

MIDDLE SCHOOL HANDBOOK 2021-2022



Park Hill School District

Building Successful Futures • Each Student • Every Day

Contents

PARK HILL VISION, MISSION AND VALUES	8
PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION	8
General Rule.....	8
Additional Prohibited Behavior.....	9
Boy Scouts of America Equal Access Act	9
School Nutrition Programs.....	9
Interim Measures.....	9
Consequences and Remedies	10
Definitions.....	10
Compliance Officer	11
Public Notice	12
Reporting	12
Student-on-Student Harassment.....	13
Investigation	13
Grievance Process Overview.....	13
Grievance Process.....	14
Confidentiality and Records.....	15
Training	15
SEXUAL HARASSMENT UNDER TITLE IX.....	15
Reporting Sexual Harassment or Title IX Retaliation.....	16
Notice of the Policy against Discrimination on the Basis of Sex.....	17
Retaliation Prohibited	17
Intake and Classification of Reports	17
Procedures Prior to or without a Formal Complaint	18
Students Receiving Special Education Services	18
The Formal Complaint Process	18
Process upon Filing of a Formal Complaint	18
Notice to the Parties	19
Range of Possible Disciplinary Sanctions and Remedies	19
Interim Action	20
Emergency Removal	20
Administrative Leave	20
Investigating a Formal Complaint	20
Consolidation	20
Investigation Process and Scope.....	20
Dismissal of the Formal Complaint	21
Designation and Duties of Decision-Maker	22
Procedures of the Decision-Maker and Party Questions and Answers.....	22
Preponderance of the Evidence Standard	22
Decision-Maker's Findings and Resulting Remedies.....	22
Finality of the Title IX Decision.....	23
Disciplinary Matters and Implementation of Discipline and Remedies	23
Appeals of the Determinations of Responsibility in the Title IX Decision	23
Initiating an Appeal of a Title IX Decision—Time, Contents and Assignment	23
Conduct of the Appeal	24
Process for Informal Resolution of Formal Complaints	24
Training	24
Records	25

Confidentiality.....	25
Definitions Applicable to this Policy	26
WORKPLACE ACCIDENTS AND INJURIES	28
Reporting	28
Use of Leave.....	29
Medical Providers	29
Reasonable Accommodations (Light Duty).....	29
Loss of Benefits	29
FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA).....	30
Definitions.....	30
Health Information	30
Parent and Eligible Student Access.....	30
Directory Information	31
Law Enforcement Access	32
Children's Division Access.....	32
Military and Higher Education Access	32
Volunteer Access.....	32
Records Retention	33
USE OF DISTRICT TECHNOLOGY RESOURCES	33
Definitions.....	33
Authorized Users.....	33
User Privacy	34
Technology Administration.....	34
Content Filtering and Monitoring	34
Online Safety, Security and Confidentiality	35
Closed Forum	35
Inventory and Disposal	35
Violations of Technology Usage Policies and Procedures	36
Damages	36
No Warranty/No Endorsement.....	36
STAFF CONDUCT.....	36
STAFF/STUDENT RELATIONS	38
Definitions.....	38
General.....	38
Absolute Prohibitions	38
Exceptions to this Policy	39
Failure to Maintain Boundaries	39
Electronic Communication.....	40
Consequences	41
Reporting	41
Training	41
STAFF USE OF COMMUNICATION DEVICES.....	42
Definitions.....	42
General Use.....	42
Use in Vehicles	43
Use of District-Provided Communication Devices	43
Personal Use of District-Provided Communication Devices	44
REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT.....	44
Definitions.....	44
Public School District Liaison	45

Training	45
For Board Members	45
For Employees.....	45
For Students.....	45
Reporting Child Abuse and Neglect	46
Reporting Allegations of Sexual Misconduct by a School Employee	46
Investigating Child Abuse and Neglect	46
Harassment, Spanking or Protection of Persons or Property by District Staff	47
Referral to the Office of Child Advocate for Children's Protection and Services	47
Information from the Children's Division	47
Immunity.....	47
BULLYING.....	48
General.....	48
Definitions.....	48
Designated Officials	48
Reporting Bullying.....	49
Investigation	49
Consequences	49
Policy Publication.....	50
Training and Education	50
DISCIPLINE REPORTING AND RECORDS.....	51
Reporting to School Staff	52
Reporting to Law Enforcement Officials	52
Reporting Third-Degree Assault.....	53
Student Discipline Records	53
Confidentiality.....	54
Liability.....	54
SECLUSION, ISOLATION AND RESTRAINT	54
Purpose	54
Policy Applicability	54
Definitions.....	55
Use of Time-Out.....	56
Use of Aversive Interventions.....	56
Use of Seclusion, Isolation and Restraint.....	56
Seclusion	56
Isolation	57
Physical Restraint.....	57
Mechanical Restraint	58
Chemical Restraint	58
Emergency Situation Follow-ups	58
Positive Behavior Supports	58
Training	58
Records	59
Notice to Parents/Guardians	59
Students with Disabilities.....	59
REFERENCES FOR CURRENT & FORMER DISTRICT EMPLOYEES	60
Definitions.....	60
Obtaining References for Applicants to the District	60
District Response to a Request for a Reference	60
Content of Reference Disclosure	61

Information Provided as Required by Law.....	61
Information Provided with Consent from the Employee or Former Employee	61
Disclosing Allegations of Sexual Misconduct	62
Prohibition against Assisting Employees, Contractors or Agents Accused of Sexual Misconduct	62
Recordkeeping	63
Notice.....	63
Immunity.....	63
USE OF TOBACCO PRODUCTS AND IMITATION TOBACCO PRODUCTS	63
CRIMINAL BACKGROUND CHECKS	64
Definitions.....	64
Employees.....	64
Drivers.....	65
Volunteers.....	65
Contracted Services	65
Payment	65
Updating Information	66
Ongoing Background Checks	66
District Notification.....	66
Reporting Requirements.....	66
Consequences	67
EMPLOYEE ASSISTANCE PROGRAM (EAP).....	67
PHILOSOPHY OF THE PARK HILL MIDDLE SCHOOLS	69
OVERVIEW OF PARK HILL MIDDLE SCHOOLS	69
Curriculum	69
Core Curriculum	69
Life Education	69
Physical Education	69
Exploratory Wheel	69
Middle School Instructional Technology	70
Gifted Education	70
After School Programs	70
PHYSICAL MANAGEMENT OF CLASSROOM.....	70
Classroom Arrangement	70
Book bags.....	70
Whiteboards	70
Bulletin Boards.....	70
Energy Conservation	71
Security	71
Crisis Response Manual	71
Fire/Tornado/Emergency Drills.....	71
Cleanliness	71
Food/Drinks	71
Gum and Candy Guidelines.....	71
End of the day	71
Maintenance Requests	72
STAFF EXPECTATIONS.....	72
Reporting Time – Hours for Teachers	72
Staff Meetings.....	72
Student Supervision.....	72
Telephone Calls.....	72

Teacher Mailboxes & E-mail	73
Voice Mail	73
Professional Appearance	73
Identification Badges	73
GENERAL PROCEDURES	73
Supplies and Equipment	73
Custodians.....	74
Audio-Visual Equipment	74
Attendance.....	74
Steps For Excessive Absences	74
End of Class Dismissal	75
Grade school	76
Middle school.....	76
Souvenirs/Gift Shops	76
Health Room Referrals.....	77
CAFETERIA PROCEDURES	77
Cafeteria Expectations	77
GRADING AND RECORD KEEPING	78
Grading Scale	78
Grading Overview	79
D or F Grades	80
Report Cards	80
Progress Reports	80
Communication Logs	80
Intra/Inter District Athletic/Activity Eligibility Requirements.....	81
Permanent Records	81
Make-Up Work.....	81
Promotion and Retention	81
ASSIGNMENT OF TEXTBOOKS	82
Lost or Damaged Books	82
Requests for Additional Texts.....	82
COMMUNICATIONS AND PUBLIC RELATIONS.....	82
Parent Conferences/Communication	82
Parent-Teacher Association (PTA)	83
Attorney Contacts	83
SUBSTITUTE MANAGEMENT	83
Substitute Teachers	83
Providing Evaluation and Feedback for Substitutes	84
Substitute Teaching Within the Building	84
Leaves	84
Block Out Dates.....	84
Emergency Leave	85
willSub© QUICK REFERENCE GUIDE	86
TEACHER SUPERVISION / EVALUATION	87
CLASSROOM ACTIVITIES.....	87
Varied Learning Opportunities	87
Use of Movies/Video Clips	87
Homework	87
End of Year Planning	88
Animals in the classroom	88

STUDENT DISCIPLINE	88
General Disciplinary Guidelines	88
Less Serious Infractions.....	88
More serious/persistent offenses.....	89
Most serious offenses.....	89
Discipline Notice Form	89
Office Referrals	90
DISCIPLINE OPTIONS	92
Temporary Removal of a Student from the Classroom	92
Class & Office Detentions	92
In-School Suspension (ISS)	92
Out of School Suspension (OSS).....	92
Hallway Discipline	93
General Hallway Guidelines	93
Use of Restraint	93
Corporal Punishment	93
DISCIPLINARY MODEL.....	94
CLASSROOM MANAGEMENT	94
Class Management.....	94
Tips for Effective Discipline.....	94
Alternatives in Handling Disruptive Behavior	95
Professional Conduct	95
SPECIAL SERVICES.....	96
Gifted Education	96
English Language Learners (ELL)	96
Special Education.....	96
ASBESTOS ISSUE UPDATE	97

PARK HILL VISION, MISSION AND VALUES

Vision

Building Successful Futures • Each Student • Every Day

Mission

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

Values

Student-Focused

Integrity

High Expectations

Continuous Improvement

Visionary Leadership

Equity

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

(Board Policy AC, Updated 11/14/2019)

General Rule

The Park Hill Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by applicable 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 promptly report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law. In accordance with this policy and as allowed by law, the district will investigate and address discrimination, harassment and retaliation that negatively impact the school environment, including instances that occur off district property or are unrelated to the district's activities.

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.

School Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs (including the district), are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the School Breakfast Program and the Summer Food Service Program.

Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer using the process outlined in policy EF.

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take prompt 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 prompt 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 are subject to discipline, up to and including employment termination. Students who violate this policy will be subject to discipline, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from district property or otherwise restricted while on district property. 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 promptly to the CD.

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

Definitions

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

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

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

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

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

Sexual Harassment - A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance.

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

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

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

Compliance Officer

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

Assistant Superintendent for Human Resources
7703 NW Barry Road
Kansas City, MO 64153
816.359.4040

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

Executive Director for Quality & Evaluation
7703 NW Barry Road
Kansas City, MO 64153
816.359.6804

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, 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 with law enforcement 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, upon request, aggregate information regarding the number and frequency of grievances and compliance with this policy.
11. Make recommendations regarding changing this policy or the implementation of this policy.
12. 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.
13. Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.
14. Perform other duties as assigned by the Superintendent.

Public Notice

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

Reporting

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to make a grievance to communicate directly with the compliance officer.

Even if the potential victim of discrimination, harassment or retaliation does not make a grievance, district employees are required to report to the compliance officer any observations, rumors or other information regarding actions prohibited by this policy. If a verbal grievance is made, the person will be asked to submit a

written complaint to the compliance officer or acting compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to take action upon finding a violation of law, district policy or district expectations. Even if a grievance is not directly made, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

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

Investigation

The district will promptly 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 prompt 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. To the extent permitted by law, the district will investigate all grievances, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement or the CD is also investigating a complaint arising from the same circumstances.
5. The district will only share information regarding an individually identifiable student or employee with the person making the grievance or other persons if allowed by law and in accordance with Board policy.
6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

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 supervisor 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.

Training

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

SEXUAL HARASSMENT UNDER TITLE IX

(Board Policy ACA, Adopted 11-12-2020)

The Park Hill School District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, in accordance with Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the district. However, the district will respond promptly to investigate and address any report or complaint of sexual harassment.

"Sexual harassment under Title IX" is conduct on the basis of sex within the scope of the district's education programs or activities (as defined in this policy) that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8) or "stalking" as defined in 34 U.S.C. 12291(a)(30).

See the "Definitions Applicable to this Policy" section at the end of this document for definitions of other terms applicable to this policy.

In creating this policy, the district does not relieve any person under the district's jurisdiction from the consequences for violations of other policies and rules of the district meant to establish an environment conducive to teaching, learning, support services, work and the social and emotional well-being and development of the students entrusted to the district.

If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law and district policy. Moreover, nothing in the policy precludes the mandatory or voluntary reporting of any suspected criminal activity to the appropriate law enforcement agency at any time.

Reporting Sexual Harassment or Title IX Retaliation

Any person may report sexual harassment regardless of whether the person is the alleged victim (complainant). However, Board members and employees must immediately report to the Title IX coordinator any incident or behavior that could constitute sexual harassment or retaliation as defined in this policy. Reports may be made at any time, including during nonbusiness hours, by using the telephone number, email address or office address listed below.

The Board authorizes the following individual(s) to serve as the Title IX coordinator(s) for the Park Hill School District, and to coordinate and implement the district's efforts to comply with the requirements of Title IX.

Assistant Superintendent for Human Resources
7703 NW Barry Road
Kansas City, MO 6415
816-359-4040

In the event the Title IX coordinator is unavailable or is the respondent to a complaint, reports should instead be directed to the compliance officer or alternate compliance officer listed in policy AC.

Notice of the Policy against Discrimination on the Basis of Sex

The district will provide notice of the district's prohibition on discrimination on the basis of sex under district policy and Title IX to students, parents/guardians, employees, applicants for admission and employment, and all unions or professional associations holding collective bargaining or professional agreements with the district. The notice will:

1. Include the name or title, office address, email address and phone number of the Title IX coordinator;
2. Include information on the district's grievance procedures and grievance process;
3. State that the requirement not to discriminate extends to admission and employment; and
4. Direct inquiries to the Title IX coordinator or the assistant secretary for civil rights at the U.S. Department of Education.

The district's policy prohibiting discrimination on the basis of sex and the contact information of the Title IX coordinator(s) will be prominently displayed on the district's website and in each handbook or course catalog.

Retaliation Prohibited

No person employed by or associated with the district will intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing under Title IX. While the law allows individuals to refuse to participate in a Title IX investigation, proceeding or hearing, district policy and the law require that employees immediately report to the Title IX coordinator any knowledge of an allegation of sexual harassment under Title IX, and employees can be reprimanded or disciplined for failing to do so.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment under Title IX but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment under Title IX, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. Complaints alleging retaliation must be filed with the Title IX coordinator.

Charging an individual with violating other district policies by making a materially false statement in bad faith in the course of the grievance proceeding is not retaliation. But making a statement that is not consistent with the ultimate decision of the decisionmaker or appellate-decision maker is not, in and of itself sufficient to conclude that the statement was materially false and made in bad faith.

Intake and Classification of Reports

The Title IX coordinator will receive and review all reports of sexual harassment even if a formal complaint has not been filed. The context of behavior can make a difference between conduct falling within the technical definition of sexual harassment under Title IX and conduct of a sexual nature that is offensive or hostile in itself, but which does not constitute harassment within that definition. District policies prohibit both but, for purposes of its Title IX obligations, the district must specially address cases within the definition under this special, limited-scope policy.

If the Title IX coordinator determines that the report concerns conduct that does NOT involve sexual harassment under Title IX as that term is defined in this policy or did not occur in the district's education program or activity, the Title IX coordinator will use the grievance process in policy AC or forward the complaint to the individual responsible for implementing policy AC.

Procedures Prior to or without a Formal Complaint

When the Title IX coordinator has actual knowledge of an allegation of sexual harassment under Title IX in an education program or activity of the district, the Title IX coordinator will promptly contact the complainant and:

1. Provide information about the supportive measures available to the complainant and inform the complainant that he or she may receive supportive measures without filing a formal complaint.
2. Consider the complainant's wishes with respect to supportive measures and implement appropriate supportive measures.
3. Explain to the complainant the process for filing a formal complaint.

Students Receiving Special Education Services

In the case of all reports of sexual harassment, if the complainant or respondent has an individualized education program (IEP) in place, the Title IX coordinator will consult with the appropriate special education administrator(s) for assistance in determining the appropriate supportive measures based on the special needs of the student.

If the district determines that a student's specific circumstances, including disabilities, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein, the district will pursue such measures as are available under district policy and law. Such measures will be designed to restore or preserve all students' equal access to the district's education programs or activities.

The Formal Complaint Process

Nothing in this process will interfere with any legal right of a parent/guardian to act on behalf of a complainant, respondent or party including, but not limited to, filing a formal complaint. If a student who is not an eligible student pursuant to the Federal Education Rights and Privacy Act (FERPA) files a formal complaint, the parent/guardian of the complainant will be notified of the complaint with the complainant's consent.

The complainant may file a formal complaint or choose not to file a formal complaint and simply receive the supportive measures.

If the complainant does not file a formal complaint, the Title IX coordinator may sign a formal complaint initiating the grievance process. The Title IX coordinator will do so only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances.

If no formal complaint is filed by the complainant or signed by the Title IX coordinator, no disciplinary action will be taken against the respondent on the grounds of sexual harassment under Title IX.

Process upon Filing of a Formal Complaint

The district's grievance process will provide a prompt and equitable resolution of complaints and will:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent;
2. Comply with Title IX regulations before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent;

3. Require a decision-maker to objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and not make credibility determinations based on a person's status as a complainant, respondent or witness;
4. Require that all Title IX coordinators, investigators, those responsible for facilitating informal resolution processes and decision-makers not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;
5. Presume that the respondent is not responsible for the conduct until a determination of responsibility is made at the conclusion of the grievance process;
6. Follow stated timelines unless the district temporarily delays the grievance process for good cause (including, but not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of a disability) and notify the parties in writing of the reason for a delay, if any; and
7. Not require, allow, rely upon or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice to the Parties

When the complainant files a formal complaint, written notice will be provided to all known parties and will include:

1. Notice of the grievance process, including any informal resolution process that is available and the timeline for such process.
2. Notice of the allegations of sexual harassment under Title IX made by the complainant with sufficient details known at the time and with sufficient time to allow the respondent to prepare before the initial interview. At a minimum, the details will include the identities of the parties involved in the incident, if known, the conduct and the date and location of the alleged incident if known.
3. A statement that the respondent is presumed not responsible for the conduct and that a determination of responsibility will be made at the conclusion of the grievance process.
4. A statement that parties may have an advisor of their choice, who may be an attorney.
5. A statement that the parties and their advisors will have an equal opportunity to inspect and review any evidence that is directly related to the allegations raised in the formal complaint, including evidence upon which the district does not intend to rely, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
6. Notice of any provision in the district's discipline code that prohibits knowingly making a false statement or providing false information during the grievance process.
7. Notice that retaliation of any kind against any person who has made a report or complaint, or against any person who testifies, assists, participates or refuses to participate in any manner into an investigation, proceeding or hearing under this policy, is prohibited.

If in the course of the investigation of sexual harassment under Title IX the district decides to investigate allegations about the complainant or respondent that were not in the initial notice, notice of the additional allegations will be provided to all known parties.

Range of Possible Disciplinary Sanctions and Remedies

An appropriate disciplinary response for an employee found responsible for sexual harassment in this grievance process may include any suitable response available for the discipline of employees under Board policy or applicable law.

An appropriate disciplinary response for a student for sexual harassment in this grievance process may include any suitable response available for the discipline of students under Board policy or applicable law.

Remedies may also include the imposition upon a responsible respondent of any nondisciplinary measures appropriate to effecting a remedy for sexual harassment, such as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's education programs and activities.

Interim Action

Emergency Removal

The district may remove the respondent from the district's education programs and activities prior to the start or completion of the grievance procedure on an emergency basis provided that the district:

1. Performs an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under federal disability laws.

Administrative Leave

The district may place an employee respondent on administrative leave during the pendency of the grievance process in accordance with Board policy and law. This provision may not be construed to modify any rights under federal disability laws.

Investigating a Formal Complaint

Consolidation

Formal complaints may be consolidated as to allegations of sexual harassment under Title IX against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation Process and Scope

After the formal complaint is filed and the investigation is complete, the investigator will provide an investigative report to the decision-maker. The investigation may be conducted by someone other than the Title IX coordinator. The investigator will gather evidence sufficient to reach a determination of responsibility or nonresponsibility and may not require the parties to do so.

During the investigation and the grievance process, the district will:

1. Provide equal opportunity to present witnesses, including fact and expert witnesses, and all evidence, including inculpatory and exculpatory evidence.
2. Not restrict the parties from discussing the allegations under investigation or gathering and presenting relevant evidence.
3. Provide the same opportunity for parties to have others, including an advisor of their choice, present during any grievance proceedings and related meetings, though the district may restrict the extent to which advisors may participate as long as the rules apply to both parties.
4. Provide written notice to parties who are invited or expected to participate of the date, time, location, participants and purpose of all hearings, investigative interviews or other meetings with sufficient time for the parties to prepare to participate.
5. Obtain written, voluntary consent before accessing records, such as medical records or counseling notes, that a physician, psychiatrist, psychologist or other recognized professional or paraprofessional made or maintained in connection with the provision of treatment to the party. If the party is at least 18 years old or is enrolled in postsecondary education, the party can sign on his or her own behalf. Otherwise, a parent/guardian must sign on the party's behalf. This notice must advise the person to whom it is given that these records, or portions of them, may be given to the respondent if they are directly related to the allegations in the formal complaint.
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence upon which the district does not intend to rely in reaching a determination of responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source.
7. Send to each party and the party's advisor, if any, the evidence subject to inspection and review prior to completion of the investigative report and within 20 business days of the parties receiving notice of the formal complaint. The evidence may be sent in an electronic format or hard copy. The parties will be given at least ten business days, as required by law, to submit a written response, which the investigator will consider prior to the completion of the report.

Create an investigative report that fairly summarizes relevant evidence, reaches any necessary conclusions about the credibility of the complainant, respondent, or other witnesses, and send it in an electronic or hard copy format to each party and their advisors, if any, for their review and written response. The investigative report must be sent no later than ten business days prior to the time of determination of responsibility by the decision-maker, as required by law.

Dismissal of the Formal Complaint

If the district determines that the allegations, even if proved, would not constitute sexual harassment under Title IX as defined in this policy, did not occur in the district's education program or activity, or were not committed against a person in the United States, the formal complaint will be dismissed. The dismissal does not mean that a complaint cannot be made under another district policy or that any misbehavior will not be addressed under another policy or the district's code of conduct. The district may dismiss a formal complaint or any allegations in a formal complaint at any time if:

1. The complainant notifies the Title IX coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the formal complaint;
2. The respondent is no longer enrolled in or employed by the district; or
3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination of responsibility as to the merits of the formal complaint or allegations therein.

If the formal complaint or any of its allegations is dismissed, the district will notify the parties simultaneously. A party may appeal the dismissal of a formal complaint or any of its allegations by submitting a written notification of appeal to the Title IX coordinator within five business days of receiving the notice of the dismissal. If the Title IX coordinator or the investigator dismissed the complaint or an allegation, the dismissal will be heard by the decision-maker. If the decision-maker dismissed the complaint or an allegation, the dismissal will be heard by the appellate decision-maker. The appeal is limited to the following bases:

1. There was a procedural irregularity that affected the outcome.
2. There is new evidence that was not reasonably available at the time of the dismissal that could affect the outcome of the matter.
3. The Title IX coordinator, investigator or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.
4. That the dismissal is based on a manifest error of fact or law.

Designation and Duties of Decision-Maker

The Title IX coordinator will designate someone to serve as the decision-maker to determine whether the respondent is responsible for sexual harassment under Title IX. The decision-maker may be a district administrator, attorney or another appropriate adult. The person designated cannot have been part of the investigation.

Procedures of the Decision-Maker and Party Questions and Answers

After the parties receive the final investigative report, each party may submit to the decision-maker any written, relevant questions that the party wants asked of any party or witness. Each party will receive the answers to the questions and will be allowed time to submit limited follow-up questions.

The decision-maker may exclude a question that is not relevant. The party who submitted the question will receive an explanation as to why the question was judged not relevant. Questions or evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant other than to show that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Preponderance of the Evidence Standard

The decision-maker may find the respondent is responsible for the alleged sexual harassment under Title IX only when the evidence shows that the complainant's allegations are more likely true than not.

Decision-Maker's Findings and Resulting Remedies

Within 20 business days after the closing of the questions period, including follow-up questions, the decision-maker will provide a written Title IX decision that includes:

1. The allegations potentially constituting sexual harassment under Title IX;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits and other methods used to gather other evidence and hearings held;

3. Findings of fact supporting the determination, including if appropriate determinations of witness credibility;
4. Conclusions regarding the application of the facts to the standard for sexual harassment under Title IX;
5. A statement of and rationale for the result as to each allegation, including a determination of responsibility, any disciplinary actions on the district will impose against the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written Title IX decision will be provided to the parties simultaneously, and a copy will be provided to the Title IX coordinator.

Finality of the Title IX Decision

If an appeal is filed, the Title IX decision becomes final on the date that the district provides the parties with the written determination of the result of the appeal. If an appeal is not filed, the Title IX decision becomes final on the date on which an appeal would no longer be considered timely.

Disciplinary Matters and Implementation of Discipline and Remedies

The Title IX coordinator is responsible for effective implementation of any remedies, including coordination with the district's disciplinary authorities in the imposition of actions taken against the respondent.

Appeals of the Determinations of Responsibility in the Title IX Decision

Initiating an Appeal of a Title IX Decision—Time, Contents and Assignment

Either party may appeal the determination(s) of responsibility, the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Title IX coordinator in writing within five business days after the parties receive the written Title IX decision from the decision-maker. Appeals must be based on one or more of the following:

1. A procedural irregularity that affected the outcome of the matter.
2. New evidence that was not reasonably available at the time of the determination and that could affect the outcome of the matter.
3. The Title IX coordinator, investigator(s) or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.
4. The decision was based on a manifest error of fact or law.

The party who files the appeal will state the basis or bases for the appeal in writing. If there are multiple determinations of responsibility, the appeal should specify which ones are affected by the appeal. Appeals filed for any reason other than those listed above will not be heard.

If an appeal is filed, the Title IX coordinator will:

1. Assign the appeal to an appellate decision-maker who is not the same person as the initial decision-maker, the investigator or the Title IX coordinator.
2. Notify other parties in writing.
3. Implement the appeals process equally to all parties.

4. Give all parties the opportunity to submit a written statement in support of or challenging the outcome within five business days after receiving the notice of appeal.

Written statements and other written documents pertaining to the appeal will be shared with all parties.

Conduct of the Appeal

The appellate decision-maker will review the findings of the initial decision-maker and review the written statements filed by the parties supporting or opposing the appeal. Within ten business days after the close of the period for parties to file their written statements supporting or opposing the appeal, the appellate decision-maker will issue a written decision describing the result of the appeal and the rationale for the result. That decision will be transmitted to all parties and to the Title IX coordinator simultaneously. The appellate decision-maker may refer an appealed issue back to a prior point in the grievance process for correction.

Process for Informal Resolution of Formal Complaints

After a formal complaint has been filed and at any time prior to reaching a determination of responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. If a party requests the use of an informal resolution process, the district will provide the parties a written notice that:

1. Discloses the allegations and the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
2. Discloses that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint;
3. Discloses any consequences resulting from participating in the informal resolution process, including the records that, with voluntary written consent from the parties, will be maintained or could be shared; and
4. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process may not be used to resolve allegations that an employee is responsible for sexual harassment under Title IX against a student. If the informal resolution process does not resolve the formal complaint 30 business days after both parties consented to use the process, the Title IX coordinator will resume the grievance process unless both parties again consent to continue using the informal resolution process.

Training

Title IX coordinators, investigators, decision-makers and any person designated to facilitate an informal resolution process, should the district offer one, will receive training on the following:

1. The definition of sexual harassment under Title IX as used in this policy.
2. The scope of the district's education programs and activities.
3. How to conduct the investigation and grievance process, including determination of responsibility for sexual harassment, appeals, and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5. Issues of relevance necessary to create an investigative report that fairly summarizes the relevant evidence.
6. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district will not use training materials that rely on sex stereotypes. All training materials used by the district will promote impartial investigations and adjudications of formal complaints of sexual harassment under Title IX. These training materials must be publicly available on the district's website or, if the district does not maintain a website, the materials must be available upon request for inspection by members of the public.

Records

The district will maintain the following records for seven years:

1. Records of each investigation of sexual harassment under Title IX, including any determination of responsibility, any disciplinary sanctions imposed on the respondent and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom;
4. All materials used to train Title IX coordinators, investigators, decision-makers and any person who facilitates an informal resolution process;
5. Documentation if the district did not provide a complainant with supportive measures and the reasons why such a response was not clearly unreasonable in light of the known circumstances; and
6. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX. These records must document the basis for the conclusion and that the district's response was not deliberately indifferent.

The district may add documentation of additional steps taken by the district that were not initially provided in conjunction with the initial complaint filed.

Confidentiality

Except as required by law, as permitted by FERPA , or to carry out the purposes of Title IX, including the conduct of any investigation, hearing or judicial proceeding arising thereunder, the district will keep confidential the identity of:

1. Any individual who has made a report or filed a formal complaint of sexual harassment under Title IX;
2. Any complainant;
3. Any individual who has been reported to be the perpetrator of sex discrimination;
4. Any respondent; and
5. Any witness.

The district must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

Definitions Applicable to this Policy

The following definitions are intended for use only for the purposes of this policy.

Actual Knowledge – Notice of sexual harassment under Title IX or notice of allegations of sexual harassment under Title IX to the district's Title IX coordinator or to any district official who has the authority to institute corrective measures on behalf of the district or to any employee of the district, except where the only district official or employee with actual knowledge is also the respondent.

Business Days – Days (full or partial) on which the district's business offices are open.

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX coordinator who signs a formal complaint is not considered a complainant.

Dating Violence – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Determination of Responsibility – A formal finding of a decision-maker on each allegation of sexual harassment contained in a formal complaint that the respondent did or did not engage in conduct constituting sexual harassment under Title IX based on a preponderance of the evidence.

Domestic Violence – Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Missouri; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Missouri.

Education Program or Activity – Any part of the district-sponsored instructional program, including extracurricular activities, or employment in the district, including locations, events or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Formal Complaint – A document or electronic submission filed by the complainant or signed by the Title IX coordinator alleging sexual harassment under Title IX against a respondent and requesting that the district investigate the allegations. When a complainant files a formal complaint, the document or electronic submission must have the complainant's physical or digital signature or otherwise indicate the complainant's identity. A formal complaint may be filed only by a complainant participating in or attempting to participate in the district's education programs or activities.

Informal Resolution Process – Alternative dispute resolution methods designed to resolve allegations of sexual harassment without completing the formal complaint process. The purpose of the process is to restore or preserve equal access to the district's education programs or activities for all parties. Such a process may be offered by the Title IX coordinator after a formal complaint has been filed and after consultation with the district's attorney as to whether an informal resolution process will be sufficient to meet the district's Title IX obligations.

Investigative Report – The report of the investigator of a formal complaint.

Party/Parties – Complainant(s) and respondent(s).

Remedies – Upon a final determination of responsibility, remedies are actions taken to restore or preserve equal access to the district's education programs or activities. These may include continued or new supportive measures but may also include imposition of more burdensome requirements, limitations and conditions upon the respondent, as well as disciplinary action against the respondent, including suspension, expulsion, or termination of employment.

Report – Information provided by a complainant or any other person to the Title IX coordinator when that information indicates, suggests or alleges misconduct. This includes the intake information obtained by the Title IX coordinator prior to the filing of a formal complaint.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

Sexual Assault – This includes all behaviors constituting forcible or nonforcible sexual offenses within the scope of the Federal Bureau of Investigation's national uniform criminal incident reporting system. At present these classifications include any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of consent. Sexual assault specifically includes:

1. Rape (Except Statutory Rape) – The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
2. Sodomy – Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
3. Sexual Assault with an Object – To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
4. Fondling – The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
5. Incest – Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Missouri law.
6. Statutory Rape – Nonforcible sexual intercourse with a person who is under the statutory age of consent pursuant to Missouri law.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Supportive Measures – Nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational

environment or deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, safety escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Title IX Decision – The comprehensive decisional document of the independent decisionmaker concluding the Grievance Process, as may be amended or affected by the results of an appeal.

Voluntary Consent – Consent given freely and without coercion.

WORKPLACE ACCIDENTS AND INJURIES

(Board Policy GBEA, updated 3-26-2015)

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

Reporting

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

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

1. If the injury is serious and/or life threatening, contact 911.
2. For any injury that requires any medical attention, report the injury to the Office of the Assistant Superintendent of Business Services at 359-4020.
3. For injuries that do not require immediate medical treatment, go to the nearest school health room. The Nurse will notify the District Office.

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

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

Use of Leave

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

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

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

Medical Providers

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

Reasonable Accommodations (Light Duty)

If an employee is released back to work after a workplace accident, but has restrictions that cannot be reasonably accommodated in his/her regular position, then every effort will be made to offer work in an area where restrictions can be reasonably accommodated. Light duty work may be in a different type of job or in a different building. If light duty work is offered but the employee refuses to do the work, then workers' compensation benefits will not be paid. The employee has the option of utilizing personal paid leave, if desired, or being off work and unpaid.

Loss of Benefits

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA)

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

Policy JO (Updated 2/6/2020)

In order to provide students with appropriate instruction and educational services, it is necessary for the Park Hill School District to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with law, develop appropriate procedures for maintaining student records, and standardize procedures for the collection and transmittal of necessary information about individual students throughout the Park Hill School District. The superintendent and building principals will develop a student records system that includes protocols for releasing student education records. Principals are responsible for maintaining and protecting student education records in each school. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

Definitions

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

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

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

Health Information

Student health information is a type of student record that is particularly sensitive and protected by numerous state and federal laws. Student health information shall be protected from unauthorized, illegal or inappropriate disclosure by adherence to the principles of confidentiality and privacy. The information shall be protected regardless of whether the information is received orally, in writing or electronically and regardless of the type of record or method of storage.

Parent and Eligible Student Access

All parents may inspect and review their student's education records, seek amendments, consent to disclosures

and file complaints regarding the records as allowed by law unless a court order, statute or legally binding document prohibits such access. The parents' rights relating to education records transfer from the parent to the student once the student becomes an eligible student; however, parents maintain some rights to inspect student records even after a student turns 18. The district will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally modified.

If a parent or eligible student believes an education record related to the student contains information that is inaccurate, misleading or in violation of the student's privacy, the parent or eligible student may use the appeals procedures created by the superintendent or designee to request that the district amend the record.

The district will annually notify parents and eligible students of their rights in accordance with law.

Directory Information

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies the district in writing as directed. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information.

The school district designates the following items as directory information.

General Directory Information – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

Student's name; date 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; athletic performance data; 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.

Limited Directory Information – In addition to general directory information, the following information the district maintains about a personally identifiable student may be disclosed to: parent groups or booster clubs that are recognized by the Board and are created solely to work with the district, its staff, students and parents and to raise funds for district activities for the purpose of encouraging membership or participation in the group or club; parents of other students enrolled in the same school as the student whose information is

released when the release is for the purpose of facilitating communication between parents; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services for official governmental purposes:

The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

The district may require a person or entity that requires limited directory information to certify in writing that the information will not be redisclosed without the prior written consent of the parent or eligible student.

Law Enforcement Access

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in federal law.

If the district reports a crime committed by a student with a disability as defined in the Individuals with Disabilities Education Act (IDEA), the district will transmit copies of the special education and disciplinary records to the authorities to whom the district reported the crime as allowed by law.

Law enforcement officials also have access to directory information and may obtain access to student education records in emergency situations as allowed by law. Otherwise, law enforcement officials must obtain a subpoena or consent from the parent or eligible student before a student's education records will be disclosed.

Children's Division Access

The district may disclose education records to representatives of the CD when reporting child abuse and neglect in accordance with law. Once the CD obtains custody of a student, CD representatives may also have access to education records in accordance with law. CD representatives may also have access to directory information and may obtain access to student education records in emergency situations, as allowed by law.

Military and Higher Education Access

The district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents, and secondary school students who are at least 18, that they may opt out of these disclosures.

Volunteer Access

District staff will not allow volunteers to access student records unless the volunteer has completed a criminal background check and the district has determined that the volunteer should have access. A volunteer who has completed a criminal background check may access student education records only under the supervision of staff members and when necessary to assist the district.

Records Retention

The district shall retain all student in accordance with applicable federal and state law, as well as the current version of the Missouri Secretary of State's Public School Records Retention Schedule and General Records Retention Schedule.

USE OF DISTRICT TECHNOLOGY RESOURCES

(Board Policy EHB – updated May 9, 2019)

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-AP1 are incorporated prior to accessing or using District technology resources, unless excused by the Superintendent or designee.

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

User Privacy

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

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

Content Filtering and Monitoring

The district will monitor the online activities of users, including minors, 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.

Students, employees, or other users may request that the district review or consider adjusting the content filter to allow or block access to a website or specific content.

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.

Inventory and Disposal

The district will regularly inventory select district technology resources. Technology resources that are no longer needed will be disposed of in accordance with law and district policies and procedures related to

disposal of surplus policy.

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, updated 11-14-2019)

The Park Hill Board of Education expects every employee to act professionally, ethically and responsibly; use good judgment; and do what is necessary to maintain a safe learning environment and positive relations with students, parents/guardians, coworkers and the public. In addition to expectations in other Board policies and directives from supervisors, district expectations for employees include, but are not limited to, the following:

1. Become familiar with, enforce and follow all applicable Board policies, and regulations, administrative procedures, other directions given by district administrators and supervisors and state and federal laws.
2. Maintain courteous and professional relationships with students, parents/guardians, other district employees and the public. Transmit constructive criticism to the particular school administrator or supervisor who has the administrative responsibility to address the concern. Employees will not be

disciplined for speech that is protected by law and are encouraged to share concerns with their supervisors.

3. Actively participate in professional development and obtain information necessary to effectively perform the employee's job duties.
4. Conduct all official business in a professional and timely manner. Meet deadlines set by the district, administrative staff and supervisors. Conduct business with the appropriate designated person or department.
5. Care for, properly use and protect school property. Immediately report all dangerous building conditions to the building supervisor and take action to rectify the situation in order to protect the safety of students and others. Take appropriate action to prevent loss of theft of district property, and immediately report loss or theft of district property.
6. Attend all meetings called by supervisors or the district administration, unless excused. Arrive at work and leave work at the time specified by the district or as directed by a supervisor, and follow district policies, procedures and directives regarding absences. All nonexempt employees must receive permission from a supervisor prior to working overtime.
7. Maintain records as required by law, Board policy and procedure, and do not destroy records unless authorized to do so. Keep all student records, medical information and other legally protected information confidential. Submit all required documents, information, data or reports at the time requested. Employees must not falsify records, create misleading records or compromise the accuracy and security of district data.
8. 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. Employees must not leave students unsupervised except as necessary to handle an emergency situation.
9. Obey all safety rules, including rules protecting the safety and welfare of students.
10. Communicate clearly and professionally. Employees will not use profanity and will not raise their voices unless necessary. Written communication must be grammatically correct. Employees will not be disciplined for speech that is protected by law and are encouraged to share concerns with their supervisors.
11. Dress in a professional manner that does not interfere with the educational environment and as directed by administrators or supervisors.
12. Other than commissioned law enforcement officers, school employees shall not perform strip searches, as defined in state law, of students, 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.
13. 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.

14. 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.
15. Employees will not use district funds or resources to advocate, support or oppose any ballot measure or candidate for public office.
16. Unless otherwise allowed by law, employees may not engage in political campaigning during the working day or during times when they are performing their official duties.
17. Employees will not represent their personal opinions as the opinions of the district and, when necessary to avoid confusion, are required to clearly indicate when they are speaking or writing as an individual and not a representative of the district.

STAFF/STUDENT RELATIONS

(Board Policy GBH, adopted 3-26-2015)

Definitions

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

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

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

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

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

Absolute Prohibitions

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

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.

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

Exceptions to this Policy

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

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

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

Failure to Maintain Boundaries

This policy includes a list of staff conducts which are absolutely prohibited. In addition to those specific conducts, the Board wants to ensure that its students and staff are protected from situations in which an appearance of impropriety may arise, even if no absolutely prohibited conduct occurs. For instance, the following is a nonexclusive list of potential situations in which a staff member may fail to maintain professional physical and emotional boundaries, if no exception applies or no educational purpose exists.

- Being alone with a student in a room with a closed or locked door or with the lights off. Note that counselors or others who need to work with students confidentially may need to meet with a student with a closed office door, but such practice should be discussed with their supervisors to ensure it is the appropriate manner of meeting with students.
- Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
- Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.
- Discussing the staff member's personal problems with or in the presence of students.

- Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
- Being present when students are fully or partially nude.
- Sending students on personal errands.
- Allowing a student to drive the staff member's vehicle.
- Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.
- Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.
- Giving gifts to individual students (as opposed to giving gifts of nominal value to all members of a class, for example).
- Frequently pulling a student from another class or activity to be with the staff member.

Electronic Communication

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

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-sponsored, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-sponsored, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-sponsored forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.
2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to,

accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.

3. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Consequences

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

Reporting

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

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

Training

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

STAFF USE OF COMMUNICATION DEVICES

(Board Policy GBCC, adopted 6-25-2015)

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, updated 4-16-2020)

The Park Hill School District and its Board members and 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. Board members and employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any person 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. Board members who fail to follow this policy and applicable law may be subject to adverse action by the Board and criminal prosecution.

Definitions

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

Child – Any person under 18 years of age.

Mandated Reporter – Employees, officials, School Board members and others with care, custody and control of children in the district.

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

Sexual Misconduct – Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct involving a child under § 566.083, RSMo.; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

Those Responsible for the Care, Custody and Control of the Child – Includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day and school personnel, contractors and

volunteers who establish a relationship with a student through the school or through school-related activities, even if the alleged abuse or neglect occurred outside school hours or off school grounds.

Public School District Liaison

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

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

Training

For Board Members

Board members will participate in training on identifying signs of sexual abuse in children and danger signals of abusive relationships between children and adults as required by law.

For Employees

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

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

For Students

In accordance with policy IGAEB, the district will provide trauma-informed, developmentally appropriate training to students in grades 6-12 on identifying and reporting sexual abuse.

Reporting Child Abuse and Neglect

The Board of Education requires mandated reporters to comply with the state child abuse and neglect laws . Mandated reporters acting in their official capacities who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect or is being subjected to conditions or circumstances that would reasonably result in abuse or neglect must directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made, and even then the investigation may be limited by law if the report involves sexual misconduct by a school employee.

Mandated reporters who make such reports to the CD must notify the school principal or designee that a report has been made. The employee may complete the report with the assistance of the school principal or designee at the time of the report. In no event shall the employee wait more than 24 hours to notify the school principal or designee. The employee making the report must complete the Park Hill School District Hotline Information form and forward it to the school principal or designee. The principal or designee will notify the superintendent or designee and the district liaison(s) about the report within 24 hours. The school principal or designee may also notify law enforcement or the juvenile office when appropriate. Mandated reporters who have reason to believe that a victim of abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state may make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state in addition to notifying the Missouri CD pursuant to this policy.

The reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. Employees who make a report in accordance with law shall not be subject to any sanction, including any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that employees mandated by law to make a report have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for the time required to make a mandated report.

Absent extraordinary circumstances or a determination that disclosure is otherwise in the best interest of the child, employees of the district shall not contact the child's family or any other person suspected of abuse or neglect to disclose the fact that a hotline call was made.

Reporting Allegations of Sexual Misconduct by a School Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. However, an allegation of sexual misconduct by a school employee is particularly serious. In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law, regardless of whether the employee or superintendent has reasonable cause to suspect abuse.

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

Investigating Child Abuse and Neglect

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

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

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

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

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

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

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

Information from the Children's Division

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

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

Immunity

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state

in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

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

BULLYING

(Board Policy JFCF, updated 1-26-2017)

General

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

Definitions

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

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

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

Designated Officials

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

The Director of Student Services will serve as the districtwide antibullying coordinator. The antibullying

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

Reporting Bullying

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

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

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

Investigation

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

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

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

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline guidelines. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and

awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law and may notify social media companies of inappropriate online activity if appropriate.

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

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

Policy Publication

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

Training and Education

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

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

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

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

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of

bullying including, but not limited to:

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

Additional School Programs and Resources

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

DISCIPLINE REPORTING AND RECORDS

(Board Policy JGF, updated 3-9-2017)

In compliance with state law, the Park Hill Board of Education establishes explicit channels of communication between teachers, administrators, law enforcement officials and other schools concerning acts of school violence and other behaviors that endanger the welfare or safety of students, staff or patrons of the district. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators and/or law enforcement officials as well as those actions that must be documented in a student's discipline record.

Definitions

The following definitions and terms apply to this policy:

Act of School Violence/Violent Behavior – The exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including while on school transportation in service on behalf of the district or while involved in school activities.

Need to Know – Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

School or District Property – Property utilized, supervised, owned, rented, leased or controlled by the school district including, but not limited to, school playgrounds, parking lots, school transportation and any property on which any school activity takes place.

Serious Physical Injury – Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.

Serious Violation of District Discipline Policy – One or more of the following acts if committed by a student

enrolled in the district:

1. Any act of school violence/violent behavior.
2. Any offense that occurs on district property, on district transportation or at any district activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

Reporting to School Staff

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the students and to protect themselves or others. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know the information.

The superintendent or designee will inform district employees with a need to know of any criminal act committed or allegedly committed by a student in the district that is reported to the district by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police or other appropriate law enforcement entity in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student.

Reporting to Law Enforcement Officials

School administrators are required by law to report certain crimes to law enforcement. In an effort to support timely and accurate reporting, the Board encourages all employees who have information about any criminal act to share that information with their supervisors. The Board expects employees to share information regarding serious criminal acts, and employees must report criminal acts when required by law and Board policy.

Any crime listed in this section, or any act that if committed by an adult would be a crime listed in this section, that is committed on school property, on any school transportation or at any school activity must be reported by the appropriate school administrator to the appropriate law enforcement entity as soon as reasonably practical. The following criminal acts are subject to this reporting requirement:

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.
13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.

15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.
19. First-degree stalking under § 565.225, RSMo.

Nothing in this policy prevents school administrators from reporting other potential crimes to law enforcement.

If the district is aware that a student who is suspended for more than ten days or expelled is under court jurisdiction, the superintendent shall notify the appropriate division of the juvenile or family court of the suspension or expulsion.

All employees shall immediately report to the principal any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by an adult would be first-, second- or third-degree assault, rape in the second degree or sodomy in the second degree against a student or school employee, while on school property, school transportation or at school activities. Employees shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. The principal shall immediately report these listed offenses to the appropriate law enforcement entity and the superintendent. However, if the district has entered into an agreement with law enforcement regarding the reporting of third-degree assaults, the district will report third-degree assaults to law enforcement in accordance with that agreement.

School districts may report or disclose education records to law enforcement entities and juvenile justice authorities if the disclosure concerns the law enforcement entity's or juvenile justice authority's ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in state and federal law.

Reporting Third-Degree Assault

The superintendent and the appropriate local law enforcement entity may develop a written agreement outlining the procedure for reporting any incident in which a student is believed to have committed an act that if committed by an adult would be third-degree assault. If such an agreement exists in the district, the principal or designee shall report third-degree assaults to the appropriate local law enforcement entity in accordance with the agreement.

Student Discipline Records

The Board of Education directs the superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the district. Such records shall be made available to all district employees with a need to know and shall be provided to any school district in which the student subsequently attempts to enroll within five business days of receiving the request, in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two business days after notification by the CD. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten days or longer and expulsions.

Confidentiality

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

Liability

Teachers and authorized district personnel, including volunteers selected with reasonable care by the district, shall not be civilly liable when acting in accordance with the Board's policies, including the Board's discipline policies, or when reporting acts of school violence or threatened acts of school violence to the appropriate supervisor or other person, pursuant to law and district policy.

SECLUSION, ISOLATION AND RESTRAINT

(Board Policy JGGA, updated 6-11-2020)

Purpose

Through the adoption of this policy, the Board of Education expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the school district.
2. Approach the use of discipline and behavior-management techniques with dignity and respect.
3. Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on district property or at any district function or event.
4. Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
5. Promote the use of no aversive behavioral interventions, including positive behavioral support techniques.

Policy Applicability

This policy applies to all district personnel. District personnel assigned to facilities not located on district premises (hospitals, detention centers, juvenile facilities and mental health facilities) will follow the policies and procedures for the facilities or programs where they work.

The terms of any written agreement between the district and any facility that provides services to district students will require that facility to have a policy on the use of seclusion, isolation and restraint that complies with state and federal law.

Parent/Guardians who consent to their child receiving services by facilities not located on district premises also consent to the use of that facility's seclusion, isolation and restraint policy.

Definitions

Assistive Technology Device: Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a student with a disability.

Aversive Behavioral Intervention or Aversive Intervention: An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful or intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other similar interventions. The term does not include such interventions as voice control limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

Behavioral Intervention: An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment (FBA) that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the student.

Behavior Intervention Plan (BIP): A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior. Behavior Management: Comprehensive, school-wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

Chemical Restraint: Administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for the student's medical condition.

Confinement: The act of preventing a student from leaving an enclosed space.

Discipline: Consequences for violating the district's student code of conduct.

Emergency Situation: A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

Functional Behavior Assessment: A formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers and the student to determine the frequency, antecedent and response of the targeted behavior.

Individualized Education Program (IEP): A student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

Isolation: The confinement of a student alone in an enclosed space without locking hardware. Isolation does not include supervised in-school suspension, detention or time-out used as disciplinary consequences in accordance with the district's student discipline code.

Law Enforcement Officer: Any public servant having both the power and duty to make arrests for violations of local, state or federal law.

Locking Hardware: Mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area. Locking hardware does not include magnetic devices that are used to temporarily secure a door and can be engaged only by continuously pressing a button adjacent to the door.

Mechanical Restraint: A device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body. This includes, but is not limited to: straps, duct tape, cords or garments. The term does not include assistive technology devices.

Physical Escort: The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

Physical Restraint: The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

Positive Behavior Supports: A range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow them multiple opportunities to practice pro-social skills and receive high rates of positive feedback.

Restraint: See the definitions for *chemical restraint*, *mechanical restraint* and *physical restraint*.

School or District Employee or Personnel: Any person employed by the district, volunteering for the district or performing services on behalf of or at the direction of the district. "School or District Employee or Personnel" may include persons working with students as independent contractors or on behalf of an independent contractor, or persons employed by another agency who are providing educational or related services to students.

Seclusion: The confinement of a student alone in an unattended enclosed space from which the student is physically prevented from leaving by locking hardware.

Section 504 Plan: A student's individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.

Time-Out: Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose of time-out is to separate the student from the attention of staff and other students.

Use of Time-Out

Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

Use of Aversive Interventions

Aversive interventions will be used only in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

Use of Seclusion, Isolation and Restraint

Seclusion

Seclusion, as defined in this policy, is prohibited except in an emergency situation while awaiting the arrival of

law enforcement officers as provided for in state law.

Isolation

Isolation, as defined in this policy, shall be used only:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Isolation shall never be used as a form of punishment or for the convenience of district personnel.

A student in isolation must be monitored by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face to face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized. The total time in isolation is to be reasonably calculated based on the age of the student and the circumstances and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff, unless otherwise specified in an IEP, Section 504 plan or other parentally agreed-upon plan to address a student's behavior.

The space in which the student is isolated should be specifically constructed for that purpose or be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

Physical Restraint

Physical restraint, as defined in this policy, shall be used only:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Physical restraint, as defined in this policy, will:

1. Be used only for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or to protect property.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat that restricts breathing.

4. Be done only by district personnel trained in the proper use of physical restraint.

District personnel who use physical restraint shall only use restraint methods in which they have received district-approved training. Further, district personnel who use physical restraint may only do so in the presence of at least one additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of district personnel.

Mechanical Restraint

Mechanical restraint shall be used only as specified in a student's IEP or Section 504 plan with two exceptions:

1. Vehicle safety restraints shall be used according to state and federal regulations.
2. Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.

Chemical Restraint

Chemical restraints shall never be used by district personnel.

Emergency Situation Follow-ups

Following any emergency situation involving the use of seclusion, isolation or restraint, a meeting shall occur as soon as possible but no later than two school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any traumatic reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process. All staff members directly involved with the emergency situation will be included in the meeting, which will be scheduled and led by the building principal or designee.

Positive Behavior Supports

The Superintendent or designee is responsible for implementing the district-wide use of appropriate positive behavior supports designed to support or alter behavior in all students.

Training

The Superintendent or designee shall ensure that appropriate district personnel are informed about policies and procedures involving the use of seclusion, isolation and restraint.

In addition to the information provided to all district personnel, those who utilize seclusion, isolation or restraint will receive annual training in:

1. The appropriate use of physical restraint.
2. Professionally accepted practices in physical management and use of restraints.

3. The best way to explain the proposed restraint methods to students and parents/guardians.
5. The appropriate use of isolation.
6. The appropriate use of seclusion.

Records

The Superintendent or designee will maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of district personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; and any other documentation required by federal or state law.

Notice to Parents/Guardians

Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion, isolation or restraint, the parent/guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident.

The parent/guardian shall receive a written report of the emergency situation within five school days of the incident unless the parent/guardian has agreed to receive such reports on a quarterly basis. The written incident report shall include all of the following:

1. Date, time of day, location, duration and description of the incident and interventions.
2. Event(s) that led up to the incident.
3. Nature and extent of any injury to the student, when applicable.
4. Name of an employee the parent/guardian can contact regarding the incident.
5. Plan to prevent the need for future use of seclusion, isolation or restraint.

Students with Disabilities

If the IEP or Section 504 plan of a student with a disability includes the use of seclusion, isolation, restraint or aversive behavior intervention:

1. The IEP or Section 504 plan must specify the conditions under which seclusion, isolation, restraint or aversive behavior intervention may be used.
2. The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or aversive behavior intervention.
3. Any use of seclusion, isolation, restraint or aversive behavior intervention must be limited to what is set forth in the IEP or Section 504 plan.

Before adding the use of seclusion, isolation, restraint or aversive behavior intervention to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, an FBA, and

the student must have a BIP in place.

REFERENCES FOR CURRENT & FORMER DISTRICT EMPLOYEES

(Board Policy GBLB, updated 2-6-2020)

Definitions

Employee – Any staff member, student teacher or intern of the Park Hill School District.

Former Employee – Any person who was previously employed by or was a student teacher or intern in the district or who is currently employed but will no longer be an employee, student or intern in the district in the near future.

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

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

Sexual Misconduct – Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct involving a child under § 566.083, RSMo.; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

Obtaining References for Applicants to the District

The Board directs the superintendent or designee to verify the background of all applicants for district employment, including requesting references from persons or entities that previously employed the applicant.

As required by law, before offering employment to any teacher who is or was employed by a Missouri school district or charter school, the superintendent or designee will contact the Department of Elementary and Secondary Education to determine the school districts or charter schools that previously employed the applicant. Minimally, the superintendent or designee shall request information about the applicant's previous job performance from the most recent school district or charter school.

District Response to a Request for a Reference

The district will maintain information about current and former employees as confidential within the limits of the law. Only the superintendent or individuals specifically designated by the superintendent may respond on behalf of the district to a reference request for a current or former employee. District employees must direct reference requests to the superintendent or designee. Upon request, employees will assist the superintendent or designee with the preparation of accurate reference information.

Employees other than the superintendent or designee may provide personal references, but by doing so, they are acting in their individual capacities and not as employees of the district. Employees providing personal

references may not use district letterhead or otherwise indicate that the reference is sponsored by the district, but they may identify the working relationship they have or had with the current or former employee. The district will not endorse any reference provided outside the directives of this policy and is not responsible for providing legal advice or protection for unauthorized employees who provide references. In accordance with federal law, district employees, contractors and agents are prohibited from writing personal references or otherwise providing assistance in obtaining a new job to any other school employee, contractor or agent who has been accused of sexual misconduct regarding a minor or student, as discussed later in this policy.

Content of Reference Disclosure

Information Provided as Required by Law

In accordance with law, the following information about employees or former employees will be provided to any entity or person upon request:

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

In addition, information on allegations of sexual misconduct will be disclosed to public schools or charter schools as detailed below.

Information Provided with Consent from the Employee or Former Employee

Unless otherwise required under this policy or by law, before providing a reference for a current or former employee, the superintendent or designee will verify that the employee consents to the release of further information. The district may obtain a blanket consent from the employee when the employee leaves the district, contact the employee when a request is made or rely on written consent provided through the application process. Even with consent, unless otherwise authorized by the Board or the district's attorney, or unless the disclosure is otherwise required by law, the superintendent or designee may provide only the following factual information when requested, without offering opinions or commentary on job performance:

1. A description of the employee's job duties when employed.
2. Additional district-sponsored committees, activities or duties the employee volunteered for or was designated to perform.
3. Honors and awards received by the employee.
4. Factual information on work performance.
5. Whether the employee resigned or was nonrenewed or terminated. Based on documentation in the personnel file, potential employers will be notified if the employment was ended due to the financial condition of the district, a decrease in enrollment or reorganization of the department, school or district.

6. When requested, a "yes" or "no" answer to a question about whether the district would re-employ the current or former employee if an appropriate position existed or whether the superintendent would recommend re-employment.
7. Allegations and findings of sexual misconduct with a student as required or allowed below.

Disclosing Allegations of Sexual Misconduct

In accordance with state law, when another school district or charter school requests a reference or information regarding a former employee of the district, the district must provide information regarding allegations of sexual misconduct with a student or child as detailed in numbers one through three of this section. The former employee is not required to consent to the release of information prior to the superintendent or designee releasing the information in numbers one through three of this section. Information on allegations of sexual misconduct will be shared in the following situations:

1. *Allegations of Criminal Sexual Misconduct* - If a potential public or charter school employer requests a reference regarding a former employee whose job involved contact with children, the district will, in accordance with state law, notify the potential public or charter school employer if the employee was terminated, nonrenewed or allowed to resign in lieu of termination as a result of allegations of criminal sexual misconduct involving a child as defined by § 566.083, RSMo., or as a result of such allegations being substantiated by the State of Missouri's Child Abuse and Neglect Review Board. The district will provide due process to the former employee prior to disclosing the information to the extent required by law.
2. *Allegations of Sexual Misconduct Sustained by the Children's Division* - If a potential public or charter school employer contacts the district for a reference for any former employee about whom the CD has investigated allegations of sexual misconduct with a student and reached a finding of substantiated, the district will provide the results of the CD investigation to the potential public or charter school employer regardless of whether the employee's job involved contact with children.
3. *Violation of Board Policy Related to Sexual Misconduct* – If any public or charter school contacts the district about a former employee, the district will provide the public or charter school information about any violation of Board policy if the violation related to sexual misconduct with a student where the Board, after a contested case due process hearing, determined that the former employee actually violated the policy.

Prohibition against Assisting Employees, Contractors or Agents Accused of Sexual Misconduct

In accordance with law, district employees, contractors and agents who know or have probable cause to believe that an individual who has served as a district employee, contractor or agent has engaged in sexual misconduct with a minor or student in violation of law are prohibited from writing personal references for or otherwise providing assistance to those individuals in obtaining a new job.

This prohibition does not apply to the routine transmission of administrative and personnel files when that is part of the current employee's, contractor's or agent's duties. In addition, this prohibition does not apply if the information was properly reported to law enforcement and other relevant state, federal and local authorities, and:

1. The investigation was officially closed without action; or
2. The prosecutor or law enforcement entity determined there was insufficient information to establish probable cause; or
3. The individual was charged and acquitted or otherwise exonerated of the alleged misconduct; or
4. The case or investigation remains open and no charges have been filed and no indictment has been issued within four years of the date on which the alleged misconduct was reported to law enforcement.

Recordkeeping

When the district is contacted for a reference for a current or former employee, the superintendent or designee will document the date, the name of the person and entity requesting the information, the person responding to the request, the method of disclosure, the information provided and, when applicable, the consent received.

In accordance with law, if the district responds to any requests in writing, the district will forward a copy of the written reference to the current or former employee at the employee's last known address.

Notice

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

Immunity

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

USE OF TOBACCO PRODUCTS AND IMITATION TOBACCO PRODUCTS

(Board Policy AH, adopted 1-11-2018)

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 and employees who violate this policy are subject to discipline in accordance with applicable Board policies. Employees may be terminated for repeated violations. Visitors who violate this policy may be asked to leave or may face other consequences in accordance with district policies and procedures.

CRIMINAL BACKGROUND CHECKS

(Board Policy GBEB, revised June 11, 2020)

The Park Hill School District is committed to providing a safe environment for students to learn. As part of this effort, in accordance with this policy, the district will require criminal background checks of employees as well as certain volunteers and others working on district property. The Board directs the superintendent or designee to develop procedures and practices consistent with this policy.

Definitions

Criminal Background Check – A search of all of the following:

1. Federal Bureau of Investigation's (FBI) criminal history files
2. The Missouri State Highway Patrol's (MSHP) criminal history database and sexual offender registry
3. The Family Care Safety Registry (FCSR) or the central registry of child abuse and neglect of the Children's Division (CD) of the Department of Social Services
4. Missouri Case.net; and
5. Other databases required by law or by the district.

Driving Records – Traffic-related offenses contained in the Missouri Department of Revenue's databases.

Rap Back – A program designed to provide school districts automatic criminal history updates about individuals who have been previously fingerprinted. "Rap" is an acronym for "record of arrest and prosecution." Rap Back is available on the state and federal level.

Employees

Generally, the district will conduct criminal background checks in accordance with applicable law on all new employees authorized to have contact with students prior to the employees working with students; however, the district may forgo a criminal background check when:

1. A teacher is employed to work on a part-time or substitute basis within one year of having retired from the Park Hill School District.
2. An employee or potential employee has had a background check conducted by another Missouri public school within the past year and the district receives a copy of the background check directly from the other district or obtains electronic access to the previous background check.
3. An employee or potential employee has successfully completed a criminal background check, including a check of the FCSR, as part of the professional license application process within one year prior to employment.

In order to participate in Rap Back, the district must conduct its own background checks and may not use any of

the above exceptions. Any employment offer is contingent upon the satisfactory outcome of any district-required criminal background checks. The district has the sole and absolute discretion to determine whether the outcome is satisfactory.

Drivers

The district will conduct a criminal background check on all bus drivers the district employs. The district may allow bus drivers to operate district transportation pending the results of the criminal background check.

If the district contracts for student transportation services, the contract will require the transportation company to conduct background checks on the company's employees who will have contact with district students. Persons whose background check indicates that they have exhibited behavior that is violent or harmful to children or adults will be excluded from providing transportation services for the district.

Volunteers

The district will conduct a criminal background check on all individuals volunteering in positions where they may be periodically left alone with students or have access to student records. Volunteers who chaperone students on overnight trips or are sponsors or coaches of district-sponsored activities must satisfactorily complete a criminal background check.

The district is not required to conduct a background check on volunteers who have had a background check conducted by another Missouri public school within the past year if the district receives a copy of the background check directly from the other district or obtains electronic access to the previous background check.

In addition to the volunteers who are required by law to receive a full background check, the superintendent or designee may require other volunteers to undergo a background check or the district may conduct a search of the MSHP's criminal history database and the FCSR or the CD's central registry of child abuse and neglect.

Contracted Services

If the district contracts with another person or entity to provide services to students, the district may include in the contract a requirement that a criminal background check be conducted on any person who will have regular contact with students. Staff members of an early childhood education program that is under contract with the district will undergo criminal background checks as required by law.

Payment

In general, applicants for employment and volunteers are responsible for the cost of the criminal background check, but the district may later reimburse the person at the district's discretion. However, when an applicant has had a background check conducted by another Missouri public school within the past year and the district receives a copy of the background check directly from the other district or obtains electronic access to the previous background check, the district will not require an additional background check as a condition of employment unless the district pays the cost.

The district will pay the expenses associated with conducting and renewing criminal background checks for current employees. In cases where the district requires independent contractors to conduct criminal background checks, payment for the background checks will be determined by the contract.

Updating Information

The district reserves the right to require any employee or volunteer to submit to additional criminal background checks at the district's expense or to rerun background checks at any time. The district will provide the Department of Elementary and Secondary Education (DESE) the relevant personnel information necessary to conduct postemployment background checks as allowed by law.

The district may update all criminal background checks required under this policy at least every five years if the person is still volunteering or working for the district or working on district property. The district may check the driving records of all drivers of district transportation every six months. Any employee refusing to submit to a background check may be disciplined or terminated. The district may decline to utilize the services of volunteers or contractors who refuse to participate.

Ongoing Background Checks

The district may participate in the state and federal Rap Back programs, which automatically notify the district when a district employee is arrested for a reportable offense after the district has conducted an initial background check under the program. Once notified, the superintendent or designee is authorized to take appropriate action as allowed by law and district policy, including but not limited to discussing the incident with the employee and contacting the district's attorney regarding any legal concerns.

District Notification

As a condition of continuing to work within the district, all employees and other persons required to submit to a criminal background check pursuant to this policy must notify the district if they are charged, convicted, plead guilty to or are otherwise found guilty of any misdemeanor or felony, regardless of the imposition of sentence. This notification must be made as soon as possible, but no later than five business days after the event, and is in addition to any reporting requirement established by law.

Reporting Requirements

The superintendent or designee shall immediately provide written notice to the State Board of Education and the attorney general upon learning that a certificated employee has pled guilty to or was found guilty of any offense that would authorize the State Board to seek discipline of or revoke a teaching certificate.

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS) or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district when the charge or conviction is a felony:

1. Stealing under Section 570.030, RSMo., when the offense involved money, property or services valued at \$5,000 or more;
2. Receiving stolen property under Section 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property or services valued at \$5,000 or more;
3. Forgery under Section 570.090, RSMo.;
4. Counterfeiting under Section 570.103, RSMo.;

5. Bribery of a public servant under Section 576.010, RSMo.;
6. Acceding to corruption under Section 576.020, RSMo.; or
7. Any substantially similar offense under federal law.

Confidentiality Information received by the district pursuant to a criminal background check is confidential. Except as allowed by law, the district will use this information only for the district's internal purposes in determining the suitability of an applicant, employee, volunteer or other worker on district property. The district will keep this information in a location that is accessible only to persons who need to know the information to carry out their responsibilities with the district. Upon written request, any person submitting to a criminal background check may receive a copy of the background check information received by the district during the time period the district has access to the information.

Pursuant to state law and upon the written request of an employee or former employee, the district may transfer a criminal background check to another school district within one year of receiving the background check.

Pursuant to state and federal law, information submitted to the MSHP for background checks will be shared with state and national Rap Back criminal background check programs if the district opts to use these programs. The information, including fingerprints, shall be retained by the state central repository and the FBI and shall be searched against other fingerprints on file, including latent fingerprints. Applicant fingerprints, while retained, may continue to be compared against other fingerprints submitted to or retained by the FBI, including latent fingerprints.

Consequences

The superintendent or designee is directed to exclude from employment or to take action to terminate individuals whose criminal background checks reveal that they have exhibited behavior that is violent or harmful to children or adults and may take adverse action, including but not limited to termination, against any employee or exclude any applicant if the background check reveals behavior that would make him or her unsuitable for the position in the discretion of the superintendent or designee. A person whose background check reveals behavior that would make the person unsuitable to volunteer in the district will not be allowed to volunteer. Employees who fail to keep background check results confidential as required by law or this policy or who violate any portion of this policy or district procedure will be subject to disciplinary action up to and including termination.

EMPLOYEE ASSISTANCE PROGRAM (EAP)

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

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

Work-related problems

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

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 four middle schools, Congress, Lakeview, Plaza, and Walden, 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, Plaza, and Walden 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, world cultures, Family and Consumer Science, drama, Introduction to Technology, and Project Lead the Way 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. Students and faculty 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

Extra-curricular activities are offered at all middle schools through a variety of avenues. Each school offers 7/8 Girls Volleyball, 7/8 Boys and Girls Cross Country, 7/8 Boys and Girls Basketball, and 7/8 Boys and Girls track. 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 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 four middle schools.

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.

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.

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.

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.

Whiteboards

Tape or adhesives of any kind should **not** be used on the chalkboards or whiteboards at any time. Teachers should use 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 District website. 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

7:15 a.m. – 2:55 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 when students are released into the building, 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.

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.

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 the Student Information System**. 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).

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	Teacher warning, parent phone call home
3rd Tardy	10 minute teacher detention, parent phone call home
4th Tardy	20 minute teacher detention or 2-10 minute detentions and a phone call home
5th Tardy	Office referral – after school detention, administrator call home
6th Tardy	1 day ISS
7th and subsequent tardies	2+ days ISS

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.

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 Student Information System is the official record of students' performance in the classroom. Teachers are required to maintain 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.

Purposes of Grading at the Middle Level:

- Report achievement distinctly to communicate clearly about learning
- Focus instruction on key rigorous learning goals
- Provide feedback to students based on learning goals/topics
- Assist students in taking individual responsibility for their learning and achievement
- Support differentiated timelines for learning

Grading Scale

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

93-100% =	A	73-76% =	C
90-92% =	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+	Below 59% =	F
Life Education is a Pass/Fail Class			

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.

Grading Overview

- Grades will be reported using the district grading scale listed above.
- Grades will fall into one of two categories: 80% and 20%.
 - In the 80% category:
 - Assessments will be graded and recorded in Infinite Campus.
 - The reassessment plan followed at the middle level will be utilized for students not satisfied with their performance on an assessment item.
 - If an assessment has not been attempted, the score will be reported as “M” (Missing) in Infinite Campus.
 - In the 20% category:
 - All assignments will receive a score of 3, 2, 1, or 0 depending on the level of effort/quality demonstrated.
 - Only the whole number may be recorded in Infinite Campus. (NO 2.5, 1.5, or .5)
 - If an assignment has not been attempted, the score will be reported as a “0”.

Grading Category: 80% (academic)	Grading Category: 20% (academic practice/ preparation)
<ul style="list-style-type: none"> 80% refers to assessment: both summative and formative. Summative refers to the assessment of learning that occurs at the end of a learning period. This is done entirely in the classroom. Formative refers to the assessment of learning while instruction is occurring. It is an assessment of learning benchmarks. Examples of assessments: tests, quizzes, labs, projects, papers, rough drafts, etc. Typically, 3-5 academic grades will be entered per quarter in Infinite Campus. 	<ul style="list-style-type: none"> 20% refers to work completion, participation, and preparation. The goal of the 20% grade is to give students an opportunity to practice skills. A 20% grade may come from activities inside or outside the classroom. In order to give appropriate feedback, a 3-point grading scale will encompass work completion, participation, and preparation. Participation and preparation are not assessed separately. Redoing 20% assignments will not be accepted.

<ul style="list-style-type: none"> Note: Some variation may occur based on content area. 	<ul style="list-style-type: none"> Late assignments will not be accepted past the completion of the unit in which it was assigned. In order to communicate feedback on mastery, homework may be graded without a weight in Infinite Campus. Typically, 15-30* practice/preparation grades will be entered per quarter in Infinite Campus. <p>*may need to be adjusted by cadre</p>
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3-Point Scoring Guide for Academic Practice/Preparation (20%)

3.0	2.0	1.0	0.0
Quality practice that demonstrates a high level of effort	The student can meet expectations with support and assistance	The student does not meet expectations even with support and assistance	No evidence of quality practice or effort
A fully completed assignment* that reflects a student's best effort and reflective practices	Inconsistent quality	Minimal quality	Not turned in
Attempts are made to correct mistakes	Minimal attempts are made to correct mistakes	No attempts are made to correct mistakes	Not completed
Using practices and skills taught in class	Using practices and skills taught in class	Using practices and skills taught in class	No reflection in responses
Turned in on time	Turned in after the due date	Turned in after the due date	Turned in after the due date

D or F 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

Many classroom teachers will have classroom sets of textbooks for their respective content area.

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.

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. This will help ensure that any potential legal issues are handled appropriately and effectively, and that the district complies with FERPA and other applicable laws.

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 MANAGEMENT

Substitute Teachers

In order for a substitute teacher to be most effective, they need basic information concerning scheduling, curriculum, and pupil information. Each teacher is required to prepare lesson plans and to have them readily available for use by a substitute teacher. If the classroom laptop is needed, it is the teacher's responsibility to make arrangements to get the laptop to school. In addition, each teacher is

required to have available alternative materials concerning each subject area in the event the substitute is unable to complete the regular lesson plans.

The following information is to be readily available at all times in the substitute teacher folder.

- Student roster and seating chart,
- Daily schedule,
- Severe weather, lock down, earthquake, and fire drill procedures for your class,
- Health room procedures,
- Special health or family considerations of pupils,
- Any duty assignments, such as bus or hall duty,
- Names and room numbers of teachers in your grade level,
- Copies of lunch count, attendance forms and transportation procedures,
- Notes regarding students with Individual Education Plans or Section 504 plans for students with disabilities.

Providing Evaluation and Feedback for Substitutes

All teachers should complete a substitute evaluation for any first-time substitute 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 to an administrator and should not be discussed unnecessarily with students or colleagues.

Substitute Teaching Within the Building

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.

Leaves

The Teacher's Agreement covers the topic of absences and leave. Be sure to read this agreement and understand it before requesting time off work. To assure the District is able to obtain a 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. Personal business days must be requested at least 24 hours in advance.

When taking leave of any kind it is necessary to enter the absence on the willSub© website or call the willSub© phone line (sick and PB only).

willSub© Phone Line: 877-945-5782

Website: www.willsub.com

Block Out Dates

Attendance at work is mandatory during the District's block out dates unless approved by the Assistant Superintendent for Human Resources. 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.

Emergency Leave

If it is necessary for you to leave campus during scheduled work hours, you must check with the principal or administrative assistant to the principal and submit the Building Emergency Leave Form for approval. These forms are available in the office and will be kept on file. Personal errands do not represent an appropriate reason for submitting an emergency leave form.



Employee Quick Reference

877-WILLSUB (877-945-5782)

www.willsub.com

Activating your willSub® Account

Visit www.willsub.com, and enter the 7-digit User ID and 4-digit PIN you were provided. Review the Information tab: name, subject, email, etc. Click 'Update', and your account is activated.

After your account is activated, changes or additional job information can be entered under the 'Information' menu and 'My Information'.

How to Call in an Absence Request

1. Dial **1-877-945-5782 (1-877-WILLSUB)**.
2. Enter your User ID and #.
3. Enter your PIN and #.
4. Select your request type - Sick 01 or Personal Business 04.
5. Select your request options:
 - a. Full next day
 - i. Press 1 to accept
 - ii. Press 2 to accept without a sub
 - iii. Press 3 to reschedule.
 - b. Partial next day
 - i. Press 1 for arriving late
 - ii. Press 2 for departing early
 - iii. Enter in 24-hour format (i.e. 1430=2:30pm)
 - iv. Press 1 to accept, 2 to accept without a sub or 3 to reschedule.
 - c. All other dates
 - i. Enter start date (MMDDYY)
 - ii. Enter number of days
 - iii. Enter full or partial day
 - iv. Press 1 to accept, 2 to accept without a sub or 3 to reschedule.
6. Cancellation
7. Press 9 - Record Voice Prompt (Name, Grade level or Subject)

Leave Codes

WillSub serves dual roles as a substitute management system and tracking employee leave.

Click on the **Home tab** for a quick dashboard of your absences.

Click on the **Reports Tab** to view your leave usage and balances for the year.

- | | |
|-----------------------------|--------------------------|
| 1. Academic Meetings* | Administrator Initiated* |
| 2. Bereavement | Competition/Field Trip |
| 3. Court Leave* | Emergency leave |
| 4. Family Sick Leave | Perfect Attendance |
| 5. Personal Business | Sick |

*Leave codes will have drop down menus for more specific reason codes, such as Curriculum or TIP.

Highlighted codes will require additional information when entering an absence.

How to Enter an Absence Request Online

Requests for days off can be entered in two ways:

1. Regular—when you need willSub® to look for a sub.
2. Prearranged—you and the sub have already agreed upon a date they will work.

To enter a Regular request:

1. Go to 'Requests', 'New' and choose 'Regular Request'.
2. Complete the required information.
3. Click the 'Finish' button.

To enter a Prearranged request:

1. Go to 'Requests', 'New' and 'Prearranged'.
2. Select the date, the sub you have already spoken with, and complete the required information.
3. Click the 'Finish' button.

Choosing Preferred Subs

You may add and delete subs from your preferred list whenever you would like. These subs will have first priority to your requests; if these subs are already working, the system will then start contacting subs from the general available list.

By choosing My Preferred Subs, you will create a list of subs you wish for willSub to contact first.

1. Go to the 'Information' menu.
2. Choose 'My Preferred Subs'.
3. Highlight the desired subs to add or exclude from the list and click the button below.

TEACHER SUPERVISION / EVALUATION

The teacher performance evaluation (NEE) 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

- The term homework is often used to describe practice activities/problems/assignments which were started in class, but need to be completed outside of class. Homework can also include activities/assignments which front-load or preview upcoming lessons.
- Practice and review outside of class time and the school day are essential for high levels of learning.

- Different curricula require different amounts and types of homework.
- Efforts will be made to ensure that excessive amounts of homework are not assigned on a given night.
- Some amount of homework or studying should be expected nightly.
- Homework should not be overwhelming. Please contact team teachers if this occurs. Team teachers should discuss and coordinate projects/assignments in order to balance the potential amount of homework students could have per night.
- Not all homework will be graded.

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, 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 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. 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 have any additional questions or comments regarding the disciplinary action taken, please contact administration.

Monitoring Student Technology Use

The Park Hill School District has deployed a classroom management software used to promote digital citizenship and minimize student device distractions during the school day. The software allows teachers and administrators to clarify how students spend their time on their device through the collection of real-time and post class data. All online activity is tracked. Student laptops remain the property of the Park Hill School District and can be confiscated and searched without prior notice to the student, parent or guardian. This notice is given to parents and students each school year in the one-to-one student/parent laptop handbook, technology acceptable use policy, and within the parent/student handbook.

Each teacher has the authority to establish rules and procedures for technology use within their classroom. The classroom management software provides teachers and administrators with tools to address student misuse of their student laptop. Teachers can monitor student laptop use during the school day. Teachers are advised to only monitor students during class time and only those students who are present in class. Most problem behaviors related to student laptop misuse can be addressed in the classroom with limited intervention. Some problem behaviors related to technology misuse will result in a referral to an administrator when the behavior is found to be persistent or when the behavior causes a disruption to the school environment.

If the student is observed causing or there is potential to cause harm or injury to property, services, and people, regardless of whether such consequence was intended, the teacher must act immediately to effectively stop the student's behavior and make a report to a building administrator. The teacher's actions may include but are not limited to blocking the student from certain websites or from using their laptop, or immediately confiscating the student's laptop. Teachers who observe misuse should collect and report all known information to building administration. Teacher and administrators are not permitted to take screenshots or collect information that is considered pornographic or other information that may constitute a crime when found in possession of an adult or when transferred or transmitted to other individuals.

The disciplinary response of the administrator depends on the offense committed, the student's previous actions, and the seriousness of the misbehavior. In alignment with Board policies, the parent-student handbook provides disciplinary guidelines for building administrators to follow. Building administration will work with the director of student services and designated technology staff when investigating harmful incidents. If there is a sufficient nexus to the educational environment and the

behavior materially or substantially disrupts the educational environment, consequences and discipline will be imposed and law enforcement will be contacted when appropriate.

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, 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.

Pursuant to district policy JGGA, if physical restraint or force is used with a child, a written, signed report (JGGA – Form 4) 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

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.

ASBESTOS ISSUE UPDATE

August 1, 2021

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, 2019. 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 'Paul V. Kelly', with a large, stylized loop at the bottom.

Paul V. Kelly
Assistant Superintendent for Business & Technology