

HIGH SCHOOL HANDBOOK 2017-2018



Park Hill School District

Building Successful Futures • Each Student • Every Day

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PARK HILL SCHOOL DISTRICT

VISION, MISSION, VALUES

Vision

Building Successful Futures • Each Student • Every Day

Mission

Through the expertise of a motivated staff, the Park Hill School District provides a meaningful education in a safe, caring environment to prepare each student for success in life.

Values

Continuous Improvement

High Expectations

Integrity

Visionary Leadership

Student Focus

BOARD POLICIES AND REGULATIONS

The Park Hill School District Board of Education policy and regulations are now paperless and on-line at the website: www.parkhill.k12.mo.us

To access the Park Hill School District Policy Manual:

- Go to the District Information / Board Agenda, Policies and Minutes
- Click on Search Engine
- Put the policy you are searching for or a key word in the policy.
- You may choose Advanced Search and choose from the drop down list for a policy or regulation.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

(Board Policy AC)

General Rule

The Park Hill Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin,

ancestry, disability, age, genetic information or any other characteristic protected by law. The Park Hill School District is an equal opportunity employer.

The Board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a) Make complaints of prohibited discrimination or harassment.
 - b) Report prohibited discrimination or harassment.
 - c) Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning prohibited discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy.

All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If discrimination, harassment or retaliation that occurs off district property and that is unrelated to the district's activities negatively impacts the school environment, the district will investigate and address the behavior in accordance with this policy, as allowed by law.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation or perceived sexual orientation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law.

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take immediate action to protect the alleged victim, including implementing interim measures. For example, the district may alter a class seating arrangement, provide additional supervision for a student or suspend an employee pending an investigation. The district will take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment or retaliation have occurred.

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take

prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from school grounds or otherwise restricted while on school grounds. The Superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported to the Children's Division (CD) of the Department of Social Services.

Remedies provided by the district will attempt to minimize the burden on the victim. Such remedies may include, but are not limited to: providing additional resources such as counseling, providing access to community services, assisting the victim in filing criminal charges when applicable, moving the perpetrator to a different class or school, providing an escort between classes, or allowing the victim to retake or withdraw from a class. The district may provide additional training to students and employees, make periodic assessments to make sure behavior complies with district policy, or perform a climate check to assess the environment in the district.

Definitions

Compliance Officer - The individual responsible for implementing this policy, including the acting compliance officer when he or she is performing duties of the compliance officer.

Discrimination - Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Grievance - A verbal or written report (also known as a complaint) of discrimination, harassment or retaliation made by a grievant to the compliance officer.

Harassment - A form of a grievant, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law or based on a belief that such a characteristic exists: graffiti; display of written material, pictures or electronic images; name calling, teasing or taunting; insults, derogatory remarks or slurs; jokes; gestures; threatening, intimidating or hostile acts; physical acts of aggression, assault or violence; theft; or damage to property.

Sexual Harassment - A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for

sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance.

Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
6. Comments about an individual's body, sexual activity or sexual attractiveness.
7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.
8. Gender-based harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on sex or sex stereotyping, but not involving conduct of a sexual nature.

Working Days - Days on which the district's business offices are open.

Compliance Officer

The Board designates the following individual to act as the district's compliance officer:

Assistant Superintendent for Human Resources
Park Hill School District
7703 NW Barry Road
Kansas City, MO 64153
816.359.4040 (phone)
816.359.4049 (fax)

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer which is the:

Executive Director for Quality & Evaluation
Park Hill School District
7703 NW Barry Road
Kansas City, MO 64153
816.359.6804 (phone)
816.359.4059 (fax)

The compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.
2. Receive all grievances regarding discrimination, harassment and retaliation in the Park Hill School District.

3. Serve as the district's designated Title IX, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.
4. Investigate or assign persons to investigate grievances; monitor the status of grievances to ensure that additional discrimination, harassment and retaliation do not occur; and recommend consequences. 5. Review all evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
5. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
6. Communicate regularly with the district's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
7. Oversee discrimination, harassment or retaliation grievances, including identifying and addressing any patterns or systemic problems and reporting such problems and patterns to the Superintendent or the Board.
8. Seek legal advice when necessary to enforce this policy.
9. Report to the Superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
10. Make recommendations regarding changing this policy or the implementation of this policy.
11. Coordinate and institute training programs for district staff and supervisors as necessary to meet the goals of this policy, including instruction in recognizing behavior that constitutes discrimination, harassment and retaliation.
12. Perform other duties as assigned by the Superintendent.

Public Notice

The Superintendent or designee will continuously publicize the district's policy prohibiting discrimination, harassment and retaliation and disseminate information on how to report discrimination, harassment and retaliation. Notification of the district's policy will be posted in a public area of each building used for instruction or employment or open to the public. Information will also be distributed annually to employees, parents/guardians and students as well as to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the district's website will include a statement that the Park Hill School District does not discriminate in its programs, services, activities, facilities or with regard to employment. The district will provide information in alternative formats when necessary to accommodate persons with disabilities.

Reporting

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district. Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to make a grievance to communicate directly with the compliance officer. Even if the potential victim of discrimination, harassment or retaliation does not make a grievance, district employees are required to report to the compliance officer any observations, rumors or other information regarding actions prohibited by this policy. If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer or acting compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to take action upon finding a violation of law, district policy or district expectations.

Even if a grievance is not directly made, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination, harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. The administrator has the ability to immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. The administrator will report all incidents of discrimination, harassment and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer for further assistance. The compliance officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is made, the investigation and complaint process detailed below will be used.

Investigation

The district will immediately investigate all grievances. All persons are required to cooperate fully in the investigation. The district compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation.

In determining whether alleged conduct constitutes discrimination, harassment or retaliation, the district will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that discrimination, harassment or other prohibited behavior has occurred, the district will take immediate corrective action.

Grievance Process Overview

1. If a person designated to hear a grievance or appeal is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step in the grievance process will be used. For example, if the grievance involves the Superintendent, the compliance officer may designate someone outside the district to hear the grievance in lieu of the Superintendent, or the grievance may be heard directly by the Board.
2. An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. The person making the complaint will be notified when deadlines are extended. If more than twice the allotted time has expired without a response, the appeal may be taken to the next level.
3. Failure of the person making the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.
4. The district will investigate all grievances, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement or the CD is also investigating a complaint arising from the same circumstances.
5. The district will only share information regarding an individually identifiable student or employee with the person making the grievance or other persons if allowed by law and in accordance with Board policy.
6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance

officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

Level I - A grievance is made with the district's compliance officer. The compliance officer may, at his or her discretion, assign a school principal or other appropriate person to conduct the investigation when appropriate.

Regardless of who investigates the grievance, an investigation will commence immediately, but no later than five working days after the compliance officer receives the grievance. The compliance officer or designee shall conduct a prompt, impartial, adequate, reliable and thorough investigation, including the opportunity for the person making the grievance and other parties involved to identify witnesses and provide information and other evidence. The compliance officer or designee will evaluate all relevant information and documentation relating to the grievance.

Within 30 working days of receiving the grievance, the compliance officer will complete a written report that summarizes the facts and makes conclusions on whether the facts constitute a violation of this policy based on the appropriate legal standards. If a violation of this policy is found, the compliance officer will recommend corrective action to the Superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects. If someone other than the compliance officer conducts the investigation, the compliance officer or acting compliance officer will review and sign the report. The person who made the grievance, the victim if someone other than the victim made the grievance, and any alleged perpetrator will be notified in writing, within five working days of the completion of the report, in accordance with law and district policy, regarding whether the district's compliance officer or designee determined that district policy was violated.

Level II - Within five working days after receiving the Level I decision, the person making the grievance, the victim if someone other than the victim made the grievance, or any alleged perpetrator may appeal the compliance officer's decision to the Superintendent by notifying the Superintendent in writing. The Superintendent may, at his or her discretion, designate another person (other than the compliance officer) to review the matter when appropriate.

Within ten working days, the Superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the Superintendent conducts the appeal, the Superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer. The person who initially made the grievance, the victim if someone other than the victim made the grievance, and any alleged perpetrator will be notified in writing, within five working days of the Superintendent's decision, regarding whether the Superintendent or designee determined that district policy was violated.

Level III - Within five working days after receiving the Level II decision, the person making the grievance, the victim if someone other than the victim made the grievance, or any alleged perpetrator may appeal the Superintendent's decision to the Board by notifying the Board secretary in writing. The person making the grievance and the alleged perpetrator will be allowed to address the Board, and the Board may call for the presence of such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who made the grievance, the victim if someone other than the victim made the grievance, and the alleged perpetrator will be notified in writing, within five working days of the Board's decision, in accordance with law and district policy, regarding whether the Board determined that district policy was

violated. The decision of the Board is final.

Confidentiality and Records

To the extent permitted by law and in accordance with Board policy, the district will keep confidential the identity of the person making a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out disciplinary measures. The district will disclose information to the district's attorney, law enforcement, the CD and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the district's attorney.

Training

The district will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The district will instruct employees to make all complaints to the district's compliance officer or acting compliance officer and will provide current contact information for these persons. The district will inform employees of the consequences of violating this policy and the remedies the district may use to rectify policy violations. All employees will have access to the district's current policy, required notices and complaint forms. The district will provide additional training to any person responsible for investigating potential discrimination, harassment or retaliation.

The district will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

WORKPLACE ACCIDENTS AND INJURIES

(Board Policy GBEA)

An employee of the Park Hill School District who is injured, killed or who is exposed to and contracts any occupational disease arising out of and in the course of employment is eligible for compensation in accordance with this policy and the Missouri Workers' Compensation Law. The District will not retaliate against an employee who exercises his or her rights under the Workers' Compensation Law.

Reporting

Immediate notification of employee injuries is essential in effectively treating our employees and returning the employee to work.

When an employee is injured, the following steps should be taken immediately:

1. If the injury is serious and/or life threatening, contact 911.

2. For any injury that requires any medical attention, report the injury to the Office of the Assistant Superintendent of Business Services at 359-4020.
3. For injuries that do not require immediate medical treatment, go to the nearest school health room. The Nurse will notify the District Office.

An employee must also report all injuries immediately to his or her immediate supervisor by completing the District's incident report form. The District expects incident forms to be completed within 72 hours. If the nature of the injury or illness is such that the employee cannot immediately submit the completed incident form, the employee's supervisor will assist the employee in completing the form as soon as possible, but no later than 30 days after the injury or illness. Employees who fail to promptly report an injury or illness arising out of and in the course of employment may jeopardize their ability to receive compensation and other benefits pursuant to law and this policy.

Upon receiving a report of an injury or illness, the supervisor will immediately forward the report to the executive administrative assistant for Business Services at District Office. Business Services will promptly forward a copy of the report to the District's workers' compensation insurance carrier and will be responsible for keeping the carrier informed of the employee's status.

Use of Leave

The District does not permit the use of paid leave for absences during the period when the employee receives workers' compensation wage benefits. Because by law an employee will not receive workers' compensation wage benefits for the first three (3) days of absence if the total absence is less than 14 days, the District will apply available paid leave for those days. However, the employee will only receive compensation for those days once the District knows that the employee will not receive workers' compensation wage benefits for those days.

Employees who are absent due to an illness or injury compensable under workers' compensation and who are receiving such compensation will not lose seniority or any accumulated paid leave due to the absence. However, the employee will not continue to accumulate paid leave during the absence.

Employees are required to use accumulated paid leave to receive medical treatment, evaluation or to attend physical rehabilitation during work time. If paid leave has been exhausted and the employee must be absent during work time to receive medical treatment, evaluation or to attend physical rehabilitation in conjunction with a work-related injury or illness, the employee may be granted unpaid leave.

Medical Providers

The District will designate medical providers to be used in the administration of workers' compensation claims and treatment. A list of District-designated providers will be available to employees upon request. If the employee chooses to use his or her own provider, the employee is responsible for all costs associated with the provision of those services.

Reasonable Accommodations (Light Duty)

If an employee is released back to work after a workplace accident, but has restrictions that cannot be reasonably accommodated in his/her regular position, then every effort will be made to offer work in an area where restrictions can be reasonably accommodated. Light duty work may be in a different type of job or in a different building. If light duty work is offered but the employee refuses to do the work, then workers' compensation

benefits will not be paid. The employee has the option of utilizing personal paid leave, if desired, or being off work and unpaid.

Loss of Benefits

An injury caused by the failure of employees to use safety devices provided by the District or obey rules adopted by the District for the safety of employees will result in the reduction of benefits payable under this policy and pursuant to law.

Violation of the District's Drug-Free Workplace policy or any other District policy, procedure or rule relating to the use of alcohol or non-prescribed controlled substances will result in a reduction or loss of benefits if the injury was sustained in conjunction with the use of alcohol or non-prescribed controlled substances.

The Board authorizes post-injury testing for non-prescribed controlled substances or alcohol in accordance with Board policy and law. Refusal to submit to the test will result in the loss of benefits.

An employee is disqualified from receiving temporary total disability workers' compensation benefits during any period of time in which the employee receives unemployment benefits.

Temporary, partial or total disability workers' compensation benefits are not payable if an employee is terminated from employment for misconduct post-injury.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA)

The Family Education Rights & Privacy Act (FERPA) provides for the privacy of educational records and ensures access to educational records by parents and students. All employees of the Park Hill School District are expected to maintain confidentiality of student education records as prescribed by law and as prescribed by Policy JO and Regulation JO-R.

Definitions

For the purposes of this procedure, the following terms are defined:

Student: Any person who attends or has attended a school in the school district and for whom the district maintains education records.

Eligible Student: A student or former student who has reached age 18 or is attending a postsecondary school.

Parent: A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Record: A record that is directly related to a personally identifiable student and that is maintained by the school district or an agent acting on behalf of the school district. An education record may include information that is handwritten, in print or recorded using digital, electronic or other means and includes biometric records such as fingerprints. Education records do not include:

1. Records kept in the sole possession of the maker of the record, used only as a personal memory aid and not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. An employment record that relates exclusively to an individual in his or her capacity as an employee of the school district and that is not available for use for any other purpose.
3. Records that contain information about a student after he or she is no longer in attendance at the district and that are not directly related to the person's attendance as a student, such as alumni records.
4. Grades on peer-graded papers before they are collected and recorded by a teacher.

Directory Information: Information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. The school district defines directory information in policy JO.

Health Records: Any record relating to a student's health or disability including, but not limited to, doctor's orders, doctor's notes, medical evaluations, medical diagnoses, information regarding medications, Section 504 plans, individualized education programs (IEP) and individualized health plans (IHP). A health record is a type of education record.

School Official: A person who has a legitimate educational interest and who meets one of the following criteria:

1. A person employed by the district as an administrator, supervisor, instructor or support staff member, including health staff.
2. A School Board member of the Park Hill School District.
3. A person paid by the district to perform a special task that requires access to student records, such as an attorney, auditor, medical consultant or therapist.
4. A person serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks.
5. A contractor, consultant, volunteer or other party performing services on behalf of the district if 1) the service would have otherwise been performed by district employees, 2) the person or party is under the direct control of the district regarding the use and maintenance of education records, and 3) the person or party agrees to follow confidentiality laws regarding the redisclosure of information.

Legitimate Educational Interest: A school official has a legitimate educational interest if the official is:

1. Performing a task that is specified in his or her position description or by a contract agreement.
2. Performing a task related to a student's education in accordance with the school official's position.
3. Performing a task related to the discipline of a student in accordance with the school official's position.
4. Providing a service or benefit relating to the student or student's family, such as healthcare, counseling, job placement or financial aid.
5. Maintaining the safety and security of the campus.
6. Under the direct supervision of a staff member and, with authorization from the district, assisting a staff member in performing his or her job.

Education Records

A. General

1. Education records shall be retained according to the guidelines set forth in the retention schedules developed by the Office of the Missouri Secretary of State. The district will not destroy an education

- record if there is an outstanding request by a parent or eligible student to inspect and review the record.
2. Parents and/or students may refuse to disclose a student's Social Security number to the district unless required by law.
 3. Pursuant to state law, the permanent record of a student reading below the fifth-grade reading level at the end of his or her sixth-grade year shall carry a notation advising that such student has not met minimal reading standards. The notation shall stay on the student's record until such time as the district determines that the student has met minimal reading standards.
 4. It is the responsibility of the principal and the professional staff of the school to see that such records are kept secure and confidential and are utilized in accordance with the law.

B. Review of Education Records by Parents or Eligible Students

1. Education records shall be open for inspection by parents and eligible students. Both parents have access to their child's school records until and unless a court orders otherwise. Therefore, a copy of any applicable court order that restricts any parent's access to the student's education records must be filed with the school principal in order to certify to the district that a parent's access rights are limited or denied pursuant to the court's directions. If a school employee has good reason to believe, based on personal knowledge or information from a reliable source, that a parent's access rights have been limited by a court order that is not on file with the district, the employee may delay access for a reasonable amount of time, but no longer than three business days, to afford the student's parent or the eligible student an opportunity to provide the school with the current applicable order.
2. The parents or the eligible student should submit to the school principal a written request that identifies as precisely as possible the record or records they wish to inspect. The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given as soon as possible, but within three business days. However, the period for document production may exceed three days for reasonable cause.
3. If a parent or eligible student requests an education record that contains information on more than one identifiable student, the district will not disclose the record unless the district is able to effectively redact information pertaining to the other student(s), all parents or eligible students consent to the disclosure in writing, or the law otherwise allows for the disclosure.
4. If a parent or eligible student believes the education records related to the student contain information that is inaccurate, misleading or in violation of the student's privacy, he or she may ask the district to amend the record by following the appeals procedures outlined in this procedure.

C. Transfer of Education Records

1. The district will respond to a request for records from another school district enrolling a student within five business days of receiving the request. However, if the student's record has been marked pursuant to notification by the Missouri State Highway Patrol that the student has been classified as a missing child, the record shall not be forwarded to the requesting district, and the district will notify the missing persons unit of the Missouri State Highway Patrol of the record request.
2. Upon notification that a student has transferred to any other school district, the district will forward to the superintendent of the new district any written notification the Park Hill School District has received from a juvenile officer, sheriff, chief of police or other appropriate law enforcement authority that a petition has been filed in juvenile court alleging that the student has committed an offense listed in Section 167.115.1, RSMo., and the notification of disposition of such case.

D. Annual Notification of Rights to Parents and Students

1. The district shall annually notify eligible students currently in attendance and parents of students currently in attendance of their rights under the Family Educational Rights and Privacy Act (FERPA) and FERPA regulation by publication in the student handbook(s) or by distributing notification to the parents and eligible students at the beginning of the school year.
2. The district shall annually notify eligible students currently in attendance and parents of students currently in attendance of the directory information the district will release without written permission.
3. The district may notify parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher education upon request. Parents or eligible students may request that the district not release this information, and the district will comply with the request.
4. The district will notify parents at least annually of its policy on the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for a marketing purpose, including arrangements to protect student privacy that are provided by the district in the event of such collection, disclosure or use. Parents will be directly notified annually at the beginning of the school year of the specific or approximate dates during the school year when such collection, disclosure or use of personal information is scheduled or expected to be scheduled. The district will also offer an opportunity for the parent or eligible student to opt the student out of participation in any such activity.

E. Annual Notification of Directory Information

1. The district shall annually notify parents and eligible students of the directory information the district will release without written consent. Parents or eligible students will have ten school days after the annual public notice to provide notice in writing to the school district that they choose to not have this information released. Unless notified to the contrary in writing within the ten-school-day period, the school district may disclose any of those items designated as directory information without the parent's or eligible student's prior written consent, including in print and electronic publications of the school district.
2. Even if a parent or eligible student notifies the district in writing that he or she does not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information.
3. Directory information is considered a "public record" that must be released by the district to any person who requests it under the Missouri Sunshine Law.

F. Release of Education Records

Disclosure of information from a student's education records will be made only with the written consent of the parent or eligible student, subject to the following exceptions. The district may disclose education record information without consent in accordance with law, including when the disclosure is:

1. To school officials who have a legitimate educational interest in the records.
2. To officials of another school in which a student is enrolled or seeks or intends to enroll as long as the disclosure is for purposes related to the enrollment or transfer.

3. Directory information. If the district annually notifies parents and eligible students that directory information may be released without prior written consent and gives parents and eligible students the opportunity to notify the district in writing that they do not want the information released, the district may release directory information without prior consent.
4. To military recruiters or institutions of higher education that have requested the names, addresses and telephone listings of secondary school students. However, the district will honor a request from a secondary school student or his or her parent not to release the information.
5. To organizations conducting studies for or on behalf of the district or other educational agencies or institutions to develop, validate or administer predictive tests, administer student aid programs or improve instruction if the legal requirements for disclosure are met.
6. To state and local authorities, when allowed by state statute, if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed may be required to certify in writing that the information will not be disclosed to any other party except as allowed by law or with the written consent of the parent.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.
9. To parents of a student who is not an eligible student or to the student.
10. To comply with a judicial order or a lawfully issued subpoena. Unless otherwise ordered, the district will make a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action.
11. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid or to enforce the terms and conditions of the aid.
12. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the United States Department of Education or state and local education authorities in connection with an audit or evaluation of federally or state-supported education programs or for the enforcement of or compliance with federal legal requirements relating to these programs.
13. To appropriate parties when there is an articulable and significant threat to the health or safety of a student or other persons. The nature of the threat and the persons to whom the information was disclosed must be recorded.
14. To other persons authorized to receive education records pursuant to FERPA and 34 C.F.R., Part 99, or other applicable laws.

USE OF DISTRICT TECHNOLOGY RESOURCES

(Board Policy EHB)

The Park Hill School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and Board and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance,

the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure they are current.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

Technology Resources. Technologies, devices and services used to access, process, store or communicate information. This definition includes, but is not limited to: mobile phones, computers, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, Internet, electronic mail, electronic communications devices and services, including wireless access, multi-media resources, hardware and software. Technology resources may include technologies, devices and services provided to the district by a third party.

User. Any person who is permitted by the district to utilize any portion of the district's technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

User Identification (ID). Any identifier that would allow a user access to the district's technology resources or to any program including, but not limited to, e-mail and Internet access.

Password. A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Authorized Users

The district's technology resources may be used by authorized students, employees, School Board members and other persons approved by the Superintendent or designee, such as consultants, legal counsel and independent contractors. All users must agree to follow the district's policies and procedures and sign or electronically consent to the District's User Agreement or another document, into which the terms of EHB and EHB-R are incorporated prior to accessing or using District technology resources, unless excused by the Superintendent or designee.

Use of the district's technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the Superintendent or designee.

User Privacy

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources, including, but not limited to, voicemail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigation potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to

return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

Technology Administration

The Board directs the Superintendent or designee to assign trained personnel to maintain the district's technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install equipment, upgrade any system or enter any system to at any time.

Content Filtering and Monitoring

The district will monitor the online activities of users and operate a technology protection measure (content filter) on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable a content filter installed by the district is prohibited.

The Superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for an adult for bona fide research or for other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

Online Safety, Security and Confidentiality

In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The Superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyber bullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

The instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all

district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum

The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's webpage will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. The retention schedule must comply with the Public School District Records Retention Manual as well as the General Records Retention Manual published by the Missouri Secretary of State.

In the case of pending or threatened litigation, the district's attorney may issue a litigation hold directive to the Superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Use of the district's technology resources in a disruptive, manifestly inappropriate or illegal manner shall not be tolerated.

Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges and/or other discipline. User privileges may be suspended pending investigation into the use of the district's technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's technology policies and procedures. Any attempted violation of the district's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of district's technology resources.

Damages

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, may be charged to the user. The Superintendent and designee have the authority to contact legal authorities in regard to damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

STAFF CONDUCT

(Board Policy GBCB)

The Park Hill Board of Education expects that each professional and support staff member shall put forth every effort to promote a quality instructional program in the school district. In building a quality program, employees must meet certain expectations that include, but are not limited to, the following:

1. Become familiar with, enforce and follow all Board policies, regulations, administrative procedures, other directions given by district administrators and state and federal laws as they affect the performance of job duties.
2. Maintain courteous and professional relationships with pupils, parents/guardians, other employees of the district and all patrons of the district.
3. Keep current on developments affecting the employee's area of expertise or position.
4. Transact all official business with the appropriate designated authority in the district in a timely manner.
5. Transmit constructive criticism of other staff members or of any department of the school district to the particular school administrator who has the administrative responsibility for improving the situation.
6. Care for, properly use and protect school property.
7. Attend all required staff meetings called by district administration, unless excused.
8. Keep all student records, medical information and other sensitive information confidential as directed by law, Board policy, district procedures and the employee's supervisor.

9. Immediately report all dangerous building conditions or situations to the building supervisor and take action to rectify the situation and protect the safety of students and others if necessary.
10. Properly supervise all students. The Board expects all students to be under assigned adult supervision at all times during school and during any school activity. Except in an emergency, no employee will leave an assigned group unsupervised.
11. Obey all safety rules, including rules protecting the safety and welfare of students.
12. Submit all required reports or paperwork at the time requested. Employees will not falsify records maintained by the school district.
13. Refrain from using profanity.
14. Dress professionally and in a manner that will not interfere with the educational environment.
15. Come to work and leave work at the time specified by the employee handbook or by the employee's supervisor. Employees who are late to work, stop working before the scheduled time or non-exempt employees who work beyond the scheduled time without permission may be subject to discipline, including termination.
16. School employees, other than commissioned law enforcement officers, shall not strip search students, as defined in state law, except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available.
17. School employees shall not direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as such emblem, insignia or garment is worn in a manner that does not promote disruptive behavior.
18. State law prohibits teachers from participating in the management of a campaign for the election or defeat of a member of the Board of Education that employs such teacher.
19. Employees will not use district funds or resources to advocate, support or oppose any ballot measure or candidate for public office.
20. Employees will not use any time during the working day for campaigning purposes, unless allowed by law.

STAFF/STUDENT RELATIONS

(Board Policy GBH)

Definitions

Educational Purpose: A reason associated with the staff member's duties in the district including, but not limited to: counseling, the treatment of a student's physical injury, or coordination of an extracurricular activity, depending on the staff member's job description.

Staff Member: For the purposes of this policy, a staff member is any individual employed by the district, including part-time and substitute employees and student teachers.

Student: Individuals currently enrolled in the Park Hill School District.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be

maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.
2. Dating a student or discussing or planning a future romantic or sexual relationship with a student. The district may use as evidence, in considering whether a violation of this provision has occurred, if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left the district.
3. Making sexual advances toward a student or engaging in a sexual relationship with a student.
4. Engaging in any conduct that constitutes illegal harassment or discrimination as defined in policy AC or that could constitute a violation of that policy if pervasive.
5. Engaging in any conduct that violates Board policies, regulations or procedures or constitutes criminal behavior.

Exceptions to this Policy

The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The district does not intend to interfere with or impede appropriate interactions between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the "Absolute Prohibitions" section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, the district encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Failure to Maintain Boundaries

This policy includes a list of staff conducts which are absolutely prohibited. In addition to those specific conducts, the Board wants to ensure that its students and staff are protected from situations in which an appearance of impropriety may arise, even if no absolutely prohibited conduct occurs. For instance, the following is a

nonexclusive list of potential situations in which a staff member may fail to maintain professional physical and emotional boundaries, if no exception applies or no educational purpose exists.

- Being alone with a student in a room with a closed or locked door or with the lights off. Note that counselors or others who need to work with students confidentially may need to meet with a student with a closed office door, but such practice should be discussed with their supervisors to ensure it is the appropriate manner of meeting with students.
- Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
- Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.
- Discussing the staff member's personal problems with or in the presence of students.
- Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
- Being present when students are fully or partially nude.
- Sending students on personal errands.
- Allowing a student to drive the staff member's vehicle.
- Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.
- Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.
- Giving gifts to individual students (as opposed to giving gifts of nominal value to all members of a class, for example).
- Frequently pulling a student from another class or activity to be with the staff member.

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between

the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-sponsored, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-sponsored, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-sponsored forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.
2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.
3. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Consequences

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE).

Reporting

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the principal, counselor or staff member's supervisor. If illegal discrimination or harassment is suspected, the process in policy AC will be followed.

Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district's administration. All staff members who know or have reasonable cause to suspect

child abuse shall immediately report the suspected abuse in accordance with Board policy. Staff members must also immediately report a violation or perceived violation of the district's discrimination and harassment policy (AC) to the district's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports. The district will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

Training

The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

STAFF USE OF COMMUNICATION DEVICES

(Board Policy GBCC)

The Park Hill School District encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policy on student-staff relations.

Definitions

Communication Device: Any mobile telephone, personal digital assistant, pager, tablet, laptop or other portable device that sends, receives or retrieves calls, text messages, e-mail, other electronic communications or data, or provides access to the Internet.

Use/Using: Dialing, answering or talking on the phone; sending, reading or responding to a text, e-mail or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; continuously checking a communication device; or any activity with a communication device that interferes with the employee's job duties or appropriate supervision of students. An employee is considered to be using a device even when the use is hands-free.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district.

Employees are responsible for keeping communication devices secure and, if possible, password protected.

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless any of the following conditions occur:

1. The device is being used to instruct the students being supervised at the time.
2. The use is necessary to the performance of an employment-related duty.
3. The use is consistent with a supervisor's guidelines for limited, personal use of communication devices.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy and in accordance with law, employees shall not use communication devices when:

1. Driving district-provided vehicles, regardless of whether the vehicle is owned, leased or otherwise obtained for district use in a district activity.
2. Operating any vehicle in which a student is being transported when the transportation is provided as part of the employee's job.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares or otherwise safely reaching their destinations when such supervision is part of the employee's job.

The district will make an exception to the rules in this section when the communication device is used to:

1. Report illegal activity.
2. Summon medical or other emergency help.
3. Prevent injury to a person or property.
4. Relay necessary, time-sensitive information to a dispatcher with a device permanently affixed to the vehicle, in the manner allowed by law.
5. Play music, as long as the employee operating the vehicle does not turn on, select or otherwise manipulate the device while operating the vehicle or supervising students as described above.
6. Obtain directions from a global positioning or navigational system, as long as the system is being used in association with the employee's job and adequate safety precautions are taken.

Even in these situations, employees should first take all possible safety precautions before using communication devices.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. The superintendent or designee has sole discretion as to which employees will be provided communication devices and may recall any previously issued communication device. Employees do not have any expectation of privacy in district-provided communication devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to reimburse the district for any damage or theft that was the result of the employee's gross negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount.

REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

(Board Policy JHG)

The Park Hill School District and its employees will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. Employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any district employee who, in good faith, reports alleged child abuse or neglect, including alleged misconduct by another district employee.

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

Definitions

Abuse – Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control or by any other person, except that discipline including spanking, administered in a reasonable manner, shall not be construed as abuse. Physical injury, sexual abuse and emotional abuse are defined by the Children's Division (CD) of the Department of Social Services in 13 C.S.R. 35-31.010.

Child – Any person under 18 years of age.

Neglect – The failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child's well-being.

Those Responsible for the Care, Custody and Control of the Child – Includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day as well as any adult who has access to the child.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the CD. The liaison(s) shall develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel.

The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

Training

The superintendent or designee shall implement annual training necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Such training shall:

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.
2. Emphasize how to establish an atmosphere of trust so that students feel that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.
3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.
4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.
5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

Reporting Child Abuse/Neglect

The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any school official or employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made, and even then the investigation may be limited if the report involves sexual misconduct by a school employee. Employees who make such reports to the CD must notify the school principal or designee that a report has been made. The principal or designee will notify the superintendent or designee and the district liaison(s) about the report.

The school principal or designee may also notify law enforcement or the juvenile office when appropriate. If an employee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

The reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. No employee making a report in accordance with law shall be subject to any sanction, including

any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that any employee mandated by law to make a report shall have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for such time as is required to make any mandated report.

Reporting Allegations of Sexual Misconduct by a School Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. However, an allegation of sexual misconduct by a school employee is particularly serious. In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law, regardless of whether the employee or superintendent has reasonable cause to suspect abuse. For the purposes of this policy, the term "sexual misconduct" is defined as engaging in any conduct with a student, on or off district property, that constitutes 1) the crime of sexual misconduct; 2) illegal sexual harassment as defined in policy AC, as determined by the district; or 3) child abuse involving sexual behavior, as determined by the CD.

The CD will investigate all allegations of sexual misconduct involving district employees. The district may investigate the allegations for the purpose of making employment decisions.

Investigating Child Abuse/Neglect

In general, the CD investigates reports of child abuse and neglect. However, state statute requires the district to initially investigate allegations of child abuse by district employees in situations other than sexual misconduct to ensure that the allegations are not made for the purpose of harassing district staff.

When the CD receives a child abuse report alleging that an employee of the district has abused a student in situations other than those involving sexual misconduct, the report shall be immediately referred to the superintendent (or the president of the School Board in situations concerning the superintendent), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation.

Harassment, Spanking or Protection of Persons or Property by District Staff

If a report to the CD relates to a spanking by a district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the superintendent, Board president or a designee of either will notify law enforcement of the county in which the alleged incident occurred. The district will jointly investigate the matter with the law enforcement officer. The superintendent, Board president and their designees are authorized to contact and utilize the district's attorney to assist in the investigation.

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will

consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

Referral to the Office of Child Advocate for Children's Protection and Services

If the CD determines that a report of child abuse or neglect is unsubstantiated, the district or a district employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

Information from the Children's Division

In accordance with law, as mandated reporters district employees reporting child abuse and neglect are entitled upon request to information on the general disposition of a report of child abuse or neglect and may receive findings and information concerning the case at the discretion of the CD. The CD will also notify the district when a student is under judicial custody or when a case is active regarding a student.

Any information received from the CD will be kept strictly confidential in accordance with law and will only be shared with district employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any public school district liaison or the district shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student's permanent record.

Immunity

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the district and who in good faith reports to a district employee a case of alleged child abuse by any district employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.

BULLYING

(Board Policy JFCF)

General

In order to promote a safe learning environment for all students, the Park Hill School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying typically involves a real or perceived imbalance of power and may consist of, but is not limited to: intentional physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district may impose consequences or discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The Director of Student Services will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and/or antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports to the extent required by applicable law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, take appropriate action to address the offender's behavior, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly notify the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or

designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's antibullying coordinator conduct the investigation. If at any time during the investigation the principal or designee determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal or designee will report the incident to the compliance officer designated in that policy, who may assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal or designee will also notify the special education director. The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal or designee will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline guidelines. The principal or designee will complete a written report regarding the investigation and outcome and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the appropriate school file(s). All reports will be kept confidential in accordance with applicable law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline guidelines. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law and may notify social media companies of inappropriate online activity if appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy may be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

REFERENCES FOR CURRENT & FORMER DISTRICT EMPLOYEES

(Board Policy GBLB)

Definitions

Employee: Any staff member or student teacher of the Park Hill School District.

Former Employee: An employee who was terminated or resigned or whose contract was non-renewed; an employee who has been notified that his or her contract with the district will not be renewed or that the district is pursuing termination, even if the process has not been completed.

Potential Employer: Another school district, business or person seeking to hire a current or former employee or screening the current or former employee for a volunteer position, internship or other activity.

Reference: Information regarding the employment of, or services provided by, a current or former employee including, but not limited to, specific information regarding dates of employment or service, salary, job duties, performance or character.

Sexual Misconduct: Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

General

The district will maintain information regarding current and former employees as confidential within the limits of the law. Only the Superintendent or a person or persons specifically designated by the Superintendent may respond on behalf of the district to a reference request for a current or former employee. District employees must direct reference requests to the Superintendent or designee. Upon request, employees will assist the Superintendent or designee with the preparation of accurate reference information. Employees other than the Superintendent or designee may provide personal references, but by doing so, they are acting in their individual capacities and not as employees of the district. Employees providing personal references may not use district letterhead or otherwise indicate that the reference is sponsored by the district, but may identify the working relationship they have or had with the current or former employee. The district will not endorse any reference provided outside the directives of this policy and is not responsible for providing legal advice or protection for unauthorized employees who provide references.

Content

In accordance with law, the following information about employees will be provided to any member of the public upon request:

1. Names
2. Positions
3. Salaries
4. Lengths of service

Unless otherwise required under this policy or by law, before providing a reference for a current or former employee, the Superintendent or designee will verify that the employee consents to the release of further information. The district may obtain a blanket consent from the employee when the employee leaves the district, contact the employee when a request is made or rely on written consent provided through the application process.

Even with consent, unless otherwise authorized by the Board or the district's attorney, the Superintendent or designee may only provide the following factual information when requested, without offering opinions or commentary on job performance:

1. A description of the employee's job duties when employed.
2. Additional district-sponsored committees, activities or duties the employee volunteered for or was designated to perform.
3. Honors and awards received by the employee.
4. Factual information on work performance.
5. Whether the employee resigned or was non-renewed or terminated. Based on documentation in the personnel file, potential employers will be notified if the employment was ended due to the financial condition of the district, a decrease in enrollment or reorganization of the department, school or district.
6. When requested, a "yes" or "no" answer to a question about whether the district would re-employ the current or former employee if an appropriate position existed or whether the Superintendent would recommend re-employment.
7. Allegations of sexual misconduct with a student as required below.

Disclosing Allegations of Sexual Misconduct to Other Public Schools

If a potential public or charter school employer requests a reference regarding a former employee whose job involved contact with children, the district will, in accordance with state law, notify the potential public or charter school employer if the employee was terminated, non-renewed or allowed to resign in lieu of termination as a result of allegations of sexual misconduct with a student or as a result of such allegations being substantiated by the CD's child abuse and neglect review board.

If a potential public or charter school employer contacts the district for a reference for any former employee about whom the CD has investigated allegations of sexual misconduct with a student and reached a finding of substantiated, the district will provide the results of the CD investigation to the potential public or charter school employer, regardless of whether the employee's job involved contact with children.

The district must provide these notifications regardless of whether the former employee has authorized the release of information. The district will provide due process as required by law prior to releasing information in accordance with this section, if feasible. The Superintendent or designee is authorized to contact the district's attorney for advice on implementing this policy in accordance with law.

Recordkeeping

When the district is contacted for a reference for a current or former employee, the Superintendent or designee will document the date, the name of the person and entity requesting the information, the person responding to the request, the method of disclosure, the information provided and, when applicable, the consent received. In accordance with law, if the district responds to any requests in writing, the district will forward a copy of the written reference to the current or former employee at the employee's last known address.

Notice

The district will notify all current employees of this policy. The Superintendent or designee will provide notification of the existence of this policy to all potential employers who contact the district for a reference. The notification must also include a statement that the district's responses are limited to the scope of this policy. The district will also provide copies of the policy to former employees upon request.

Immunity

Any district employee who is permitted under this policy to respond to requests for references regarding former employees and who communicates only the information authorized by this policy in good faith and without malice is entitled to immunity against any civil action for damages brought by the former employee arising out of the communication of such information, in accordance with law. District employees responding to requests for references in accordance with this policy may request the attorney general to defend them if sued.

TOBACCO USE ON DISTRICT PROPERTY

(Board Policy AH)

To promote the health and safety of all students and staff and to promote the cleanliness of district property, the district prohibits all employees, students and patrons from smoking or using tobacco products, electronic cigarettes or imitation tobacco or cigarette products in all district facilities, on district transportation and on all district grounds, including but not limited to outdoor smoking by adults on the parking lots surrounding the buildings in the district. This prohibition extends to all facilities the district owns, contracts for or leases to provide educational services, before and after school care, transportation services or early childhood development services to children. This prohibition may also extend to private residences during the period of time during which homebound instruction or other educational services are provided to a Park Hill student.

Students who possess or use tobacco products on district grounds, district transportation or at district activities will be disciplined in accordance with Board policy.

FINGERPRINTS – BACKGROUND CHECK

All individuals, 18 years of age or older, hired or contracted by the Park Hill School District must (1) submit fingerprints to the Missouri Highway Patrol to be used as part of a criminal history background check, and (2) submit to a background check through the Child Abuse/Neglect registry.

The offer of employment is specifically and explicitly conditioned upon the receipt of satisfactory report(s) resulting from all criminal background checks and other inquiries of fitness for employment in the District.

The District reserves the right to require any employee to submit at any time, a criminal record background check and/or a random background check through the Child Abuse/Neglect Registry. The District reserves the right to suspend or terminate employment as a result of criminal charges or convictions of current employees.

THE MISSOURI SHOW-ME STANDARDS

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the work force and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skill to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
3. Design and conduct field and laboratory investigations to study nature and society
4. Use technological tools and other resources to locate, select and organize information
5. Comprehend and evaluate written, visual and oral presentations and works
6. Discover and evaluate patterns and relationships in information, ideas and structures
7. Evaluate the accuracy of information and the reliability of its sources
8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. Identify, analyze and compare the institution, traditions and art forms of past and present societies
10. Apply acquired information, ideas and skills to different context as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skill to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity
3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences
5. Perform or produce works in the fine and practical arts
6. Apply communication techniques to the job search and to the work place
7. Use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skill to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. Identify problems and define their scope and elements
2. Develop and apply strategies based on the way others have prevented or solved problems
3. Develop and apply strategies based on one's own experience in preventing or solving problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem
8. Assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skill to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. Explain reasoning and identify information used to support decisions
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. Analyze the duties and responsibilities of individuals in societies
4. Recognize and practice honesty and integrity in academic work and in the work place
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. Identify tasks that require a coordinated effort and work with others to complete those tasks
7. Identify and apply practices that preserve and enhance the safety and health of self and others
8. Explore, prepare for and seek educational and job opportunities

TESTING CENTER

The testing center was implemented as another means of success for students who need to take make-up tests, who need extended time on tests, and who need an alternative time for testing due to a variety of circumstances. Many students have been served successfully in the testing center. The testing center is an integral part of the Success Program within the Professional Learning Community at the high school. Please feel free to visit with the Testing Center Coordinator regarding how the center can assist you and your students.

GENERAL INSTRUCTIONS FOR TEACHERS

ATTENDANCE

Attendance accountability is essential for the successful operation of the school. The purpose of students being in the high school is to learn. Part of the learning experience is the self-discipline of prompt regular attendance on the part of each student.

The following practices reflect the importance of regular attendance:

- Use standard attendance procedures in a manner indicating positive support.
- Show concern when a student is absent. Let the student know you care and that you feel his/her attendance is important. Know why a student is absent, not only as an attendance procedure but also as a means to show your interest.
- Arrange conferences with the student and the parents to discuss reasons for excessive tardiness and absences and to explain how this affects learning opportunities. Teachers should require students to complete a student information sheet providing parent names, address, and home/work phone numbers.
- Expect students to be responsible for making up work that they have missed.
- Teachers will work cooperatively with students to ensure opportunities are available for make-up work.
- Arrange conferences with pupils who have been truant.
- Each content area should develop a system to encourage promptness to class and regular attendance as long as they do not conflict with the school policies and procedures. Parent and students should be informed of your system.
- Keep track of student absences and tardies on Power School. Traditional gradebooks are available upon teacher request.
- A new attendance scan sheet will be provided every week for each class period. Scan sheets are divided into the five days of the week separated by perforations.

- You are responsible for taking roll and posting the daily attendance in the Student Information System. DO NOT DELEGATE THIS RESPONSIBILITY.
- If a student's name appears on the End-of-Day Teacher Report as "NEED EXCUSE" send the student to the attendance office immediately for an admit slip (if they do not already have one). Please check every period for admits.
- Take roll each period by marking those students who are absent. Tardies are to be marked for students arriving late to class with no pass. Students who arrive to class after ten minutes are to be marked absent.
- It is important to use the yellow attendance slip or e-mail attendance to correct all attendance marking errors. If a student was marked absent and came to class late with a pass (counseling, nurse, teacher), a yellow attendance slip must be completed (include name, ID#, date and period) and sent to the attendance office as soon as possible.
- All students not in your classroom should be marked absent on your Student Information System Posting. Correct any late arrivals by e-mail to the Attendance Office.
- Students must check in/out through the attendance office during the school day.
- Students dropping and adding will be automatically dropped and added into your Student Information System.
- Field Trips - Please give the attendance office a list of those students participating in a field trip at least a day in advance. Attendance office personnel should be notified of any students not attending. Send a list via e-mail to ALL staff.
- Before leaving the school grounds for a field trip, roll must be taken and attendance office personnel must be notified regarding who is present/absent.
- Daily make-up work will be allowed for ALL absences, including suspensions. After returning to school the student has two school days in which to make arrangements for work missed. The student will have one day for every day missed for a short-term absence (5 days). The student will have one week (5 school days) for long-term absences (more than 5 days) to complete assignments. Appropriate alternative assignments may be used in place of classroom participation. Teachers may request that the student remain after school to do make-up work.
- Major projects and tests can be made up upon return to class from out-of-school suspension.
- Students who have major assignments due on the day of a pre-arranged absence must make arrangements for those assignments to be turned in on that day.

If you have any questions please contact one of the administrative assistants in the Attendance Office.

USE OF SCHOOL CAMERAS

There are school cameras in use in a number of locations throughout Park Hill school district. The cameras are intended to be used for security purposes. However, information obtained via a school camera may also be used in the course of disciplinary procedures.

DISCIPLINE PROCEDURES

Classroom Management

Classroom discipline is primarily the responsibility of the classroom teacher. Unusual or persistent cases may be referred to the building administration. The building administrator is responsible for implementing Board Policy JG which relates to student discipline in the district.

Develop some very general rules for your classroom and distribute them to your students. Make students understand that while in your class they must obey those rules. Make the rules as explicit as possible and post them on the board the first week. Take care to make them important and not frivolous. Give careful thought to what rules to develop. When rules are carefully thought out, the need for changes should be minimal. (A copy of these rules should be kept on file in the administration office and in the substitute folder.)

Care should be taken to correct a student when a procedure or rule is broken. Correction does not always mean a stern lecture, removal from class, or a detention. Sometimes simply pausing until a student gets the message will suffice. Repeated violations should result in a conference with the student after class and a parental contact. Continuation should result in more direct means of disciplining. Any teacher who allows unacceptable behavior to continue several times before correcting it only reinforces the unacceptable behavior. Self-discipline includes training our youth for participation in adult life by giving them responsibilities commensurate with their maturity.

In classroom management, how something is done is frequently more significant than what is done. Thus, the teacher must exercise discretion in handling classroom conduct.

Take special care when enforcing your rules to not make judgment on partial or incomplete information. Be just, fair, and consistent.

In the presence of disruptive behavior or an authority challenge, the teacher must react professionally, not emotionally.

Shouting should be avoided. It promotes hostility among students, inhibits learning, and distracts from the teacher's image as a helping professional.

It is a time-honored and demonstrably-correct principle that students who are constructively busy will rarely be in trouble.

The attention span of a student must be considered by the teacher. This is a variable dependent upon various considerations, but noise level and restlessness will occur as attention span reaches its limits. Instructional activities should be varied to avoid restlessness. Breaks within the block should not be employed.

Classroom disruption may occur where assigned work is beyond the capacity of a student. Efforts at individualizing instruction wherever possible should be considered as a productive approach.

The teacher who uses positive rather than negative reinforcement will probably see better improvement, for example, scores should be reported as 'rights' rather than as 'wrongs'. Verbal approval of desired behaviors should be routine and extended whenever possible. Focus upon student success rather than failure.

If you find it necessary to leave your class for a few minutes due to an emergency, please make arrangements for coverage of your class through a colleague in your department. Unless absolutely necessary, don't leave a class unattended! Contact the office if no other teacher is immediately available.

It is expected that teachers will address students sleeping in their classrooms.

Prior to issuing a discipline referral to the office, teachers will conference with the student, call his/her parent, and assign a classroom detention unless circumstances require immediate attention

Disciplinary Consequences

- Each teacher must develop a technique that is effective for the control of each classroom and, in some cases, for each individual. Basic in the establishment of a procedure for classroom control is the development of mutual respect.
- Objectivity is of crucial importance in handling disciplinary matters and descending to the personal level is never appropriate.
- Punishing the innocent for the offenses of one or a few is not a good approach. The innocent this time may well be the guilty next time if they are led to believe it makes no difference.
- Severity of punishment should be related to severity of offense.
- Punitive measures should be assigned with due attention to the characteristics of the pupil. All measures are not equally effective with all students.
- Any promise of punishment must be carried out, and punishing behavior, where indicated, must be consistent. Remember that students should never be punished publicly, nor should a teacher discuss one student's problems with other students.
- Corporal punishment is not allowed by Park Hill District policy. Any and all forms of physical punishment fit this criteria. (LJS to provide universal language) (Notation about not conflicting with extra running or pushups during athletic practice)
- Consequences for improper behaviors should not affect the student's grade. An exception would be if a portion of the student's grade is based upon class participation. Improper classroom behavior could affect a class participation grade if that is clearly defined in the course syllabus. Students are permitted to make up all assignments missed due to and including suspension or truancy. Appropriate alternatives may be used in place of classroom participation.

Completing Discipline Notice Forms

- Copies of this form can be picked up in the Discipline Office. Be sure to have several forms readily available.
- Be as calm and clear thinking as possible when completing the form. If the situation calls for the need to remove the student before you can complete the discipline form, then send the student with a pass to the Discipline Office. Using the intercom, contact the receptionist and let her know you are sending the student to the Discipline Office.
- If the student is not cooperative when directed to report to the Discipline Office, contact the receptionist and request a campus supervisor to report to your classroom immediately. Clearly state you have a student who needs to be escorted to the Discipline Office. The receptionist is linked to the campus supervisors via radios and will send a supervisor immediately.
- When completing the Discipline Notice, be sure the description of the incident is accurate and detailed. Provide Administrator with previous action prior to submitting the discipline form. Do not make any marks following the previous action section. This information is vital to the administrator who will determine the consequence based upon the information provided by the teacher. If additional information will not fit in the space provided, please attach a sheet of paper. Give the facts in a chronological order and be specific, descriptive and concise.
- Each student is to be afforded “due process”. This requires the administrator to listen to the referred student’s recalling of the incident. This may also necessitate that the administrator seek more information from the referring teacher or from others who may have witnessed the incident. Due process should be documented. It is our goal to help students understand the infraction and to identify ways the student can correct the problem. There will be infractions that are better solved by the student’s willingness to admit their error to the teacher and to work with the teacher to ensure the incident does not occur again.
- When the student is not able or willing to work with an administrator and/or the teacher to solve the problem, the administrator will assign appropriate consequences. It is expected that the teacher contact the parent when the teacher has referred the student to an administrator.

Alternatives in Handling Disruptive Behavior

- Disruptive behavior generally runs on a continuance from whispering and inactivity to complete disorder and disrespect. Each disruption must be judged in terms of severity as well as intent.
- For minor problems a disapproving look at the offender, waiting for the student's attention, asking the student a question, moving the student's seat, and movement toward an area of disturbance by the teacher can all be effective means of control.

- For intermediate type problems a call home, a detention, or a conference with a counselor can be effective. Care should be taken to communicate clearly to the student why he/she is being punished in this way.
- Classroom discipline is the responsibility of the classroom teacher. Only unusual or persistent cases are to be referred to the principal or administration, however any disciplinary problem may always be discussed with them.
- Careful distinction should be made between the temporary distracter who interferes rarely or only occasionally with learning, and the habitual offender. The habitual offender's behavior must be modified, and the teacher might do well to establish communication first, through private conferences with the student, the student and counselor, or the student, counselor or administrator, and a parent.

After-School Detentions

- Detentions issued by teachers will be a maximum of 45 minutes.
- Teachers may issue school monitored detentions. Students may serve the detentions from 6:50a.m.-7:20 a.m., over their lunch period, or after school from 2:50 p.m.-3:20 p.m.
- Students who fail to serve a teacher detention should be referred to the office after the parents have been contacted.

STUDENT SUPERVISION

You are responsible for the behavior of students assigned to you any particular period. Unless absolutely necessary, do not leave students unattended at any time. Students are expected to be in class and should not be in the halls or out of class during the period.

Any student allowed to leave the classroom should be issued a properly completed school pass. These passes are issued to allow students to go to the following locations only: restroom, counselor's office, health room, another teacher's room, media center, or principal's office.

If you find it necessary to leave your class for a few minutes due to an emergency, please make arrangements for coverage of your class through the principal.

Exercise sound time management procedures for your students and yourself. Be prompt and begin class on time. Be prepared so students will be learning and working all period and will understand the goals and objectives of each day's lesson. Classes should be dismissed on time -- never early.

Students are to remain on task throughout the length of the period. Breaks should be given to students on an individual basis for emergencies only.

Outside Visitor Procedures

Teachers who have made arrangements for a presenter during the school day should complete a visitor's form from the security desk. This needs to be turned in at least 24 hours prior to the visit.

Classroom Visitation Procedures

In the sincere belief that by working together instruction can be improved, the administration will follow a program of classroom visitations. Conferences will be scheduled to provide an opportunity for the exchange of views concerning the observations. Later visitations will be an outgrowth of the working relationship established during the previous visitations and conferences.

Visits between teachers and content areas are also encouraged. The details of such visits should be coordinated by lead teachers.

CARE OF ROOMS AND OTHER SCHOOL PROPERTY

Cooperation of students and teachers in keeping rooms neat is necessary. Students should leave chairs in an orderly manner, pick up paper, and in other ways maintain an orderly room.

Requests for custodial service should be made through the office of the principal.

Routine inspections should be made to find defacing marks, etc., which should be removed immediately. Defacing school property is a misdemeanor. Students will be held financially accountable for all unreasonable wear and abuse of school property. Please report abuse, loss, and destruction of school property to the principal.

The last teacher assigned to a classroom during the day is responsible for reporting maintenance deficiencies to the principal's office. Before leaving the room at the end of the day blinds should be leveled, doors and windows locked, and all equipment should be checked. A-V equipment should be returned to the LMC.

School property is inventoried to a certain room and is the responsibility of the teacher assigned to that room. Teachers should make an early inventory of equipment and supplies so that any loss can be detected immediately.

Staff members wishing to make any changes to their classroom or hallways must have the plan approved by a building administrator, who will contact the Director of Buildings and Grounds for input. All murals are to be approved and may not be in existence beyond five years.

Some course offerings (science, industrial arts, family and consumer science, physical education and computer courses) use facilities and equipment which will require teacher participation in maintenance and repair.

THE SCHOOL DAY

Teachers are a professional group dedicated to serving others. Such service is generally not confined to certain hours, for often demands are made which necessitate service beyond routine hours. However, a general pattern must be established. Thus, the instructional portion of the day for high school teachers school will begin at 7:15 a.m. and end at 2:55 p.m. The teacher will remain in or near his/her assigned classroom during this time. When exception to these hours is necessary, you are expected to make prior arrangements with the principal. In the case of an emergency or off-campus professional business, it is necessary to sign in/out of the building in the front office.

Staff members should consider themselves on duty from the time they enter the building until they leave. Furthermore, we have a continued responsibility toward the supervision of students during these hours in the halls, in the cafeteria, or wherever required to maintain a proper school atmosphere. Plan time is to be utilized for professional pursuit of course preparation and parent contact.

Some students will arrive early to class, therefore it is essential that you be in the building and in the area of your first assignment 15 minutes before school begins so preparation for the day can be completed and supervision can be provided.

All faculty members may be expected to spend four (4) additional hours per month at administrator initiated meetings. These will normally be in the form of content area, general faculty, or faculty circle meetings. All meetings will be announced in advance. Meetings will rarely last more than one hour. In addition, you have one (1) conference planning period, which should be used in conjunction with your subject area and the school program. While the ideal cannot always be attained, much can be accomplished toward a goal by the efficient use of time allotted. Administrators will meet with groups of teachers during their planning period as needed.

The teachers' workroom/lounge is set aside as a quiet area where you may work during your planning period, or before or after school. Students are not allowed in the teachers' workroom or teachers' lounge. Coffee/soft drinks/food are not to be taken from the workroom area to student areas while school is in session.

Errands, both by teachers and students, should be attended to after school hours. Teachers are not authorized to permit students to leave school. If a student is to leave the building for any reason, permission must first be granted by the office. Students are only released from school by authorization of those on their parent/guardian/emergency screen.

Activities planned after school are the responsibility of the teacher and should be planned so any students remaining for the program are constructively involved during the entire time the activity is scheduled. The general rule is that regular meetings should not last more than one hour after the time school is dismissed. If activities are to take more time, an administrator should be consulted before approval is given by the teacher. A teacher or approved sponsor must remain with the group until everyone has gone home.

SUBSTITUTE TEACHERS

When in need of a substitute, teachers must report their absence to the District office by using one of two methods:

1. Call SMARTFIND (SFE) at 816-399-4128; you will need your employee ID number and your Pin number; or
2. Log onto the Web Browser at <https://parkhill.eschoolsolutions.com>

You will need your ID and Pin number at this time, also. When reporting your absence, make note of the job number assigned to you before you hang up. This line is available 24 hours a day.

ALL ABSENCES MUST BE REPORTED TO THE SUB SYSTEM WHETHER A SUB IS NEEDED OR NOT. Leave forms are required for all absences other than illness. Forms should be turned in AT THE TIME OF THE ABSENCE. All leave forms are turned into the Principal's Office. Sub folders should be updated on a regular basis and turned into the Discipline Office.

Attendance at work is mandatory during the District's block out dates unless approved by the building principal. Block out dates include the first ten (10) days students are in session at the beginning of the school year, the day before and after a school holiday and the last five (5) days students are in school.

Information for Substitutes

The Classroom Teacher will have the following available for the Substitute:

- Substitute folder located in the office
- Class attendance roster
- Textbooks
- Up-to-date seating plan
- Up-to-date program schedule for the day and week
- Plan book with up-to-date and complete plans
- Special notation on pupils who have individual health or emotional problems or students who are potential discipline problems
- Copies of Individual Education Plans or 504 Plans for students with disabilities.
- The name of a student from each class who can assist in locating materials needed be should be noted in the Plan Book.
- Discipline referral slips
- Hall passes
- Emergency procedures
- Lunch schedule

FUNDRAISERS

- All fundraisers must be approved and placed on the calendar by the activities director.

- All groups are limited to one internal and one external fundraiser. To exceed this, special permission must be granted from the assistant principal in charge of fundraising.
- Procedures:
- Make application (Form #1) at least four weeks in advance. Obtain proper forms from the activities coordinator and submit completed forms to same.
- After approval of application:
- Complete requisition and return to bookkeeper
- Purchase order will be completed by the bookkeeper
- Company may now be contacted concerning the order
- Confirm and verify order (quality/quantity) when merchandise arrives
- Upon completion of fundraiser turn in money to bookkeeper
- Submit Summary Sheet (Form #2) with assistant principal in charge of activities

INFORMATION TO KNOW AT THE START OF THE SCHOOL YEAR

- Be familiar with the building.
- Know your own personal schedule of classes and hours of those classes.
- Be familiar with lunch hour schedules
- Be familiar with bells (dismissal times)
- Read the Faculty Handbook and Student-Parent Handbook thoroughly.
- Understand keys and locking procedures.
- Be familiar with student attendance procedures and discipline procedures.
- Know colleagues in your content area.
- Double check to be sure each student in your class rightfully belongs there
- Know the procedure for arranging for a substitute, have your lesson plans and seating charts in order for the substitute.
- Be familiar with the Library Media Center
- Familiarize yourself with cafeteria procedures
- Help with hall and restroom discipline
- Know your room custodian
- Know where fire exits and the nurse's office are located
- Be familiar with your course of study and textbooks for your courses
- Know your students by name
- Attorney Contacts
- Attorneys for parents, students or others will sometimes call a teacher directly to discuss conflict with the school or to gather information related to domestic issues. Politely re-direct the call to an administrator.

EMERGENCY PROCEDURES

Fire drills will be held periodically. The first few drills will be announced so teachers may give students specific instructions. After several announced drills to accustom students with the routes in the various areas of the buildings, unannounced drills will be held.

Teachers will post emergency procedures for fire/tornado/earthquake on classroom bulletin boards.

On the first day of each term instruct each of your classes on the route from your room in the event of a fire.

The signal to evacuate the building is the continuous ringing of the fire alarm.

Evacuation should be quick and orderly via posted routes. Single lines should form to allow orderly movement out of the classrooms. In the halls, double lines should be formed when possible.

A NO TALKING rule will be in effect during drills or in case of actual emergency.

There are no rules about which room should go first, groups will not pass until the way immediately ahead is clear.

Teachers are to supervise orderly evacuation, accompany their group from the building in the established order, and remain with their group outside the building. Teachers are to lock their classroom and take their grade books with them.

The first person to reach the outside doors should hold the door open or prop it in the open position before moving away from the building. Traffic should continue in the established pattern until the sidewalk is reached, and then should move in a direction away from the building, continuing on so no congestion occurs for those behind. All personnel should move at least 100 feet from the building and should clear all driveways.

After the drill is completed, the class bell will be rung and personnel will return to classrooms in the reverse order of the evacuation. Teachers will provide personal, proper supervision.

In the event that your evacuation route is blocked, use an alternate route.

TORNADO EVACUATION PLANS

An announcement of extreme storm possibilities will be made as soon as Central Office relays such information to the High School. At that time, teachers will review procedures with the class and repeat the review with each succeeding class for the remainder of the day or until the warning is lifted.

Implementation of the procedures will begin when the announcement of the impending storm is made over the intercom. Students and teachers will go immediately to their assigned area and remain in the area until the storm passes or the announcement is made to return to the classroom. Before leaving a

room the teacher should assign several students to open windows and, in the case of areas where gas is used, make certain the gas has been turned off. There is often little advance warning, so move quickly!

The boys' and girls' physical education teachers will be responsible for unlocking doors used for the shelter areas to facilitate quick access.

If the storm strikes, students should be directed to seat themselves on the floor, place their head between their knees, and cover their head with their hands.

The elevator cannot be used during a tornado drill. Teachers on the second floor need to be attentive to special needs during evacuations. An adult needs to stay with the child in A212 and take shelter there.

EARTHQUAKE EMERGENCY PROCEDURES

Since earthquakes usually strike without warning, staff members cannot depend on a signal to warn them of immediate danger.

Each building principal will orient staff on earthquake procedures

Drills should be held twice a year.

At teacher's command, students should assume DROP position (drop to knees, head down toward knees, hands clasped behind neck, arms against ears, eyes closed, make body as small as possible)

Students should take cover under a desk, table, or other shelter, or against an inside wall away from windows or other potential hazards.

If a jacket or other object is available, it could be used for additional head protection.

Students should have their backs to any windows.

Silence should be maintained for needed instructions.

In the Event of an Actual Earthquake:

Inside the school building

- Students should be instructed to move away from windows and other possible hazards.
- Students should be instructed to get under a desk, table, or other shelter, or against an inside wall--if the shelter moves, move with it and stay under it.
- Students should assume the DROP position and be silent so directions can be heard above the noise of the earthquake.
- Students should stay in the DROP position until the earthquake is over and/or further instructions are given.

- After the initial shock when things settle down, students and teachers will evacuate classroom, being alert to the possibility of aftershocks.
- Teachers will take role immediately and report missing students to the principal or designee.
- Teachers will remain outside with their students until re-entry to the building has been authorized or a decision to transport students to another location for dismissal is made.

Outside the school building:

- Students should be instructed to remain clear of all buildings, trees, exposed wires, or hazards that may fall--the safest place is in the open.
- Students should assume the DROP position until the quake is over.
- Teachers will assemble class and take roll.

BOMB THREAT EMERGENCY PROCEDURES

In the event a building evacuation occurs due to a bomb threat:

- An announcement will be made to evacuate the building
- Teachers should have students take all personal belongings currently in their possession with them
- Teachers should take their gradebooks
- Teachers are to make note of anything suspicious in their rooms and report that information to an administrator or security personnel
- Cell phones must be turned off and should not be used during this time

HEALTH ROOM REFERRALS

The nurse is available as a resource person in the classroom in addition to providing regular health services. Contact the nurse directly to arrange for any special services.

The nurse will contact teachers of students who have unique or unusual medical problems. In the event of an accident, sudden sickness, etc., which involves a student who is under your supervision, take proper action and report the incident to the Nurse's Office as quickly as possible. The nurse will submit a complete report of the incident to the Principal's Office before leaving the building for the day, so the principal is in a position to give a detailed account if called upon to do so. The report should be in writing so details will remain accurate. Forms are provided to the nurse for this purpose.

Be alert for evidence of contagious disease, physical abuse, or other illness. Any student whom you believe should be referred to the school nurse or sent home should be reported to the Principal's Office.

Identification of Drug Abusers:

It is important to recognize the symptoms and signs of drug abuse. The following outline is based on the publication *Drug Abuse: Escape to Nowhere*.

Common symptoms of drug abuse include:

- changes in school attendance, discipline, and grades;
- unusual flare-ups or outbreaks of temper;
- poor physical appearance (often becomes slovenly);
- furtive behavior regarding drugs (especially when in possession);
- wearing of sunglasses at inappropriate times to hide dilated or constricted pupils;
- long-sleeved shirts worn constantly to hide needle marks (if injecting drugs);
- association with known drug abusers;
- borrowing money from students to purchase drugs;
- stealing small items from school or home;
- finding the student in odd places, such as closets, storage rooms, etc.;
- attempts to appear inconspicuous in manner and appearance to mask drug usage;
- withdrawal from responsibility;
- general change in overall attitude.

In the event that drug use or abuse is suspected, please contact an administrator.

PARENT TEACHER CONFERENCES

Parent Teacher Conferences are held two times each year, during fall term and again in the spring term. These are times set aside for personally sharing information about our students. Conferences provide an opportunity for parents and teachers to collaboratively plan ways for students to be successful in school. It is a time for sharing perspectives, expectations, successes, and concerns.

Appointment sheets will be available at Fall Open House for you to schedule appointments with the parents of your students. For parents who are unable to make an appointment at that time, have the students schedule an appointment time with you. The parents of a student you feel is in danger of performing below average work should receive a personal call from you about scheduling an appointment for the conferences. Send confirmation of appointments with the students on Monday prior to the conferences.

Fall and spring conferences are offered during evening hours. Please consult with the official school calendar on specific dates. Conference sessions begin at 5:00 p.m. on a Wednesday and Thursday and extends to 8:00 those evenings. There will be no school for teachers and students the following Friday.

Teachers should be at their appointed conference area 10 minutes prior to the 5:00 start time. Have any papers or materials with you that you wish to share, or about which you believe the parents might ask. Be

certain to include your plan book and grade book. Your grade book should include an accurate accounting of student attendance.

The following format may help:

- Establish a rapport with the parents before talking about the students
- Speak to the positive attributes of the child
- Describe the progress the student has made in your class
- Identify one area of growth on which to focus; certainly not more than two
- Give the parent a copy of the conference form which includes purposeful and helpful comments.

OTHER INFORMATION

Use of Telephones

Telephones are for the use and convenience of all teachers. Since the office phones are necessary for interoffice and intraoffice communication, teachers should check with the office personnel before using these phones. Phones for teacher use are available in several areas around the building.

Generally, except in the case of an emergency, neither students nor teachers will be called from a classroom for a telephone message.

Callers for teachers will be encouraged to use the high school voice mail system.

No personal long distance calls are allowed. Any business related long distance call must be recorded (reason included) with the building secretary or noted on a long distance log.

Personal cell phones should be turned off or put on vibrate mode during instructional time and should not be used during the school day except for emergencies.

Mailboxes

Each teacher has access to a mailbox in the office area. Mailboxes and voice mail should be checked upon your arrival at school, periodically throughout the day and at the end of the day. Material is not to be distributed via the teachers' mailbox without consulting the principal. PHNEA is allowed to use faculty mailboxes provided the principal or designee receives a copy of information being distributed in advance. This policy will be followed as stated in the Negotiated Agreement.

Wednesday is Family Night

Wednesday night is designated as 'family' night. School-sponsored activities should not be scheduled for this night.

Keys

You are responsible for the use of all keys issued to you and you should in no case allow students to borrow or use the keys. Use of the building after regular hours and on weekends is permitted if your work activities necessitate such use. Building Use forms, which are available in the back of this book, must be filled out for all activities falling in this category. Please make sure the building is secure when you leave!

EMail

Teachers will receive daily communications through the district e-mail system. ALL teachers should routinely check their e-mail each day and respond in a timely fashion to communications. All e-mail communications must conform to district guidelines for e-mail use.

EMPLOYEE ASSISTANCE PROGRAM

All employees are eligible to receive services through Park Hill Employee Assistance Program. The focus of the program is to help the employee through circumstances for which he/she may be seeking direction. Short-term counseling is available for:

Relationships, marital or family concerns
Stress, anxiety, depression, grief, loss, or other similar concerns
Alcohol or drug problems
Work-related problems

Employee Assistance Information may be obtained from the Human Resource Department or by calling St. Luke's E.A.P. at (816) 931-3073. All contacts and visits are confidential.

PROFESSIONAL ORGANIZATIONS

The role of a teacher, as a professional educator, is one of subscribing to a code of ethics projecting a professional image, and demonstrating competencies through affiliation with professional associations. All teachers are encouraged to join professional organizations. Presently the organization representing the local teachers is the Park Hill National Education Association.

STUDENT INSTRUCTION INFORMATION

GRADES AND STUDENT INFORMATION SYSTEM

All teachers will use the Student Information System to record student grades and attendance. Traditional grade- books are available upon request. Grades are to be posted weekly to the Student Information System. Grade data will be backed up daily by technology. Teachers are required to maintain neat and accurate records of grades and attendance, and an adequate number of grades should be listed to adequately assess student performance.

The following explanation of the grading symbols is also printed in the Student-Parent Handbook.

Grading Scale

To maintain consistency among teachers, teams, and middle schools, the following grading scale should be used to calculate student grades:

94 – 100	A	73 – 76	C
90 – 93	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	59 – Below	F

The grade of A+ should not be used for official grading purposes.

NOTE: Students with an IEP or 504 plan may have modified grading as a part of the IEP or 504 plan. Please consult the student's case manager when determining grades for these students.

If it becomes apparent that more than 15% of the students in a class will fail, or 30% of the class will receive D's and F's, the teacher will contact the Principal for a conference prior to the end of the marking period. Except to the extent that a student receives a grade for class participation, attendance may not be used as a factor when calculating a student's grade. Students may make up work for all absences, including trancies. Students are responsible, upon their return to class to secure all work and arrange a time when the work must be turned in to the instructor.

Do not post student grades in a public location. E-mail communication with parents in relationship to student performance should use student initials only. Student information can be shared only with those persons listed by the parent or legal guardian on each student's release form. Students should never be allowed access to grade books, papers, computer programs, or other educational records that would reveal information about other students.

FIRST DAY OF SCHOOL

Readiness is the primary determinant of teacher effectiveness.

You greatly increase the probability that the school year will start successfully for both you and your students when these four points are true:

- You have your room ready
- You are at the classroom door
- You have assigned seats
- You have the first assignment ready

Teachers should greet and welcome students as the students come into the classroom. Introductory remarks and activities should be carefully planned and well-executed. This is your only chance to make a first impression. Keep in mind these seven things students want to know the first day of school:

- Am I in the right room?
- Where am I supposed to sit?
- What are the classroom rules?
- Will the teacher treat me as a human being?
- Who is the teacher as a person?
- What will I be doing this year?
- How will I be graded?

The two most important student adaptations taught the first days of school are:

#1 DISCIPLINE (How students are to behave)

The most successful classes are those where the teacher has a clear idea of what is expected from the students and the students know what the teacher expects from them. Rules are expectations of appropriate student behavior. Rules immediately create a work-oriented atmosphere. After thorough deliberation decide on your rules, write them down, distribute them, and post them before the first day of school. Communicate clearly to your students what you expect as appropriate behavior. It is much easier to maintain good control than it is to change inappropriate behavior.

When dealing with students, rules must have consequences to be enforced and rewards to be validated.

#2 PROCEDURES (How things are to be done)

A smooth-running classroom is the responsibility of the teacher and is based on the teacher's ability to teach procedures. Classroom procedures answer such questions as:

- What to do when the bell rings?
- What to do when a pencil breaks?
- What to do if the fire alarm sounds?
- What to do if you finish your work early?

- What to do if you need to go to the rest room?

The #1 problem in the classroom is not discipline; it is the lack of procedures and routines.

Remember: Student achievement at the end of the year is directly related to the degree to which you establish good control of the classroom procedures in the very first week of school.

HOMework

Generally speaking, homework is an integral part of the learning situation and should be accomplished outside the normal classroom period. It should be recognized that well-planned and meaningful homework assignments can produce better scholarship, can increase understanding, and can produce a certain amount of involvement in class activities. Not every student fits into these categories. The slow learner, in particular, may need the help of the teacher to prepare assignments and, in most cases, has difficulty in doing, on his own, the homework that might be expected of average and above-average students. In the case of the slow learner, lesson periods should include teacher-supervised work. Homework assigned should be consistent with the slow learner's abilities.

LESSON PLANS

You should carefully plan each learning experience. The purpose of a lesson plan is to outline, in writing, the objectives and procedures you will use so the student will learn as much as possible that day. Be aware of the objectives for which you are striving, the concepts being built, and the general methods and techniques to be used during every class period. Carefully developed lesson plans are expected and planning books are furnished for that purpose. When you are absent, you are responsible for providing the substitute with adequate lesson plans and instructions.

The following Lesson Plan format is suggested:

- Anticipatory Set
- Statement of Objectives to Students
- Instructional Input
- Modeling
- Checking for Understanding
- Guided Practice
- Independent Practice
- Summary
- Appropriate Student Evaluation

While all of these components may not be appropriate for each lesson, when appropriate these fundamental pieces can help in constructing a purposeful lesson. Lessons should be drawn together in a cohesive manner (introduction, transitions, and summaries).

A variety of teaching techniques should be used during each class period. In order to capture and hold student enthusiasm for learning, at least three different instructional activities should be employed each class session.

SUPPLEMENTARY MATERIALS

Teachers need to be aware of the supplementary materials available in their curricular areas. Each course curriculum should have an approved list of ancillary reading, media, and suggested resources. If a teacher wishes to use a supplement that is not on the suggested list, approval must be secured from the lead teacher and an administrator. Material of a questionable nature should never be used without administrative approval. For more information refer to “District Video Procedures.”

USE OF MOVIE/VIDEO CLIPS

While the use of movies/video has a role to play in the classroom, its effective use usually requires more rather than less teacher preparation since students rarely need to watch an entire program in order to glean the salient teaching points from it. In order to maximize instructional time on task, the teacher should preview the movie clip, select key scenes, prepare related instruction or review materials, and choreograph movement and transition from one scene to the next. When larger segments are to be shown, frequent pauses to review and highlight important information are necessary. Without this preparation, the use of outside movie clips is questionable and invites the criticism of colleagues and parents.

It should be noted that only (G) rated movies may be shown during the school day and that all exceptions must have administrative approval. Showing movies as a reward for student performance is discouraged. All teachers are expected to follow the District’s Fair Use Policy in the viewing of any films or media in the classroom.

TESTING

Ideally, the testing program should include tests of several different types, each designed to be task specific. You should carefully plan and fully integrate a student evaluation plan. Standardized tests should be considered as well as teacher-constructed tests. Assessments should include items reflected in the format of the Missouri Assessment Program (MAP). This would include multiple choice, constructed response, and performance event items.

Quizzes are typically short tests with objective or short answers that require five to fifteen minutes to administer. These are primarily used to motivate the student and/or check completion of daily assignments. Ideally, these quizzes would be of a low level of difficulty and scores should run near 100% for those who actually have worked out the assignments.

Unit Tests are more comprehensive tests designed to measure achievement of established objectives. The allocation of test items or testing time should correspond with the value placed upon each objective. Because quizzes can cover many of the knowledge items, these tests should give more emphasis to interpretation, application and analysis. The difficulty of these tests should be adjusted to check the depth and breadth of understanding.

Mid-Term Tests are recommended but not required and should follow the guidelines listed below.

Common Final: All teachers are required to give a term final or have a summative activity during the testing period.

Park Hill School District Local Assessment Plan

Large Scale Assessments: Standardized testing is part of the “Park Hill School District Assessment Plan”. All students are expected to participate in standardized large scale Testing experiences.

Guidelines for Mid-Term and End-of-Term Tests:

- They should generally offer a heavier emphasis on long range objectives
- They should test the course objectives set down in the curriculum guides
- They should emphasize interpretation, evaluation, synthesis, application, and analysis rather than factual material
- These tests should require at least one full block to administer in order to provide an adequate sample of each student's work
- Teachers should NOT issue hall passes during testing
- Thus, quizzes, tests, and examinations serve two very valid purposes. One, they serve as an indication of how much the student has learned as a result of classroom experiences. Secondly, they serve as an assessment of how well the teacher has created learning experiences to accomplish the intended objectives.
- When the entire testing program is a planned, purposeful part of the total learning experience, tests and examinations become significant. You are encouraged to take care in selecting evaluation instruments so valid and reliable assessments of both student learning and the class objectives can be made. A complete evaluation program is necessary and must be a part of each teacher's plan.

FIELD TRIP GUIDELINES AND PROCEDURES

Teachers are encouraged to utilize educational resources which exist outside of the classroom. Carefully planned field trips and excursions can provide students with learning laboratories which cannot be simulated in the classroom. All field trips will be taken as extensions of classroom learning activities and fall under the provisions of School Board Policies IICA and IICA-R/Field Trips & Excursions, and EEAE/Student Transportation in Private Vehicles/Common Carriers. Guidelines have been revised and

have been included in this handbook. The supervision of students will be the responsibility of certified staff member(s) sponsoring the activity.

Park Hill School District will only endorse field trips and excursions that are directly related to the instructional program and designated as a segment of the division or grade level's ongoing curriculum program. Such field trips must occur within the context of the course objectives or program offered.

All field trips that meet these criteria must be available for all students. Consideration regarding participation will be given to students with disabilities consistent with federal and state law. No student will be denied the privilege of participating due to limited financial circumstances. Approval request for field trips will be submitted in accordance with the guidelines established by the Assistant Superintendent for Curriculum/Instruction. Exceptions to field trip regulations must be approved by the Assistant Superintendent in advance of commitments to students, parents, commercial establishments, or carriers. Organizations such as bands, class groups, clubs, or other recognized groups that are a part of the school may be absent from school and participate in activities that require overnight lodging only with the knowledge and approval of the Principal and the Assistant Superintendent.

Classified and certified employees are not permitted to promote, either verbally or in written format, any non-district approved event, trip, excursion, publication, etc., to students or parents during school hours or school events. Such trips that require absence from work will be considered personal business leave. Violation of this guideline could result in disciplinary action and/or dismissal.

Procedures to be Followed for Regular Field Trips

Contact the Athletic Administrative Assistant to determine if busses are available for your date and time.

Obtain the appropriate (day or overnight) copy of the "Field Trip Request Form" and "Request for Leave" form from the school office.

Complete the forms and submit to the principal or his/her designee at least four weeks in advance of the trip. All teacher names for one grade level/content area, etc., may be placed on one leave form. NO busses are scheduled until the transportation secretary receives a properly filled out REQUEST FORM.

Call for a substitute (816-399-4128) and submit a leave form, after the trip is approved.

If approval is granted, the teacher initiating the field trip will:

- acquaint students with the objectives of the trip
- make necessary arrangements and secure appointments/reservations for the visit
- establish standards of conduct and dress code
- become generally familiar with the route to be taken, parking facilities, special accommodations/provisions needed for special needs students, safety hazards, etc.
- The Parents' Authorization and Release Form must be completed for every student on each trip and signed by the parent/guardian. (Additional information may be added to this form.) Telephone or fax permission is acceptable only under an extreme emergency.

- A detailed itinerary must be prepared and submitted along with the "Day Field Trip Request Form" or "Overnight Field Trip Request Form".
- Purchase Orders to pay for any required fees are to be submitted within 3 days of receipt of approved leave form.

Guidelines to be Followed for Regular Field Trips

Field trips are considered to be a part of the District's ongoing curriculum effort. In instances where these field trips have been identified and are a regular part of the curriculum, students and teachers are expected to take the trips. Building principals and/or lead teachers will assist teachers in making arrangements for designated visits.

The ratio of adult chaperones on day trips is 1 to 15 students. The chaperone ratio for overnight trips is 1 to 10.

All proposed trips must be conducted under the direct sponsorship and supervision of the school requesting the trip.

All planned trips or activities must be directly related to the curriculum or appropriate school-related functions.

A trip may not be proposed for more than two (2) school days absence from school.

A majority of eligible students must plan to participate in the proposed activity.

No students are to be denied the privilege of participating in a proposed activity because of limited financial circumstances.

The guidelines are that elementary students and middle school teams may take no more than two field trips per year. Exceptions will be addressed at the building level.

For field trips designated as required (music performances, speech and debate, etc.) no fees for transportation or entry to activities shall be collected from the students. Such field trips or excursions shall be entirely funded by the District or approved outside sources (e.g. PTA).

All other field trips or excursions may have entry fees or transportation charges associated with the trip that may be collected from students. The PTA or other sources may have the option of paying for those students who are unable to finance their own part of the trip.

Field Trips do not pertain to "school club" activities. These activities need to be taken outside of normal school hours.

Field Trips are not considered family outings. Parents are discouraged from bringing pre-school-aged children on the trip or excursion. School-age children are not permitted to participate in any trip or excursion other than the activity planned specifically for their class or grade level. Students are not to bring money for the purpose of acquiring souvenirs, etc., unless otherwise advised.

Administrators, in collaboration with the teacher, may exercise the right to limit or deny student participation.

Every effort is to be made to include students with handicaps and/or disabilities in the field trip experience.

Teachers are to furnish lists of students participating in field trips to the Attendance Office PRIOR to the date of trip.

Field trips which require students to be absent from school and require overnight lodging will be allowed only with the knowledge and approval of the principal and the Assistant Superintendent for Academic Services. "Field Trip Guidelines and Procedures" are to be followed for any field trip. See Policy IICA and IICA-R.

SCHOOL BUS USE ON FIELD TRIPS

If possible send a map and/or written directions to field trip site when the request is made. Please also have it available when boarding the bus.

All regulations and standards of school bus transportation are applicable to field trips.

Students who are "disciplined" at the field trip site may not be sent back to the bus to be chaperoned alone by the driver. If it becomes necessary to remove a student from the site, an adult chaperone must return to the bus with the student.

The teacher/coach is responsible for the discipline of students on the bus. The bus driver is responsible for obeying state and federal traffic laws.

Be aware of your time schedule and adhere to it. (The bus/driver may have other obligations to fulfill during or after your trip.)

Any unscheduled stops/time changes/change in plans or itinerary must be approved before the activity/athletic trip begins.

Transportation must be by a properly licensed and insured public carrier or by a parent/volunteer under the provisions of the Student Transportation in Private Vehicle/Common Carriers Policy EEAE and District guidelines. There must be adequate transportation to accommodate all students as a "group" or "class".

Parents and/or guardian or relative(s) who are providing their own transportation may take the participating child with them. All other students must use the mode of transportation provided by the District.

Note: Sample copies of Field Trip Check-Off List Form, Day and Overnight Trip Request Forms, and Parent Authorization and Release Form are included in the back of this handbook.

Field Trips May Not Be Taken after December 7th and May 1st.

TEXTBOOK AND BUDGET PROCEDURES

Please exercise sound judgment in the use of supplies and money. Supplies and materials for instruction are purchased from central budgets with receipts derived from tax sources. Classroom supplies and supporting instructional materials are purchased from the instructional budget with revenues received from taxes.

Capital items such as projectors, classroom furniture, microscopes, sewing machines, shop equipment, etc., are purchased from another budget supported by tax refunds, called the capital outlay budget.

Each content area is allocated funds from each of these sources based on demonstrated need and the monies available. The Leadership Council aids in developing budget requests and is informed as to the amounts available in each category for the content area. All requisitions for materials will be coordinated by the appropriate lead teacher.

Procedures for Checking OUT Textbooks

Each book will be stamped with a place to determine the condition of the book at the time of issuance. Proper entries will be made when the book is issued. The book will also be numbered. Record the number of the book and its condition in your grade book after the name of the student to whom it is issued.

After the first week, return any extra books to the content area office for storage. New students will be issued books at the time of their enrollment. Please keep a record in the grade book of the number and condition of the textbook issued to those students.

Provide the principal with a list of book numbers assigned to students each semester.

Procedure for Checking IN Textbooks

Determine if the book being checked in is the book issued to the student. The student must account for the book checked out to him/her and is responsible for the cost of the book if the book is lost.

Examine the book for abuse. If there is evidence of abnormal wear or abuse, assess a fine in accordance with the condition of the book at the time it was checked out. A chart listing the name of the book and showing the normal depreciation will be available. Receipt books are provided to record names and amounts of all money collected. The money and a copy of the receipt must be turned in to the bookkeeper.

Ordering Supplies and Materials

To order pre-approved supplies, or other materials, a teacher should discuss the matter with the lead teacher. The teacher should then complete the requisition providing as much information relative to description, size, color, and price as possible. After fully completing the requisition, the teacher should submit it to the lead teacher who will forward it to the bookkeeper. If the principal concurs with the request that has been made, the requisition will be approved. A purchase order will then be typed, signed by the principal, and sent to Central Office.

The order will be delivered to the high school office. The bookkeeper will sign for all orders received. If materials are delivered to your room, make certain that the bookkeeper has approved its delivery before allowing it to be unloaded. Note: Teachers are not to sign for deliveries.

Teachers with extracurricular assignments are responsible for their budgets, and the same procedure must be followed to order materials from the budget.

When ordering textbooks or items from the textbook budget, please follow these procedures:

- discuss materials to be ordered with the Assistant Principal for Curriculum & Instruction and secure approval; (Note: Only lead teachers may initiate textbook orders.)
- request the textbook requisition form from the bookkeeper;
- complete the requisition form, providing all information requested; and
- return the form to the Assistant Principal for Curriculum and Instruction.

When ordering materials and supplies for clubs and co-curricular organizations, sponsors must follow these procedures:

- discuss the order with an administrator or the bookkeeper;
- complete the requisition form;
- make the appropriate entry in the club account book;
- turn in requisition form to the bookkeeper; and
- upon approval by the principal or asst. principal, the bookkeeper will issue a purchase order.

Refusing an Order

If materials, supplies, or equipment are not acceptable and are to be returned, inform someone in the Principal's Office immediately. A written statement including the particular details of the reason for the refusal will be typed and handed to the bookkeeper so payment will be withheld, avoiding possible confusion.

Examination of Books and Materials

Teachers should not sign examination copy forms sent out by publishers and other producers of instructional materials. If you wish to secure such material, the normal ordering procedure should be followed. Begin by discussing the matter with the lead teacher and the principal. If they approve, a requisition form must be completed so that the budget is obligated for this possible expenditure. If, after examination, the material is to be returned, the principal's office should be informed in writing that such action is desired. The bookkeeper will then take the action necessary to inform the business office to withhold payment.

Money For Cash Expenditures Or Emergency Purchases

To the degree that it is possible, the procedures outlined above should always be followed, but at times there will be needs, especially in the activity areas, for expenditures that have not been anticipated and require immediate action. In these cases the same procedures must be followed to initiate the expenditure, but, after the requisition form has been signed, a purchase order must be issued and signed by the principal. It is essential that a purchase order be issued and properly signed before any school money is obligated. The District will refuse payment on materials ordered without proper authorization. This is only for emergencies not constituted by a lack of planning.

If money is needed for the payment for co-curricular activities, every effort should be made to take care of this through the normal procedures so the revolving fund account can be maintained from month to month. When an exception must be made, it is still necessary to follow the outlined procedure of completing the requisition form and securing the necessary signatures on the purchase order before going to Central Office to request issuance of a check. Receipts must be returned to the bookkeeper to accompany the purchase order for clearance of payment.

Purchase of items for less than \$5.00, which are to be obtained through a local vendor, should be handled through the petty cash account. A requisition form must be completed by the teacher and signed by the principal prior to the purchase. The requisition is then given to the principal's secretary who will issue the money needed for the purchase. The receipt showing the purchase must be returned to the principal's secretary.

Important Reminders

The Park Hill School District will not be responsible for any purchases made unless the above procedures have been followed.

All monies, including gifts and fund-raising, must be processed through the high school activity account.

All fund-raising activities must be pre-approved by the assistant principal in charge of activities on an annual basis.

IDENTIFICATION BADGES

Administrative Regulation

It is the belief of the Park Hill School District Administration and Board of Education that a safe environment be provided for all students and employees.

With the number of new employees and veteran employees coupled with the increasing number of part time employees and guests, it is essential to account for each individual in a school facility. Identification badges will assist principals, teachers, campus supervisors, and school resource officers in maintaining the safe environment which is expected by parents and community patrons.

Employees, substitute teachers, guests and all other individuals who are not enrolled students shall wear personal identification badges while in school district facilities.

Employees of the Park Hill School District shall be provided individual picture identification badges. The badges shall be "clip on" or lanyard and worn at waist level or above in unobstructed view. An employee who needs a temporary badge for the day may secure one from the building Administrative Assistant.

Substitute teachers and guests shall sign in with the receptionist or secretary of each school. Each badge will have an identification number which shall be noted by their name at the time they sign in. Upon leaving, the receptionist or secretary shall account for the badge.

Identification badges shall be worn around the neck and be clearly visible at all times.

Report any adult or visitor not wearing an I.D. badge to the office or building security.

Lost Badges

In the event that an I.D. badge is lost or stolen, employees are expected to immediately report the incident to the Data Center at 359-5000 so that the appropriate security measures can be taken. Employees will be required to pay a nominal replacement fee for lost or stolen I.D. badges. Report any adult or visitor not wearing an I.D. badge to the office or building security.

USE OF MEDIA

The District recognizes the value of visual, sound, or other media in concept attainment and communication of ideas. In using media with students, teachers should pay careful attention to Instructional objective and appropriate content. Teachers should preview all media prior to use in the classroom.

ASBESTOS ISSUE UPDATE

August 1, 2017

Dear Parents, Teachers, and Employee Organizations:

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) was enacted by Congress to determine the extent of and develop solutions for any problems schools may have with asbestos.

To give you some background, asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada and South Africa. Asbestos properties made it an ideal building material for insulation, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses.

Park Hill School District contracted with E.T. Archer Corporation to develop an asbestos management plan for our facilities in 1988. That plan has called for this notification letter and a set of plans and procedures designed to minimize the disturbance of asbestos-containing materials. The plan also calls for semi-annual surveillance of the asbestos-containing materials.

At least once every three years after a management plan is in effect, each local education agency is to conduct a re-inspection of all friable and non-friable known or assumed asbestos-containing building material (ACBM) in each school building that is leased, owned or otherwise used as a school building. Our district had our buildings re-inspected in the summer, 2013. Copies of the asbestos management plan and the re-inspection report are available in our school administrative offices during regular office hours. The asbestos program manager for Park Hill is the Director of Operations. All inquiries regarding the plan should be directed to him.

We are intent on not only complying with, but exceeding federal, state, and local regulations. We will take whatever steps necessary to insure that your children and our employees have a healthy, safe environment in which to learn and work.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Kelly", with a large, sweeping flourish underneath.

Paul V. Kelly

Assistant Superintendent for Business & Technology