



Pocatello Community Charter School

We are Crew, not Passengers.



PCCS Parent and Student Handbook

PCCS Student and Parent Handbook

The Founding of PCCS

The Pocatello Community Charter School began with a small group of parents who wanted something different for our children's education and were intrigued with the new Charter School law. We met regularly at Main Street Coffee and News to discuss our vision of a perfect school and draft the school's Charter.

Each week we assigned ourselves topics to research, and the next week we would report both what we had found and our suggestion for what the school should do. Then we'd discuss the issue. As we found consensus, we would write it up and add it to the charter. Please don't think we were all education experts. We mostly just shared a common vision and were willing to work hard to make it happen.

While we were busy writing the Charter, we came across Expeditionary Learning. Our vision so perfectly matched the EL curriculum that we contacted them and set up a meeting. The EL partnership truly saved the school that first year, and has become an ongoing source of inspiration and motivation.

We worked hard to open the school, securing temporary space at Garrett Freight Lines until the Westwood Mall could be remodeled; buying surplus classroom furnishings at auctions; writing grants to pay for equipment and remodel costs; interviewing teachers; and recruiting potential students. We were crazy busy.

Not everything went smoothly: the first day of school (Fall 1999) the new classroom chairs still had not arrived so everyone stood or sat on the floor; we forgot to buy a First Aid kit for scraped knees; and the teachers hadn't had yet had any training in EL. But we all kept working, stepping in when we saw a need. A separate group of parents held fundraisers to buy the playground equipment; another couple moms figured out how to run a school lunch program. It was a "We Can Do It" sort of school—a spirit I am happy to see carry on at PCCS today.

The founders all remain proud of the work we did and the school we created. A group picture of us hangs in the office, but since our names are not posted there, I will list them here: Marjanna Hulet, Gina Judd, Mike Engle, Ronda Stickney, Janet Marrugg, JoAnn Cole-Hansen, and Sara Fullerton.

--Marjanna M. Hulet
Chair, PCCS Founding Committee

Purpose

Pocatello Community Charter School (PCCS) was founded on the belief that the school community (parents, students, and staff) must work together to maximize academic success and character development in students. This handbook is designed to be a transparent reference for what is required to maximize student success at PCCS. At the end of this document, PCCS asks that parents and students agree to follow the ideals and policies laid out in this handbook by signing an agreement form.

PCCS Community Agreements

Like any community, differences of opinion and conflict exist in the PCCS community. The PCCS Community Agreements are norms that describe how we resolve differences of opinion and conflicts within the community. The PCCS Community Agreements are as follows:

1. I will assume the best intentions of others.
2. Conversations will be conducted constructively with all members of the PCCS community.
3. I will respect the opinions of others.
4. I will do my best to come on time to meetings.
5. If a conflict arises, I will talk to the person involved and ask them to discuss it or request mediation from an agreed-upon thirdparty.
6. If confronted with an issue that does not concern me, I will refer the person to the involved party.
7. If I am approached to discuss an issue, I have the right to take some time to respond, so I don't end up saying anything I'll regret.
8. If I am not approached to discuss an issue or concern, I can assume I am in good standing with the community.

These Community Agreements are written with the expectation that for conflict resolution we will address issues directly with the person(s) involved first. If the parties cannot resolve the issue, the immediate supervisor (for example, the dean) and then the chair of the PCCS Governing Board can be approached for assistance (in that order). The Governing Board chair will determine whether the issue should be addressed at an upcoming board meeting. The community member(s) seeking assistance should be prepared to demonstrate that they have addressed the conflict with the person(s) involved directly first, and with the immediate supervisor where applicable.

Volunteering

PCCS seeks to provide an extraordinary educational opportunity for students. We need your help to be able to provide that extraordinary educational experience. One aspect of the student experience here at PCCS is the multitude of events held at the school. Those events include but are not limited to Speech Festival, Passages, Fall Festival, Music Festival, Field Day, Expedition Exhibition, and student-led conferences. PCCS maintains an adventure program where, each year, students enjoy a camping experience, a rock climbing experience, and an experience crossing snow. Students also do field work outside of the school for their expeditions. All of these experiences require an amount of planning and work that is outside the realm of typical school duties.

Beyond the help PCCS requires for activities outside the school, PCCS cherishes the assistance we receive from our community in the classroom to assist with small group instruction, provide expertise in various areas, or even teaching electives in the middle school. Parents who are unable to help in the classroom environment are able to help around the school in various other ways such as chaperoning after-school activities, working on projects outside school hours, and in parent organizations such as the PTO and PCCS Governing Board.

To make this type of school experience possible, PCCS requires an extraordinary amount of support from parents. Therefore, PCCS expects that each parent to volunteer in three ways during the school year.

1. PCCS's two major events that require a great deal of parent volunteer help are Speech Festival and Passages. We ask that parents volunteer one day for one of these events. Speech Festival is held on one day in February, and Passages presentations are held on three days in May.
 2. PCCS also asks that each parent volunteer to help with Fall Festival, Field Day, or one class-related activity outside of school. Generally, it is not possible for every parent to be able to participate in an out-of-school activity. Parents with specialized training (ex. medical training) and parents with a history of volunteerism are given first opportunity to participate in out-of-school activities to help ensure success in those activities.
 3. Finally, PCCS asks that parents of each student volunteer for the crew. This may entail organizing folders or classroom libraries, working with small groups of students for extra support, or helping with a project outside of school hours. Crew leaders are encouraged to provide volunteer activities outside of school hours for parents who are unable to help during regular school hours.
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Positive Behavior Interventions and Supports (PBIS)

PCCS teaches behavior expectations in the same manner as any core curriculum subject using school-wide Positive Behavior Interventions and Supports (PBIS). All students strive to **Seek Excellence** by living the following school-wide norms: **Be Kind, Work Hard, No Excuses**. Students are able to develop what the norms look like and sound like in each subject and physical area of the school. Crew leaders and support staff explicitly teach behavior expectations and students reflect on how those expectations support their Habits of Work and Learning (HOWL) goals. Students use the norms to develop a personalized HOWL goal that they will work toward throughout the year. Habits of Work and Learning (HOWL) goals are made to be applicable to school, home, adventure, service, and other opportunities. Crew leaders involve students in creating crew agreements, and students are given many opportunities to reflect and offer feedback on their progress towards individual and crew goals.

Crew leaders and support staff receive training on how to speak positively to students, and how to defuse difficult situations in a positive way. PCCS staff actively seeks to “catch” students doing good things, specifically in line with our school-wide norms (Be Kind, Work Hard, No Excuses). Students who are caught being a good example of our norms are rewarded with Wolf Bucks and may be recognized at a Community Meeting or in the classroom with a “HOWL Out.” PCCS is currently in its second year of training through Idaho’s PBIS network. The proactive guidelines of Love and Logic are also practiced and used throughout the school.

Love and Logic

The “9 Essential Skills” of Love and Logic will be used as guidelines for staff working with students. Love and Logic principles empower the crew leader regarding the process for managing student misbehavior, with input from the students and parents. Maintaining excellent communication between the crew leader and the parent is a central part of the success of PBIS and Love and Logic and is the foundation of the PCCS discipline policy.

The successful crew leader uses the “90-10 Goal” of using preventative strategies 90% of the time, and 10% of the time using intervention strategies as developed by Charles Fay. Examples of preventative strategies are:

- Building positive relationships with all students
- Teaching routines and procedures
- Setting enforceable limits in respectful ways
- Sharing control limits
- Modeling enthusiasm, compassion, character, and respectful dress
- Providing high levels of friendly supervision in unstructured settings such as recess and lunch
- Using instructional strategies and content that maximizes engagement and learning
- Intervening with preventative interventions when misbehavior is still small
- Speaking to students in a positive and respectful manner

- Communicating to students that we value them more than their academic achievement, athletic ability, or appearance
- Guiding students toward solving their own problems and making restitution when they create problems for others
- Reacting with empathy instead of anger, frustration, or sarcasm
- Providing a safe space for short-term recovery

In addition to these proactive guidelines based on Love and Logic, the PCCS Board provides specific policy behaviors and disciplinary guidelines.

Delegation of Authority

Each crew leader, and any other school personnel when students are under his/her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Crew leaders/staff may remove students with disruptive behaviors from a classroom when the behavior is serious enough to hinder the teaching process. Parents may be asked to pick-up students to take them home.

Behavioral and Discipline Guidelines

Violations of crew agreements and/or school-wide behavior expectations will invite consequences that are based upon several factors, including but not limited to the severity of the act, the situation in which it occurred, the frequency of the behavior problem, and the needs of the child.

Most student misbehavior will result in a consequence given by their crew leader and handled in the classroom. Students will receive a yellow - **minor** - office discipline referral (ODR) for the following types of violations:

- Using an electronic device in the classroom or other areas of the school without permission
- Not dressing appropriately as outlined in the PCCS Uniform Policy
- General classroom disruptions after redirections
- Minor Insubordination

It is the crew leader's discretion if the parents are contacted after their child receives a minor ODR.

Misbehavior that requires the student to be sent to the dean's office will result in the student receiving a **major** office discipline referral and a parent being contacted unless cleared by the dean.

No one may jeopardize the safety or well-being of any person at the school. We define safety as including physical, mental, social, and educational aspects. No one may damage school property. This includes the building, grounds, furnishings, and materials at the school. In addition, students will receive an orange - **major** - office discipline referral (ODR) for the following types of violations:

- Involved in any activity that constitutes disorderly conduct, an interference with school purposes of an educational function, or any disruptive activity

- Leaving the school grounds without obtaining permission at the school office
- Physical aggression
- Violating any of the Zero Tolerance guidelines listed in the discipline policy
- Computer/internet violations
- Climbing on the roof
- Vandalism or destruction of property
- Major Insubordination, including multiple minor referrals for similar behavior

Disciplinary Measures

Disciplinary measures may include, but are not limited to, these intervention strategies:

- Logical and natural consequences
- Conference held with parent and student to develop a plan to correct the behavior
- Crew leader/staff and/or student and/or parent contact referral to office
- Referral to the school guidance counselor to help the student develop a plan to correct the problem
- Detention, including Saturdays
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Restitution for damages to school property
- Suspension
- Notification of juvenile authorities and/or police/school resource officer
- Expulsion

No person who is employed or engaged by the school may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and school personnel are permitted to use, reasonable force as needed in the following circumstances:

- to promote the harmony of the school
- to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense

Parent Concerns and Due Process

If parents have a concern about their child and/or the school, they should discuss their concern with their child's crew leader. In most cases, parents and crew leaders will be able to reach a satisfactory agreement. If parents and/or the crew leader feel that a satisfactory solution has not been reached, they may ask the dean to resolve the problem. The dean will then decide how the concern may best be resolved.

Parents have rights of appeal and due process beyond appealing to the dean. If the problem is not resolved by the dean, the dean has the obligation to inform parents of those appeal procedures and due process rights.

Homework

At PCCS, we understand that homework is critically important to reinforce the learning that has occurred at school. Homework also builds the Habits of Work and Learning (HOWL) skills that students will need to be successful in high school, college, career, and life. Research shows that homework provides immediate and long-term benefits. Students who regularly do homework understand the material and retain the information better. In the long term, students who regularly do homework benefit from learning that is encouraged during leisure time, have improved study habits and skills, and have an improved attitude towards school. Additionally, these students have greater self-direction and self-discipline, are more inquisitive and participate in more independent problem solving, and time management is easier for them. Just as importantly, homework also helps connect parents to what students are learning so that parents may engage their students in dialogue about school work.

Generally, parents should expect an amount of homework approximately equal to 10 minutes per grade level per day. Therefore, students in 1st/2nd grades should expect around 15 minutes of homework per day on average, and 5th/6th grade should expect near an hour. Daily reading expectations are generally not considered to count towards that homework time. However, take-home curricular reading (mostly in upper grades) may count towards that homework time. It is also important to remember that these times are meant as guidelines. It is natural that some weeks students should expect more homework and other weeks less homework. It is also natural that some students will complete 30 minutes of homework in 15 minutes and other students will require 45 minutes to complete the same homework.

Parents' Role in Homework

The parents' role in students completing homework is critical. Teachers should inform parents how they can best support their students for the classroom learning targets. However, the parents' expected role is likely different than what you may be used to in a different school. At PCCS, we'd rather students explain their homework to their parents than parents re-teaching concepts to the students.

If a parent finds that their students are requiring regular re-teaching, it may be important for the parent to let the teacher know. Parents should still help their students learn to spell spelling words, memorize site words and math facts, etc.

Office Homework Referrals: “Green Slips”

If a student’s missing homework begins to negatively impact his/her education the student will be given a Green Slip to take home and have his/her parent sign and return to his/her teacher. The Green Slips are used to notify the parents and track the students who are struggling with their homework. If a student receives multiple Green Slips, supportive interventions will be put in place to help the student succeed. The school counselor is available as a supportive resource for the students and their parents. If the supportive interventions are unsuccessful then the parents and student may be asked to meet with a Student Achievement Committee to create an effective plan for their student’s academic success.

Communication

We know that cooperation between home and the school is a major factor affecting student success, and effective communication is a key to that cooperation. At PCCS, the vast majority of communication transpires via email. Newsletters from teachers and the dean are sent via email, and important information from the PTO, the office, and the Governing Board are all distributed via email.

PCCS encourages parents to maintain an email account that is read regularly and to inform both the office and crew leaders of any email address changes. Also, if parents are not able to maintain an email address, parents should inform both the office and crew leader that information should be sent home with a student and/or mailed via United States Post Office.

Generally, immediately before school and after school are not ideal times for impromptu meetings with teachers. Parents should feel free to contact teachers to make an appointment at a time that works well for both the teacher and the parent.

Media Release Form

An important concept in EL Education schools is to make student work public. This may entail showing examples of student work in the Center for Student Work on the Expeditionary Learning website or the school’s website. This may also entail sharing pictures or videos of students participating in PCCS activities. Please find the media release form at the back of this handbook, and return it to your student’s crew leader so that we may know if you wish to grant permission for PCCS to share your child’s image and work with the world.

Audio and Video Surveillance

Audio and video surveillance is in place throughout the interior and exterior of the PCCS facility. The primary purpose for the surveillance system was to enhance student and staff safety based upon recommendations from the Idaho Division of Building Safety Office of School Safety & Security.

Access to the surveillance system is limited to school administration. However, access

may be granted to school personnel by administration on a case by case basis should school personnel have reasonable need to access the system.

The audio and video surveillance system may also be used as needed to help discern events in disciplinary situations on a need basis as determined by school administration.

Teachers may also use the system to record lessons for the purpose of professional development.

Emergency Response Guide

A current emergency response guide will be maintained by PCCS. All personnel will be given access to the document, and it will be the responsibility of each personnel to be familiar with its contents. Parents may request a copy of the emergency response guide from school administration.

Special Education

As a public school, PCCS serves all students including students with disabilities. Students with disabilities which negatively impact their academic performance may qualify for special education services. If you would like to discuss the possibility of a student receiving special education services, please notify your teacher or the special education teacher.

Title I

PCCS has a school wide Title I program which provides various academic supports for students. If you believe that your student may benefit from any of our Title I services, you may discuss these services with your student's teacher.

The Title I program is funded based upon free and reduced lunch forms. It is extremely important that all of our parents fill out this form regardless if you are interested in free/reduced cost lunches or whether you feel like you qualify. Various federal revenue streams and our school's ability to apply for grants is based upon numbers taken from these forms.

Title I-A Parent Notification for Teacher Qualifications - Regarding the Right to Receive Teacher Information

Federal law requires that each Title I-A school notify families/parents of each student attending any school receiving these funds that information regarding the professional qualifications of their child's classroom teacher(s) may be requested.

As a parent or guardian of a student attending PCCS, you have the right to know:

- Is my child's teacher licensed to teach the grade(s) and subject(s) assigned?
- What is the college major of my child's teacher(s)?
- What degree or degrees does my child's teacher(s) hold?
- To request the state qualifications for any of your child's teacher(s) and/or paraprofessional(s), please contact the school office.
- If you would like more information about PCCS's Title I-A program, feel free to contact us.

You will be notified if your child is being taught by a teacher over four or more consecutive weeks who does not meet state licensure requirements for the teaching assignment.

Policies and Procedures

Pocatello Community Charter School Pandemics Operations Plan

Guiding Principles

- It is a school's foremost responsibility to create a safe and effective learning environment for all students and staff.
- Most students learn best in-person with their teacher guiding their instruction.
- There is significant value in educating students in strategies for maintaining their own health and the health of other community members during this current Covid19 pandemic or future pandemics which they may experience in their lifetimes.
- It is critical for all members of our community to support the plan for returning to in-person instruction in order for the plan to be successful. **WE ARE CREW.**

Summary

Based on current data and under the advice of the *Southeast Idaho Department of Public Health*, PCCS will hold in-person classes. Although the school can and will take many precautions to prevent the transmission of Covid-19 (outlined below), it is incumbent on all of the stakeholders, teachers, staff, parents, and children to take precautions at home that will stop the spread of the disease. In particular, we ask that you not send your child to school if they are sick. The school will take numerous additional measures to ensure the safety of the students and staff. These are outlined in detail below and will include :

- Sanitation procedures for items such as computers and media that must be shared
- Hands-free hand sanitizer dispensers in each classroom.
- New movement patterns and signage that will minimize the number of and proximity of students in the classroom and in hallways.
- Education of students in regards to the sanitation of personal items and how to distance.

To view the full version of the PCCS Pandemics Operations Plan, visit the PCCS website at pccs.k12.id.us

PCCS ATTENDANCE, TARDINESS, AND EARLY RELEASE POLICY

Definitions

Truancy is a condition for which a student is unaccounted during the school day. Truancy will be addressed in accordance with disciplinary procedures.

Tardiness is a condition for which a student is unaccounted for during a brief portion of the school day. Corrective action for student tardiness is within the scope of student discipline.

Consequences for Lack of Attendance

School officials expect parents/legal guardians to have their children in attendance daily and on time. The officials will consider a student's lack of attendance as habitual truancy and will take disciplinary actions that are not limited to suspension, a recommendation for expulsion and a referral to Attendance Court. Should a student be under the jurisdiction of juvenile authorities, a lack of attendance shall be reported to the student's probation officer and/or the juvenile court.

Attendance

Regular attendance is an integral part of a child's success at school. Therefore, there is a high expectation that students arrive to class on time every school day and attend class for the entire duration of the school day. As a center of Expeditionary Learning, PCCS is a project-based learning environment. 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.

Funding for PCCS from the state of Idaho is contingent upon student attendance. The state does not distinguish between excused or unexcused absences for funding. When students are absent for any reason, the school is deprived of funding for that student that day. Each absence costs our school approximately \$40 in funding. Excused absences for medical reasons are at times necessary; however, these absences do cost the school money that could be put to excellent use in bettering the education that your child and others receive at PCCS and should be minimized to the greatest extent practical.

Absences

Parents/guardians are responsible for notifying the office (the school secretary) by e-mail (secretary@pccs.k12.id.us) or by phone (478-2522) prior to the absence by 9:00 a.m. on the morning of the day of absence in order for the absence to be excused. **An excused absence is one caused by illness, hospitalization, or a family emergency.** Providing documentation for an absence (e.g, a doctor's note) ensures that an absence is deemed excused. For an expected absence, please give the crew leader as much advance notice as possible. The student will be held responsible for completing all assignments during the absence.

The same protocol will be followed for all students when absences accumulate:

- If a student receives 5 absences during a school year, the parents/guardians will be notified. Please address known attendance problems with the student's Crew Leader as early as possible when extended absences are necessary.
- If a student accumulates 10 absences (including tardies mentioned below), the dean will be notified and will investigate reasons for absences and the degree to which absences are interfering with the student's academic performance, parents/guardians may be sent a certified letter and be asked to meet with the Attendance Committee within 10 business days from the date of the letter. The purpose of the meeting is to make a plan to address future school attendance. The Attendance Committee may include the crew leader, Administrative Assistant, and the Dean/a special teacher/a representative from the PCCS Governing Board. Excused absences and special circumstances are taken into consideration by the Attendance Committee and the Governing Board.

- On a case-by-case basis, if a student is habitually tardy or truant, the Attendance Committee may deny a student the privilege of walking through Passages Ceremony. When a student has 18 or more absences, the Attendance Committee will be consulted to determine whether or not a referral to Attendance Court is recommended. The PCCS Governing Board may schedule an expulsion hearing, allowing the parents or guardians to plead the case of a student with a record of habitual truancy. With attention to due process, this hearing may result in the expulsion of a student from PCCS.

Tardiness/Early Release

It is very important for students to be on time to school. A student who is habitually tardy or who leaves school early, misses important crew meetings, and essential information/discussions. In addition, he/she disrupts the learning process for all students in the classroom.

For the Kindergarten Red Crew, school starts at 8:20 and ends at 11:20. Students who arrive later than 8:30 will be marked tardy. The Kindergarten Blue Crew will begin at 12:15 and ends at 3:15. Students who arrive later than 12:25 will be marked tardy. All students who are tardy, excused or unexcused, **must be signed in at the office by an adult.** (Wednesday school hours are 8:20 to 12:20).

For students in the 1st to 8th grades, school begins at 8:20 a.m. each morning. All students who arrive later than 8:30, excused or unexcused, **must be signed in at the office by an adult** and are officially considered tardy. School ends at 3:15 on Mondays, Tuesdays, Thursdays, and Fridays, and at 12:20 on Wednesdays.

Excused tardies and early releases include illness, hospitalization, family emergencies, or dentist/doctor appointments. (It is highly recommended, however, that routine dental and doctor appointments be made before or after regular school hours). In order for your tardy/early release to be recorded as excused, documentation of these circumstances (e.g., a doctor's note) is required. If a student must be released early, she/he will be released only to a parent or authorized person. Students **must be signed out at the office by an adult** prior to leaving any time during school hours. If the child returns to school on the same day, the parent or other authorized person must sign him/her back in at the office.

Three unexcused tardies and/or early releases are treated as one unexcused absence.

Truancy

Whenever it shall come to the attention of the Governing Board of any school district that the parents or guardians of any child are failing to meet the requirements of Title 33 Chapter 2 of the Idaho Statutes, a petition shall be filed with the probate court of the county in which the child resides. As stated in Idaho Code 33-206, **Habitual truant defined** - a habitual truant is any pupil who, in the judgment of the Governing Board, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians have failed or refused to cause such child to be instructed as provided in Idaho Code Section 33-202.

Pocatello Community Charter School Discipline Policy (Revised November 2013)

Behavior Expectations, Rules, and Disciplinary Procedures

The Pocatello Community Charter School (PCCS) Governing Board has established a set of expectations, rules, and disciplinary procedures to ensure student safety, enhance the learning environment, and prohibit certain behaviors or activities such as violence, drugs, alcohol, nicotine, and bullying. In this document, we outline these expectations and rules. In the first section, we present a set of proactive behavioral guidelines used at PCCS to enhance the learning environment in keeping with the philosophy of and principles of PCCS. The remainder of the document provides information on rules, violations, and potential consequences and disciplinary actions.

PCCS personnel have the authority to hold a pupil to strict accountability for disorderly conduct in school, on the way to or from school, during intermissions between activities, adventure, or recess. Each student and situation will be considered unique and natural consequences will be employed to encourage a sense of responsibility. Student disciplinary actions will be addressed on a case-by-case basis. Potential disciplinary actions or examples of disciplinary actions are described in this policy; **however, the dean and Governing Board have the final decision-making authority in compliance with Idaho State Code 33-205.**

Violations will invite consequences that are based upon several factors, including but not limited to the severity of the act, the situation in which it occurred, the frequency of the behavior problem, and the needs of the child. Misbehavior that requires the student to be sent to the dean's office will result in a parent being contacted unless cleared by the dean. Students should receive consequences from crew leaders and not necessarily from the dean for most misbehavior.

Students have a right to due process.

Parent Concerns and Due Process

If parents have a concern about their child and/or the school, they should discuss their concern with their child's crew leader. In most cases, parents and crew leaders will be able to reach a satisfactory agreement. If parents and/or the crew leader feel that a satisfactory solution has not been reached, they may ask the dean to resolve the problem. The dean will then decide how the concern may best be resolved.

Parents have rights of appeal and due process beyond appealing to the dean. If the problem is not resolved by the dean, the dean has the obligation to inform parents of those appeal procedures and due process rights.

Proactive Guidelines Using Love and Logic

The “9 Essential Skills” of Love and Logic will be used as guidelines for staff working with students. Also, Love and Logic principles empower the crew leader regarding the process for managing student misbehavior, with input from the students and parents. Maintaining excellent communication between the crew leader and the parent is a central part of the success of Love and Logic and the foundation of the PCCS discipline policy.

The successful crew leader uses the “90-10 Goal” of using preventative strategies 90% of the time, and 10% of the time using intervention strategies as developed by Charles Fay. Examples of preventative strategies are:

- Building positive relationships with all students
- Teaching routines and procedures
- Setting enforceable limits in respectful ways
- Sharing control limits
- Modeling enthusiasm, compassion, character, and respectful dress
- Providing high levels of friendly supervision and unstructured settings
- Using instructional strategies and content that maximizes engagement and learning
- Intervening with preventative interventions when misbehavior is still small
- Peeking to students as we would want someone to speak to us
- Communicating to students that we value them more than their academic achievement, athletic ability, or appearance
- Guiding students toward solving their own problems and making restitution when they create problems for others
- Reacting with empathy instead of anger, frustration, or sarcasm
- Short-term recovery

In addition to these proactive guidelines based on Love and Logic, the PCCS Board provides specific policy behaviors and disciplinary guidelines

Behavioral and Discipline Guidelines

No one may jeopardize the safety or well-being of any person at the school. We define safety as including physical mental, social, and educational aspects. No one may damage school property. This includes the building, grounds, furnishings, and materials at the school. In addition, the following are some examples of behaviors that may lead to consequences from the dean:

- Involved in any activity that constitutes disorderly conduct, an interference with school purposes of an educational function, or any disruptive activity
- Leaving the school grounds without obtaining permission at the school office
- Using an electronic device in the classroom or other areas of the school without permission
- Not dressing appropriately as outlined in the PCCS Uniform Policy
- General classroom disruptions
- Insubordination
- Computer/internet violations
- Climbing on the roof

Disciplinary Measures

Disciplinary measures may include, but are not limited to, these intervention strategies:

- Logical and natural consequences
- Detention, including Saturdays
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Restitution for damages to school property
- Suspension
- Notification of juvenile authorities and/or police/school resource officer
- Expulsion
- Conference held with parent and student to develop a plan to correct the behavior
- Crew leader/staff and/or student and/or parent contact referral to office
- Referral to the school guidance counselor to help the student develop a plan to correct the problem

No person who is employed or engaged by the school may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and school personnel are permitted to use, reasonable force as needed in the following circumstances:

- to promote the harmony of the school
- to maintain safety for other students, school personnel , or other persons, or for the purpose of self-defense

Zero Tolerance

PCCS has zero tolerance for the behaviors described below. Zero tolerance behaviors are considered exempt from the 90-10 Love and Logic goal described in this policy. Students found to have committed zero tolerance behaviors may be subject to immediate school suspension at the discretion of the dean or any faculty member empowered to act as the dean for disciplinary purposes in the dean's absence. In addition, engaging in any of the following activities may result in notification of the school resource officer, law enforcement, and result in an out-of-school suspension, and possibly, expulsion by the PCCS Governing Board.

Zero tolerance behaviors include the following:

1. Any act of violence or threat of violence intended to cause bodily harm or threaten the health of another person.
2. Using, possessing, being under the influence of, distributing, purchasing, or selling alcohol, tobacco, nicotine, illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia products. If a student tests positive for drugs while in attendance at school or at a school activity then the student will be treated the same as if the drug was taken at school or at the school activity.
3. Possessing a weapon in a school building, at a school-related activity, or on the school grounds.
4. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.
5. Bullying (see section below).

Weapons have no place in the classroom, and possession of such will be grounds for expulsion. Any person who possesses, carries, or stores a weapon in a school building or on school grounds, except as provided below, may be referred to law enforcement for immediate prosecution, as well as face disciplinary action by the school. In addition, a parent or guardian of any minor violating this policy may also be referred for possible prosecution, on the grounds of allowing the minor to possess, carry, or store a weapon in a school building. Law enforcement personnel are exempt from this section of the policy.

If a student violating this policy is identified as disabled, either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed.

For the purposes of this section only, the following terms are defined: "school building" shall be defined as all buildings owned or leased by PCCS that are used for instruction or for student activities; "weapon" shall be defined as any type of firearm, knife, or device whose possessor intends to use for the purpose of causing harm to another person. The policy applies to school events and adventure.

Delegation of Authority

Each crew leader, and any other school personnel when students are under his/her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Crew leaders/staff may remove defiant students from a classroom to be sent home for recovery for the remainder of a period for disruptive behavior that is serious enough to hinder the teaching process.

Bullying/Harassment/Intimidation/Hazing

The PCCS Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, intimidation, or hazing, by students, staff, or third parties is strictly prohibited and shall not be tolerated.

Peer Abuse

- Teasing and insults about possessions, clothes, looks, etc.
- False reporting of others behaviors
- Name calling, mean looks
- Hiding or taking items from others
- Making threatening or insulting gestures/pictures
- Pushing, shoving, poking, book checking, blocking someone's path, etc.
- Gossiping, starting/spreading rumors

Definitions

1. "Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in school business.
2. "Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any school-sponsored activity or grade-level attainment, including, but not limited to, forced consumption of any drink, alcoholic beverage, drug, or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact; sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requiring, encouraging, authorizing, or permitting another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed; or other such activities intended to degrade or humiliate.
3. "Harassment" includes, but is not limited to, any act that subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, or physical nature, on the basis of age, race, religion, color, creed, national origin,

sex, ancestry, disability, or marital status.

4. "Intimidation" includes but is not limited to, any threat or act intended to tamper with, substantially damage, or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact, or inflict serious physical injury, on the basis of age, race, religion, socioeconomic status, color, creed, national origin, sex, sexual orientation or identity, ancestry, disability, or marital status.
5. "Bullying" happens when someone with more power unwantedly hurts or demeans someone with less power. Power may be physical strength, social skill, verbal ability, or another resource.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, or bullying, in violation of this policy is encouraged to immediately report his/her concerns to the dean. This report may be made anonymously. A student may also report concerns to a crew leader or counselor, who will be responsible for notifying the appropriate school official. Complaints against the dean shall be filed with the PCCS Governing Board.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. Whenever an employee sees a violation of this policy, that employee shall inform the parent(s) of the violated student(s) and that employee's immediate supervisor as soon as possible, preferably that same day.

When appropriate, law enforcement will be notified when a person violates this policy.

Consequences

Students whose behavior is found to be in violation of this policy in relation to bullying and harassment will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the dean or the Governing Board.

Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of school policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Responsibilities

The PCCS Governing Board shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

Bullying

The Idaho legislature recently passed House Bill No. 246. It is the intention of PCCS to accept and follow this law.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-third Legislature First Regular Session – 2015

IN THE HOUSE OF REPRESENTATIVES
HOUSE BILL NO. 246
BY EDUCATION COMMITTEE

AN ACT

RELATING TO HARASSMENT, INTIMIDATION AND BULLYING; AMENDING SECTION 18-917A, IDAHO CODE, TO PROVIDE APPLICATION TO AN ADDITIONAL GROUP OF INDIVIDUALS AND TO MAKE A TECHNICAL CORRECTION; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1630, IDAHO CODE, TO PROVIDE REQUIREMENTS FOR HARASSMENT, INTIMIDATION AND BULLYING INFORMATION AND PROFESSIONAL DEVELOPMENT, TO PROVIDE THAT THE STATE BOARD OF EDUCATION SHALL PROMULGATE CERTAIN RULES, TO PROVIDE THAT SCHOOL DISTRICT POLICIES SHALL INCLUDE A SERIES OF GRADUATED CONSEQUENCES AND TO PROVIDE REPORTING REQUIREMENTS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 18-917A, Idaho Code, be, and the same is hereby amended to read as follows:

18-917A. STUDENT HARASSMENT — INTIMIDATION — BULLYING.

(1) No student or minor present on school property or at school activities shall intentionally commit, or conspire to commit, an act of harassment, intimidation or bullying against another student.

(2) As used in this section, “harassment, intimidation or bullying” means any intentional gesture, or any intentional written, verbal or physical act or threat by a student that:

(a) A reasonable person under the circumstances should know will have the effect of:

- (i) Harming a student; or
- (ii) Damaging a student’s property; or
- (iii) Placing a student in reasonable fear of harm to his or her person; or
- (iv) Placing a student in reasonable fear of damage to his or her property; or

(b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

An act of harassment, intimidation or bullying may also be committed through the use of a landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

(3) A student who personally violates any provision of this section may be guilty of an infraction.

SECTION 2. That Chapter 16, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1630, Idaho Code, and to read as follows:

33-1630. REQUIREMENTS FOR HARASSMENT, INTIMIDATION AND BULLYING INFORMATION AND PROFESSIONAL DEVELOPMENT.

- (1) School districts and charter schools shall undertake reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students, including an affirmation that school personnel are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation or bullying.
 - (2) School districts and charter schools shall provide ongoing professional development to build skills of all school staff members to prevent, identify, and respond to harassment, intimidation and bullying. The state board shall promulgate rules regarding the content of the professional development required by this subsection.
 - (3) District policies shall include a series of graduated consequences that may include, but are not limited to, referral to counseling, diversion, use of juvenile specialty courts, restorative practices, on-site suspension, and expulsion for any student who commits an act of bullying, intimidation, harassment, violence or threats of violence. Guidelines for such policies will be set forth in the rules of the state board.
 - (4) Annually school districts shall report bullying incidents to the state department of education in a format set forth in rule by the state board. District policy shall designate persons to whom bullying reports are to be made and a procedure for a teacher or other school employee, student, parent, guardian or other person to report or otherwise provide information on bullying activity.
-

STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

The use of electronic communication devices for communication other than instructional communication and/or entertainment during instructional time is strictly prohibited. Electronic communication devices (ECD) include, but are not limited to, cell phones, USB drives, MP3 players, iPods, electronic readers, tablet devices, and laptops. At no time shall electronic devices be used at school to participate in illegal activities, disrupt the educational process or climate of the school, or cause harm to another individual. Any uses of electronic devices that involve bullying, intimidation, threats, sexting, or other like activity while at school shall result in investigation, likely referral to the dean for disciplinary review, possible loss of the use of the communication device at school, and the device shall be turned over to law enforcement.

Crew leaders have discretion to allow students to use their personal devices for instructional purposes. When students use their personal devices for instructional purposes, they shall adhere to the following:

- Students shall ensure that effective and updated antivirus protection is installed.
- Students shall only connect to the Internet using the school-supplied WiFi Internet connection.
- Students shall not bypass Internet content filtering by using other WiFi or cellular data networks.
- Students shall be responsible to ensure that their devices are functioning properly and devices will not be supported by school personnel.
- Students shall ensure that no software or hardware shall be installed on student devices that could potentially cause disruption or harm to the school network or other student devices.
- Students shall be responsible for securing their own devices through password protection.

The school shall not be responsible for damage or theft of students' personal devices.

Electronic Communication Devices – Elementary School (K–6)

The dean is responsible to determine the parameters under which ECDs may or may not be used during non-instructional times such as before school, passing time, lunch, recess, or after school. Students who violate building rules regarding usage of ECDs are subject to disciplinary measures.

Electronic Communication Devices – Middle School (7–8)

Students may bring ECDs to school, but the devices must be kept in lockers from the first bell to the last bell of the school day, unless crew leaders instruct students to bring them to class for instructional use. Any unauthorized possession or use during the school day may result in consequences as listed below.

Consequences for Unauthorized Possession or Use of Electronic Communication Devices

Students using ECDs in violation of this policy may be referred for disciplinary action as described in the PCCS Student Discipline Policy.

Chain of Custody for Electronic Communication Devices:

The following chain of custody shall be followed when confiscating any ECD:

- The person responsible for confiscating the ECD shall bag the device in the presence of the student.
- The person responsible for confiscating the ECD shall tag the bag in accordance with school practices in the presence of the student, and the student and person responsible shall sign off on the tag.
- The person responsible for confiscating, bagging, and tagging the ECD shall turn the device over to the dean, who shall sign off on the tag.
- The dean shall inform the student's parent/guardian of the confiscation of the device and shall document that contact on the bag.

BACKGROUND CHECK POLICY

Any parent or volunteer who participates or volunteers is required to have at least a local background check and complete the PCCS Volunteering Form. Parents or volunteers wanting to participate in activities where the adult could be left alone with students are required to have a federal background check as per Idaho State Statute 33-130 along with completing the PCCS Volunteering Form. Any overnight, out-of-class activity is considered to have the potential for volunteers to be alone with students and thereby requires a federal background check. The applicant will be required to cover any fees incurred for the background check. If a parent or volunteer refuses to submit to this check, he or she will not be allowed to participate in these activities.

The background checks will be conducted by local and federal law enforcement agencies. If a negative report is received from any agency, the dean and/or Governing Board will determine if the parent or volunteer can participate. A local background check will be required once every two years and a federal background check will be required every five years.

In-Class Activities (not all-inclusive):

- classroom volunteerism
- celebrations

Out-of-Class Activities (not all-inclusive):

- adventure trips (camping, hiking, skiing, snowshoeing, rock climbing, etc.), field work (research, service, data collection, etc.)
- walking on the greenway
- overnight volunteerism (CPR certification preferred)

Drivers – You will be required to complete the Auto Use Permit and obtain a federal background check, which will incur fees.

Examples of Criminal Offences That May Disqualify Volunteers

Individuals who have been charged and convicted of the following crimes may be ineligible to serve as a school volunteer. (Adjudication withheld or nolo contendere are considered a guilty charge.) This list is intended to be instructive but not all-inclusive.

- Assault – of any type
- Arson
- Battery – of any type to include aggravated battery
- Burglary
- Contributing to the delinquency of a minor
- Child abuse
- Domestic violence
- Drugs/drug paraphernalia – sale or possession
- DUI or DWI – two or more
- Felony – any type and/or repeated convictions
- Forgery
- Grand larceny
- Illegally carrying a concealed weapon
- Incest
- Lewd and lascivious acts

PCCS Uniform Policy

The intent of the uniform policy is for PCCS students to have a simple, uniform appearance – including hairstyle/color, nail color, makeup, jewelry, and personal grooming. Uniforms help create a healthy learning environment and promote the crew concept. All uniform items must be clean and in good repair; and they must fit the student appropriately. The school reserves the right to reject uniform items based on utility or appropriateness. Parents are expected to comply with this policy. Any grievances concerning the school uniform or uniform enforcement policy should be submitted in writing to the Board of Directors

Those families who have extenuating circumstances due to financial need may discuss their situation with the Dean. PCCS has uniform exchange bins located in the multi-purpose room. All families are encouraged to drop off CLEAN, gently used uniforms (no stained or torn items please) and to take any items they may need.

Below is a list of items that the student **may** wear as part of the school uniform. Uniform violations will be given to the student who is not in uniform. This includes the times when a dress uniform is required.

Bottom Half of Uniform

The bottom half of the uniform may be khaki, black, or navy in color and be cotton, poly/cotton blend, chino, canvas or corduroy material. Denim/jean material is not acceptable. Shorts, skorts, skirts, or jumpers must be no shorter than fingertip length. Pants may be full-length or capri-length.

Top Half of Uniform

The top half of the uniform may be a solid white, navy, or light blue cotton/poly blend polo shirt, or a white-collared dress shirt, or white turtleneck. Tops may not have embroidery, lace, or logos (with the exception of the PCCS logo). Tops must have sleeves. Undershirts must be white - and must be tucked in at all times. Middle school (7th/8th grade) students may also wear primary-red polo shirts.

Sweatshirts, sweaters, and vests must be solid navy blue, light blue, or white and red for 7th and 8th grades, and must be worn with a collared shirt underneath. They may not have embroidery, lace, or logos (with the exception of the PCCS logo). They must be worn right side out.

Shoes, Socks, and Belts

Footwear must be appropriate for outdoor activities and P.E. Footwear may have open toes but must have a strap in back. Soles may be no more than 1.5" thick. **All footwear must be worn with socks.** Students are not exempt from participation in outdoor activities or P.E. if they do not have the appropriate shoes. An "outdoor activity" may mean a scheduled hike up City Creek Trail, a walk along the Portneuf Greenway, or a spontaneous game of kickball on the playground.

Socks (or tights) must be worn at all times. Tights and leggings must be opaque and in one of the following solid colors: white, black, navy, cream, or tan.

Belts must be brown, black, tan, or navy.

Dress Uniform

Navy blue (or Red for Middle School) top with the school logo, must be worn tucked in Khaki color pants or skirt/skort/jumper (with tights or leggings)

Belts must be brown, black, tan, or navy. They must be worn with all items that have belt loops. Exceptions will be made for young children (K-1st).

PCCS students must wear the "Dress uniform" to the following school events:

PEP/Portfolio Conferences

Passage Presentations

Passage Ceremony

Music Festival

Expedition Exhibition

Speech Festival

Field trips as specified by the Crew Leader

PCCS logo apparel may be purchased through the school. Items purchased elsewhere may be taken to Old Town Embroidery to have the logo embroidered on them (for a fee).

Uniform Enforcement

Violations of the PCCS Uniform policy will be handled on a case by case basis. Usually, the student's teacher will support the student and parents in understanding the uniform policy. Persistent violations of the uniform policy may be subject to the PCCS discipline policy.

Before and After School Procedures

It is very important that ALL persons responsible for dropping off or picking up students be aware of these procedures. It is necessary that the procedures be followed in order to maximize student safety.

- The entrance to our school is through the Rainey Field parking lot just north of the school. You'll drive toward the Portneuf River and follow the outside of the parking lot to drop your students off in front of the school. Please stay to the right if you are picking up or dropping off, so the left "lane" is available for folks who want to pull out of the line of traffic and exit the parking lot.
- Students may not come directly into the school building in the morning unless they have something large to drop off, have an appointment with a crew leader, or are accompanied by an adult.
- Students may be picked up in a horseshoe beginning in front of the school around to Rainey Field. Middle school students await pick up at Rainey Field, 5th and 6th crews are next at the west end of the school property closest to the Portneuf River, then 3rd and 4th crews, and 1st and 2nd crews. Kindergarteners are picked up directly east of the PCCS parking lot. See map below.
- If you don't like being stuck in a line of traffic, you always have the option of parking in the Rainey Field lot or across the footbridge at Centennial Park and walking your child to and from the building. Please understand that we won't release students to walk to parked cars without an adult, because that could be dangerous.

Drop-Off/Pick-Up Times

PCCS students may be dropped off in the morning as early as 7:45 a.m. There will be at least one staff member on playground duty at that time. Students will line up by crew at 8:20 a.m. There will be no supervision on the playground before 7:45 a.m., and PCCS will not be held liable for any circumstance occurring before that time.

Students must be picked up on Monday, Tuesday, Thursday, and Friday afternoons at 3:20 p.m. and on Wednesday at 12:25 p.m. Crew leaders stay with their students for 15 minutes after the release time. PCCS will not be responsible for providing supervision for students after 3:35 p.m. on Monday, Tuesday, Thursday and Friday; and 12:40 p.m. on Wednesday. Therefore, it is extremely important that students are picked up on time every day.



Emergency School Closure

PCCS will close when District 25 closes due to dangerous road conditions. When District 25 has a “late start,” PCCS will cancel school. Since we do not provide bussing, it is not reasonable for us to expect working parents to accommodate a late start policy.

Listen to the radio or watch TV on snowy/icy mornings to find out if school has been cancelled. PCCS will not be announced specifically. Just listen for information on District 25.

Pocatello Community Charter School
Parent-Guardian/Teacher/Student Agreement Compact

At PCCS, we envision a school and home partnership that provides the highest level of success for every individual. We make the commitment to try to challenge, to motivate, and to inspire each other to become the best we can possibly be.

To accomplish this, parents, teachers and student need to work together. *We ask that you promise to do this by completing and signing the part of the agreement that belongs to you.*

Parent/Significant Adult checklist

I will:

- Complete home activities with my child
- Read daily with/to my student
- Supervise the completion of student homework
- Set aside a time each evening just for school work (my child will be encouraged to read if s/he has no homework)
- Provide a quiet place for my child to work
- Attend parent/teacher/student conferences for each of my children
- Attend a parent workshop
- Volunteer in the classroom
- Attend all school functions
- Visit/observe my child's classroom

Parent/Significant Adult signature: _____

Student Checklist

I will:

- Return my home activities and assignments completed
- Follow the classroom rules
- Follow school rules
- Respect other people and the community

Student signature: _____

Teacher Checklist

Our teachers will

- Provide a caring learning environment where your child can be responsible for his learning
- Provide an enriched and challenging curriculum designed for your student and provide you with activities that you can do at home with your child
- Take into account individual strengths in children
- Keep you informed of your child's progress on a regular basis
- Help you with how you can help your child at home
- Attend school functions

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP

Letter of Understanding 2022-2023 Student/Parent Handbook

Please print this form or remove the page from a hard copy and return to the student's teacher as soon as possible.

I have received a copy of the 2022-2023 PCCS Parent/Student handbook, and I am aware of its contents. I agree to support my child in fulfilling their obligations as students at PCCS.

Student (print full name) _____

Student (signature) _____

Parent (print full name) _____

Parent (signature) _____

I give permission for my child's photograph and/or work to be published via various media including but not limited to the PCCS website, Expeditionary Learning websites, photo slideshows, PCCS social media, and in the newspaper.

Parent (signature) _____ date _____

PCCS continually strives to improve access to technology for students. These efforts include giving students school email accounts, which allows them to access Google Docs to complete school work and enhances communication within the crew. The accounts are normally given to students in the upper grades, but crew leaders may opt to provide accounts to younger students as well.

PCCS provides additional technology access through portable electronic devices (such as iPads), which have been funded through multiple grants. We proactively teach students to use the devices responsibly. Parents and students should understand that appropriate and respectful use of all electronic devices is required, and wireless electronic devices are especially susceptible to damage if used irresponsibly. **Parental participation in PCCS technology through reinforcing proper handling of electronic devices is crucial.**

Parents may be asked to replace portable electronic devices (up to \$250) that are damaged due to **purposeful abuse, misuse or carelessness** by their children.

Please mark your preference in each of the boxes below and sign.

☐ I would like PCCS to give my student a PCCS email account

☐ I would prefer my student use a generic crew email account

Parent (signature) _____ date _____