Park Hill School District

Professional Studies Handbook

2026-2027

Dr. Christina Courtney
Director of Educational Programs
p. 816-359-6687
f. 816-359-4039
CourtneyC@parkhill.k12.mo.us
www.parkhill.k12.mo.us

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Purpose Statement

Park Hill Professional Studies places students in work environments aligned with their career interests, allowing them to observe, engage, and participate in their chosen industry. These career-based experiences provide authentic learning and meaningful professional connections, bridging the gap between classroom instruction and workplace application.

By gaining practical experience in their field, students become more competitive in the job market while developing valuable professional networks with mentors and peers. These connections often serve as lasting resources when pursuing employment or further education. Additionally, students refine essential job skills such as problem-solving, communication, and teamwork, strengthening their readiness for future endeavors.

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Future Ready Park Hill

A Park Hill diploma means something – our graduates accept their diplomas with pride.

At the same time, a high school diploma may not be enough in today's economy for students to access the jobs and futures they want. They might also need experiences, certifications, or further education to compete for career opportunities.

This is why, in order to meet our strategic goal of building successful futures for Park Hill students of all backgrounds, we give each student the opportunity to engage in a future-ready experience.

Through hands-on experiences such as projects and Professional Studies internships with leading business partners in our region, students get a head start on achieving their career goals. Challenging courses and partnerships with local colleges and universities ensure that Park Hill School District students who go to college will have an advantage. Whether they decide to go to college or straight into a career, our students can earn credentials that make them more competitive after graduation.

FUTURE READY
PARK HILL

We believe that future ready experiences support:

- Student Empowerment – Every student has unique strengths and aspirations. Park Hill is dedicated to helping students discover and develop these qualities through tailored experiences that connect learning to life beyond the classroom.
- Equity in Opportunity – All students deserve access to high-quality, future-ready opportunities, regardless of background. Park Hill is committed to breaking down barriers to provide equitable access to pathways for every student to thrive in college, career and beyond.
- Community and Industry Partnerships – There is power in community collaboration. By partnering with local businesses, colleges, and organizations, Park Hill creates authentic learning experiences that align with workforce needs and benefit both students and the community.
- Successful Futures – Future-ready experiences foster essential life skills such as communication, critical thinking, and resilience that will serve students in any path they choose, building a foundation for life-long success.

Professional Studies Course Descriptions

Professional Studies Courses

Aspiring Educators

The Aspiring Educators Program provides a two-block, semester-long course that offers students an opportunity to experience school from the view of an educator. Aspiring Educators partner with Park Hill School District schools and teachers to provide off-campus observations, placements, and student teaching experiences in a grade level and/or subject of choice.

Aspiring Medical Professionals

The Aspiring Medical Professionals Program provides a one-block, semester-long course designed for students interested in pursuing a career path in the Health Sciences Industry. This course partners with multiple Kansas City area hospitals and clinics. Aspiring Medical Professionals combines professional-based classroom learning with internship experiences throughout the healthcare industry. Students have the opportunity to acquire professional skills in the area of health care, learn about different types of healthcare delivery systems, explore a variety of legal and ethical issues related to medicine, and research an individual career plan for postsecondary planning. Students gain CPR/AED certification, Stop the Bleed certification, and HIPAA training.

Aspiring Professionals

The Aspiring Professional Program provides a one-block, semester-long courses that offer students an opportunity to use their classroom knowledge in a real-life, experiential learning environment. We partner with area business owners and industry professionals to provide unpaid internships, job shadowing, and hands-on experiences with the goal of preparing students for an employable future in their career of interest.

Advanced Professional Studies Courses

Advanced Aspiring Educators

Advanced Aspiring Educators builds upon professional skills through hands-on experiences directly working with a mentor teacher and students, an independent book study, and a variety of trainings. Interns are placed in a school environment that meets the needs of their career exploration area. This internship must be in the Park Hill School District. To qualify, students must successfully complete Aspiring Educators and acquire instructor approval.

Advanced Aspiring Medical Professionals

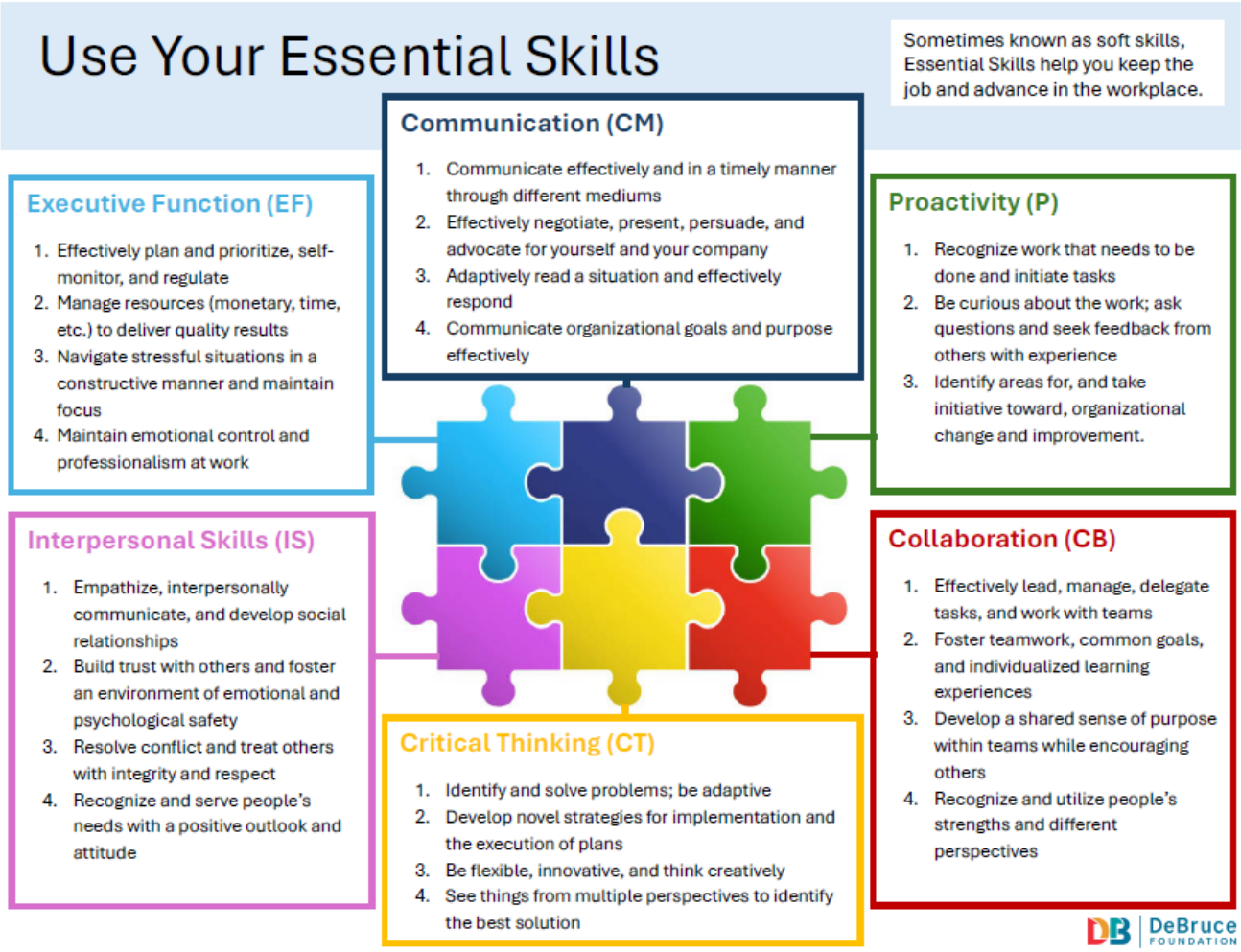
Advanced Aspiring Medical Professionals builds upon professional skills by exploring primary medical research and lessons regarding a variety of healthcare topics. Advanced Aspiring Medical Professionals are also able to further their understanding of the healthcare world by completing an internship through The University of Kansas Health System. To qualify, students must successfully complete Aspiring Medical Professionals and acquire instructor approval.

Advanced Aspiring Professionals

Advanced Aspiring Professionals builds upon professional skills through hands-on experiences directly working with a partner within a professional setting. Students will participate in an independent book study, and purposeful career exploration activities. Interns are placed in a professional setting(s) that meets the needs of their career exploration area. To qualify, students must successfully complete Aspiring Professionals and acquire instructor approval.

Professional Studies Course Goals

Through experiential learning within the Professional Studies suite of courses, students will develop Essential Skills.



Sometimes known as soft skills, Essential Skills help you keep the job and advance in the workplace.

Collaboration (CB)

1. Effectively lead, manage, delegate tasks, and work with teams
2. Foster teamwork, common goals, and individualized learning experiences
3. Develop a shared sense of purpose within teams while encouraging others
4. Recognize and utilize people's strengths and different perspectives

Communication (CM)

1. Communicate effectively and in a timely manner through different mediums
2. Effectively negotiate, present, persuade, and advocate for yourself and your company
3. Adaptively read a situation and effectively respond
4. Communicate organizational goals and purpose effectively

Critical Thinking (CT)

1. Identify and solve problems; be adaptive
2. Develop novel strategies for implementation and the execution of plans
3. Be flexible, innovative, and think creatively
4. See things from multiple perspectives to identify the best solution

Executive Function (EF)

1. Effectively plan and prioritize, self-monitor, and regulate
2. Manage resources (monetary, time, etc.) to deliver quality results
3. Navigate stressful situations in a constructive manner and maintain focus
4. Maintain emotional control and professionalism at work

Interpersonal Skills (IS)

1. Empathize, interpersonally communicate, and develop social relationships
2. Build trust with others and foster an environment of emotional and psychological safety
3. Resolve conflict and treat others with integrity and respect
4. Recognize and serve people's needs with a positive outlook and attitude

Proactivity (P)

1. Recognize work that needs to be done and initiate tasks
2. Be curious about the work; ask questions and seek feedback from others with experience
3. Identify areas for, and take initiative toward, organizational change and improvement.

Professional Studies Team

Professional Studies Staff		
Program	**Teacher**	**Office Location**
Aspiring Educators	Natalie Barner	Angeline Washington Elementary
Aspiring Medical Professionals	Melanie Farber	Academic Services Center: Zona Rosa
	Tara Wolfe	Academic Services Center: Zona Rosa
Aspiring Professionals	Maddy Malcolm	LEAD Innovation Studio
	Jen Muchow	Park Hill High School
	Shannan Mulcahey	Park Hill High School
	Shannon Beane	Park Hill South High School
	Gordon Maxey	Park Hill South High School

Professional Studies Course Structures

Aspiring Professionals

Students participate in a work-world experience consisting of job-shadowing, project development, and/or standard workplace duties with the goal of preparing students for employable futures. Student choice is a key component of internship placements in Aspiring Professionals as facilitators recruit business partners within industries of student interest.

Aspiring Professionals is a one-block course that meets off-campus during fourth block. During the first three weeks of the semester, students attend class with their Professional Studies facilitator daily for onboarding. During this time, students prepare for the workplace by studying employability skills and identifying goals.

Starting the fourth week of the semester, students attend internships for a minimum of six hours per week, meeting as a class once per week with their professional studies facilitator. Internship schedules are flexible, and students are expected to practice communication skills while planning observation time with their project manager. Class time is spent reflecting on experiences and the application of the employability skills studied during onboarding.

Students are required to attend a mock interview experience. During this event, students will share learning from their internship placement with local businesspeople, developing career-ready skills and receiving personalized advice on strengths and opportunities for growth.

Facilitators visit internship sites three times throughout the semester. The first two check-ins are to monitor student progress. The third visit is to observe the students' final presentation over the skills and dispositions learned throughout the internship experience.

Aspiring Educators

Aspiring Educators provides students with the opportunity to participate in school through the eyes of a teacher. In partnership with pre-K, elementary, middle, and high schools in the Park Hill School District, students engage in professional experiences aligned with their future aspirations.

Aspiring Educators is a two-block course that meets during third and fourth blocks. Class time is held off-campus at a Park Hill elementary school.

During the first six weeks of the semester, students attend class with their Professional Studies facilitator daily for onboarding. During this time, students prepare for the workplace studying employability skills, identifying goals, and hearing from various guest speakers.

Following onboarding, students attend three two-week internship placements within the Park Hill School District for a total of sixty internship hours. Students submit reflective assignments following their observations in the classroom. Additional class time is spent discussing, learning from district staff, visiting local colleges, and preparing for a final growth project.

Students are required to attend a mock interview experience where students share learning from their observations with educators, developing career-ready skills and receiving personalized advice on strengths and opportunities for growth.

At the conclusion of the course, students are expected to write a final growth paper reflecting on their journey as a student teacher/observer, and their future plans in the field of education.

Aspiring Medical Professionals

Students explore various disciplines within the field of medicine connecting classroom learning to professional experiences. Through job-shadow encounters at area hospitals and clinics, students engage in various healthcare occupations.

Aspiring Medical Professionals is a one-block course that meets first or fourth block. Class times may begin before the building-identified start time of first block and end after the building-identified end time of fourth block. Class is held at an off-campus facility.

During the first two to three weeks of the semester, students attend class with their Professional Studies facilitator daily for onboarding. During this time, students prepare for the workplace studying employability skills, completing required training, and identifying goals.

Following onboarding, students alternate weekly between local hospitals completing observation rotations and classroom sessions reflecting on experiences, building employability skills, and learning more about the field of healthcare. Students complete seven to eight weeks of shadowing. Each rotation schedule is individualized, so students are expected to manage their own schedule and practice communication skills to make arrangements if observation hours are missed.

Students are required to attend a mock interview experience. During this event, students will share learning from their observations with medical professionals, developing career-ready skills and receiving personalized advice on strengths and opportunities for growth.

At the conclusion of the course, students are expected to present a capstone presentation summarizing their experience in the course.

Advanced Aspiring Educators

Advanced Aspiring Educators is a one-block course that builds upon professional skills through hands-on experiences directly working with a mentor teacher and students. Interns are placed in a school environment within the Park Hill School District that meets the needs of their career exploration area. This internship begins the first week of class and continues for the full semester.

Additional course requirements may include an independent book study, personal growth reflections, small-group and/or one-on-one mentoring sessions with the Aspiring Educators facilitator, and participation in a variety of trainings. Students earn Missouri substitute certification preparing them for future employment.

To qualify, students must successfully complete Aspiring Educators and acquire instructor approval.

Advanced Aspiring Medical Professionals

Advanced Aspiring Medical Professionals is a one-block course that explores primary medical research. Advanced Aspiring Medical Professionals further their understanding of the healthcare world by completing an internship through The University of Kansas Health System. This internship begins the first week of class and continues for the full semester.

Additional course requirements may include an independent research project, personal growth reflections, small-group and/or one-on-one mentoring sessions with the Aspiring Medical Professionals facilitator, and participation in a variety of lessons.

To qualify, students must successfully complete Aspiring Medical Professionals and acquire instructor approval.

Advanced Aspiring Professionals

Advanced Aspiring Professionals is a one-block course that builds upon professional skills through hands-on experiences directly working with a partner within a professional setting. Students are placed in a professional setting that meets the needs of their career exploration area. This work-based experience begins the first week of class and continues for the full semester.

Additional course requirements may include an independent book study, purposeful career exploration activities, personal growth reflections, small-group and/or one-on-one mentoring sessions with the Aspiring Professionals facilitator, and participation in a variety of lessons.

To qualify, students must successfully complete Aspiring Professionals and acquire instructor approval.

Enrolling in Advanced Professional Studies Courses

ADVANCED ACCEPTANCE CHECKLIST

Students are granted acceptance by conferencing with their facilitator, meeting the criteria and receiving a recommendation.

APPLIED ON TIME
- Student requests by midterm deadline

COMMUNICATION
- Student communicates professionally and in a timely manner with facilitator

CLASS PERFORMANCE
- Student contributes in class, turns work in on time and provides thoughtful reflection

INTERNSHIP PERFORMANCE
- Student demonstrates professional behavior in the workplace and class

ATTENDANCE
- Student maintains attendance expectations

EXPERIENCE GOALS
- Student expresses strong reasoning for desire to repeat

AVAILABILITY
- Partner availability may be limited

Students are granted acceptance into Advanced Professional Studies courses by meeting the following criteria:

1. On-time application
2. Professional and timely communication
3. Classroom participation including on-time work submission and thoughtful reflection
4. Professional behavior at internship location
5. Consistent attendance
6. Clear and compelling reason to extend professional learning
7. Partner availability

Students who believe that they meet the required criteria and want to enroll in Advanced Professional Studies courses will need to meet with the facilitator to look over the Advanced Professional Studies acceptance checklist and determine student qualification status.

Professional Studies Roles and Responsibilities

Student Intern

Student interns are responsible for:

- Consulting with the Professional Studies facilitator to formulate a plan for placement and/or rotations.
- Discussing work-based expectations with the Professional Studies facilitator and business partner/cooperating teacher (if relevant) including: expectations, responsibilities, and work schedule (including timelines and expected completion dates).
- Maintaining satisfactory attendance in class and at the internship placement.
- Communicating schedule changes and absences with Professional Studies facilitator and business partner/cooperating teacher (if relevant).
- Maintaining professional standards of conduct at all times. Students should learn about and act in a manner consistent with the business/hospital/school culture.
- Maintaining a record of internship hours through ImBlaze.
- Submitting academically related assignments in a timely manner.
- Learning about and adhering to regulations regarding confidentiality and public access to information.
- Seeking out supervision and assistance at the placement/rotation as needed.
- Participating actively in classroom sessions.
- Understanding the responsibilities of placement and site outcomes that will help determine grade and credit awarded.

Professional Studies Facilitator

Professional Studies facilitators are responsible for:

- Informing prospective student interns about the process and requirements of securing and participating in an internship.
- Discussing the student's goals in finding and completing an internship.
- Selecting an appropriate internship site.
- Setting requirements needed by the student for placement, including course and internship site competencies.
- Securing transportation for students in need of district transport.
- Helping the student understand the academic requirements/assignments for the course.
- Maintaining appropriate contact with the student throughout the internship to provide direction, support, and mentorship.
- Communicating or meeting with the business partner prior to student attending to establish rapport and student requirements.
- Collaborating with the business partner to determine educational objectives, student competencies, appropriate experiences, and the expectations for the student during the internship.
- Participating in other forms of recommended contact throughout the internship. Site visits, email or phone calls, progress reports, and meetings off-site could all be ways of contact between the intern, facilitator, and partner.
- Reviewing the midterm evaluation from the worksite and sharing takeaways with the intern.
- Reviewing and evaluating the final project at the end of the internship.

- Providing academic direction and evaluation of the learning derived from the internship and academic projects.
- Consulting with the business partner at the culmination of course requirements to assign the student a grade for the internship.
- Responding to parent and student cares and concerns.

Business Partner

Business partners for the Park Hill Professional Studies program work in schools, hospitals, and other businesses in the Kansas City metropolitan area. Professional Studies partners are responsible for:

- Meeting or communicating with the intern and/or facilitator prior to the internship.
- Providing the student with realistic, work-based experience in the chosen field.
- Helping the student learn about the business culture and adjust to the workplace.
- Informing the student about the business regulations regarding confidentiality and public access to information.
- Serving as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession.
- Meeting with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work. Partners may also help by recommending ways to enhance the intern's learning.
- Submitting evaluations of intern performance to the facilitator and/or student.

Director of Educational Programs

The director is responsible for:

- Informing the program participants of their roles and responsibilities.
- Arranging for the training of Professional Studies facilitators.
- Arranging for the availability of time for the facilitators to meet with their students and business partners.
- Arranging for the resources needed to successfully conduct class at off-campus locations.
- Conducting a program evaluation.
- Addressing questions and, if necessary, mediating issues among participating parties.

Parents/Guardians

Parental support is a key factor in student success. Parents/guardians can help their student by:

- Supporting the student in developing, implementing, and reviewing their personal plan of study.
- Helping their child identify their strengths, learning styles, interests, talents, skills, and needs in Xello.
- Being supportive of the student's goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.
- Being willing to sign required forms relating to the requirements of the Park Hill Professional Studies program (program requirements, transportation waiver, confidentiality statement, texting policy, Aspiring Medical Professionals vaccine requirements, etc.)

Professional Studies Curriculum

DeBruce Essential Skills	National Standards for Business Education
Executive Functioning (EF)	
EF.1 Effectively plan and prioritize, self-monitor, and regulate	NBEA.Career Development.III.G.11 Demonstrate project planning and management skills
EF.2 Manage resources (monetary, time, etc.) to deliver quality results	NBEA.Career Development.III.A.1 Demonstrate personal qualities related to employability (e.g., promptness, ability to get along with others, dependability, honesty, integrity, patience, willingness to ask questions, respect for diversity, and communication skills)
	NBEA.Career Development.III.A.2 Demonstrate responsible behavior related to employability (e.g., respect for personal property, completion of homework assignments, and communication skills)
EF.3 Navigate stressful situations in a constructive manner and maintain focus	NBEA.Career Development.III.B.18 Demonstrate techniques for responding to workplace stress related to coworkers or environment
EF.4 Maintain emotional control and professionalism at work	NBEA.Career Development.III.B.15 Demonstrate appropriate interpersonal skills for working with and for others
Communication (CM)	
CM.1 Communicate effectively and in a timely manner through different mediums	NBEA.Career Development.III.D.3 Express thoughts and ideas succinctly and correctly using various forms of communication (e.g., oral, written, and nonverbal)
CM.2 Effectively negotiate, present, persuade, and advocate for yourself and your company	NBEA.Career Development.III.D.7 Develop effective oral communication skills that include attentive and active listening and nonverbal communication skills
CM.3 Adaptively read a situation and effectively respond	NBEA.Career Development.III.D.15 Adapt one's own behavioral style to increase interpersonal communication effectiveness and flexibility
CM.4 Communicate organizational goals and purpose effectively	
Proactivity (P)	
P.1 Recognize work that needs to be done and initiate tasks	NBEA.Career Development.III.A.19 Describe techniques for demonstrating personal accountability and work productivity
P.2 Be curious about the work; ask questions and seek feedback from others with experience	NBEA.Career Development.III.E.6 Ask questions that clarify various points of view and lead to better solutions
P.3 Identify areas for, and take initiative toward, organizational change and improvement	NBEA.Career Development.III.E.5 Identify innovations that create solutions to problems or obstacles
	NBEA.Career Development.III.B.21 Demonstrate the ability to function as a proactive, productive team member in the workplace
Interpersonal Skills (IS)	
IS.1 Empathize, interpersonally communicate, and develop social relationships	NBEA.Career Development.III.B.15 Demonstrate appropriate interpersonal skills for working with and for others
IS.2 Build trust with others and foster an environment of emotional and psychological safety	NBEA.Career Development.III.C.15 Discuss and demonstrate the skills necessary to function as a member of a diverse workforce (e.g., diplomacy, patience, willingness to compromise, and ability to listen)
IS.3 Resolve conflict and treat others with integrity and respect	NBEA.Career Development.III.A.13 Explain ways in which the honesty and integrity of coworkers affect work performance
IS.4 4. Recognize and serve people's needs with a positive outlook and attitude	NBEA.Career Development.III.A.10 Practice techniques for developing and maintaining positive and flexible behaviors and attitudes

Critical Thinking (CT)	
CT.1 Identify and solve problems; be adaptive	NBEA.Career Development.III.E.9 Present a plan to solve a common problem or obstacle in schools, businesses, or communities
CT.2 Develop novel strategies for implementation and the execution of plans	NBEA.Career Development.III.E.5 Identify innovations that create solutions to problems or obstacles
CT.3 Be flexible, innovative, and think creatively	NBEA.Career Development.III.E.12 Discuss the impact of creativity and innovation in the 21st-century workplace
	NBEA.Career Development.III.E.3 Use a variety of idea-generating techniques (e.g., brainstorming, mind mapping, reverse thinking)
CT.4 See things from multiple perspectives to identify the best solution	NBEA.Career Development.III.E.6 Ask questions that clarify various points of view and lead to better solutions
Collaboration (CB)	
CB.1 Effectively lead, manage, delegate tasks, and work with teams	NBEA.Career Development.III.D.12 Demonstrate shared responsibility for collaborative work and the value of contributions made by each team member
CB.2 Foster teamwork, common goals, and individualized learning	NBEA.Career Development.III.D.5 Explain how individuals contribute to a team activity and/or goal
CB.3 Develop a shared sense of purpose within teams while encouraging others	NBEA.Career Development.III.B.20 Identify techniques for encouraging others to enhance their performance
CB.4 Recognize and utilize people's strengths and different perspectives	NBEA.Career Development.III.C.8 Describe how physical, intellectual, and cultural diversity can strengthen workplace effectiveness

Breaking Down Barriers

We believe that all students deserve access to high-quality, future-ready opportunities, regardless of background. Park Hill is committed to breaking down barriers to provide equitable access to pathways for every student to thrive in college, career and beyond. For this reason, the Park Hill School District offers transportaiton to any student who cannot secure a ride to or from their internship site. Through partnership with Assisted Transportation, qualifying students have access to safe, reliable transportation before, during, and after school for internship experiences.

Important transportation general instructions and policies:

- Students must request transportation two weeks prior to starting a rotation. Typically, this request is made during Professional Studies Orientation.
- Students will ride in shuttles with other students to and from class/internships.
- Students will ride shuttles as assigned. Students may not ride in an unassigned shuttle. Students should confirm with the driver that they are in the correct shuttle.
- Students are responsible for communicating schedule changes no less than 48 hours in advance.
- Day-of travel cancellations (illness, last minute changes) must be communicated directly to Assisted Transport shuttle dispatch and/or District Transportation. This should also be shared with the facilitator.
- Drivers will depart location no later than 5 minutes past scheduled departure time.

Dual Credit and A+ Scholarship Opportunities

Dual Credit

Dual credit is a cooperative program between the Park Hill School District and partnering local colleges. Certain courses taken in high school are eligible for college credit if the student meets eligibility requirements set by the Missouri Coordinating Board of higher education. When participating in dual credit, students can earn college credit while taking courses in high school. This provides students with a jump start on their college career for a fraction of the cost of an on-campus course.

Aspiring Educators: Students may earn up to nine credit hours.
- Ecology and Developmental Foundations of Education
- Introduction to Curriculum, Instruction and Assessment
- Educational Computing and Technology
- Professional Learning Communities I
- Professional Learning Communities II

Aspiring Medical Professionals: Students may earn up to five credit hours.
- Introduction to Health Professions
- Profession-Based Work Experience

Aspiring Professionals: Students may earn up to four credit hours, based on internship hours attended.
- Profession-Based Essentials
- Profession-Based Work Experience

A+ Scholarship Unpaid Tutoring and Mentoring Hours

Missouri's A+ Scholarship program provides scholarship funds to eligible Park Hill School District graduates who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. Students who qualify for the A+ scholarship and remain eligible during college can be reimbursed for all tuition costs for two years of school.

Students enrolled in Professional Studies courses have the opportunity to earn hours towards the unpaid tutoring and mentoring requirement of the A+ Scholarship.

- Aspiring Educators: Students may earn up to 50 hours of unpaid tutoring or mentoring.
- Aspiring Medical Professionals: Students may earn up to 12.5 hours of unpaid tutoring or mentoring.
- Aspiring Professionals: Students may earn up to 12.5 hours of unpaid tutoring or mentoring.

Appendix A
Park Hill Professional Studies – Process for District Transportation

The Professional Studies experience is available to all juniors and seniors within the Park Hill school district regardless of the availability of transportation. Students who do not transport themselves to/from school are eligible for district-provided transportation.

Setting up initial transportation:

- Student/Guardian makes a request for transportation to a Professional Studies Staff Member
- Student/Guardian fill out "Park Hill Professional Studies Request for Transportation Paperwork" and submit to a Professional Studies Staff Member
- Park Hill Professional Studies shares request with District Transportation Specialist
- Park Hill Professional Studies needs 72 hours to initiate and set up a brand-new route
- Park Hill Professional Studies can only transport from a home address (must be listed in Infinite Campus as their primary residence) to an internship site or to school
    - Students cannot request a ride to their job or to a friend's house
- Once route is confirmed, the student/guardian will be emailed specific details of transportation
  requests and pick up times from Assisted Transportation.

Changes to transportation once set up:

- Schedule changes must be shared with the District Transportation Specialist
- Transportation changes must be requested a minimum of 48 business hours prior to needed change.
    - Example – change in pick up time/location or drop off time/location

Illness:

- Students who are sick should contact the District Transportation Specialist and their Professional Studies facilitator at least two hours before their scheduled pick-up time

No Shows/No Calls:

- Three no shows/no call = cancellation of district transportation

Shuttle Tardiness:

- There will be situations where transportation may be stuck in traffic, have car issues, etc. and are late for a pick-up.
- The goal is to have students picked up in a 10-minute window.
- It is important for students to be ready and waiting prior to their 10-minute window. There is a trickle-down effect—if a student is late for pick-up, all students picked up after him/her will be late as well.

Rider Policy:

- Most student routes will be group routes. Only students on the driver's approved roster may ride in the vehicle.
- The drivers are instructed to follow route instructions given by the District Transportation Specialist - Drivers will NOT alter routes based on a student request to a driver

Shuttle Concerns:

- Our main priority is safety. Students should contact their professional studies facilitator, counselor, or the District Transportation Coordinator if at any time the student is uncomfortable by something that is going on during the ride.

PROFESSIONAL STUDIES
PREPARING STUDENTS FOR EMPLOYABLE FUTURES
Park Hill School District

Professional Studies Request for District Provided Transportation Form

Student Name:	**Student Cell Phone Number:**
Grade:	**Counselor Name:**
Home Address (matching Infinite Campus):	**Attending High School:**
Guardian Name:	**Guardian Cell Phone Number:**

Select the name of the Professional Studies class your student is enrolled in:

- ☐ Aspiring Educators
- ☐ Aspiring Professionals
- ☐ Aspiring Medical Professionals

Important: Students must give 48 hours or 2 school days notice prior to making changes. There are no exceptions. If the student is sick, s/he should notify a Professional Studies staff member at the start of the school ay or upon leaving school ill.

Please sign below that you acknowledge the process for district transoprtation and the transportation policies.

Student Name:	Signature:	Date:
Parent Name:	Signature:	Date:

Park Hill School District

Building Successful Futures • Each Student • Every Day

Appendix B
OPT-OUT FORM FOR DISTRICT-PROVIDED TRANSPORTATION (FORM 1)

STUDENT PERMISSION TO TRANSPORT THEMSELVES

A parent, legal guardian, and student may opt-out of District-provided transportation for specialized, district-approved offsite programs (i.e. Northland Center for Advanced Professional Studies (NCAPS), Northland Career Center (NCC), and the Metropolitan Community College Business and Technology Campus) and all Professional Studies Courses. In order to opt-out and drive themselves, the student must be eligible for a high school parking permit, possess a valid Missouri operator's license or an operator's license recognized by the state of Missouri, and provide proof of insurance. In addition, the motor vehicle used for transportation should be licensed according to the law and display a current safety inspection sticker.

To Be Read and Signed by the Student:

I acknowledge that I have met all the requirements listed above, and that I will obey all state, federal, and local laws/regulations governing the operation of my vehicle used for transportation. I also understand that failure to abide by these requirements will result in disciplinary action that may include, but is not limited to, revocation of the parking permit.

_____ _____

Student Name (Print) School

_____ _____

Student Signature Date

To Be Read and Signed by the Parent/Legal Guardian:

My son/daughter is hereby permitted to transport himself/herself for the purpose of obtaining educational services. In granting this permission, I understand that the District provides transportation for these services. I further understand and agree that, in opting out of the District provided transportation, and by signing this document, I hereby release the District and its agents from any and all liability arising out of or associated with my student's transportation to receive services.

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature School

Park Hill School District

Building Successful Futures • Each Student • Every Day

Appendix C
STUDENT PERMISSION TO TRANSPORT OR RIDE WITH ANOTHER STUDENT

A parent, legal guardian, and student may opt-out of District-provided transportation for specialized, district-approved offsite programs (i.e. Northland Center for Advanced Professional Studies (NCAPS), Northland Career Center (NCC), and the Metropolitan Community College Business and Technology Campus) and all Professional Studies Courses. In order to opt-out and drive themselves, the student must complete the "Opt-Out Form for District-Provided Transportation (Form 1)", be eligible for a high school parking permit, possess a valid Missouri operator's license or an operator's license recognized by the state of Missouri, and provide proof of insurance. In addition, the motor vehicle used for transportation should be licensed according to the law and display a current safety inspection sticker. In order to transport or ride with another student, the student must complete the following information and have written permission from their parent or legal guardian.

To Be Read and Signed by the Student:

I acknowledge that I have met all the requirements listed above, and that I will obey all state, federal, and local laws/regulations governing the operation of my vehicle used for transportation. I also understand that failure to abide by these requirements, providing transportation to an unauthorized student, or riding with a student who does not have permission to transport other students will result in disciplinary action that may include, but is not limited to, revocation of the parking permit and loss of privilege to transport or ride with other Park Hill students to specialized district-approved offsite programs.

_____ I am requesting permission to transport other students in my vehicle. I have completed the "Opt-Out Form for District-Provided Transportation (Form 1)."
Name(s) of students: _____

_____ I am requesting permission to ride with another Park Hill student. The driver has completed the "Opt-Out Form for District-Provided Transportation (Form 1)"
Name of student driver: _____

_____	_____
Student Name (Print)	School
_____	_____
Student Signature	Date

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To Be Read and Signed by the Parent/Legal Guardian:

My son/daughter is hereby permitted to transport or ride with another Park Hill student for the purpose of obtaining educational services. In granting this permission, I understand that the District provides transportation for these services. I further understand and agree that, in opting out of the District provided transportation, and by signing this document, I hereby release the District and its agents from any and all liability arising out of or associated with my student's choice to provide transportation or ride with another student.

_____ has permission to provide transportation for the
Student Name (Print)

following student(s): _____
Student Name(s)

_____ has permission to ride with the following student(s):
Student Name (Print)

_____
Student(s) Name(s)

_____ _____
Parent/Guardian Name (Print) School

_____ _____
Parent/Guardian Signature Date

Appendix D
Professional Behavior Waiver

Student Name	
School student is attending daily: ☐ Park Hill High School ☐ Park Hill South High School ☐ LEAD Innovation Studio	

Professional Behavior Agreement- All interns are expected to follow the Park Hill Professional Studies & Park Hill School District guidelines and procedures and maintain professional standards of conduct at all times. If a student fails to adhere to these guidelines and procedures and his/her behavior interferes with the orderly and efficient operation of the program, corrective disciplinary measures will be taken.

Professional Dress Agreement- All courses in the Professional Studies program adhere to a professional dress code. All guardians, interns, and facilitators are aware the dress is business style. Any issues will be directed to each intern and guardian.

My student has access to Professional Dress attire: Yes ☐ No ☐

Attendance Policy Agreement- Each intern will maintain satisfactory attendance. The Park Hill Professional Studies Program adheres to a 95% attendance policy, as regulated by the Missouri Department of Elementary and Secondary Education. All guardians, interns, and facilitators will sign off on the attendance policy agreement to ensure all parties are aware of the requirements.

Communication of Consequences- Failure to adhere to professional behavior could result in being removed from the program.

If you have any questions or concerns, please contact the Director of Educational Programs.

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

Appendix E
Cell Phone Release

I give permission for my student to provide his/her personal cell phone number to the facilitators within the Professional Studies Program. I understand that this will be used to communicate while students are traveling in and out of the district. If I ever feel uncomfortable about a facilitator having my student's phone number, I can contact the Director of Educational Programs.

Student Name	
Student Cell Phone Number	

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date