 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 students and the CREW. The day is filled with a mix of individual and collaborative work times. Tardiness or pulling a child out early limits the student's ability to learn and can be disruptive to the learning of the rest of the CREW. **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. 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 truanancies 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.

- Transfer Students
 - 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.
 - If a student transfers out of Palouse Prairie Charter School, the school will report absences as part of the student files.
- Attendance will be assessed bi-monthly and parents/guardians whose students have 5 or more absences will be notified by e-mail. The notice will include a copy of the [attendance policy](#).
- Students with ongoing attendance problems will be referred to the Executive Director to determine action to be taken.
- If additional absences beyond seven (7) occur, the family will be notified and required to attend an attendance meeting with the teacher and Executive Director to create a plan to



improve attendance

- 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 refer pupils to the Prosecutor's Office as habitually truant or be directed to do so by the board after a hearing.
- If a student has more than fifteen (15) total absences or during a school year, the student may not be eligible for promotion and/or reenrollment .
- Adventures, week-long trips, and field work are an important part of our curriculum and model. Attendance is **expected** and follows the same policies and procedures as all school days. You will not be excused from attending adventures, week-long trips, or fieldwork without a doctor's note.

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 and documented 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 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:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the denial of continued enrollment.
- 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.
- 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.

Re-Enrollment: Palouse Prairie Charter School has a limited enrollment and maintains a waiting list of students presumed ready to 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

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.



Dismissal and Arrival Procedures

We encourage students to bike and walk to school. In order to increase the safety for our students during drop-off and pickup, these guidelines are in place.

Drop off: Drop off time is 8:10-8:25. Students may not be dropped off earlier than 8:10 am, as there is no adult supervision before that time unless they are enrolled in before school care. All students should go directly to their classroom. Students arriving after 8:20 for MS and 8:25 for K-5 should report to the office to sign in and order lunch if needed. Lunch is ordered at 9:00am.

Pick-up: Pick up time is 2:55. To pick up a student after school, parents will enter the parking lot from Nursery Street and circle counterclockwise around the parking lot to the front of the school. Families will receive a card to be displayed on their rearview mirrors at Back to School Night. Remain in your cars and keep to the right to avoid creating congestion. Students will be helped out of or into a waiting vehicle by a staff member. Put carseats and booster seats behind the front passenger seat. This will assist staff in safely getting your student into the car. Parents and guardians should not exit the car to assist with buckling.

- Your child should know how they are getting home each day. 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. 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. Someone from the office will retrieve your child.

Parking is prohibited in the parking lot for drop-off and pick-up purposes. Buses will be arriving from East Palouse River Drive to drop off and pick up students on Nursery Street. Defer to buses when entering or leaving the parking lot. Parking is available on Southview Avenue, with pathway access to the school.

Moscow School District Bus: Children living in areas served by the District can take a school bus to and from school. 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.

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.



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. We utilize the Moscow School District Busses and will be on their school closure schedule if inclement weather arises.

Section III: During School Hours

Celebrations

School celebrations focus on celebrations of learning rather than holidays and birthdays. Celebrations of learning may be at the end of expeditions, reading/writing units, or other such periods.

Community Circle

This community celebration is a time for our students to come together to acknowledge our community, share important news and happenings, and celebrate each other and our successes. K-5 Community Circle is scheduled for every other Friday from 8:35-9:00 a.m., and 6-8 community circles meet on the alternating Fridays. Families are welcome to join the K-5 Community Circle.

Daily Schedules

Office Hours	8:00 am to 3:30 pm
K-5.....	8:25 am to 2:55 pm
6-8.....	8:20 am to 2:55 pm

Fieldwork and Adventure

At Palouse Prairie Charter School, we rarely take traditional “field trips”. Instead, we engage in fieldwork and Adventure. Fieldwork and Adventure is an important component to any learning expedition. During fieldwork, students go out into the field to meet with experts and/or collect data relevant to the learning work of the expedition. All fieldwork is part of the grade level curriculum planning and meets Idaho Content Standards. Fieldwork and Adventure will not be used as a “reward” for behavior and/or academic success. However, students who exhibit unsafe behavior (running away from the group, not responding to adults, chronic behaviors that lead to safety concerns, etc.) in the classroom will not be permitted to attend fieldwork without a behavior plan and an approved family member or staff member available to supervise them. Adventures, week-long trips, and field work are an important part of our curriculum and model. Attendance is expected and follows the same policies and procedures as all school days. You will not be excused from attending adventures, week-long trips, or fieldwork without a doctor's note.



The school transportation vehicle or MSD bus will be used to transport students to all fieldwork and adventure. Parent volunteers may be used to transport students under special circumstances only when approved by the director. Persons transporting students are required to obey all local, state, and federal motor vehicle and general laws. It may be necessary to require a background check if parent volunteers are alone with students.

Physical Education/Nutrition

Students participate in physical education activities at least four 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.

Emergency Drills

In each classroom are posted charts, which indicate the exits and safe areas to be used for fire and other drills. Drills are held on a regular basis. 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. The expectation for all students at Palouse Prairie is that everyone plays together fairly and respectfully solves any differences. Adults are available at recess to help supervise and resolve difficulties. Recess and Physical Education are essential parts of the school day, and are not withheld as punishment. However, if students are not able to meet the school's expectations for safety and kindness during recess, they may not be allowed to return to recess until these behaviors have been resolved.

Recess/Fieldwork/Adventure Cancellations

Outdoor activities will be canceled if there is lightning or thunderstorms in the area; if the temperature is at or below 20F or the wind chill temperature is at or below 10F; or if air quality is at an unhealthy level based on the [Air Quality Index](#).

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.
- 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.



- Students will respect the natural environment and landscaping at all times.

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 must report to the office**, give a reason for visit and sign in with name, date, and time of visit. When the visit has been completed, the visitor should sign out his/her time of departure. **All visitors will wear a visitor's badge so that they may be easily identifiable to staff and students.**

If you would like to schedule a visit to your child's classroom, we ask that you contact the director to schedule. Each teacher's week is fully scheduled with activities planned that are intended to achieve specific student learning outcomes. Unexpected visitors can make it harder to achieve 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.

All photos taken by visitors or volunteers during school activities are for personal use only. Please do not share photos to anyone other than PPCS staff. As some of our families do not give the school permission to use photos of their students, it is important that photos are not posted on websites, social media, or any other public forum. Visitors or volunteers who do not follow these guidelines may be prevented from participating in PPCS fieldwork, adventure program, and class activities.

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:

- School Messenger: Important and timely communication will come via our school messenger system. Phone messages, texts, and emails will be sent to the student's guardian. This system allows the school to quickly and efficiently communicate with families in the case of emergency and school closure.
- Class Newsletters: Teachers will send monthly classroom communication on the 1st working day of each month to share updates about classroom learning and upcoming events.
- Quail Call: Our school newsletter is usually emailed weekly to communicate pertinent school information to our *Families* mailing list. Visit 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 208-882-3684 or email us at office@palouseprairieschool.org. Staff members can be contacted by their first name initial and last name (ex.sbeggs@palouseprairieschool.org)



- Student-led Conferences (SLC): Student-led conferences or parent-teacher check-in are scheduled twice a year. In addition, teachers can be available for meetings or check-ins as needed. Please respect teachers' time by making an appointment to meet with them. To schedule a conference, contact your teacher by phone or email.
- Parent-Teacher Check-in: Teachers will schedule a meeting as needed with parents.

Parent Commitment and Volunteerism

Family and community involvement are critical to Palouse Prairie's success. As a community school, PPCS expects levels of family involvement that is greater than at other district schools. Parents play essential roles in and out of the classrooms. The EL model presents significant opportunities for involvement: helping with classroom instruction, fieldwork, and adventure; serving on committees or Parent CREW; supporting the office; helping maintain the grounds and native plant garden; etc. Our goal is 100% participation. Involvement is defined in very broad terms with ample opportunity for families to participate. Attendance at Palouse Prairie carries with it an obligation for family involvement.

Our [Parent CREW](#) invites every PPCS family member and guardian to get involved. We also invite participation in the following Board-led committees: Curriculum, Development, Facilities/Landscape, Behavior, Enrollment, and Wellness.

Commitments we ask parents to make:

- Attend at least one Adventure/Fieldwork per school year
- Attend ALL Student Led Conferences, Parent-Teacher Check in's, and Passages
- Attend ALL school-wide events: Back to School Night, Gallery Night, etc.
- Adhere to the attendance policy
- Respectful two way communication: Respond to all emails and phone calls promptly
- Read the school communication provided; teacher newsletters, Director's notes, Quail Call, teacher email communication, Board notes, etc..
- **Volunteer at or for the school.** Donate your time and talents! Help is needed in so many areas (small group or one on one tutoring, main office, lunch time clean-up, morning supervision, recess supervision, etc.) Please communicate with teachers to learn more about volunteering needs.
- Contribute financially to our fundraising efforts each year.
- Be an ambassador for our school - share your story and experiences with other families in the community.

Other ways you can help:

- Ask your child's teacher if there is work you can do from home (preparing materials, collecting supplies, etc.).



- Organize in the community: help prepare fieldwork experiences or organize community resources and experts.
- Evaluate and give feedback. There are many settings where helping us evaluate aspects of the school will make the programs stronger.
- Lend a hand (and tools) to help with school maintenance or landscaping.
- Attend Board meetings and/or run for a Board position.
- Join a board committee

Confidentiality when volunteering: Information about students will be kept confidential by all volunteers as determined by the Family Educational Rights and Privacy Act (FERPA). Violating a student's confidentiality isn't just unethical, 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.

When attending meetings or school-wide events, it is important to supervise your children. You will be held liable for any damage or injury that occurs to your unsupervised child. In addition, if your child accompanies you when you are volunteering at the school, please make sure your child is meeting school-wide expectations.

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

Donations and Fundraising

As a free public charter school, Palouse Prairie receives the majority of its funding from the State of Idaho. We receive a per-pupil allotment of funds based on students average daily attendance, which supports our core operations. This is why attendance is so important for our school. However, we do not receive any local funding from property taxes or levies, like the local schools in the Moscow School district.



As a result, fieldwork and adventure, which are so central to the PPCS experience, are supported by monetary support from other sources, including grants from businesses and foundations and donations from our families. We also request donations for school supplies, clubs and extracurricular activities for the same reason. We realize that families have different capacities to contribute, and ensure that all students have the supplies they need and can participate fully.

How to Donate:

Donations can be made by check or electronically through the [PPCS website](#). Contributions can also be paid over the course of the school year in installments. If you are interested in setting up this option, please contact the Business Manager(s), Debbie Berkana at dberkana@palouseprairieschool.org or Kori Claffey at kclaffey@palouseprairieschool.org Any support is greatly appreciated!

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.

Student and Family Privacy Rights

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Charter School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following nine areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
8. Religious practices, affiliations, or beliefs of the student or parents; or
9. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under state law without parental notification). The school will notify families of activities requiring parental notice and consent or opt-out during the school year. The Charter School will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and an opportunity to opt their child out, as well



as an opportunity to review the surveys. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the Executive Director. The Executive Director will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in their student's classroom. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

Student Wellbeing

If a member of the School's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 2425.

Addressing Parent/Guardian Concerns

A parent/guardian who feels the School has violated their rights may file a grievance as described in Policy 4120 Uniform Grievance Policy.

Section V: Student Information

Care of School Property

Students are responsible for the proper care of assigned materials, Chromebooks, Ipads, 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

Our first responsibility is the education of the students. Therefore, we have set minimum safe attire guidelines regarding dress. What we wear to school reflects that we are here to learn.

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.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments.
- Fabric covering breasts, genitals and buttocks must be opaque.
- 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.
- Clothing and footwear must be suitable for all scheduled classroom activities including physical education, fieldwork, adventure, and other activities.
- Clothing displaying inappropriate/offensive writing or graphics is unacceptable. Prohibited clothing includes the use of obscene, sexual, drug/alcohol/tobacco related messages.
- Clothing and accessories must not impede your learning or the learning of others. Costume/novelty accessories such as masks, ears, tails are not appropriate during school hours.

If students do not adhere to attire guidelines, it will be considered a level one behavior. If there is a consistent pattern of not adhering to safe attire guidelines, teachers and staff will use the guidelines for chronic Tier 1 behaviors to identify a logical consequence and make a plan with the student to help them be successful within the guidelines.

Homework

Excessive homework can negatively impact students. The homework assigned at PPCS is typically unfinished classroom work or work they need to prepare for expedition and assessments. Homework assigned is intentional to supplement learning from the school day. It should...

- 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.
- encourage students to struggle productively.
- be age-appropriate in terms of both time and content.
- be differentiated if necessary.

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 students in grades K-5 cannot complete homework for any reason, the parent should write a note or contact the teacher explaining the situation. 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. In middle school, students are encouraged to contact their teacher directly.

Technology and Internet - Acceptable Use

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 provides a computer or Ipad to students for use at school. Computers may also be assigned to students to take home for remote learning and/or homework purposes. All students are provided a Google Workspace account. Students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, log into chromebooks and 3rd party applications such as typing club.

Palouse Prairie School:

- Supervises and monitors students.
- Provides instruction on digital citizenship.
- Provides students with the understanding and skills needed to use technology in an appropriate manner.
- Uses technology time limits by grade level
 - K-2: 10-25 total minutes a day
 - 3-5: 20-30 total minutes a day
 - 6-8: 20-40 minutes per day.

The use of the Palouse Prairie's technology is a privilege. 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:

- Student school email addresses should only be used for school related purposes, not personal or social communication.



- 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.
- Taking pictures or videos of other students/staff without permission.
- 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. 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 should not bring personal belongings such as toys, stuffed animals, or fidgets to school unless it is an approved accommodation. Students are responsible for their personal belongings. The school is not responsible for theft, loss, or damage of any student's personal belongings.

Personal Communication and Electronic Devices

Cell phones, pagers, iPods, smart watches, 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. Exceptions may be made if it is an approved medical accommodation. PPCS



will be glad to deliver messages if a parent needs to contact a child.

Section VI: Medical and Health Information

Head Lice:

Head lice can affect anyone. They are not related to personal grooming habits, nor do they communicate disease or pose a 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 relies on parents to notify the school as soon as possible if lice or nits are found on their child. If a student has suspected live lice, PPCS will get consent from families prior to screening for live lice. Parents of the screened student will be notified if live lice were found.

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). If the child has a temperature or is visibly ill, parents will be notified to pick up the child.
- If a student is fever/vomit free for 24 hours and still has a cough or runny nose they should come to school.

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](#). 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.

Breakfast, Lunch & Snacks

Palouse Prairie Charter School partners with the Moscow School District to provide hot lunches for our students this school year and grab and go breakfast from 8:10-8:25. Menus will be available on our website. The cost for grab and go breakfast is **\$3.00 for students**. The cost for lunch will be **\$4.75 for K-8th students, and \$6.00 for adults***. Students can purchase milk for **\$0.75**. Lunches and milk 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 payable to PPCS by mail or set up payments through your bank bill pay feature.

Snacks: Through the school's [Wellness Policy](#), Palouse Prairie Charter School strives to model and actively practice healthy living. The school accepts parent donations for school snacks. The wellness committee will provide a list of appropriate snacks.

Medical Needs

Because PPCS does not have a nurse on staff, we can only provide limited first-aid care. A school nurse is contracted for specific duties throughout the year. 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 bandage or ice to the injury. Since we are unable to administer more complex 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 911 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. A 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 with a written notice 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. **All prescription medicines must be given according to physician directives and be in the prescription bottle.**

Self-Administration of Asthma Medication, Insulin/Diabetic Treatment, Seizure Disorder Medication, or Epinephrine Auto-Injectors



Pursuant to Idaho Code covering the self-administration of asthma medication, the following shall apply to epinephrine auto-injectors, seizure disorder medication, insulin, or blood glucose monitoring supplies if a parent/legal guardian chooses to have his or her child self-administer medication:

1. The parents/guardians of the pupil shall provide written authorization for the self-administration of medication and provide written certification from the physician of the pupil that the pupil has a severe allergic reaction (anaphylaxis), asthma, another potentially life-threatening respiratory illness, epilepsy or another seizure disorder, or diabetes and is capable of, and has been instructed in, the proper method of self-administration of medication. The student's physician or health care provider-supplied information shall contain:

- The name and purpose of the medicine;
- The prescribed dosage;
- The time(s) at which or the special circumstances under which medication should be administered;
- The length of time for which medication is prescribed;
- The possible side-effects of the medicine;
- Actions to take in the event of an emergency, including if the medication does not improve the child's breathing or allergic reaction;
- Contact information for the physician and parent/guardian; and
- If applicable, a list of the child's asthma or seizure triggers or allergies.

2. The school's administration and appropriate teachers and school personnel shall be informed that the student is self-administering prescribed medication. Such notification shall be done in a manner so as to best preserve the privacy of the student and the student's medical condition to the extent appropriate.

For students with severe or life-threatening allergies this information may be provided in the student's Emergency Care Plan.

Additional Requirements for Self-Administration of Medicines

Palouse Prairie School and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil, absent any negligence by the Charter School.

Food 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 an allergy. PPCS prefers a doctor's note describing the severity of the allergy. A doctor's note is required for a 504 plan.
- 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 an allergy will be thoroughly cleaned prior to the start of the school year to remove any oils or residue.
- That classroom will remain peanut-free/allergy-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 the item that causes a serious food allergy..
- There will be a designated allergy-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

Special Education

Students' academic needs are addressed at PPCS under the same legal guidelines and laws as all public schools. 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 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 follows 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 and paraprofessionals to support.

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.

DISCIPLINE AT PALOUSE PRAIRIE CHARTER SCHOOL

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 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 problem-solving, and being collaborative in finding solutions.

Parent: Parents/guardians are important members of the team. Parents are expected to participate in collaborative conversations, problem solving meetings, and take an active role in supporting the school and their students.

Teacher: Teachers are responsible for providing research based and rigorous academic instruction. Teachers foster positive behavior, classroom norms, and establish clear expectations for students' behavior.

Volunteers: Volunteers are responsible for supporting the teacher, adventure co-leads, and staff. Volunteers are expected to refer to the staff and join in collaborative conversations on best practices for how to support and supervise students.

Multi-Tiered System of Support (MTSS): The MTSS team has the responsibility to support teachers in the review of student behavior data, development of positive behavior supports, and collaborate in finding solutions for the student.

Executive Director: The Executive Director is responsible for establishing school-wide expectations and an active member of the MTSS team. In addition, the Executive Director will also make decisions regarding suspension and expulsion if necessary.

School Counselor: The school counselor is responsible for supporting the implementation of a school-wide culture of CREW, providing proactive support for teachers, students and families through behavioral challenges, conflict resolution, problem solving, goal setting and educational interventions.

FOSTERING POSITIVE BEHAVIOR

Teaching and modeling positive behaviors is a foundational approach to building life long learners. One unique aspect of Palouse Prairie is that the entire school has adopted and promotes CREW. In turn, this provides the foundation for individual classrooms to develop their own set of behavioral



expectations and norms. We use proactive strategies such as morning meeting, community circle, closing circle, MS crew, and a collaborative approach to problem solving.

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. Only through collaboration and communication about the problems can we eliminate these behaviors.

Below you will find the Palouse Prairie Behavior Flowchart. Following the flowchart you will find definitions for the behaviors in each tier.



PALOUSE PRAIRIE CHARTER SCHOOL

nurturing minds | inspiring leaders

Palouse Prairie Behavior Flowchart

Updated Spring 2025

Level 1

Behaviors managed by teachers/staff

- Minor Disruptions
- Uncooperativeness/Disrespect
- Property Misuse
- Inappropriate Language
- Physical Reaction
- Teasing
- Misuse of technology
- Dress Code Violation

Level 2

Behavior is serious and consequences are upheld

- Chronic level 1 behaviors
- Chronic Disruption
- Eloping from classroom
- Property Damage/Vandalism
- Theft
- Abusive Language
- Physical Aggression/Fighting
- Aggressive Defiance
- Threat of Harm
- Chronic Truancy

Level 3 & 4

Safety of others is compromised

- Chronic Level 2 behaviors
- Deliberate Disruptions
- Targeted physical attacks
- Use of tools intended for harm
- Elopement from building/supervision
- Harassment/Threat/Bullying
- Lying/Cheating/Forgery
- Illegal Behaviors such as:**
- Weapons
- Illegal substances
- Bomb threats
- Acts of violence

**Anticipating behavior as a cyclical process: Behavior support processes & accommodations are to be adjusted and monitored during a 3-4 week period, extended if necessary. If behavior persists without reasonable progress, the team reconvenes to adjust theory of action.*

Teacher/Staff Managed

Team Managed

Director Managed

1 Step 1: Reteaching Expectation

Explicit and direct reteaching of desired behavior. Communicate boundaries and alternative options. Logical consequences.

2 Step 2: Problem Solving

Informal problem solving with student. Implement accommodation or logical consequence, update guardian and document.

3 Step 3: Behavior Reflection

Implement appropriate reflection opportunity and logical consequence. Contact guardians, and document via swiss/behavior reflection form.

4 Step 4: Team Meeting

Individualized positive reinforcement plan and consequence options, co-created by students team. Team including: Teacher, Director, Guardians,, Counselor, and Special Education teacher/504 Case Manager (if applicable).

1 Step 1: Reteaching Expectation & Assigning Consequence

Expectation is enforced and consequence is assigned. Document behavior in SWIS. Guardian is contacted. Review student handbook.

2 Step 2: Team Meeting & Establishing Behavior Plan

Consequence is assigned, team meeting including Teacher, Director, Guardian,, Counselor, and Special Education Teacher/504 Case Manager (if applicable) is requested, guardians are contacted for a team meeting to create plan.

3 Step 3: Corrective Action

Guardian meeting. In/out of school suspension and possible expulsion is assigned. Review Policy 3340: Corrective Action and Punishment.

All teachers are encouraged to:

- Seek to understand, set clear boundaries, and use problem-solving language to work with the student on challenging behaviors.
- Communicate with families **before** the behavior needs office management.
- Seek support from school counselor for researched-based interventions and accommodations.
- Send clear communication to the office if student is sent: Text, email, note, verbal update.
- Self assess their implementation of Management in the Active Classroom when faced with behavior challenges.



BEHAVIOR DEFINITIONS

Level 1 Behaviors

Minor Disruption

- Talking out, delaying the next activity, walking around without permission, not prepared for the next activity, needing more than one prompt to complete the task and prepare for the next activity, excessive noises and movements, inappropriate items, at school, toys, eating/drinking without permission etc

Uncooperativeness/Disrespect

- Refusal to follow instructions or requests of adults, eye rolling, ignoring, leaving the classroom without permission

Property Misuse

- Using supplies inappropriately, writing on tables and walls, breaking school supplies intentionally

Inappropriate Language

- Put downs, gossiping, name calling (ie. stupid/dummy), talking about relatives, clothes/appearance, academic competence, teasing. Cursing after dropping something or stubbing toe, mumbling after being given directions ("this sucks", "freakin", "crap", etc.)

Physical Reaction

- Intentional inappropriate unwanted physical contact.
- Pushing, shoving, pulling clothes, hand holding, hugging, invading personal space, throwing objects, etc

Teasing

- Making unkind comments about others

Misuse of Technology

- Accessing websites not used for instructional purposes,

Dress Code Violation

Level 2

Chronic Level 1

- Behavior does not improve with reminders, reteaching, and classroom supports

Chronic Disruption

- Classroom disruptions do not improve with reminders, reteaching, and classroom supports

Eloping from classroom

- Intentionally leaving the classroom without permission

Property damage/vandalism

- Participating in an activity that results in damaging of school property or peer/staff belongings

Theft

- Removing 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.
- Taking another student's snack or personal possession from their desk/book bag/etc., taking school property without permission.



Abusive Language

- 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 body parts, profanity.

Physical aggression/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, mutual aggression

Aggressive Defiance

- intentionally pulling the fire alarm, yelling, spitting, hitting

Threat of harm

- Threatening to harm without a clear plan. Example: I'm going to kick your butt

Chronic Truancy

- Skipping class, being late to class repeatedly/intentionally

Level 3

Chronic Level 2

Deliberate Disruptions

Targeted Physical attacks

Use of tools intended for harm

Elopement from building/supervision

Harassment/Bullying

- Repetitive, targeted, perceived imbalance of power, to cause harm
- Threatening/intimidating others

Lying/Cheating/Forgery

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

Level 4

Illegal behaviors

- Illegal substances, bomb threats, acts of violence, weapons, starting a fire(arson)

SUSPENSION AND EXPULSION

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 on 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, whose conduct is 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 IEP team 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 from school and a



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 Flow Chart. 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.

Section VIII: Highly Capable and Gifted and Talented Plan

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.

PPCS Philosophy Statement & Goals

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 plan to meet students' varied needs based upon ongoing assessment.

Program Goals

- Offering 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.
- Providing 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 (EL Core Practice 11).

- Providing 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 across or within content areas may be considered for exceptional students if other program structures do not prove to be effective.

Closing

At PPCS "we are crew not passengers" is a motto we live by. Thank you for your partnership in creating a safe environment for all students to learn, thrive and grow. Please sign the signature page below indicating that all parents and caregivers have read the 2025-2026 family handbook and discussed its contents with your student. Students will sign that they understand the contents of this handbook.



2025-2026 Student Family Handbook Acknowledgement

I _____ have read and understand the Student/Family Handbook
Student name

Student Signature

I, _____ have read and understand the Student/Family Handbook
Parent/Caregiver name

Parent/Caregiver Signature