

# White Pine Charter School Staff Handbook 2021/2022



White Pine Charter School

A Public School of Choice

Success for Every Student

[www.whitepinecharterschool.org](http://www.whitepinecharterschool.org)

# School Leadership

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# SECTION I - PHILOSOPHY

## Guiding Principles

### Mission

Success for Every Student.

### Vision

- To create a dynamic and challenging educational institution with high academic standards, which provides all students opportunities to develop into motivated learners, analytical thinkers, and competent leaders.
- To effectively utilize research-based practices and provide a progressive learning environment, which maximizes individual student achievement.
- To practice a positive and compassionate teaching environment in which educators communicate, share, and grow in a professional learning community focusing on unlimited potential for all students and educators.

### Purpose

The school seeks to develop an educated citizen for the 21<sup>st</sup> Century through an accelerated, dynamic, sequential, and interactive academic program where pacing is driven by student capabilities, not textbooks. The students will be asked to develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions, academic honesty, and the ability to face challenges with courage and integrity. They will be asked to work cooperatively with others. Students will learn about a healthy lifestyle, show empathy and courtesy for others, and a respect for differences among people and cultures. They will develop self-confidence and willingness to risk setbacks in order to learn.

### Foundational Pillars of White Pine

**INTELLECTUAL** - White Pine promotes and supports through quality educational experiences a challenging, engaging, and rigorous curriculum intended to provide students with the knowledge necessary to contribute to the larger community and with an eye toward post-secondary preparation.

**SOCIAL** - WP promotes and expects its students to respect, tolerate, and positively engage with others both within the bounds of the school as well as in their communities on their own time.

**EMOTIONAL** - WP understands that emotional development is distinct and personal and integral to the development of confident and successful students.

**PHYSICAL** - WP supports the importance of a healthy and substance free lifestyle.

## SECTION II - SCHOOL AND LEGAL POLICIES

LINK TO STAFF PROCEDURAL POLICY:

[CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS](#)

The building principal and the director of schools have ultimate responsibility for all official actions and activities of the personnel assigned to the school. Please consult with the principal first about any school-related concerns and then the director of schools if concerns are not resolved. The next level after the principal and the superintendent is to reach out to the school board or one of the school board members.

### **EMPLOYMENT DISCRIMINATION, HARASSMENT, AND SEXUAL HARASSMENT: ALL EMPLOYEES**

LINK TO STAFF PROCEDURAL POLICY:

[EMPLOYMENT DISCRIMINATION, HARASSMENT, AND SEXUAL HARASSMENT](#)


### **REPORTING PROCEDURES**

#### **EMPLOYEE GRIEVANCES**

If an employee has a dispute with a coworker or superior, that employee completes the official employee grievance form (see below) and submits that form to the appropriate administrator. Generally, the building administrator will manage the intake of such forms. If their building administrator is the subject of said grievance, the employee will submit the grievance to the Director of Schools. If the DOS is the subject, the employee will submit the grievance to the Board Clerk, who will send it to the White Pine Charter School Board of Directors. The administrator will then take the following steps to address the grievance:

1. The administrator who receives the grievance will review the document and meet with the employee for further discussion of the incident/dispute. The administrator will start a file containing all notes that administrator takes while addressing the grievance and includes any pertinent documentation provided by the grievant or affected parties.
2. In the case of building administrators, the grievance shall be shared with the district administrator before the building administrator decides the next steps. At this point, the building administrator may decide to handle the grievance or leave it in the hands of the building administrator.
3. The administrator will discuss the issue with the grievant and determine the level of confidentiality moving forward.
4. **When the Grievant wishes to remain anonymous:**

- a. The administrator will attempt to observe the behavior before deciding whether or not to open an [Employee Noncompliant Practice Case \(ENPC\)](#) against the subject of the grievance.
  - b. The grievant shall be informed that their grievance will be kept confidential except the district administrator and/or business manager.
  - c. The grievant understands that--moving forward--the details of the grievance will be confidential..
  - d. At any point, the grievant may file an additional grievance if they feel that there has been no progress towards resolving the issue.
  - e. Provided these grievances are connected to the original issue, they are to be added to any ongoing ENPC as additional documentation without editorializing.
    - i. If they are unrelated, they will be flagged as such.
    - ii. If they are unrelated to the initial grievance but are evidence of an issue that has come to the administrator’s attention as a result of an ENPC, they are to be flagged as “Tangential,” with a note explaining the perceived connection.
- 5. When the grievant agrees to work with the other party to achieve reconciliation**
- a. The administrator will organize a restorative meeting in which the involved parties can discuss and seek common ground. Both sides must agree to such a meeting separately. If either side refuses, the details of the grievance are to remain strictly confidential.
  - b. The meeting shall determine if the issue is resolved, or if additional steps need to be taken.
    - i. In this event, the participants will come up with a plan, set a timeline, and schedule a follow-up meeting.
  - c. When reconciliation is achieved, the initial grievance is dismissed and redacted, and the case is closed and filed under the name, “Reconciliation of Employee\_\_\_\_\_” and the employee’s state teacher numbers.
  - d. Reconciliation files are kept confidential and are not to be used for purposes of evaluation, promotion, demotion, or termination.
6. The administrator decides the consequences of the grievance. No specifics regarding the decisions made about the grievance will be communicated to the initial grievant.

 [White Pine Employee Grievance Form.pdf](#)

## PERSONAL ELECTRONIC DEVICES

Personal electronic devices should not be used during the employee's normal duty times to send or receive messages of a personal nature, but such use is allowable during normal break times,

lunch times, and preparation times. Use of personal electronic devices should be curtailed during instructional time or at school sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.

## **POWERSCHOOL - INFORMATION ORGANIZATION**

Our computerized record-keeping system is updated by teachers and accessible to parents online. Student records available for parent viewing include attendance, grades, detailed assignment descriptions, etc.

## **REPORTING TO PARENTS**

Teachers are responsible to maintain current grades monitoring student achievement to demonstrate growth or to provide interventions. Grades are to be updated weekly, no later than 5 pm on Wednesdays. Additionally, parents are to receive specific weekly communication from the teacher for students with D or F grades in order for parents to have the opportunity to help their students improve their grades.

## **REPORT CARDS**

Report cards are to be issued at the end of each trimester for elementary school, and each semester for middle and high school, to help parents understand the achievements of the student in the school program. A final report card at the end of the school year shall be issued for any student who has been enrolled at least three weeks in a semester.

## **PROMOTION AND RETENTION**

*Every student is expected to pass every class.* If a student does not meet expectations, the student and parent/guardian must meet with the principal. If retention or promotion is considered, a committee including the principal and at least one teacher, must meet to consider promotion or retention if a student has multiple failing grades in core subjects.

## **RELEASE OF INFORMATION**

All school records of students are confidential. All records containing personal student information will be governed by the following principles:

- Parents/legal guardians have the right, upon written request, to inspect and review any and all educational records relating directly to their dependents and legal wards.
- The following are examples of educational records: student academic permanent record, achievement, and scholastic aptitude test results, attendance and discipline file, class record books, grade books, health inventory, and student support services folder (if any).

- Any request from parents/legal guardians or students eighteen years of age or older must be complied within a reasonable length of time not to exceed ten (10) school days from the date of receipt of the request.

Information may be released to others only:

- With the written consent of the parent/legal guardian or eligible student specifying the records to be released, the reasons for such release, to whom and use to be made of the information, and with a copy of the records to be released transmitted to the parent/legal guardian or eligible student upon request.
- In cases of extreme health or safety emergencies.

## **EVALUATION OF LICENSED PERSONNEL**

### **EVALUATION PROCEDURE**

Formal written evaluations may be made at any time during the contract year, but will be made at least once a year for each employee on or before May 1<sup>st</sup>. First and second year teachers new to teaching will be formally evaluated at least two times each contract year, no later than December 1st and April 20th.

All documents placed in a teacher file require the teacher to sign, acknowledging he or she knows it will be placed in his or her file.

### **The following procedures shall be followed in completing employee evaluation appraisals:**

- Principals are expected to make frequent observations and to maintain a log of these observations.
- A conference shall be held whenever there is a need and prior to placing an evaluation document in the employee's file.
  - A copy of such document shall be provided to the employee.
  - If the employee writes a response to an evaluation document, it shall remain with the document so long as the document is on file.
- Any observation that results in an unsatisfactory written evaluation or direction for change shall be called to the employee's attention in writing within twenty (20) working days after the observation.
- The employee shall sign the appropriate appraisal or supervisory form as an indication that the employee has read the contents, has had an opportunity to discuss it with the administrator, and has received a copy of the form.
- The evaluation of a teacher must, if applicable, include recommendations for improvements in performance.



- The evaluation of a teacher must include future directions, recommendations, and goals that the principal and teacher collaborate to determine the final performance, recommendations, educational directions, and goals.

**The written evaluation will be based on the following considerations:**

- The extent to which instructional processes are demonstrated, ([See Danielson Model of Levels of Performance Rubric](#))
- The extent that previously identified directions, recommendations, or goals for improvement are effectively accomplished.
- The extent that attention is effectively given to school action plans and charter priorities.
- The extent to which the expectancies of the charter and school, policies and procedures, administrative directive and expectations are effectively met.
- The extent to which overall professional expectancies are effectively met.
- The extent requested teacher data is provided to the administrator.

**Teacher Evaluation Considerations**

In addition to the above, teachers are responsible for the following regarding their evaluation:

- An Individual Professional Learning Plan (IPLP). This document lists the teacher’s specific professional goals, and tracks their progress towards achieving those goals. The first draft of this document is due by the end September.
- New Teacher Classroom Management Plan
  - These plans should be in line with out PBIS Process
  - Additionally these plans should cover the following:
    - Examples of acceptable student and teacher behaviors
    - The agreed upon attention signal (raise hand, countdown, call response, etc)
    - Student Expectations
    - Teacher Expectations
    - Redirection questions
    - Positive behavior phrases

## SECTION III - PROTOCOLS AND PROCEDURES

### PROFESSIONAL ATTIRE

White Pine Staff is expected to dress no more casually than “Business Casual.”

### **Business Casual Attire for Women**

- Khaki, corduroy, twill, or cotton pants or skirts, neatly pressed
- Sweaters, twinsets, cardigans, polo shirts, or knit shirts

### **Business Casual Attire for Men**

- Khaki, gabardine, or cotton pants, neatly pressed
- Cotton long-sleeved button-down shirts, pressed, polo shirts or knit shirts with a collar
- Sweaters
- Tie optional

Footwear should be in good repair. No flip-flops. Jeans are appropriate during “spirit” days.

Please refer to the following article for more information on what professional attire looks like at White Pine: [The Balance: Business Professional Attire vs. Business Casual Attire](#)

### **PROFESSIONAL BEHAVIOR**

As role models for students in the WPCS, teachers, coaches, activity advisors, and supervisors are expected to set an optimal example. The following list is not intended to be inclusive of all the expectations of professional behavior; it simply serves as a guide for athletic and activity personnel as well as the classroom teacher:

1. Alcohol is not to be used when in direct supervision of students, while on school property, or anytime while on student field trips.
2. Tobacco is not permitted on any WPCS property.
3. Foul and abusive language or insulting gestures are not to be used or directed toward students, officials, or any other person associated with the activity or contest.
4. Abusive physical contact with students is prohibited.
5. The taunting of officials, other participants in the activity, or any other person associated with the activity is prohibited.
6. Conduct, which may result in verbal and/or physical fighting or inciting individuals to antisocial behavior, is prohibited.
7. Demonstration of and adherence to the highest standards of sportsmanship is the ideal. Teachers, coaches, activity advisors, and supervisors must instill in students their responsibility to also abide by these rules.

### **ADMIN ASSISTANTS**

The office secretarial staff has definite assignments and duties. Teachers should not ask them to do typing or copying. All assignments given to the secretaries must come from the administration.

## **TEACHER WORK AREAS**

Students are not allowed in teacher work areas during school hours without permission. Teachers using copy machines, paper cutters, etc. are expected to dispose of used copies, scrap paper, etc.

## **CLASSROOM INTERRUPTIONS**

Classroom instruction is the top priority of the school. At no time should teachers be interrupted during instruction, unless in case of an emergency. If you feel that you have an urgent matter that cannot wait, please contact the building administrator with your concerns. Staff shall not enter a teacher's classroom unannounced without explicit permission each time from that teacher or an administrator.

Staff will communicate with one another using email throughout the school day so as to not interrupt the flow of instruction. If parents would like to speak with a teacher during the school day, they may leave a message, and the teacher will respond within 24 hours at their earliest convenience.

## **TEACHER WORK HOURS**

Teachers are required to work following the school calendar. Teachers are on duty from 8:00 a.m. to 4:00 p.m. daily. Teachers are to remain on campus during this time. In the event of an emergency or special request, you must see the principal or designee and sign out in the main office.

Classified Staff's hours are dictated by their personnel action form.

## **LEAVING CAMPUS DURING WORK DAY**

If a teacher needs to leave campus during the school day, they need to communicate with either the building administrator, or administration assistant, as they are leaving the building.

## **PERSONAL INFORMATION**

Teachers are required to provide the school's administrative assistant with their current home address, home phone number, cell phone number, and emergency contact information. This information must be kept up to date.

## **PERSONNEL FOLDERS**

Each teacher's personnel folder may be inspected by the teacher at any time in the presence of an administrator. Evaluations must be reviewed and signed at the time of the final evaluation.

Personnel folders may not be taken from the main office. No material can be added to a teacher's folder without the teacher's knowledge and signature.

### **PAYDAY**

Payday is the 20th of every month. In the event the 20th falls on a weekend or federal holiday, payday will be the last business day prior to the 20th.

### **PERSONAL LEAVE**

Employees qualifying for personal leave are required to request time off on TimeClock Plus at least 4 business days prior to the date to be used. All full-time employees receive three (3) personal days a year. Personal leave is non-cumulative and non-transferable. Any unused personal days for that school year will be paid out \$100/day in the regular June payroll.

### **SICK LEAVE**

All full-time employees qualify for ten (10) sick days per year allocated on September 1st and do not expire. "Sick leave" means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. Immediate family for purposes of sick leave shall mean the employee's spouse and children residing in the employee's household. Please check the PERSI guidelines on sick days and retirement benefits.

### **BEREAVEMENT LEAVE**

An employee who has a death in the immediate family shall be eligible for bereavement leave. Immediate family for purposes of bereavement leave shall mean family member or other person who has had a significant impact on the employee's life. The Director of Schools shall have the authority to give bereavement leave for up to five days. Bereavement leave of greater than five days must be approved by the Board of Directors. Such leave shall not exceed ten days and it shall be the discretion of the Board as to whether such additional days are with or without pay and/or the application of other possible paid leave benefits can cover such absence with pay.

### **STAFF ABSENCES & REQUESTING A SUBSTITUTE IF NEEDED**

All staff members are required to engage in the following procedures when requesting leave:

Requests made at least four (4) business days prior to the absence:

- Enter the request on TimeClock plus.
- TimeClock Plus is also the format for requesting a sub if needed and uploading substitute lesson plans.
- When requesting a specific sub, please reach out to that sub at this time to confirm.

In case of an emergency (less than 4 days):

- If requesting a substitute the morning of, please contact your building principal directly via voice call or text message.
- Lesson plans for substitutes need to be electronically sent to the [office@wpcscougars.org](mailto:office@wpcscougars.org).

## **SUBSTITUTE TEACHER PREPARATION**

A subfolder will be in the office for substitutes. At a minimum, teachers must have the following available for substitutes:

- Current Lesson plans
- Emergency lesson plans
- Seating chart
- Student health and behavior issues which the substitute should be aware
- Protocols for special education and 504 students should be noted

**Immediately report to the principal or director of schools any serious concerns regarding a substitute teacher's performance.**

## **CLASS ATTENDANCE/GRADE BOOK**

Attendance/grade records are a part of the WPCS permanent record system. Care should be taken when entering data; teacher's entries become legal records. Refer to instructions regarding the procedures for keeping the attendance/grades accurate. See the administration for any questions.

## **NO EARLY RELEASE OF CLASSES**

Do not release classes early at any time, except at the request of the administration.

## **SUPERVISION OF STUDENTS**

Teachers, at all times, are responsible for the conduct and safety of students and must see that students observe safety rules. To monitor the classroom, teachers should be at the doorway when students enter. Teachers should not, under any circumstances, leave the class until the class time has ended and the students have left the room. In order to help ensure a safe, positive, and respectful learning environment, **students must be supervised at all times during school hours and school-sponsored activities.** If an emergency arises, teachers are to notify the office for assistance to receive classroom coverage. **Students are not to be requested to stand unattended outside the classroom.**

The following guidelines will serve as our procedure for supervision:

- Students are not to be left unattended in classrooms, hallways, or outdoors.
- Teacher/aides assigned duty must report to duty to assist in monitoring the students.

- Teachers must be on time for duties.
- Teachers walk, or monitor, their classes to and from special activities, including lunch and recess, providing appropriate supervision.
- All teachers must enforce school rules consistently.
- Students are not allowed to come early to the classroom before school unless a pass is provided by the teacher.

## KEYS

**At no time may school keys be given to students for any reason.** Teachers who lose keys are required to report this to the principal immediately and pay the fee to re-key the affected building.

## UNOCCUPIED CLASSROOMS MUST BE LOCKED

The rooms of the school are not to be unlocked for any reason without the knowledge of the staff personnel responsible for the room. If a teacher plans to leave the classroom for lunch, the room must be locked and student supplies taken to lunch in advance. All teachers will be issued a room key. If the room is unoccupied, the empty room is to be locked.

## VISITOR ACCESS

WPCS and WPSA are both considered a "closed campus" to maximize the safety of staff and students. School visitors must check in to the office and receive permission from an administrator to access the campus. Visitor badges will be issued at the front counter. Staff members must direct any visitor not wearing a visitor badge to the front office. The office is to be notified in advance by the teachers of any invited guests to present in his or her classroom. Classroom instruction and learning are not to be interrupted, unless an emergency arises.

## STUDENT VISITORS TO CLASSROOMS

Student visitors may **not** be on campus during the academic day, or while classes are in session. Send all student visitors to the main office. With administrative approval and teacher appointments, student visitors may visit after dismissal. The exception is that prior arrangements are made through the principal, for educational purposes, and appropriate passes and official notification are provided in advance.

## NEPOTISM

It is not uncommon for a Charter School to employ people who are related to one another or romantically involved with one another. However, it is inappropriate for one family member or romantic partner to have direct influence over the other's conditions of employment (i.e., salary, hours worked, shifts, evaluation, etc.). For the purpose of this policy, family members or

romantic partners are defined as spouse, domestic partner, daughter, son, parent, grandparent, grandchild, sister, brother, mother-in-law, father-in-law, daughter-in-law, or son-in-law.

## COMMUNICATIONS

### EMAILS

The majority of correspondence will be communicated via email. Each teacher is responsible for checking their email account. When communicating orally, it is recommended to follow up such conversations with an email summary.

### COMMUNICATION REGARDING STUDENTS

Communication regarding students is always considered confidential, and it is privy only to the following teams:

- PLC
- SPED
- RTI
- PBIS
- Admin

Discussing specific student concerns in a public setting is inappropriate and to be avoided. See section discussing [FERPA](#) for more information.

### PARENT COMMUNICATION

Parents may want to discuss their child during instructional time. Parents can send e-mail messages to the teacher. Classes will not be disturbed, except in cases of absolute emergency, and then only with the approval of the principal. Teachers are expected to maintain a positive parent/teacher relationship and communicate with parents **within 24 hours** of a message.

### PARENT/GUARDIAN CONFERENCES AND MEETINGS

Parent/teacher conferences are an opportunity to provide communication with parents, resolve issues, and build relationships. A teacher, parent/guardian, counselor, or administrator may initiate a conference.

Teachers will generally be given twenty-four hours notice requesting their attendance at a parent/guardian conference. Teachers are expected to honor any request for their presence at a parent conference. Prior to the conference, a teacher or parent/guardian may request that an administrator or counselor be present at a parent conference.

Conferences, where multiple teachers are involved, will be facilitated by a designated teacher, unless a counselor or administrator is present. The teacher, counselor, or administrator will document the conference and decisions made using the form provided by the counseling department. The conference facilitator will promote a professional and collegial atmosphere. Teachers will present their information to the parent/guardian based on the order the teachers arrived at the conference unless an alternative order is mutually agreed to prior to the teachers arriving at the conference.

Scheduled parent/guardian conferences are not an optional activity for teachers and take precedence over student activities or coaching. If a teacher is unable to attend due to an emergency, it is necessary to contact an administrator.

Teachers are expected to conference with parents as often as necessary, particularly before problems develop. Teachers and counselors must maintain records of all parent-teacher contacts.

### **CONTROVERSIAL ISSUES**

Individuals or any group of people define a “controversial issue” as any problem, which society is in the process of debating and for which more than one solution may be offered and supported. The teaching or indoctrination of religious or sectarian beliefs, in public schools, is specifically prohibited at WPCS. When addressing a “controversial issue” in your classroom, please consider the following

1. Determine the impact the information will have on the educational standards and/or the students' awareness.
2. Review all instructional information, topics, and/or subject matter, materials, and the methodologies or strategies with the school administration, for approval, prior to controversial issue presentation or discussion.
3. Provide a continued and consistent practice of maintaining communication (oral and/or written) between the school and the parents/guardians.
4. During class, assure that content is part of the assigned teacher curriculum.

### **REPORTING ACCIDENTS**

All accidents, which happen while on duty, should be reported immediately to the principal and obtain proper paperwork to complete. All student and staff accident reports must be completed within 24 hrs of the incident. Please notify human resources or your building principal prior to seeking medical assistance after the reported incident.

Employees with loss-time accidents must obtain a “Return to Work Authorization” and submit to Human Resources prior to their return to work.



## **LEAVING CAMPUS WITHOUT PARENT**

Teachers are **not** allowed to permit students to leave campus. Students must be picked up by an authorized person and signed out in the office.

## **REPORTING ABUSE OR NEGLECT OF CHILDREN**

Staff members who suspect or are aware of possible child abuse/neglect are required to report their concerns directly to the school counselor. The counselor will assist the staff member in filing the abuse/neglect report within 24 hours.

LINK TO STAFF PROCEDURAL POLICY:

[REPORTING ABUSE OR NEGLECT OF CHILDREN](#)

## **HALLWAYS AND BREEZEWAY**

Whether in the elementary school or STEM Academy, it is important to remember that teachers have hallway or walkway supervisory responsibilities throughout the day. At the elementary school teachers are to walk their students to and from activities quietly and respectfully. At the STEM Academy, each teacher is to be at his/her doorway between class periods, before and after school, and when students are present in the hallway or breezeway.

## **UNSATISFACTORY PROGRESS COMMUNICATION**

The teacher is to communicate with the parent weekly to work cooperatively to improve the student's progress. Teachers are to maintain copies of the parent communication log to provide to the administration upon request. Teachers cannot fail a student without numerous attempts to improve the student's academic progress and documented communication with the parent.

# **SECTION IV - ATTENDANCE AND DISCIPLINE**

LINK TO STAFF PROCEDURAL POLICY:

[ATTENDANCE POLICIES AND DISCIPLINE PROCEDURES](#)

## **CLASSROOM DISCIPLINE**

Classroom procedures and rules must be communicated clearly to students and parents. All teachers should submit a [classroom management plan](#) as part of every teacher's Professional Learning Plan.

## **COUNSELOR REFERRALS**

The counselor at the school is here to support the following student concerns:

- Poor academic progress
- Misplacement of the student
- Emotional or psychological problems
- Develop Graduation Plans for HS students

## **STUDENT/COUNSELOR CONFERENCES**

Students may be received in the counseling office with or without an appointment before and after school, or in an emergency situation, as determined by a school staff member. Students are to sign in and wait to be announced. Students, parents, and staff members may submit a [Request to See a Counselor Form](#). The counselor will then use the form to respond to the student's needs in a timely manner.

## **DETAINING STUDENTS**

Teachers are not to detain students, thus impacting the students' next class or lunchtime. Students are not to be deprived of necessary time to eat lunch, either for punishment or for special help. When it is necessary for students to make up time or receive special help, the teacher may request them to report before school in the morning, or detain them after school for not more than one hour with 24 hour documented prior notice to parents.

## **DISCIPLINE REFERRALS**

Student behavior which is manageable through reasonable classroom intervention should be documented using the [PBIS](#) rewards system. In addition to this documentation, teachers and staff are expected to contact home.

Sending a student to the office or cougar den should be considered a last resort only when:

- The student's behavior poses a safety concern.
- The behavior is chronic and the teacher has already exhausted all reasonable intervention options.

In general, student behavior is best managed within the classroom by the classroom teacher.

## **SUSPENSIONS**

The administration of the school will decide whether or not a student is to be suspended based upon school policy, the severity of the behavior, and that administrator's personal judgement. Teachers do not suspend students.

## **HALL PASSES**

- Hallways and breezeway passes are required of all students who are in the halls or passageways during class time.

- Students must have a pass from a teacher to go to the office for health reasons. The office personnel will not hold a student for more than twenty minutes. If a student is too sick to return to class, the student will be sent home.

### **CORPORAL PUNISHMENT/PHYSICAL CONTACT WITH STUDENTS**

Corporal punishment is never to be used at WPCS. Only staff members with the necessary training may physically restrain students, or physically remove students from classrooms. If a student needs to be physically restrained or removed, please contact the office. If possible, remove the other students from the situation.

### **TEACHERS ARE FORBIDDEN FROM SEARCHING STUDENTS**

Under no circumstances should a teacher search a student's person or personal belongings. Please notify an administrator if you feel such a search is necessary.

### **NON COMPLIANT BEHAVIOR IN EMPLOYEES**

Administrators keep a detailed case-file of non-compliant practices of district employees. This case may be opened as a result of an observation or the receipt of a formal grievance by another employee. While adding notes and documentation to this file, White Pine administrators shall consider the following.

- The contents of this case-file are strictly confidential. At no point shall the contents of the case be shared with any party other than other members of the admin team only if and when appropriate.
- Unless circumstances dictate otherwise, building administrators shall alert the district administrator or business manager when looking to begin a case.
- Any accounts or notes completed by the administrator managing the grievance in question should be free from value-laden language.
- Such accounts are necessary aspects of three-point conversations and represent good faith engagement in due process.
- Unless circumstance dictates, minor non-compliant practices/patterns of practice documentation should show approximately three formal or informal attempts by the administrator to intervene. These interventions should be thoroughly documented. If the behavior is deemed severe enough to skip any attempt at intervention, the employee shall be immediately suspended, and only allowed to return to campus upon board review of the notice of employee discipline. Interventions may include the following:
  - Meeting and discussing the issue with an administrator
  - Meeting with employee's PLC team lead
    - The administrator may task the PLC team lead with working with the teacher. If the administrator chooses to take this action, he or she should

be clear with the teacher in question why they are working with the PLC team lead, explaining the non-compliant behavior case management process.

- If the teacher gives the administrator permission, the PLC team lead may be brought into the process. Otherwise, the administrator will conduct the interventions him/herself.
- Refusal of permission to bring others into the case is the right of the teacher in question and shall not be considered a mark against them throughout the management of their case and is not to be included in any ultimate notice of discipline.
- Completing additional relevant SafeSchool coursework.
  - SafeSchool coursework may count as a single intervention. Enrolling a teacher in three SafeSchool courses will only count once, and it is insufficient to satisfy the three-intervention requirement.
  - The exception to this rule is if the notice of discipline is a result of failure to complete SafeSchool course work.
  - A meeting to review the SafeSchool course and how the teacher plans to implement it in his/her practice is necessary and does not count as a separate intervention.
- The process of managing a noncompliant practice case shall last no longer than four work weeks.
- If this process does not result in a Formal Notice of Discipline after the four weeks, the administrator will determine the file “closed” and deem the interventions provided as “successful.” Closed ENPCs and their contents are not to lead to termination before the term of the employee’s contract is complete. If the employee receives a separate notice of discipline for an unrelated issue. At this point, the managing administrator may decide to reopen the case file. If the employee has received a notice of discipline recommending termination, the reopened case may be used as evidence for the termination of the employee. An employee shall not be terminated without a notice of discipline.
- The administrator is not required to inform the employee that an ENPC has been opened, though it is generally best practice to ensure that the case most likely results positively. If the employee asks whether one has been opened, it is generally best practice to divulge that one has. There is no appeal process for an ENPC

## **NOTICE OF EMPLOYEE DISCIPLINE**

A Notice of Discipline (NOD) (see Appendix G), shall be issued in the following circumstances:

- **Minor**—In the cases of minor non-compliant practices, a NOD will be issued to the employee after three documented attempts by the building and/or district administrator to intervene on the non-compliance behavior.
  - Generally, a minor notice of discipline will constitute sufficient grounds for termination. A notice of discipline must be signed by the administrator who was in charge of the proceeding ENPC, the district administrator/superintendent, and the business manager.
- **Major**—In cases of major non-compliant practices, the employee in question shall be immediately suspended while an investigation is conducted. Please see personnel policies for more information. Non-contract employees are not protected by this process, though their supervisor may follow the steps of the non-compliant practice case management process to aid in the development of the employee.

Department supervisors and building administrators may only recommend the termination of employees to the directors of schools, finances, and/or operations. Department supervisors and building administrators **may not terminate subordinate employees.**

 WHITE PINE CHARTER SCHOOL FORMAL NOTICE OF DISCIPLINE.pdf

## SECTION V - TECHNOLOGY GUIDELINES

LINK TO STAFF PROCEDURAL POLICY:

[TECHNOLOGY GUIDELINES](#)

## SECTION VI - FACILITIES AND MATERIALS

### WORK ORDER REQUESTS

#### **Facilities:**

Work order requests may be submitted online. Please allow custodial staff time to complete each job. See the head custodian or the facilities administrator, if questions or concerns arise.

**Please use the work request form linked here and in your WPCS Links Bookmark:**

[Maintenance Work Request](#)

#### **Technology:**

Work order requests for technology may be submitted online. Please allow staff time to complete each job. See the principal or the facilities administrator, if questions or concerns arise.

**Please use the IT HELP Ticket linked here and in your WPCS Links Bookmark:**

**[Information Technology Help Ticket](#)**

## **ENERGY CONSERVATION**

Recognizing our responsibility to our students and school community, every effort should be made to conserve energy. We can help to ensure an efficient energy posture is being maintained on a daily basis by doing the following:

- Turning off lights including projectors when leaving a room.
- Turning off computers, monitors, and printers at the end of the day.
- Turn off projectors when not in use. If a projector is being used all day, turn it off during prep and at lunch time.

## **EQUIPMENT AND FURNITURE**

Each classroom is to be inventoried at the close of school each year by the classroom teacher. To maintain an accurate accounting of all on-hand equipment and furniture items, it is essential that the business manager or administrative assistant be notified:

- When equipment or furniture is lost or stolen.
- When equipment or furniture, previously reported as missing, is recovered.
- When equipment or furniture is moved from one location to another.
- When equipment or furniture is discarded.
- When equipment or furniture is presented to the school as gift items.

As new equipment or furniture is received, the business manager's office will maintain the inventory. The loan of school equipment must be arranged through the principal or facilities administrator.

## **FACILITY USE CONDITION OF CLASSROOMS**

Teachers shall be responsible for the condition of the classroom and equipment at all times. Prior to the close of each hour or break, and before the close of school at the end of the day, teachers will hold the students responsible for leaving the room clear of clutter. When leaving the room, lights must be turned off and doors locked.

Please do not use scotch tape or other adhesives on doors (windows only) or walls. The tape, when removed, pulls off the paint and detracts from the appearance of the building and classroom.

Please do not move student desks or other furniture out of the classroom. This is a violation of the fire code if left in the hallway. Email the head custodian and facilities administrator if equipment or furniture must be relocated.

## **CLASSROOM USE**

Teachers should be in classrooms 15 minutes prior to school beginning and open doors for teacher assistance time if students are in need. Students should not be left unattended in a classroom. Teachers should not, except in emergencies, leave any class until the period has ended and the students have left the room. In emergency situations, the office must be notified to provide a classroom supervisor.

## **GYMNASIUM AND MEDIA CENTER**

Teachers using the gym or the media center area are responsible for the proper care of the room, equipment and supervision of students. No individual student or student groups are to be in the gym or media center area except under the supervision of a teacher.

## **STAFF LOUNGE**

The purpose of the lounge is to provide facilities for teachers and staff to have a place to relax for lunch away from students. **Students are NOT allowed to go into the lounge.** Teachers are not to send students to the lounge to get ice, soda, etc.

## **CONFERENCE ROOMS, WORK ROOMS, LIBRARY, MEDIA CENTER, GYM, CAFETERIA, KITCHEN AND STAFF LOUNGE**

It is the responsibility of each person using an area or room to leave the area or room in an orderly condition after use. Any food or outdated items will be discarded each Friday from the shared refrigerators along with any dirty dishes.

# **SECTION VII - EXTRACURRICULAR ACTIVITIES**

LINK TO STAFF PROCEDURAL POLICY:

[EXTRACURRICULAR ACTIVITIES](#)

## **TRANSPORTING STUDENTS**

Staff never offers rides to students or arranges parents to transport students who are not their own. An administrator will be available to remain with students until parents arrive.

## **FIELD TRIPS**

All field trips must be approved by the building principal. If you would like to organize a field trip, please complete a Field Trip Form and submit to the principal no later than four (4) weeks in advance to the field trip.

## **NEW CLUBS**

New clubs should be presented to and cleared by the club coordinator and building administrator prior to being announced to students and/or parents.

## **ARRANGING ACTIVITIES**

Recess/lunch time and space is assigned by grade level. Any changes to the time and location must be agreed upon by the assigned team, supervised by teachers, and communicated to a member of administration in advance. After arrangements have been agreed upon by the various grade levels involved, an informal email may be sent to notify admin of the temporary adjustment in the schedule.

## **ADVISORS FOR CLUBS/ACTIVITIES**

All clubs and activities that take place on behalf White Pine Charter School must have a WPCS advisor. During any school function or activity, that advisor is responsible for the supervision of student participants until they are picked up by their parents.

## **WPCS FACILITY USE REQUEST**

[Internal Form](#)

[External Form](#)

## **FUNDRAISING POLICY**

White Pine recognizes the three different groups who may wish to fundraise:

- I. Student Organization Fundraisers
  - A. Student organizations are defined as school clubs and organizations which provide extracurricular enrichment activities to students and are led by a district employee.
- II. All-School Fundraisers
  - A. An all-school fundraiser is one in which all stakeholders have the opportunity to participate.
- III. Parent-Teacher Organization Fundraisers



- A. The fundraisers are run and organized by the school's PTO, which is considered an independent organization. The district does not provide any oversight for the PTO, and it is that body's responsibility to ensure that they are following state and federal fundraising guidelines (PACT Charter School Board of Directors, 2017).

## **ACCEPTABLE FUNDRAISING**

There are many different acceptable types of fundraisers. For example, service-oriented fundraisers such as car-washes or holiday gift-wrapping are okay. The exception to this is bake-sales, which is being run by the school will not be accepted due to health department restrictions.

The following types of fundraisers are strictly prohibited:

- Fundraisers that ask elementary students to sell door-to-door and White Pine strongly discourages this practice for secondary students. White Pine also prohibits students from conducting sales over the telephone.
- Curriculum-based. A fundraiser shall not be implemented to underwrite the cost of supplies or materials for the curriculum.
- Weapons, tobacco, and alcohol sales (translation: no booze at your banquet!).
- Fundraisers/activities which interfere with instruction (Rockwall Independent School District, n.d.).

## **FUNDRAISER APPROVAL**

To obtain approval for a fundraiser, please complete the following steps:

1. [Submit a Fundraiser Approval Form](#) (15th District Parent Teacher Association, 2017)
2. Once Approved, begin planning your fundraiser.
3. On the day of your fundraiser, please ask one of the administrative assistants for a [fundraising envelope](#).
4. Once completed, follow the steps below regarding the handling of collected funds.

When you have collected monies from your fundraiser, please consider the following:

- Make sure there are at least two individuals watching collecting the money at all times. If possible, have them do that in clear view of one of the school's security cameras.
- The sponsor responsible for the fundraiser should count the money collected twice in clear view of the security camera.
- If there is at least one other person present, please ask them to complete a count of the money as well.

- All money collected should be in the envelope provided.
- Write the amount on a school fundraising envelope.
- Seal the envelope and deliver it to the business manager (or slide it under the door if late)

Funds collected will go to the beneficiaries designated in approved fundraiser forms. If the staff/faculty sponsor paid for supplies/equipment out of pocket, they must submit receipts to the school's business office. The business manager will write a reimbursement check to that person. Reimbursement **MUST** go through the business office.

## **ORGANIZED ATHLETICS PROCEDURES & PRACTICES**

LINK TO STAFF PROCEDURAL POLICY:

[ORGANIZED ATHLETICS AT WPCS](#)

# **SECTION VIII - PROGRAM GUIDELINES**

## **FEDERAL PROGRAMS**

LINK TO STAFF PROCEDURAL POLICY:

[FEDERAL PROGRAMS](#)

### **IEPs**

Individualized Education Plans (IEP) identifying both long-term goals and short-term objectives shall be developed for each special education student and shall be the basis for instruction of students in the WPCS special education programs.

Special education leaders are to develop specific teaching techniques that are consistent with stated objectives as identified within the IEP's of each special education student. Standards may be adjusted to meet the individual needs of special education students. Proven principles of learning are to be maintained when making curricular and instructional adjustments.

The Federal Programs Director is the point of contact and manager of IEPs. They are responsible for the following:

- Writing the plan
- Scheduling IEP Meetings
- State Reporting
- Providing Teachers with copies of IEP as well as at a glance documents to help teachers understand accommodations and modifications listed in the IEP.

Teachers are responsible for the following:

- Attending IEP meetings
- Regular review of IEPs to ensure understanding and compliance.
- Providing listed accommodations and modifications in the classroom.
- Following the RTI process to refer students for special education.

Teachers should avoid the following:

- Suggesting to parents that their student has a learning disability or would benefit from being on an IEP
- Speaking about students with IEP students openly as being “SPED” or “Special Education” Students.
- Attempting to diagnose psychological disorders or learning disabilities.

## **FERPA**

The “Family Educational Rights and Privacy Act” (FERPA Law) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the United States Department of Education and all student information/records. Only those staff members working *directly* with the student, or are over the Federal Program are allowed access to the students’ educational plans and records. Additionally, the information whether written or verbal is not to be discussed with others or within hearing of others who are NOT involved with the student, and/or is not to be left out in the open for any reason. The student’s confidential information is to be protected and everyone must follow this privacy law with exactness. If anyone does not, and one or more students’ information is breached, it may lead to disciplinary action.

## **TITLE I**

Title I is a federal entitlement program that gives funds to schools in need based on student enrollment, the free and reduced lunch percentage for each school, and other informative data.

Students who qualify for Title I in reading, math, or both are eligible to receive services in these areas.

## **ELEMENTARY CONSIDERATIONS**

At the elementary level, these services are to be designed, delivered, and overseen by the classroom teacher who will coordinate with the Federal Programs department. Title Aides are to be present in the classroom during these instructional interventions to support the instruction of the teacher. Please see the section regarding PLC for more information.

Parents must be notified when a student enters and exits Title I. This process should not be a surprise, and parents must receive ample notification upon both entrance and exit of their child. The consideration for entrance and exit of any individual student to or from Title I will take place between the Federal Programs director, classroom teacher, and building principal.

## **504 PLAN**

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. A 504 plan ensures that a child with a disability has equal access to education. The child may receive accommodations and modifications.

Ultimately, the Federal Programs Director is responsible for the oversight and proper implementation of 504 plans throughout White Pine Charter School. Serving as their designee, the school counselor serves as the 504 facilitator for his/her school.

### **The counselor is responsible for the following:**

- Receiving 504 Referrals
- Scheduling eligibility and review meetings
- Assisting with the identification of appropriate modifications and/or accommodations.
- Monitoring the effectiveness of the plan.

### **Teachers are responsible for the following:**

- Consistently follow the 504 Plans for the individual students in their classrooms.
- Attending 504 Meetings for their students
- Reviewing plan monthly to ensure understanding 504 plans provided by the counselor.
- Keeping a copy of the 504 plan for each student and referring to it as necessary.
- Following the appropriate procedure for referring a student for a 504.

### **Teachers should avoid the following:**

- Telling a student or a student's family that, "They should be on a 504 Plan."
- Talking openly about a student's 504 with people not on that student's instructional team.
- Talking openly about a recent 504 referral with individuals not on that student's instructional team.

## **504 REFERRAL PROCESS**

If a teacher or staff member believes that a student should be placed on a 504 plan, they must do the following:

- Fill out the appropriate form: [504 Referral Form](#)
- Once the form is complete, the teacher/staff member should await further instruction from the counselor or administration.
- Attend eligibility and review meetings for this plan.

## **PROFESSIONAL LEARNING COMMUNITIES**

Every week grade level teams will meet for 90 minutes after school gets out on early release Wednesdays. These meetings will look slightly different based upon the school site. Every 6 weeks, the PLC Team will meet to conduct an RTI review. For a detailed overview of how this will work at the different sites, please refer to the following linked documents:

[Elementary PLC Overview](#)

Secondary PLC Overview

## **RESPONSE TO INTERVENTION (RTI)**

RTI stands for “Response to Intervention.” RTI is a Multi-Tiered System of Support. Students are grouped into the following tiers:

- I. General Education Instruction--All students receive Tier I instruction, and, ideally, it should be sufficient for 80% of the student population.
- II. Targeted Interventions--Some students receive Tier II interventions *within* the classroom. These interventions should target specific skills with which students show a need for support. The decision to identify a student as “Tier II” shall be based on analysis of multiple data, both informal and formal in nature.
- III. Intensive Interventions--These students are frequently identified as SPED,

Most schools use RTI to intervene prior to special education referral. The focus is on how well the academic and behavioral interventions are working to improve the child’s performance.

## **RTI PROCESS FOR SPED REFERRAL**

Teachers who suspect that a student should be placed in a Special Education Program, will need to complete the following process:

- Open a new Referral Case by starting an RTI referral form for that specific student.
- Collaborate with the PLC Team to identify appropriate interventions that will be given.
- Update RTI Referral weekly with given interventions and their efficacy during PLC meetings
- Submit updated plans by 5:00 PM each Wednesday.
- Present Referral form at RTI PLC meeting (every 6th Wednesday) once at least six weeks of interventions have been documented.

## **PBIS: Positive Behavior Supports & Interventions:**

*From the Center on PBIS*

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

- Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
- Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.
- At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

## **COPYRIGHT LAW AND EDUCATION**

LINK TO STAFF PROCEDURAL POLICY:

[COPYRIGHT LAW AND EDUCATION](#)

# SECTION IX - HEALTH SERVICES

## FIRST AID

First Aid is available for students referred by their teachers for medical problems and for emergencies in the front office. Students must have a hall pass from the teacher. The pass shows that the teacher has released the student from the class.

The following suggestions will help meet the student's health needs and minimize the loss of valuable classroom instruction time:

- At the beginning of the school year, small first aid kits are distributed to teachers so that minor injuries can be handled by the students in the classroom.
- If it is determined that a student is too ill to remain in the classroom, he/she may be sent to the office to go home.
- Students will not be admitted without a pass signed by the teacher, except in the case of an emergency.

## MATERIAL SAFETY DATA SHEETS (MSDS)

These documents will be located in the staff workroom of each building. Any potentially hazardous chemicals must be kept behind lock and key so as to keep them out of reach of students (regardless of age)

## TEACHER'S GUIDE FOR DEALING WITH HEALTH PROBLEMS

LINK TO STAFF PROCEDURAL POLICY:

[HEALTH SERVICES AND FIRST AID INFORMATION](#)

**IF THE SITUATION IS LIFE-THREATENING –**

**CALL 911 AND CONTACT SITE ADMINISTRATOR AND OFFICE IMMEDIATELY.**

## EMERGENCY CARE PROCEDURE

If a student is injured or too ill to safely come to the office alone, please contact the office or principal. In the event of an accident, an Accident Report must be completed by the employee in charge or witness to the accident. The report should then be forwarded to the office, principal, and superintendent.

All school district personnel will adhere to [Standard Precaution Guidelines](#) for the handling of body fluids. No distinction will be made between body fluids from individuals with a known disease or individuals with an undiagnosed disease. These procedures provide effective

precautions against the transmission of diseases to a person(s) potentially exposed to the blood or body fluids of another.

## **MEDICATION DURING SCHOOL HOURS**

Refer **all** students to the office. Teachers, or other staff members, are not permitted to give medication. The office is to be notified of any requests for medication by parents, or students.

## **WEATHER CONDITION CONCERNS**

### **COLD WEATHER EXPOSURE & INCLEMENT WEATHER SCHOOL CLOSURES**

WPCS students' safety is always our first priority. In the winter, temperatures in eastern Idaho may drop below zero, and even reach 20 below with the wind chill factor.

There are two main weather conditions that create the need to close school.

- The first condition is a blizzard with drifting snow that makes roads impassable for vehicles.
- The second are dangerously low temperatures.

Typically we do not consider closing schools unless the temperature drops below -20 °F.

At 6:00 am, the school administration team will conference call to review the weather conditions, considering early morning temperatures, the day's forecasted temperatures, wind chill and other factors and make the decision whether to close school or to delay the start of school by two hours. Messages to parents and staff should be sent through PowerSchool starting at 6:30 am. School closures announcements will also be sent to media outlets and posted on the WPCS's Facebook page.

## **OUTSIDE ACTIVITIES**

Parents always have the right to decide what is best for their family and can keep their children home if they believe the weather is too severe for them to attend school. Children who stay home will need a note from a parent or guardian excusing their absence and the absence will be counted as a verified absence.

If the weather drops below zero, students will not participate in outdoor recess or other outdoor activities. Parents are to ensure their children are dressed for the weather conditions.



# SECTION X - COUNSELING AND GUIDANCE

## SCHEDULING AND SCHEDULE CHANGES

The school counselor is responsible for creating a class schedule for each student who enrolls in their respective schools. Schedule changes for middle school or high school will be considered for the following reasons:

- Class size leveling
- Failure to meet the prerequisite for the class
- Administrative transfer (administration signature required)

If a student, parent/guardian, or teacher feels a student would benefit academically from a schedule change, a Schedule Change Request Form must be filled out stating why he/she feels the change should be made. The counselors will conference with the administration and other involved parties, to determine if a schedule change is in the best interest of the student. Schedule changes are rare due to the small size of our middle school and high school which does not leave room for a lot of changes.

The counselor needs to be aware of the ELL services offered students at WPCS and be able to schedule each ELL student according to his/her specific needs.

## RETENTION AND ACADEMIC PROBATION

Counselors will meet with students, parents, and teachers providing appropriate support to help students meet WPCS promotion standards for the current school year. **WPCS expects all students to pass every class to be eligible for promotion to the next grade level.** Counselor actions for retained or at-risk students and students on Academic Probation may include: monthly meetings with the student; parent teacher conferences; facilitating parenting classes; student recognition; after school tutoring; etc. If students do not improve with counselor and teacher interventions, and administration behavioral interventions, it may be determined by the administration that enrollment at WPCS is not a good fit for the student.

LINK TO STAFF PROCEDURAL POLICY:  
[COUNSELING AND GUIDANCE](#)

# SECTION XII - EMERGENCY PROCEDURES

LINK TO STAFF PROCEDURAL POLICY:  
[WPCS School Crisis Response Plan](#)

# SECTION XIII - BUDGET/PURCHASING

## PO GUIDELINES FOR ORDERING SUPPLIES

PO's will be submitted by the Building Administrator and/or Admin Asst.

- Individual requests from faculty or staff members will not be addressed.

PO's will be submitted on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays of the month by 12PM.

- If they are submitted before these dates or after 12PM, they will not be addressed and it will be your responsibility to resubmit them on the specified Wednesday by 12PM.
- Once submitted, approval will be on Thursday, and supplies ordered on Friday.
- If there is an emergency order, this will be addressed on a case-by-case basis only and will be determined by the Building Administrator and discussed with the Business Manager before the PO is submitted.

PO's will be submitted per vendor that represents two weeks of supply requests.

- For online orders, provide links to specific products and to the full cart containing all items from that specific vendor. When possible, please include the product number or SKU. This will ensure that you receive the exact product you requested.
- Incomplete or vague PO's will be sent back for correction. This may delay ordering items requested, so please be thorough when filling them out. (ie: fax number, email, website, delivery address, cart links, etc.)

The PO is the only document to be submitted.

- Do not submit spreadsheets, email requests, or invoice receipts in place of a PO. All items to be ordered need to come on a completed PO.
- When submitting PO, do not put an individual name as "requested by", but the name of the building (ie: WP Elementary School, WP Stem, WP Online, WP Building Facilities, etc).
- Do not put Invoice Number on PO. This will be assigned when PO is approved by Business Manager and updated on the PO Status Spreadsheet.
- When submitting the PO, the Building Administrator's signature represents that they have reviewed the PO. This does not mean it has been approved.

Building Administrator and/or Admin Asst. will have access to their building PO's submitted and be responsible for updating the spreadsheet when items have been received and forgetting all receipts/invoices to the Business Manager within 2 business days for reconciliation.

- If there is an error on the order received, it is the responsibility of the Building Administrator and/or Admin Asst. to contact the Business Manager within 24 hrs. of receiving the order.

