

MIDDLE SCHOOL HANDBOOK 2016-2017



Park Hill School District

Building Successful Futures • Each Student • Every Day

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PARK HILL VISION, MISSION, AND 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

HUMAN RIGHTS STATEMENT

The Park Hill School District is committed to maintaining an environment that promotes a positive school climate. Any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, disability or genetic information is considered inappropriate. Behavior that involves an expressed or implied threat to an individual's academic efforts, employment, and participation in school-sponsored extra-curricular activities or personal safety will not be tolerated. Any violation of human rights should be reported to any administrator.

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 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. 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.

Illegal Harassment

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.

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:

Executive Director for Quality & Evaluation:
Park Hill School District
7703 NW Barry Road
Kansas City, MO 64153
816.359.4033 (phone)
816.359.4029 (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.
6. Determine whether District employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
7. Communicate regularly with the District's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
8. 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.
9. Seek legal advice when necessary to enforce this policy.
10. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
11. Coordinate District compliance with this policy and the law.
12. Receive all grievances regarding discrimination, harassment and retaliation in the Park Hill School District.
13. 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.
14. 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.
15. Review all evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
16. Determine whether District employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.

17. Communicate regularly with the District's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
18. 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.
19. Seek legal advice when necessary to enforce this policy.
20. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
21. Make recommendations regarding changing this policy or the implementation of this policy.
22. 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.
23. Perform other duties as assigned by the superintendent.

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.

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 a 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

1. 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.

2. 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.

3. 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.

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, returning the employee to work, and lowering the total cost of workers' compensation claims. Park Hill School District data indicates a direct correlation between the time it takes to report an injury to a supervisor, and the employee's recovery time and ultimate cost to the school district. For example, injuries that are reported more than five days after the actual injury cost the district **three times more** than that of a claim made within the first four days.

In short, when an employee is injured, one or more of three events should occur immediately:

1. Contact 911 for serious and/or life threatening injuries.
2. Report injuries requiring any medical attention to the Office of the Assistant Superintendent of Business Services at 359-4020.
3. Employees with injuries that do not require immediate medical treatment should go to the nearest school health room. The Health Room Supervisor or Nurse will notify the District Office.

An employee must 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 report an injury or illness arising out of and in the course of employment within 30 days of such injury or illness 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.

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 nonprescribed controlled substances will result in a reduction or loss of benefits if the injury was sustained in conjunction with the use of alcohol or nonprescribed controlled substances.

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

FAMILY EDUCATIONAL RIGHT TO 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.

Do not use social media websites to share information on a student.

Private and identifiable information covered by FERPA may be shared among/with teachers, administrators, and substitute teachers for specific educational reasons. Unless a statutory exception applies, this information may not be shared for other purposes.

Hold as confidential any material or knowledge concerning the school (teachers, pupils, parents, principal, etc.) you gain while in a particular building. Student records that are available to school personnel are personal in nature and their contents must be treated as privileged communication. Student "records" are not to be discussed outside the confines of the school.

Release of Student Information

The District has determined that the following student information is not harmful or an invasion of privacy, and therefore will release this information without first obtaining parental consent. If a

parent/guardian or the student (if 18 or older), does not want the District to release the information listed below, they must notify the District in writing within ten (10) days of receiving a written statement from the District regarding the release of directory information.

Student information that will be released unless expressly withdrawn by written request includes: Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in District-sponsored or District-recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the District; schools or school Districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

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 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 administrator's 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.

- o 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.

- o 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.

- o Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.

- o Discussing the staff member's personal problems with or in the presence of students.

- o Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.

- o Being present when students are fully or partially nude.

- o Sending students on personal errands.

- o Allowing a student to drive the staff member's vehicle.

- o 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.

- o Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.

- o Giving gifts to individual students (as opposed to giving gifts of nominal value to all members of a class, for example).

- o 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)

Adopted: June 25, 2015

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.

All District employees are considered “mandatory reporters” according to Missouri law. Employees will complete annual training that covers the following:

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 Children's Division. Employees who make such reports to the CD must notify the school principal or designee that a report has been made.

Additional information or assistance with mandatory reporting is available through school principals, supervisors, or the Child Abuse hotline.

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.

REPORTING BULLYING

The Park Hill School District prohibits all forms of bullying, intimidation and/or harassment. Policy JFCF specifically states that "District staff, coaches, sponsors, and volunteers shall not permit, condone, or tolerate any form of bullying or plan, direct, encourage, assist, engage, or participate in any activity that involves bullying." Park Hill Policy requires District staff to report any instance of bullying to the building principal or supervisor.

REFERENCES FOR CURRENT & FORMER DISTRICT EMPLOYEES

(Board Policy GBLB)

Policy GBLB and Regulation GBLB-R provide a list of persons who are authorized to provide District-endorsed references for current and former District employees. Employees other than those identified in the policy may provide personal references at the request of a current or former employee but, by doing so, they are acting outside of the scope of their employment. Such employees may not use District letterhead or otherwise indicate that the reference is sponsored by the District.

Reference Requests

Except in situations in which a reference request is made involving a current or former employee who was terminated, non-renewed or allowed to resign in lieu of termination as a result of allegations/findings of sexual misconduct with a student, the Superintendent designates the following categories of persons which may provide District-authorized references:

- District and Building Administrators, including Assistant Superintendents, Directors, Coordinators, Principals and Assistant Principals; and/or
- Employees with direct supervisory responsibility over the position currently/previously held by the individual about whom the reference inquiry is made.

Disclosing Allegations of Sexual Misconduct to Other Public and Private Schools

If a potential public and private 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 and private 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 Missouri Children's Division child abuse and neglect review board.

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

Finally, the District will not endorse any reference provided outside the directives of Policy GBLB and is not responsible for providing legal representation or protection for unauthorized employees who provide references.

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.

PHILOSOPHY OF THE PARK HILL MIDDLE SCHOOLS

Park Hill Middle Schools are committed to programs that are academically excellent, developmentally responsive, and socially equitable. The Park Hill Middle School curriculum and school climate provide a gradual transition between elementary school and high school aimed at supporting young people in transition from childhood to adolescence. The Park Hill Middle School experience will:

- 1. provide students with a rigorous curriculum;*
- 2. emphasize and encourage creativity, curiosity, and exploration;*
- 3. provide a supportive structured environment that is sensitive to the needs of each individual child in grades 6, 7 and 8.*

Park Hill has three middle schools, Congress, Lakeview and Plaza, which are an extension of the elementary program with particular attention to the rapid physical, social and emotional changes of students in this age group.

The essence of the middle school philosophy at Congress, Lakeview and Plaza Middle Schools is team teaching, which is an instructional delivery model based on collaborative planning in all disciplines. Students of all ability levels are grouped together in teams where they learn from each other, share ideas and are exposed to other reasoning. The team-teaching concept gives students the opportunity to see the logical overlap in subject matter.

OVERVIEW OF PARK HILL MIDDLE SCHOOLS

Curriculum

The middle school curriculum is divided into areas designed to meet the developmental needs of students at this age while encouraging them to explore new interests and issues.

Core Curriculum

Math, language arts, reading, social studies and science are the focus of the middle school curriculum, as they were at the elementary level. Through the team-teaching concept, students gain a greater appreciation of how these basic skills interact.

Life Education

A critical step beyond the elementary curriculum, life education courses include health, safety, drug awareness and conflict resolution – skills necessary for the successful transition to responsible adulthood.

Physical Education

Physical Education allows students to develop physical competence and an appreciation for its value in a balanced life.

Exploratory Wheel

At the sixth-grade level, students enroll in exploratory, nine-week courses now offered at the elementary level. Courses such as music, art, foreign languages, Family and Consumer Science, computers, and industrial technology allow students to expand their interests and provide a background for knowledgeable course choices later at the high school level. At the seventh and eighth grade level, students may choose from a wide assortment of Encores.

Middle School Instructional Technology

There is a district-wide emphasis on integrating technology into the curriculum, focusing on math, literature-based writing and individualized reading at the middle-school level. Computer laboratories and fully automated media centers offer middle school students expanded opportunities for growth and learning through technology. Students and faculty also may utilize a number of online information access and information sharing networks.

Gifted Education

At the middle school level, gifted students meet on a regular schedule, five periods per week, with a teacher certified in gifted education. Extracurricular activities for gifted students include competitive scholar bowl teams and other academic competitions. The gifted education program serves the top five percent of the District population.

After School Programs

Intramural activities are offered after the regular school day. These vary each semester with the interests of students and availability of programs in the community. Programs include snow skiing, soccer, volleyball, basketball, weight lifting and more. To encourage and promote class spirit at the middle-school level while providing for the social development of middle school age students, social activities are offered in each of the three middle schools. These activities range from dances and skate nights to swim parties and drama productions.

PHYSICAL MANAGEMENT OF CLASSROOM

All teachers' attention to the following guidelines will create more attractive rooms and extend the life of materials and equipment.

Classroom Arrangement

Your classroom is your office and it is your students' learning environment. The classroom should be structured in such a way that you feel at home and comfortable working and the students feel comfortable learning. There are a few guidelines it is suggested you follow in setting up and maintaining your classroom.

Proxemics is the ability to control student behavior by having a physical presence near them. Therefore, in arranging student desks, be sure to have easy access to all areas of your classroom. By having the ability to move quickly to a student you will reduce the amount of distractions.

How your room is arranged is your decision. Different teaching methods call for different room arrangements. Please feel free to re-arrange your furniture in any way that will suit your instructional needs.

Book bags

Students are allowed to use book bags and backpacks to carry supplies, books, and materials to and from school. Book bags and backpacks **are** to remain in the student's locker throughout the school day, and students are expected to carry individual books and materials to their classrooms.

Chalkboards/Whiteboards

Water is not to be used on chalkboards. Tape or adhesives of any kind should **not** be used on the chalkboards or whiteboards at any time. Teachers should use chalk on chalkboards and dry erase markers on whiteboards.

Bulletin Boards

Keep all classroom display areas and bulletin boards attractive and up-to-date. Plan calendar dates and select display themes in conjunction with units of study as well as seasons, holidays, current events, travel, testing, and educational opportunities. The appearance and arrangement of the room communicates a powerful message to students and visitors about the teaching climate of the class. Classroom rules and procedures for fire and tornado drills must be clearly posted near the exit on at least one bulletin board in the classroom. The district vision, mission and values need to be posted in the classroom. Staples in the wall should be avoided. Staple strips should be used whenever possible.

Energy Conservation

Please make every effort to conserve energy and reduce waste by shutting off lights and reducing other consumption whenever possible within the parameters of comfort and safety. Additionally, doors should not be propped open in an attempt to control temperatures since this offsets energy management efforts.

Security

Classroom doors are to be closed and locked anytime the room is not in use. Personal and professional items such as keys, purses, money, plan books, and grade books should be secured to prevent theft and maintain confidentiality. **For the protection of children and adults, items such as paper, posters, or other window coverings should not be used to restrict visibility into classrooms, team rooms or offices.**

Crisis Response Manual

The Park Hill School District has developed a Crisis Response Manual to reduce the probability of panic through the establishment of pre-determined actions and assigned responsibilities. This manual is a quick reference for emergency guidelines. This manual is available in the Principal's Office. It is the responsibility of every faculty member to become thoroughly familiar with the guidelines in this manual.

Each building has an established Crisis Response Team and First Responders Manual. In the event of a crisis, the classroom teacher's primary responsibility is his or her students.

Fire/Tornado/Emergency Drills

Fire drills will occur monthly with tornado drills occurring once a semester. Staff will be expected to review earthquake drill procedures with students the first week of school and document in their lesson plans. Earthquake drills will occur annually. Staff shall review the emergency drill procedures with students sometime within the first five school days of each school year. Intruder alerts, lock-down and hold alerts will occur at least once annually.

Cleanliness

Cleanliness of the room is a shared responsibility. A custodian will clean your room at night; however, routine cleanliness during the school day can be maintained by having each class pick up trash from the floor and under the desks. **Arrangements should be made in advance to accommodate special activities or projects that may create significant mess or require special clean-up efforts.**

Food/Drinks

Students will be allowed food or drink in the classroom at administrator and teacher discretion.

Gum and Candy Guidelines

To promote a positive learning environment and to maintain the condition of our facility, the possession or consumption of gum or candy is at the discretion of the administrator and teacher.. A teacher or team may distribute candy as part of an incentive or reward system; however, the candy should be consumed during that instructional period within that individual classroom. Possession or consumption of gum or candy without permission may result in disciplinary action.

End of the day

Prior to your departure each day, please see that windows are closed and locked, paper picked up off the floor and out of desks, and the doors are locked.

Maintenance Requests

Any work that needs to be performed over and above the routine should be requested through SchoolDude, which is located on the Intranet under Quicklinks. Please clearly list the description and location of work needed. If building custodial staff is unable to make repairs, requests will be forwarded to the district maintenance office.

STAFF EXPECTATIONS

Reporting Time – Hours for Teachers

Congress and Lakeview: 7:15 a.m. to 2:55 p.m.
Plaza: 7:20 a.m. to 3:00 p.m.

Staff Meetings

As per negotiated agreement, these meetings may total up to four (4) additional hours per month. **Staff meetings are utilized to discuss school improvement initiatives and activities, curriculum, leadership development and procedural information.** The principal schedules all meetings. If you wish to place an item on the agenda, please submit the item to the principal on the Monday before the scheduled meeting. Attendance is required and promptness is expected. Staff meetings will occur on Wednesdays after school.

Student Supervision

Every teacher is directly responsible for general building supervision; teachers are expected to be in the hall near their doorways 10 minutes before school begins when students are released into the building at the first bell, between classes, during lunch periods, and until the halls clear at the end of the day. **Do not overlook any misconduct at any time.**

Students are not to be left unattended at any time except in rare cases of emergency. No clubs, committees, or intramural sports are to meet without an adult sponsor present.

NOTE: The club/intramural sponsor is responsible for seeing that all students are out of the building and on their way home before (s)he leaves. Experience suggests that sponsors should anticipate staying 30-45 minutes past the activity time.

Telephone Calls

The availability of telephones in the classroom offers a convenient and useful tool for maintaining direct communication with parents, patrons, and district resources. However, like cell phones, they also present some challenges to a school setting. Class phones should not be used during regularly scheduled class periods, and all staff need to develop a heightened sense of vigilance in maintaining confidential phone conversations, particularly when discussing student-specific information.

Professional practice suggests that calls should be returned by the end of the business day, and no later than the following morning if received late in the day. Parent calls must be returned within 24 hours of receiving the call.

Please report business long distance phone calls to the office.

“Information and/or operator assisted” calls should not be made on the District telephones. **Personal long distance calls should never be made from school** since these create cumbersome accounting problems for clerical and financial staff. You are responsible for paying all personal long distance telephone charges.

Personal cell phones should either be turned off or put on the vibrate mode during the school day and should not be used during classes, during the day, or in the presence of students except in emergency situations.

Teacher Mailboxes & E-mail

Each teacher has a mailbox and an e-mail address. Both areas should be checked three times a day (morning, planning period, end of the day), and mailboxes should be cleaned out daily. See district policy EHB—Technology Usage and EHB-R—

Voice Mail

Each teacher has a voice mailbox. All telephone calls will be put through to your voice mailbox. If you receive a telephone call before school, during your plan time or after school, the office will make every attempt to locate you. You should check your voice mail frequently throughout the day.

Professional Appearance

It is expected that all teachers will dress appropriately and professionally. Your personal professional appearance can be an example for your students. Neatness and proper dress will encourage many students to follow your example. Shorts, T-shirts without collars, jeans, flip flops, and other casual attire are not considered professional dress. Jeans may be worn only on designated “Spirit Days,” which are announced by the building administrator throughout the year.

Identification Badges

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 from Human Resources. The badges shall be “clip-on”, magnetic or lanyard and worn at the waist level or above in unobstructed view. An employee who needs a temporary badge for the day may secure one from the building secretary.

Substitute teachers, volunteers, and guests shall sign in at the office and receive an identification badge. Report any adult or visitor not wearing an I.D. badge to the office or building security. Upon leaving the building substitute teachers, volunteers and guests shall sign out and return the identification badge. 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 appropriate security measures can be taken. Upon leaving the Park Hill School District, the badge will be returned to Human Resources.

Employee Assistance Program

All employees are eligible to receive services through Park Hill Employee Assistance Program. Any concern any employee has may be addressed by a staff member of the 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
- Mental or emotional upset
- Alcohol or drug problems

Legal difficulties
Financial concerns
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. The cost of the replacement will be charged to the employee.

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

GENERAL PROCEDURES

Supplies and Equipment

Supplies and equipment have been ordered in preparation for the new school year. If shortages occur throughout the year, please inform the office. Any teacher desiring supplies or equipment, other than that previously requisitioned, must use the following procedures:

- Obtain a requisition form. Fill in blanks with the necessary information, listing supply house, catalogue number, price, etc.
- Return the requisition form to the office so that a purchase order can be requested. This is extremely important since the teacher, and not the Park Hill School District, is responsible for any item that is purchased without a purchase order. Ordering and/or purchasing supplies and then asking for a purchase order is not permitted. Items for departments (costing less than \$10.00) may be purchased through the office petty cash fund. Disbursements from petty cash must be supported by original receipts (purchase receipts, cash register tapes, etc.) and signed by the person who receives the cash. This will then be deducted from the department's budget. We are not able to refund sales tax if a purchase is made using personal funds.

Custodians

Custodians are an important part of our school. Any work over and above the routine that is needed should be requested in writing to one of the building custodians. If your room is not being kept clean, notify the principal so we may get the problem resolved.

Audio-Visual Equipment

Audio-visual equipment to be used in the classroom must be obtained from the Media Center and taken to the classroom prior to student arrival in the building for the safety of individuals and the equipment.

Attendance

Accurate attendance records are extremely important to us as a building and a district. Attendance information is used to determine state funding, but more importantly, it ensures students' physical presence in a safe, supervised school environment.

Attendance will be taken each class period and **all absences must be recorded in your grade book or electronic records**. All teachers are expected to complete and post hourly attendance. **Students who miss the bus or who oversleep will not be excused**. Students arriving late to school will be given an "admit pass." Any time a student comes to class late, he/she should have a pass from another teacher or an admit slip from the office. If a student has just arrived at school and does not have an admit slip, he/she must be sent to the office to obtain one. **Students should not be denied a pass to class as punishment if detained by a teacher or adult**. At the end of the day, a final attendance summary sheet

will be placed in mailboxes. This sheet will note the status of absent students (ISS, OSS, excused or unexcused).

NOTE: If a student's name is on the absent list and he/she was in your class, please notify the attendance secretary. It is extremely important that the office is made aware that these students were in class.

Excused absences – defined as illnesses, appointments that cannot be made outside of school day, including family emergencies, and vacations.

Unexcused absences – any absence of which parents are aware that do not meet the criteria of excused absences (examples: missed bus, oversleeping, needed at home for baby-sitting siblings, etc.).

Truancy – absent from school without parent knowledge and/or permission.

Steps For Excessive Absences

Level I

When a student's absences exceed 10% of the total number of days that school has been in session, a letter will be sent to parents notifying them of the total number of absences and stressing the importance of school attendance.

Level II

When the number of absences exceeds 15% of the total number of days that school has been in session, a second letter will be sent with a copy to the Assistant to the Superintendent and a parent/student/administrator/counselor conference will be scheduled if any absence is unexcused or if absences are determined by the principal to be chronic.

Level III

When the number of absences exceeds 20% of the total number of days that school has been in session, a third letter will be sent to the parent with a copy to the superintendent and a copy to the appropriate authorities if absences are for truancy or educational neglect. If counselors, teachers or administrators deem that a parent may be negligent in ensuring that students maintain regular attendance, a referral to the Children's Division will be made in accordance with Missouri law.

Tardies

Students who arrive late to school must report to the office for an admit slip. Tardy students who are late due to oversleeping, missing the bus or other situations that do not involve illness, appointments or family emergencies will be **unexcused** and unable to make-up missed work. Students will be given four (4) minutes passing time between each period. A tardy is defined as being outside the classroom when the tardy bell rings. Consequences for tardies are as follows:

- | | |
|-----------------------------|--|
| 1st Tardy | Teacher warning |
| 2nd Tardy | 10 minute before/after school detention with teacher |
| 3rd Tardy | Two 10-minute detentions or a 20-minute before/after school served with teacher.
Parents are to be called by teacher. |
| 4th Tardy | Office referral, after school detention, parent call from administrator, letter home to parent. |
| 5th Tardy | Office referral, 2 day ISS, parent conference with administrator, letter home to parent. |

The consequences are on a quarterly basis and students begin a clean slate at the beginning of each quarter. Repeated offenses could result in OSS. All teachers should keep accurate records of student tardies and enforce the tardy policy.

End of Class Dismissal

Students are dismissed by the teacher at the end of the class period. The teacher will dismiss the class, and each student should leave in an orderly manner. **Teachers should remain outside the classroom door to supervise the hall during passing times.** Holding a class for any reason creates a problem for colleagues and a disruption to the smooth beginning of their classes. Teachers need to monitor their class time in order to facilitate completion of tasks and closure on learning. Only under extreme circumstances should a teacher cause an entire class to be tardy to the next class. If this should be necessary, please contact the office immediately.

It is our responsibility to ensure that students are supervised at all times.

Students must have permission to leave the classroom. In an effort to maintain a strong learning environment in our school, all teachers are to limit student hall passes to those activities that are deemed absolutely necessary. The following expectations apply:

1. Trips to the restroom or locker should be made primarily between classes, and teachers should establish a clear and structured practice at the beginning of the year.
2. Students should not be sent to interrupt another class unless prior arrangements have been made with that teacher.

Assemblies

Student behavior at any large gathering such as assemblies and special programs is frequently a concern of many teachers. Generally, overall group behavior is greatly improved when students are aware of the specific expectations of their teachers prior to attending the assembly. Please share the following information with your students prior to attending any type of assembly held at school.

- Classes should enter the assembly without excess noise, and students should sit together as a class. Teachers should either sit with their students or be in a position to directly observe their students' behavior if physical concerns do not allow them to sit with the class.
- When someone approaches the podium or microphone everyone should stop talking and direct his/her attention to the speaker.
- Whistling, booing, talking, or creating other disturbances that distract others are also unacceptable.
- Any assembly is an extension of the classroom. Student behavior before, during, and returning from an assembly is subject to the same classroom discipline procedures.

TEACHERS please:

Bring your students to the assembly when called or otherwise directed to do so. Classes arriving late or early can create problems in getting the assembly started.

Fill designated seating areas with students sitting comfortably as close to one another as possible.

There should be no large gaps or missed rows between students.

- Direct students to climb the bleachers at the ends where the handrails are located. Do not allow students to enter or leave the bleachers through the middle. Safety is a primary concern when students are moving on our bleachers.

- Assist students in filling the bleachers in an orderly fashion. Encourage students to keep conversations to a minimum in order to get everyone in the bleachers quickly and to provide maximum time for the performance.
- Your proximity can greatly influence your students' behavior, and teachers are expected to supervise their students during an assembly as closely as they would in the classroom. Teachers should set positive examples for the students in their classrooms and should not grade papers or do other paperwork during an assembly.
- Teachers who are physically able are expected to sit with their students. Please inform an administrator in advance if health concerns prohibit bleacher seating so that alternative supervision arrangements may be made.
- Class/Team Field Trips
- All class/team field trip experiences must support, enhance, or directly relate to the grade level curriculum. Field trip applications may be picked up from the office, and completed forms should be returned to the principal. Field trips must be approved by the principal and should be chosen and conducted in accordance with board policy as well as district and building guidelines and procedures. After approval, please see that the field trip is put on the calendar in the office. These activities should be planned well in advance to allow colleagues to adjust schedules for missing students.
- Teachers are responsible for completing a number of tasks related to field trips such as making accommodations for students with disabilities, obtaining student medications, and notifying the cafeteria supervisor. A “Field Trip Check-Off List” should be completed as a routine part of any field trip planning.
- 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.
- All students will be expected to attend field trip activities. Exceptions may include student currently assigned ISS or OSS, or students whose behavior on a previous field trip caused disruption or safety concerns. Consideration regarding participation will be given to students with disabilities consistent with federal and state law. If there is a student in your classroom who requires a wheelchair accessible bus, a bus must be provided. The cost of the lift bus must be considered as part of the cost of the field trip. It is a team responsibility to provide supervision for students who will remain at school during field trips.
- Trip information must be sent home and signed parental release forms must be obtained for each student. No student will be denied the opportunity to be an active part of any field trip due to financial restrictions. Students in special services classes who participate in part or entirely with a team must have the opportunity to participate with the other students on that team.
- The following restrictions should be followed regarding the use of field trips:
 - No more than two per year
 - None on the last ten (10) days of school (no exceptions)
 - None on the last week of a quarter (this protects exploratory courses)
 - No club field trips should be taken during the day

A district committee approved the following protected list to avoid repetitive field trips from year to year:

Grade school

Kindergarten	Kaleidoscope
1 st grade	Kansas City Zoo
2 nd grade	Wonderscope/American Royal

3 rd grade	Earthworks
4 th grade	Missouri Town/Agriculture Farms/Shoal Creek/Truman Library
5 th grade	Blue Springs Economic Center/Exchange City

Middle school

6 th grade	Outdoor Education/International Market Place
7 th grade	Christmas Carol/Kansas City Museum
8 th grade	Adventure Woods/Truman Library/ Zoo

Building principals may make exceptions for traveling exhibits that have special merit for a particular curriculum (i.e. Mayan or Smithsonian exhibits). STUCO, at all levels, including the high school, may go to Adventure Woods for team building activities. IMAX shows are not protected due to the topical nature of the shows.

Souvenirs/Gift Shops

Field trips are intended to meet specific instructional goals; activities should be scheduled so that time is efficiently used and structure is tightly maintained. Students should not visit souvenir areas or gift shops during field trips since “shopping” is an inappropriate use of class time and teachers or chaperones are placed in the difficult position of providing supervision in an uncontrolled setting.

Health Room Referrals

The health room is staffed by a full-time registered nurse. All students who are ill or injured should be referred to the health room by the teacher whose class he/she will be missing. Students will not be admitted to the health room without a signed pass from the sending teacher unless accompanied by an adult or in cases of emergency.

Per district policy, staff and faculty are not to give students any type of prescription or over-the-counter medications. This includes, but is not limited to, items such as cough drops, contact lens solutions, aspirin, antacids, or cold remedies. Students are allowed to carry inhalers and Epipens. Teachers should refer any student to the clinic who is carrying an inhaler that is not clearly labeled by a pharmacist. Students may carry one dose of over-the-counter or prescription medication as directed by parent or guardian.

Sending a student home for illness or injury:

- The nurse will decide whether the student should be excused from school.
- Transportation home will be arranged for the student by the nurse.
- Under no circumstances should the student call home or leave the building without first consulting the nurse or the office.
- All students leaving the building must sign out in the office before leaving.

Food Allergies

If a student in the classroom suffers from a food allergy, the classroom teacher must work to assure all foods in the classroom are safe. Teachers are responsible for notifying substitute teachers about students with food allergies.

CAFETERIA PROCEDURES

Lunch is an essential social time that middle school students have during the day. However, with this opportunity comes increased responsibility for personal conduct.

The first few weeks of school will set the tone for the year, so it is important that the staff work together to establish a good routine and to handle any problems quickly and fairly. Teachers should provide supervision to and from the cafeteria; lunchroom supervisors will supervise students while they are in the cafeteria. Please inform students of expected behavior to include what constitutes proper lunchroom and mealtime etiquette. For those who may need more guidance, please follow up with individuals to see that expectations are met.

It is extremely important that classes arrive and depart from the cafeteria according to the lunch schedule. Delays and opportunities for misconduct can result from classes arriving too early or leaving too late. Therefore, please pick up students, promptly, at the designated time. Periodically discuss lunchroom guidelines with your students. **GUIDELINES WILL BE POSTED IN EACH CLASSROOM AND THE CAFETERIA.**

Cafeteria Expectations

- Once seated, students are not to change seats or talk/visit with other tables.
- Saving seats for others is not allowed (no feet, books, or other items on seats).
- Students must pick up all food and paper prior to dismissal.
- When finished eating, students may make one trip to return trays and empty trash. They are expected to then return directly to their seats for dismissal. Students should remain in their seats until dismissed by a cafeteria supervisor.
- Discipline in the cafeteria will be handled as an extension of classroom discipline. Cafeteria supervisors will handle immediate disciplinary problems and consequences may include an office referral for more serious discipline problems.

GRADING AND RECORD KEEPING

Grade Books/Student Information System

The grade book/Student Information System is the official record of students' performance in the classroom. Teachers are required to maintain neat and accurate records of daily grades, attendance, tardies and other information pertaining to student evaluation., and an adequate number of grades should be listed to adequately assess student performance. Quarter grades should be clearly marked Peer Grading.

Teachers may use peer grading at their discretion within the classroom, so long as the primary purpose of peer grading is educational in nature. Peer grading as set forth in the guidelines below does not violate the Family Educational Rights and Privacy Act of 1974 (FERPA) because it does not constitute the disclosure of an educational record, or personally identifiable information contained within an educational record. Students and teachers must comply with the following guidelines regarding peer grading.

Teachers may:

1. Allow a student to grade his/her own assignment.
2. Allow a student to grade another student's assignment.
3. Allow a student to approach his/her teacher and disclose his/her grade on the assignment.
4. Use their discretion in deciding whether when/if peer grading should be used.

Students **should not** be asked to **call out their grades aloud** in class. Not only does this invite embarrassment and dishonesty in reporting, it is not a good use of class time. Collecting papers and

recording grades is a responsibility of the teacher and also allows informal assessment and feedback of student work.

A student may:

1. Grade his/her own work.
2. Grade another student's work.

A student may not:

1. Grade his/her paper or the paper of another student inaccurately.
2. Report false grades.

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 educational plan. Please consult the student's case manager when determining grades for these students.

D or Grades

Absolutely no “D” or “F” grades should appear on the grade card unless the parent or guardian has been contacted earlier in the quarter and, a “D” or “F” grade should have an explanation on the report card.

Report Cards

Evaluation reports of each student's progress are made every nine weeks. Grades must be supported by scores recorded in the grade book for tests and activities. Additionally, teachers are encouraged to take advantage of the comments section when reporting grades.

Progress Reports

Progress reports will be given for all students at the mid-point of each quarter (see school schedule). However, a report should be sent anytime a student's grade changes significantly since the last time parents were notified of progress. Teachers are encouraged to report positive as well as negative changes. Teachers should not rely on parents checking the electronic gradebook for notification but should contact them personally.

Communication Logs

Teachers **must** keep a contact log on every student. All communication (written or verbal) with parents and/or students should be documented.

Intra/Inter District Athletic/Activity Eligibility Requirements

Eligibility criteria for athletic/activity participation are established by the district and are designed with state activity association standards in mind. Refer to the district activity handbook for specific information.

Permanent Records

Office personnel will be responsible for including grades in the permanent records. Any material that is to be placed in a student file must be given to the records secretary; **no item is to be placed in a student file without knowledge of the records secretary.** These records are open to viewing by parents and other interested parties and may be subject to scrutiny by court or hearing officers.

Student files are stored in the office and may be accessed by school staff only for educational purposes. **Student files are not to be taken out of the office without permission of the records secretary.** In rare cases, files may be checked out of the office, however, the risk of loss or breach of confidentiality will be weighed against the need in granting permission to do so. **Student files should not be taken out of the building.**

NOTE: Student information is confidential and must only be shared in compliance with FERPA regulations.

Make-Up Work

Students who are not in class for any reason, including ISS, OSS, or unexcused absence, may make up homework assignments. It is the student's responsibility to make up missed work, and while the teacher will assist the student, the initiative must come from the student. Any student who has been absent for more than two days and will not return the following school day, should call the office or other available resources to request assignments. Teachers will have a minimum of 24 hours after the request is made to prepare make-up assignments. Students will have one day for every day of absence in order to complete and return make-up work assignments.

Students in in-school suspension must be provided with assignments. When a student has been assigned ISS, each teacher will receive a notice in his/her mailbox requesting work. All necessary materials (i.e. books, handouts, worksheets) should be returned to the ISS box in the office. Work that is completed in ISS must be evaluated and credited in full so that there is no academic penalty.

Students who are assigned out-of-school suspension will be expected to do daily work while they are not in school. Students who are suspended long term are expected to turn work in on an assigned scheduled basis. Students on short term suspension must turn in work on the day they return in order to receive credit. Major tests may be made up upon a student's return to school.

Promotion And Retention

Promotion and retention decisions are a serious matter and have the potential to impact students' lives in dramatic ways, both positively and negatively. As such, considerations will include the student's individual needs and other factors such as ability, effort, maturity, and attendance. It's important to have good answers to the question, "What would be different if this student repeated the grade?" when considering retention.

The Park Hill School District acknowledges that each child and every situation is unique. For this reason, children will be considered as individuals and evaluated accordingly. Moreover, the Park

Hill School District has set specific guidelines which teachers must follow in meeting with and discussing retention with the parents of the child at issue. These guidelines are set out in detail in Board Policy IKE and IKE-R. Each phase of the retention process must be met.

ASSIGNMENT OF TEXTBOOKS

Each individual classroom teacher will issue textbooks to students assigned to him/her through the day. When checking out books, ask students to point out any damage.

Teachers should stress the importance of caring for books and equipment. This is not only an important lesson in good citizenship, but also increases the amount of money available for new supplies rather than replacement of books and equipment.

Recording Book Condition

A "Book Condition Sheet" is to be completed and kept by each teacher listing the identification number of the textbook assigned to that student and the condition of the book. Students are expected to sign off in agreement of the information recorded on this sheet. **Book condition sheets must be turned into the media center at the time of checkout at the end of the year.**

Information to be Written in Books

When checking out books to students, have the student point out any damage to the book, note it on the "Book Condition Sheet" provided by the office, and have the student sign the sheet. Also make sure the books are all clearly numbered.

Teachers are expected to write each student's name, the school year, and the condition of the book on the inside cover label of the book assigned to the student. The following code is to be used to record the condition of each book:

- N - New
- G - Good condition
- F - Fair
- P - Poor

Textbook Inventory Student textbook inventory and checkout is the responsibility of the media center, but it is expected the classroom teacher will assist in this process. The expectation is that teachers will do a quick check of the student textbooks at the beginning of the year when they are checked out to students and prior to their return to the library. The purpose of this is to flag textbooks that may need to be assessed for damage or rebinds.

Lost or Damaged Books

Should a student lose a book, have him/her pay in the office for the book and issue another one. If the lost book should be found, notify the office in writing and the student's money will be refunded. When a book or paperback book is lost, the charge for the lost book will be the current replacement cost. If rebinding can repair a damaged book, the cost will be the current rebinding cost.

Requests for Additional Texts

When a teacher, counselor, or special educator requests additional books for a student he/she will complete a form listing student identification information and textbook inventory data. This form is to be forwarded to the media specialist, who will gather the books, collect any deposits, and make arrangements with the parent for book pick-up. Generally, students with 504 or IEP accommodations that require additional textbooks will not be expected to provide a deposit; however, all other requests will be honored only when a “replacement cost” deposit is made in advance.

In order to maintain accurate records, it is important that extra class sets not be collected directly from teachers without going through the office.

COMMUNICATIONS AND PUBLIC RELATIONS

Parent Conferences/Communication

When conducting parent conferences and telephone calls, **listen patiently** to the question or complaints, explain what has occurred, and why you did what you did. Telephone calls must be returned to parents and should be returned the same day. Check your mailbox, e-mail, and voice mail when you arrive at school in the morning, during your planning periods, and at the end of the day for messages you may have. Prepare notes about a student prior to calling the parent so nothing is omitted. **Please remember it is extremely important to document all parental contact through the use of a communication log**

Parents want to know how their child is performing in school. Please telephone or write at least one parent each week about a positive achievement of a student. Parents of children having academic or social difficulty should be consulted as soon as problems present themselves. These consultations should continue until appropriate progress is evident.

Please have notes approved by the principal prior to sending them home. If a problem arises, please keep the principal advised of all situations. Keep a copy of all notes sent as well as documentation of your telephone calls in a contact log.

Please use extreme caution when communicating with parents by email.

Parent-Teacher Association (PTA)

Teachers are strongly encouraged to join and participate in the PTA. The PTA provides our school with valuable resources for both students and teachers. Attendance at PTA Unit meetings is not required, but we would encourage your participation to show your support of their efforts. Teachers are also encouraged to attend school-sponsored plays, concerts, and other after school activities. All teachers are expected to attend the appropriate Parent Orientation Night in August.

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. Attorneys for parents, students or others will sometimes call a teacher directly

to discuss a conflict with the school or to gather information related to domestic issues. Politely re-direct the call to an administrator. Public Relations and Information Services
Every teacher is a public relations officer for the building and district. Many teachers give of their time to numerous community activities, and in every case, whether they are aware of it or not, they are representing our school in the eyes of parents, students and community patrons.

Individual teacher performance in the classroom provides an important and long-lasting impression on people in the Park Hill community. The students in your classrooms are public relations representatives who share information with their parents and neighbors on a regular basis. Powerful impressions are formed about the district's effectiveness based on children's experiences while in our care. It is important that we promote a positive image of our school and district through professional, responsive and cooperative interactions with students, parents, and patrons.

Keep in mind that even during off-hours, teachers are held to a higher standard of regard and expectation by parents and students. Public displays of intoxicated, lewd, profane or other inappropriate behavior will be noted and can irreparably harm your reputation and standing in the community as well as negatively reflect upon our school and district. Such conduct may also result in disciplinary action up to and including termination.

SUBSTITUTE TEACHER MANAGEMENT

Lesson Plans and Preparation

All teachers are expected to provide lesson plans for their classes in the event of an absence. While it may be possible to relay information to the substitute in advance, occasional emergencies arise that simply do not allow for this communication. As such, all teachers are to complete a substitute folder in which they include an alternative lesson plan for a day's activities and learning. This folder should be thoroughly completed and returned to the office for use in the case of emergency.

In addition to lesson plans, the substitute packet should include other brief but relevant information not listed on the folder such as:

- student rosters
- class rules/expectations
- seating charts
- BIST/buddy room instructions
- Copies of Student IEPs or 504 Plans

Requesting a Substitute

The Negotiated Agreement addresses leaves of absence. Be sure to read this agreement and understand it before requesting a leave. Regardless of the need for a substitute, any absence or leave requested, (except sick leave) should be on the proper form and submitted as far in advance as possible. When taking leave of any kind it is necessary to call the SMARTFIND (SFE) line or enter your information on the website. Improper use of available leave time may result in job actions. To assure the District is able to obtain a qualified substitute for your position, please enter your unplanned absences by 6:00 a.m. or as soon as possible. Prearranging for a substitute is recommended for planned absences.

SMARTFIND (SFE) Line: 816-399-4128

Website: <https://parkhill.eschoolsolutions.com>

In the event an emergency arises after 7:00 a.m. prior to the start of school, it is necessary for you to contact both the automated system and an administrator so that coverage can be secured. Staff working in two buildings during the day should also be certain that both buildings are notified of a pre-planned absence. If you encounter any problems or have concerns about the SFE system, please see the Administrative Assistant for Attendance in the office.

Block Out Dates

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.

Professional Meetings

Requests for professional conferences or meetings must be submitted for approval of the building principal. Once a professional absence has been approved, the district's automated system should be contacted as soon as possible to secure a substitute at the earliest possible date.

Providing Evaluation and Feedback for Substitutes

All teachers should complete a substitute evaluation for any first time substitutes in your classroom and as necessary for returning substitutes. If a substitute has performed particularly well or if concerns are noted, it is valuable to relay this information to the administrator in charge of monitoring substitutes in the building. Concerns regarding inappropriate comments or interactions with students (i.e. use of profanity, uncomfortable touching) should be communicated directly and immediately to an administrator and should not be discussed unnecessarily with students or colleagues. Substitute staffing decisions will be made by School District Administrators.

Covering Classes During Planning Period

Occasionally, individual teachers within the building may be asked to work through a planning period in order to cover a classroom that has been left open due to the unavailability of district substitutes.

TEACHER SUPERVISION / EVALUATION

The teacher performance evaluation (TPE) process focuses on collaboration and cooperation in order to improve instructional strategies and student learning. Performance-Based Teacher Evaluation consists of a teacher evaluation phase and a professional development phase. Teacher evaluations serve organizational decision-making purposes. Decisions about tenure are based on such evaluations. Evaluations of beginning teachers serve as a means of ensuring that they have or are developing essential teaching skills. Non-tenured teachers are formally evaluated on an annual basis. Tenured teachers are evaluated on a three-year cycle, however, the administrator/supervisor may formally evaluate a tenured teacher as often as deemed necessary. All teachers should receive frequent "drop-in" observations each year.

CLASSROOM ACTIVITIES

Varied Learning Opportunities

Student attention to task can be increased by providing a variety of learning opportunities during the instructional period. This can also be an effective way to challenge oneself to create novel or

authentic learning experiences for students. Acceptable relief activities can be planned and used when restlessness occurs, but it is important to keep an eye toward learning objectives by simply changing the pace rather than creating a play period.

Use of Movies/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.

Homework

Homework can be defined as tasks assigned to students by teachers that are intended to be completed during non-school hours and unfinished class work. Homework is an effective instructional technique that should have a positive effect on student achievement. Homework may also benefit the good work habits, self-discipline, and time management skills and may serve as a vital link between the district's middle schools, parents, and community.

The value of homework is directly related to its relevance to a clearly identified learning objective and to the students for whom it is to be used. Homework should be used for practice, preparation, extension, and integration.

- Practice assignments reinforce the learning of material already presented in class and help the student master specific skills.
- Preparation assignments introduce material to be presented in future lessons and provide background information or experiences.
- Extension assignments allow students to transfer previously learned skills to new situations by applying abstract principles not covered in class.
- Integration assignments require students to apply many separately learned skills and concepts to produce a single product (i.e. book reports, science projects, or creative writing). Indeed, individual homework assignments may serve multiple purposes. Overall, homework may reinforce basic skills learned in class, foster positive attitudes toward school, improve academic-related behaviors and character traits as well as facilitate the acquisition of knowledge in specific topics.

In line with research and middle school best practice, middle school students can expect homework assignments lasting approximately **40 to 60 minutes** each school day. Teachers and teams will make every effort to coordinate homework assignments so that students are not burdened by excessive homework on an individual night. If student is spending more than 60 minutes per night

on homework, the student's parent may contact the teacher or team. Homework will be used to locate problems in student progress and to individualize instruction.

Late Work Submission Guidelines

Each building will determine and communicate late work guidelines.

Tests/Assessments

Tests are not merely summative evaluations of knowledge, they can and should be used as yet another set of learning tools in the classroom. In order to maximize their effectiveness in this regard, tests should be graded, returned, and discussed with students as soon as possible. Doing so also provides the teacher with important information should review or re-teaching of the material prove necessary.

End of Year Planning

Educational experiences should be planned for students throughout the school year. This is especially important during the final days school is in session. Meaningful curriculum, which applies to your subject matter area, should be taught up to and including the last day of school. This will help insure an atmosphere of business-as-usual during those final days.

Animals in the classroom

High levels of noise and movement in the school environment can be frightening and anxiety-provoking for animals, even family pets, increasing the risk of injury to students or staff. Other issues such as unexpected allergic or phobic reactions by children call into question the effective use of animals in the classroom. While special projects may be approved on a case-by-case basis, these should be limited to unique learning opportunities that, by nature, must involve animals (i.e. guide dog demonstration). **As a rule animals should not be brought to school or school functions outside of school (i.e. field trip or group picnic) without specific approval by an administrator.**

STUDENT DISCIPLINE

General Disciplinary Guidelines

The teacher is the primary manager of the classroom. As such, (s)he may exercise discretion in using a variety of disciplinary interventions to manage student behaviors. Options include, but are not limited to conferences with a student, BIST strategies, written discipline, detention, and parent contact. Teachers are also encouraged to discuss alternative measures with their team or an administrator. If a student's misbehavior is persistent or extreme, the teacher or team should utilize the disciplinary notice form.

The disciplinary process is designed to deal with behavior problems in a consistent and objective manner. The nature of the offense will determine the appropriate response from the team and/or administrator.

Less Serious Infractions

Teacher/team and student conference with possible disciplinary action.

Examples of offenses:

1. First time violation of class or common area rules
2. First time conduct disruptive to the teaching/learning process

Examples of disciplinary action:

1. Conference with student
2. Record of offense in office/team file
3. Class/team disciplinary assignment

More serious/persistent offenses

Teacher/team and parent contact (telephone or conference) will be made with record of response and disciplinary action.

Examples of offenses:

1. Continued disruptive behavior after previous conference
2. Inappropriate response to previous conference
3. Chronic tardies

Examples of disciplinary action:

1. Detention
2. Written work
3. Restricted passing time

Most serious offenses

An office referral form will be sent with the student to the administrator noting incident and previous interventions. An immediate office referral is also made for any severe behavior problems including: intent to fight, fighting, assault, threat, intimidation, sexual harassment, possession of weapons or dangerous toys or other serious offenses.

Examples of offenses:

1. Continued disruptive behavior despite previous interventions
2. Repeated violation of classroom or general school rules
3. Major violation of school rules or criminal law

Examples of possible disciplinary action:

1. Student/parent/teacher/administrator conference
2. Office detention
3. Denial of privileges
4. Team shutdown/assignment of in-school suspension (ISS)
5. Out of school suspension (OSS)--(1-10 days)
6. Referral to Superintendent for consideration of long-term suspension

NOTE: Repeat of major offenses could result in recommendation for long term suspension or expulsion. Major offenses may also affect a student's status in extracurricular activities. During either type of suspension, students cannot participate in extracurricular activities anywhere in the district.

School rules apply at all school functions both on and off school grounds.

Discipline Notice Form

The goal of discipline is to bring about changes in individual conduct to provide all students the opportunity to learn. For the disciplinary form to be effective in bringing about these changes, it must be filled out accurately and completely to reflect the **specific** behavior being addressed and to provide a solution to the problem. The form also becomes the documentation necessary for the teacher, student, parent, and administrator to communicate about the problem and work together to change the behavior.

The ultimate goal of classroom discipline is to develop student self-discipline. Teachers are encouraged to actively implement BIST strategies in order to balance grace with accountability. However, at times students' behavior is so persistent or extreme that other disciplinary action becomes necessary. When this occurs, these steps should be followed.

Office Referrals

All students referred to the office should be accompanied by an office referral form with a clear explanation of the incident. To insure consistency of student referrals to the building administrator for disciplinary action, you will:

- Use discretion in referring discipline cases to the building administrator.
- Avoid predetermined threats of punishment to be carried out by the building administrator.
- Inform the building administrator, by means of a discipline notice form, of the offense.
- Be informed of the action taken by the building administrator with a copy of the discipline form.
- Use prudent judgment in informing the building administrator of situations in which parents might initiate a call to the school.

If it becomes necessary to send a student to the office immediately, escort him/her or notify the office.

NOTE: Any incident resulting in the student being sent to the office must be written up on a standard disciplinary form. The completed form should either be sent with the student or should be delivered shortly after the student's arrival in the office.

Completion of discipline notice forms should be as follows:

1. The top area of the form provides filing information and should include the student's name, grade, incident date and year, class hour, and referring teacher's name. Mark the appropriate category for the type of incident. Note that only the most serious behaviors will result in an automatic office referral. Generally it is recommended that all other referrals be processed through the student's team for appropriate disciplinary action, which may include subsequent referral for administrative action.
2. Give a brief but thorough description of the event. This should be an objective account of the incident including what occurred, when, where, who was involved, and who witnessed or reported it. If the teacher directly observed the incident this should be specifically noted. Should there not be enough space on the discipline notice, please attach details and note in "DESCRIPTION OF INCIDENT." If a teacher feels that other issues should be considered in the disciplinary decision, an additional page can be attached to the form to communicate related information.

NOTE: These forms may be reviewed by the superintendent, the school board, parents, and attorneys if a serious disciplinary issue arises. State only the facts and avoid vague, emotional or judgmental statements.

3. Action taken by teacher prior to referral—list interventions used to address past misbehavior. Mark all that apply. Note that more serious disciplinary action will not likely be merited for an on-going pattern of misbehavior unless a parent contact has been made.
4. Leave the remainder of the form blank—these sections will be completed by an administrator as a part of providing the student with legally required due process.

NOTE: In accordance with state law, only administrators are authorized to assign school suspensions. Never inform students that they will receive a specific disciplinary assignment. Teachers should deliver all disciplinary forms to the office in a timely fashion to ensure fair and expedient resolution of the presenting problem.

NOTE: All completed forms are to be given to the office intact. The forms are not to be distributed until the action of the administrator is noted on the form. The yellow copy of the form will be returned to the referring teacher after office action is noted. At that time, the individual copies are to be distributed to the appropriate files. If you any additional questions or comments regarding the disciplinary action taken, please contact administration.

DISCIPLINE OPTIONS

Temporary Removal of a Student from the Classroom

Placing a student in the hall because of inappropriate behavior in class is discouraged because school staff has a responsibility to provide supervision while children are in the building. The BIST model, currently in use in the district, offers acceptable alternatives for handling misbehaviors as they arise. Assigning a student a safe seat or referring him/her to a buddy room or recovery room enforces an immediate accountability while maintaining adult supervision.

Class & Office Detentions

Teachers may assign students a detention for a variety of minor infractions or school class rules. Parents of the student will be notified at least one day prior to the day the student is to stay in order that transportation can be arranged. **Teachers are responsible for students in their supervision until they leave the building.** Students must not be kept on faculty meeting nights.

Detentions assigned through the office will be served under the supervision of office staff and generally last up to an hour. Students may also be assigned a three hour detention after school or on Saturday.

Office Referrals

Office referrals not involving a fight, threat, drugs, alcohol, or weapon (things that need immediate attention by an administrator), the teacher referring the student must first contact the parent regarding the specific incident or behavior.

In-School Suspension (ISS)

An ISS program is available as an alternative to Out of School Suspension (OSS). Students may serve ISS with their team or in the ISS/recovery room, but in either case teachers are notified and expected to collect work and send it to the designated location. Students are to report to ISS immediately upon arrival at school.

While in ISS, students are expected to complete their class assignments, for which they receive full class credit. No talking, socializing, or leaving the room is allowed, except for scheduled necessity breaks. Lunch is eaten in the ISS room away from other students.

A student assigned to ISS is to leave the building/ grounds at dismissal and may not attend any school function (home or away games/events) or appear on any Park Hill premises (i.e. high school programs) during the suspension period.

Out of School Suspension (OSS)

A student's right to attend the Park Hill School District carries with it responsibilities to attend school regularly and to comply with district policies, rules and regulations. Safe and orderly conduct is essential for permitting others to work productively at school. Therefore, the administrative prerogative to remove a student from the school setting shall be permitted because of willful violation of school rules and regulations, willful conduct which materially or substantially disrupts the rights of others to an education, or willful conduct which endangers the student, other students/staff, or the property of the school, provided such action is taken in accordance with due process and with due regard for the welfare of both the individual and the school.

A student may be suspended for conduct which negatively affects good order and discipline in school, or impairs the morale or good conduct of students.

Notice of suspension shall be given to the parent or guardian and to the superintendent. Students who are suspended from school are not to be on any district premises or attend any school function during the period of suspension. Students will be expected to do daily work while they are out of school. Students must turn in their work on the day they return in order to receive credit; major tests may be made up when they return to school.

Hallway Discipline

Every teacher is responsible for helping to maintain order in the halls before school, between classes and after school. Teachers should stand in classroom doorways where they can observe both the hallway and the classroom between classes, and during students' free time before and after school. **TEACHERS ARE TO DISMISS THEIR CLASSES FROM THE DOOR OF THE CLASSROOM.**

Teachers should make an effort to deal with routine hallway discipline problems such as running, excessive noise, or rowdiness through traditional means such as talking with the student or giving verbal warning. If these efforts have failed, other disciplinary action may be necessary.

General Hallway Guidelines

1. Students should keep to the right when passing in the halls or on the steps.
2. Students should not congregate in ways that restrict travel through the halls by others.

3. Students should never run through the halls. Students and staff, particularly those with physical impairments, could be seriously injured by a collision.

NOTE: Don't let bad practices get started. Failing to address hallway problems communicates tacit approval to students.

Use of Restraint

Restraint is the act of controlling the action of the pupil(s) when such action may inflict harm to others or him/herself. Restraint should only be used as a last resort and only to the extent necessary to prevent harm to the student or others.

Upon use of physical restraint or force with a child, a written, signed report describing the incident must be submitted to the principal or designee. The written, signed report should be submitted before leaving the building on the day of the incident.

Corporal Punishment

Corporal punishment is not to be used as a means of disciplining students. This includes the use of physical exercise as a form of punishment (i.e. requiring a student to run laps for inappropriate behavior).

DISCIPLINARY MODEL

Behavior Intervention Support Team

The Park Hill School District believes that success is possible for all children and that some traditional forms of discipline are not as effective in changing a child's inappropriate behavior. One avenue that has been found to be successful in helping teachers help children is the use of the "recovery process," or BIST model.

A "recovery area" is a non-judgmental place where a child can go to help him/herself stop acting out and to calm down to avoid getting into trouble. While in the recovery area, the student will be responsible for taking ownership of his/her behavior and for developing a plan to avoid similar problems in the future.

The steps in this process range from a "safe spot" to the "recovery room," areas which allow students to meet their needs in order to eventually re-enter the classroom environment. In some cases, students may be referred to an administrator's office or sent home as a way to help keep the student and others safe. The word "safe," as used in the BIST model, refers to the more general concept of staying out of trouble rather than merely out of physical harm.

Goals of the Recovery Process

For the Student:

- To have the opportunity to calm down
- To stop acting out and getting into trouble
- To develop relationships with adults
- To establish clear boundaries for class behavior
- To look at his/her behavior in order to change
- To replace an attitude of failure with one of hope

For the Teacher:

- To have the opportunity to calm down
- To maintain order in the classroom
- To have a safe place for students to go
- To have options of support when dealing with difficult, challenging or out-of-control behaviors
- To be able to implement positive, constructive discipline options

General Class or School Rules:

- Students will allow adults to be in charge so that everyone can be productive and feel safe
- Students will not talk, use body language, or gestures that interfere with learning
- Students will not touch, hit, or be physical with others, including horseplay
- Students will not use words or body language that is hurtful to others

Recovery Process

Safe Spot

A safe spot is a designated area in the regular classroom where a student can go to deal with his/her emotions. A child may request to go to a safe spot, or he/she may be asked by an adult to use the safe spot if it becomes evident that he/she is not able to handle the general classroom environment.

Buddy Room

The “buddy room” is the next level of intervention in the recovery process and is used when removal from a specific classroom environment is necessary. A buddy room is simply another classroom, often on the student’s team, where students can go to re-group and manage their feelings and behaviors.

Recovery Room

The recovery room is the final level of intervention and is used when a student has demonstrated an inability to deal with feelings or behaviors in a way that is manageable in the regular education environment. The recovery room is supervised by a full-time interventionist, an adult specially trained in helping students work through feelings and changing behaviors.

As previously noted, students may request to go to any of the recovery areas, and these requests are generally honored. However, the final decision about where students’ needs will best be served will be made by adults in order maintain a safe, productive school climate and to help individual students keep themselves out of trouble.

Safe spots, buddy rooms, and recovery rooms offer a range of alternatives to a traditional model in which students were simply sent to the office for disciplinary action. The BIST model is also different in that it is proactive rather than merely reactive. Students are offered “grace,” or an opportunity to re-join the school community through increased relationship with adults in the building, but they are also expected to accept “accountability,” which requires that they take responsibility for their emotions and behaviors and enjoy the consequences for their actions.

Processing/Behavior Plans

When a student has demonstrated a pattern of misbehavior, he/she may be asked to meet with the team of teachers to “process.” Processing is an opportunity for the adults to clearly communicate

their concerns and observations and for the student to be involved in creating a workable solution to deal with his/her own problem.

It is during processing that “behavior plans” may be created and implemented. A behavior plan generally lists the specific behavior(s) that continue to get the student in trouble and expectations for students, staff, and parents to help solve the problem. Of course, parents will be involved throughout the recovery process as partners with teachers to help seek solutions, particularly when patterns of misbehavior begin to emerge.

CLASSROOM MANAGEMENT

Class Management

Effective classroom management should be established in the first days of school and maintained throughout the year. Successful teachers:

1. Create strong lesson plans with clear objectives. A powerful curriculum that actively involves students in their own learning is most effective.
2. Set up a workable system of routines.
3. Carefully teach and re-teach classroom rules.
4. Closely monitor students and do not “turn them loose” without adequate direction.
5. Treat inappropriate behavior the same as less effective teachers, but they stop it sooner.
6. Make sure good and bad behaviors have consequences that are clearly understood and consistently applied.
7. Establish credibility early.
8. Maintain predictability in their classroom and responses.
9. Familiarize themselves with students’ different learning styles in order to make accommodations within the class. This should include an awareness and compliance with IEP and 504 plan modifications.
10. Communicate with parents. In most instances, parent contacts regarding a child’s discipline will aid in reducing misbehavior.

To provide the very best educational climate in our building, we must all strive to be consistent. To aid in developing consistency, the following guidelines are to be used:

Tips for Effective Discipline

- 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 descent to the personal level is never appropriate.
- Punishing the innocent for the offense 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, too, that students should never be punished publicly nor should a teacher discuss one student’s problems with another student.

- Be discreet when talking to other staff members about individual students. Other students could overhear the comments.
- **Sarcasm** is funny only at the expense of another human being's feelings. Please use other means of expressing a sense of humor.
- Never withhold lunch or lunchtime as a punishment. Lunch detentions with a teacher are acceptable and may be used as a teacher or team deems necessary.

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 degree of severity as well as intent.
- For minor problems a look at the offender, a disapproving look, 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, try a call home, keep a student before or after school, or set a student away from the class. Care should be taken to communicate clearly to the student why he/she is being punished in this way.
- Classroom discipline is primarily the responsibility of the classroom teacher. Unusual or persistent cases may be referred to the principal, assistant principal, or the guidance counselor. However, any discipline problem may always be discussed with them. The building administrators are responsible to implement **Board Policy JG** that relates to student discipline in the district.
- A careful distinction should be made between the temporary distracter who interferes only occasionally or rarely 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. It may also be necessary to include a counselor, an administrator, and in extreme cases, the parents should be included in a conference with the student.
- **In summary, control problems are minimized when students are busy at things that they can do with some degree of success. Well-planned and executed learning experiences will bring to a minimum the number of serious discipline problems.**

Professional Conduct

Please note the following points regarding professional demeanor and conduct:

1. Expect students to demonstrate basic courtesy for one another, and to demonstrate respect for you and the profession of which you are a member. It is not appropriate for students to address teachers, support staff or any adult member of the school community by his/her first name whether in the classroom, in the halls, or at school events.
2. Maintain a professional demeanor in school and at related events. A teacher who becomes a "best friend" to students is unlikely to garner the respect necessary to establish classroom control.
3. Do not discuss a student's academic or behavioral problems in front of other students. Individual issues should be resolved in private and the tone should be instructive rather than punitive. The old adage, "Praise in public, punish in private," is a wise piece of advice.

4. Discipline should be assigned based on individual conduct; it is inappropriate to punish an entire class for the behavior of a few or even the majority. The innocent this time may well become the guilty next time if they are led to believe that it makes no difference.
5. Be fair with each student regardless of personality conflicts. Holding grudges toward a student will contaminate your relationship not only with that student but also with others who observe the interaction.
6. Never use personal ridicule or show disrespect for any student or staff member in front of students. Respect is a two way street; it must be given to be received.
7. Avoid making threats or promises. An unemotional, firm and consistent disciplinary approach is the best strategy. This is particularly important when making written disciplinary referrals to the office. State law mandates that decisions involving suspensions must be made by administrators since a variety of issues must be considered, including legal guidelines protecting students with special needs.

NOTE: The hall is not an appropriate place to put those students who habitually cause difficulty or disruption in class. If this strategy has been used on a couple of occasions and failed to change the behavior, it is fair to assume that another course of action is necessary.

SPECIAL SERVICES

Gifted Education

Gifted education is designed to provide enrichment activities for students who possess a precocious gift for academic learning and qualify under state and local standards.

English Language Learners (ELL)

The ELL program in Park Hill is designed to improve fluency and written/verbal communication comprehension skills. Students are assessed and classified as Non-English Proficient, Limited English Proficient, Fluent English Proficient and Monitor.

Special Education

Students with disabilities are entitled to a Free Appropriate Public Education. These rights are ensured under state law, federal law, and district policy. Parents, teachers, or state agencies may refer for possible evaluation those students who demonstrate learning and other problems. The principal and a school support team will make recommendations to the regular classroom teacher for alternative intervention strategies prior to referral for a special education evaluation. Placement in special education programs is based on evaluation results and the development of an Individualized Education Program. The student's parent or guardian has access to the results of the evaluation and participates in the development of the Individualized Education Program. Parents and guardians maintain the right to inspect all information which is subject to collection and to appeal the accuracy of such information.

SECTION III- POLICIES BOARD POLICIES AND REGULATIONS LINKS

The Park Hill School District Board of Education policy and regulations are now paperless and on-line on the Park Hill School District internet site.

<http://parkhill.k12.mo.us>

The On-line Board Policy is divided into sections: Board of Education, Business Management, Community Relations, Student Activities, Administration, Instruction, and Personnel.

To access the Park Hill School District Policy Manual, click on the above district information on the internet district website. The manual is listed under Board of Education

- Go to Board Agenda, Policies and Minutes
- Click on Reference Library
- Put the policy you are searching for or a key word in the policy.
- You will need to choose from the drop down list “Park Hill Forms and Regulations” or “Park Hill Policy Manual”.

ASBESTOS ISSUE UPDATE

August 1, 2016

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.

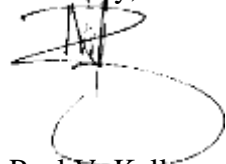
To give you some background, asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada and South Africa. Asbestos properties made it an ideal building material for insulation, sound absorption, decorative plasters, fireproofing,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

Paul V. Kelly
Assistant Superintendent for Business & Technology