



Park Hill School District

Building Successful Futures • Each Student • Every Day

February 12, 2019
2018-2019 POLICY COMMITTEE
4:15 P.M. – ROOM 230
DISTRICT OFFICE
7703 NW BARRY ROAD
KANSAS CITY, MO 64153

AGENDA

1. Call to Order
2. Approval of Minutes
 - ✓ **Attachment:** January 8, 2019 Policy Committee Minutes
3. Action Items – **(Approve Individually)**
 - ✓ **Attachments:** Policies for Review

Section	Code	Title	Recommendation
I Instructional Program	IC	Academic Calendar/Year/Day	Adopt new Policy IC as recommended by MSBA, with additional revisions from General Counsel.
I Instructional Program	IGAEB	Teaching About Human Sexuality	Amend current Policy IGAEB as recommended by MSBA.
I Instructional Program	IGBB	Programs for Gifted Students	Amend current Policy IGBB as recommended by MSBA, with additional revisions from General Counsel.
I Instructional Program	IKE	Promotion, Acceleration, and Retention of Students	Amend current Policy IKE as recommended by MSBA, with additional revisions from General Counsel.
K School-Community Relations	KB	Public Information Program	Adopt new Policy KB as recommended by MSBA, with additional revisions from General Counsel.

4. Action - Consent Agenda **(Approve as a Whole)**
 - ✓ **Attachments:** Policies for Review

Section	Code	Title	Notes
I Instructional Program	IKF	Graduation Requirements	Amend current Policy IKF as recommended by MSBA.

I Instructional Program	IL	Assessment Program	Amend current Policy IL as recommended by MSBA, with additional revisions from General Counsel.
J Students	JECC	Assignment of Students to Grade Levels/Classes	Amend current Policy JECC as recommended by MSBA.
J Students	JHD	Student Counseling Program	Amend current Policy JHD as recommended by MSBA.

5. Adjournment

Posted 24 Hours In Advance of Meeting
 At Park Hill School District Central Office
 7703 NW Barry Road
 Kansas City, MO 64153
 (816) 359-4050

Minutes



Park Hill School District

Building Successful Futures • Each Student • Every Day

January 8, 2019 Policy Committee Meeting

The 2018-2019 Park Hill Policy Committee held its January 8, 2019 Meeting at 4:15 p.m. in Room 230 at the District Office, 7703 NW Barry Rd., Kansas City, MO 64153.

Meeting Opening

Dr. Scott Marsh, Committee Chair, called the meeting to order.

Attendance – Committee Members

Name	Present	Absent
Conklin, Danielle	X	
Cowherd, Jeanette	X	
Culver, Janet	X	
DeDonder, Missy		X
Dickson, Mary	X	
Dreiling, Dee Dee	X	
Gross, Jennifer	X	
Kahler, Jeremie	X	
Keating, Vicky	X	
Kline, Jolina	X	
Lundien, Rob	X	
Marsh, Scott	X	
McCartney, Gwen	X	
McClung, Sue		X
Miller, Melissa	X	
Mink, Monica	X	
Pappert, Heather	X	
Ressler, Jim		X
Rogers-Johnson, Amy	X	
Schumacher, Marcy	X	
Seymour, Kelly	X	
Stegeman, Laura	X	
Thurston, Vicki	X	
Toigo, Chris		X
Tott, Glenn	X	
Villalobos, Melody		X

Attendance – Others/Guests

Name	Title
Fulghum, Clay	General Counsel
Hibbs, Opal	Board Secretary
Hubbard, Marisol	Administrative Assistant to General Counsel
Kimbrel, Mike	Executive Director for Quality & Evaluation
Klein, Jeff	Assistant Superintendent for Academic Services
Owens, Jill	President PHNEA
Ried, Kimberlee	Board Member
Redinger, Bill	Assistant Superintendent for Human Resources

Approval of Minutes

Motion by Marcy Schumacher, second by Rob Lundien to approve the December 11, 2018 Policy Committee Minutes, as presented. All approved, motion carried.

Action Items *(Approve Individually)*

GB (new) Part-Time and Substitute Employment

Motion by Mary Dickson, second by Vicky Keating to take to the Board of Education new policy GB with a recommendation to adopt new policy GB as recommended by MSBA, with additional revisions from General Counsel. All approved, motion carried.

GBAC (new) Staffing With and Employing Retirees

Motion by Heather Pappert, second by Gwen McCartney to take to the Board of Education new policy GBAC with a recommendation to adopt new policy GBAC as recommended by MSBA. All approved, motion carried.

GBEBC (current) Criminal Background Checks

Motion by Jennifer Gross, second by Jeremie Kahler to take to the Board of Education policy GBEBC with a recommendation to amend current policy GBEBC as recommended by MSBA, with additional revisions from General Counsel. All approved, motion carried.

Action – Consent Agenda *(Approve as a Whole)*

The following consent agenda was presented to the Policy Committee. Motion by Vicky Keating, second by Kelly Seymour to take to the Board of Education the January 8, 2019 Policy Committee consent agenda, with a request to the Board to approve each policy recommendation, as presented. All approved, motion carried.

Section	Code	Title	Recommendation
B School Board Governance/Operations	BBB	School Board Elections	Amend current Policy BBB as recommended by MSBA.
B School Board Governance/Operations	BBBB	School Board Ballot Issues	Amend current Policy BBBB as recommended by MSBA.
D Fiscal Management	DC	Taxing and Borrowing Authority and Limitations	Amend current Policy DC as recommended by MSBA.
D Fiscal Management	DG	Depository of Funds	Amend current Policy DG as recommended by MSBA.
D Fiscal Management	DJFA	Federal Programs and Projects	Amend current Policy DJFA as recommended by MSBA.
G Personnel	GCPC	Retirement of Professional Staff Members	Rescind current Policy GCPC, as recommended by MSBA (to be replaced by new Policy GBAC).
G Personnel	GDPC	Retirement of Support Staff Members	Rescind current Policy GDPC, as recommended by MSBA (to be replaced by new Policy GBAC).

Regulations and Forms *(For Information Only)*

The following Regulations and Forms were presented to the Policy Committee as informational items only. No discussion or action was required. These items will go to the Board of Education as *informational items only* at their January 24, 2019 2018 Regular meeting.

Section	Number	Title	Information
D Fiscal Management	DG-AP1	Depository of Funds	Rescind current Administrative Procedure DG-AP1, as recommended by MSBA.
G Personnel	GBEBC-AP1	Criminal Background Checks (Security)	Amend current Regulation GBEBC-R1 as recommended by MSBA, with additional revisions from General Counsel, and reclassify as GBEBC-AP1.

Adjournment

Motion by Dee Dee Dreiling, second by Amy Rogers-Johnson to adjourn. All approved, motion carried. Meeting adjourned at 4:33 p.m.

Dr. Scott Marsh
Policy Committee Chair

Opal Hibbs
Secretary, Board of Education

Action Items

ACTION: Below is recommended new Policy IC from MSBA, with additional revisions from General Counsel (highlighted). This policy addresses the academic calendar and has been updated to reflect recent changes to Missouri law and DESE guidance regarding the minimum amount of attendance time for a school year.

Recommendation: Adopt New Policy IC as recommended by MSBA, with additional revisions from General Counsel.

Section: Instruction

Title: Academic Calendar/Year/Day

Number: IC – Critical

Legal Refs: Sections 160.011, .041, 163.021, 171.029, .031-.033, RSMo.

Adopted: _____

State law requires the district to set a district start date and establish an academic calendar that provides for a minimum of 1,044 hours of actual student attendance (522 hours for kindergarten students) during a school term, excluding summer school. The school year runs from July 1 to June 30.

Attendance hours will be counted only if the students are under the guidance and direction of teachers engaged in the teaching process. A school term may be within a school year or may consist of parts of two consecutive school years, but a school term does not include summer school. In addition, the district may choose to offer two or more terms for different groups of students. The specific daily opening and closing time for individual schools may vary.

The Board recognizes the relationship between attendance and student achievement and directs the superintendent to develop an academic calendar designed to improve student achievement, exceeding the minimum requirements if necessary. The academic calendar will include sufficient time for high-quality professional development. The superintendent will present the proposed academic calendar for the next year to the Board no later than March. The presentation will include an explanation of how the calendar relates to improving student achievement and how the proposed calendar assists the district in meeting its Comprehensive School Improvement Plan (CSIP) goals. The presentation will also include the budget recommendations necessary to support the proposed calendar.

In accordance with Missouri law, if the proposed date for beginning the school term is earlier than ten calendar days prior to the first Monday in September, the Board must adopt the calendar at a posted open meeting by an affirmative vote of a majority of the Board. The posted agenda for the meeting will include a specific notice explaining that the Board will be considering the adoption of an academic calendar with a start date that is more than ten calendar days prior to the first Monday in September. The Board will adopt an academic calendar not later than May 1. Upon Board approval of the academic calendar, the superintendent will distribute copies to the staff and appropriately notify parents/guardians and students.

ACTION: Below is recommended new Policy IC from MSBA, with additional revisions from General Counsel (highlighted). This policy addresses the academic calendar and has been updated to reflect recent changes to Missouri law and DESE guidance regarding the minimum amount of attendance time for a school year.

Recommendation: Adopt New Policy IC as recommended by MSBA, with additional revisions from General Counsel.

The district is required to make up the first 36 hours of attendance lost due to inclement weather as defined in state law. If the district uses these 36 make-up hours and still does not meet the minimum attendance requirements, it will make up half the number of hours lost or canceled in excess of 36 hours as necessary to meet the required 1,044 hours. However, the district is not required to make up more than a total of 60 hours.

Days that the district's schools are closed for reasons other than inclement weather will be made up in accordance with state law, as recommended by the superintendent and approved by the Board.

The district strongly recommends that parents/guardians and employees refrain from making vacation and other travel plans without considering the possibility that the school term will end later than anticipated due to required make-up hours.

Park Hill School District, Platte County, MO

ACTION: Below are recommended revisions to Policy IGAEB from MSBA. These revisions are based on a recent update to Missouri law requiring the sex education curriculum to address the topics of consent, sexual harassment, and sexual violence.

Recommendation: Amend Policy IGAEB as recommended by MSBA.

Section: Instructional Program
Title: Teaching About Human Sexuality
Number: IGAEB – Critical
Legal: Sections 167.171, 170.015, 566.032, .034, .062, RSMo.
42 U.S.C. Section 710
Adopted: May 8, 2014

~~Last~~ Revised: _____

The Park Hill Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, in accordance with law, the district will notify the parents/guardians of each student enrolled in the district of the basic content of the district's human sexuality instruction that will be provided to their student. The district will also notify parents/guardians of their right to remove their student from any part of the district's human sexuality instruction. The district will make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

Instruction in human sexuality must be appropriate to the age of the students receiving such instruction. Students may be separated by gender for human sexuality instruction.

~~Therefore, pursuant to the requirements of~~As required by state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papillomavirus (HPV), hepatitis and other sexually transmitted diseases.

ACTION: Below are recommended revisions to Policy IGAEB from MSBA. These revisions are based on a recent update to Missouri law requiring the sex education curriculum to address the topics of consent, sexual harassment, and sexual violence.

Recommendation: Amend Policy IGAEB as recommended by MSBA.

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3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of federal abstinence education law.
 4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.
 5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

6. Teach students about consent, sexual harassment and sexual violence. Specifically, students will be taught that:

Consent is a freely given agreement to the conduct at issue by a competent person, and that:

- An expression of lack of consent through words or conduct does not constitute consent.
- Lack of verbal or physical resistance does not constitute consent.
- Submission resulting from the use of force, threat of force or fear does not constitute consent.
- A current or previous dating, social or sexual relationship between two parties does not by itself constitute consent.
- The manner of dress chosen by a person does not constitute consent.

Sexual harassment is uninvited and unwelcome verbal or physical behavior of a sexual nature, especially by a person in authority toward a subordinate.

ACTION: Below are recommended revisions to Policy IGAEB from MSBA. These revisions are based on a recent update to Missouri law requiring the sex education curriculum to address the topics of consent, sexual harassment, and sexual violence.

Recommendation: Amend Policy IGAEB as recommended by MSBA.

Sexual violence is causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress or without the person's consent.

7. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of Missouri law pertaining to statutory rape and related offenses.
78. Teach students about the characteristics of and ways to identify sexual predators.
89. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, e-mail and instant messaging.
910. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."
1011. Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. District personnel or district agents will not encourage students to have an abortion.

~~Students may be separated by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.~~

~~The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.~~

Park Hill School District, Platte County, MO

ACTION: Below are recommended revisions to Policy IGBB from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on a recent update to Missouri law requiring districts to establish a process for parents/guardians to request a review of a decision that their child is ineligible for the gifted program.

Recommendation: Amend Policy IGBB as recommended by MSBA, with additional revisions from General Counsel.

Section: Instructional Program
Title: Programs for Gifted Students
Number: IGBB – Critical

Legal Ref: Section 160.1990, .2000, 163.031, 162.720, RSMo.
5 C.S.R. 20-100.110

Adopted: April 28, 2016

Revised:

The Board of Education is committed to improving student learning opportunities for all students in the district and authorizes a program for meeting the educational needs of identified gifted students in an educational environment beyond that offered in the regular classroom. The Board of Education will make every effort to provide the level of monetary support necessary to sustain the gifted program.

The program will:

1. ~~As a general rule, p~~Provide a minimum of 150 minutes per week of contact time in which gifted program personnel work exclusively with identified gifted students.
2. Include a systematic process for the identification and selection of gifted students at grades 2-8. The identification process will include alternative identification plans designed to identify gifted students who are traditionally under-identified and underserved, such as students with language differences, cultural differences, special educational needs and those from families living in poverty.
3. Utilize instructional personnel with the appropriate certification for the gifted program services they are providing.
4. ~~Make reasonable efforts to h~~Have class sizes and caseloads in accordance with Missouri Department of Elementary and Secondary Education (DESE) guidelines.
5. Include activities beyond the level usually provided in regular school programs that particularly contribute toward meeting the identified unmet needs of participating students.

ACTION: Below are recommended revisions to Policy IGBB from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on a recent update to Missouri law requiring districts to establish a process for parents/guardians to request a review of a decision that their child is ineligible for the gifted program.

Recommendation: Amend Policy IGBB as recommended by MSBA, with additional revisions from General Counsel.

The ~~Superintendents~~superintendent will designate a member of the district's professional staff to serve as the coordinator of gifted education. The coordinator is responsible for:

1. ~~Oversight of~~Overseeing the gifted education program.
2. Facilitating the process by which parents/guardians may request a review of the decision that determined their student did not qualify to receive services through the district's gifted education program.
3. Completing and submitting the application for a gifted education program through Core Data in a timely manner.
4. Reporting instructional positions and assignments of gifted program personnel through Core Data in a timely manner.
5. Completing an annual evaluation report before June 30 of each year that will be available in the central office.
6. Maintaining in the central office a description of the program's goals, learner objectives and activities as well as the annual program evaluation report.

Parent/Guardian Request for Review

Parents/Guardians who receive notice that their student has not met the eligibility requirements to receive gifted services will be informed that they may request a review of that decision by contacting the district's coordinator for gifted education or an administrator in the school the student attends. If the request is made to an administrator, the administrator will forward the request to the coordinator.

The coordinator will arrange a conference with the parents/guardians to explain the identification process used by the district, including benchmarks and standards used by the district to identify the students eligible for services.

The coordinator will provide the parents/guardians with information specific to their student, including the results of any testing, assessment or evaluation of the student, and will assist the parents/guardians in interpreting the results.

The coordinator is not permitted to discuss any information about other identifiable students but may share aggregated information, such as how many students were considered for the program and how many were accepted.

The coordinator will share information with the parents/guardians regarding any enrichment activities, clubs and student groups available to all students that, based on

ACTION: Below are recommended revisions to Policy IGBB from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on a recent update to Missouri law requiring districts to establish a process for parents/guardians to request a review of a decision that their child is ineligible for the gifted program.

Recommendation: Amend Policy IGBB as recommended by MSBA, with additional revisions from General Counsel.

the student's results, might be of interest to their student. The coordinator will also share information about the district options for student acceleration.

If, during the review, the coordinator identifies any error in the eligibility determination process that may have resulted in an incorrect eligibility determination, the coordinator will arrange to have the student re-evaluated for eligibility. Otherwise, the initial eligibility decision will stand.

Park Hill School District, Platte County, MO

ACTION: Below are recommended revisions to Policy IKE from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on a recent update to Missouri law requiring districts to adopt a policy allowing for students who have demonstrated advanced performance or the potential for advanced performance to be accelerated.

Recommendation: Amend Policy IKE as recommended by MSBA, with additional revisions from General Counsel.

Section: Instruction

Title: Promotion, Acceleration and Retention of Students

Number: IKE – Critical

Legal: §Sections 162.722, 167.640, .645, RSMo. Board of Curators, Board of Curators, Univ. of Mo. V. Horowitz, 435 U.S. 78 (1978)

Adopted: October 27, 1975

Last Revised: _____

The Park Hill School District is committed to ~~mastery of skills needed for promotion to a higher grade. The Superintendent or his/her designee, in cooperation with the professional staff, shall develop administrative procedures for the promotion, acceleration and retention~~continuous development of students enrolled in the district's schools and recognizes that the pace at which students develop varies.

~~In evaluating student achievement, each teacher~~When determining whether students should be promoted, accelerated or retained, the district will make use of all available information, including results of ~~teacher-made tests~~classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in developing student ~~evaluations and will review grade assignments in order to ensure uniformity of~~ evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students.

Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Promotion

Students will normally progress annually from grade to grade ~~when~~unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student involved to do so. The final decision to promote a student rests with the school administration.

ACTION: Below are recommended revisions to Policy IKE from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on a recent update to Missouri law requiring districts to adopt a policy allowing for students who have demonstrated advanced performance or the potential for advanced performance to be accelerated.

Recommendation: Amend Policy IKE as recommended by MSBA, with additional revisions from General Counsel.

Remediation as a Condition of Promotion

The district may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The ~~Superintendents~~superintendent or ~~his/her~~ designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation may include, but is not necessarily limited to, ~~(1)~~ a mandatory summer school program focused on the areas of deficiency or ~~(2)~~ other ~~alternative programs~~such ~~alternatives~~ conducted by the district outside ~~of~~ the regular school day. If the district provides remediation ~~in this manner~~ outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance. ~~Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.~~

~~The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).~~

Acceleration

The district will assist students ~~so that they progress~~in progressing academically in accordance with their capabilities. ~~While provisions~~Acceleration refers to educational strategies that provide opportunities for ~~individual differences~~students to more rapidly achieve their education goals. ~~Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.~~

~~Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent or designee, may choose to implement other types of acceleration as well.~~

~~When determining whether a student should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. The recommendation to advance~~accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's

ACTION: Below are recommended revisions to Policy IKE from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on a recent update to Missouri law requiring districts to adopt a policy allowing for students who have demonstrated advanced performance or the potential for advanced performance to be accelerated.

Recommendation: Amend Policy IKE as recommended by MSBA, with additional revisions from General Counsel.

academic strengths. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student to a higher grade level who may benefit from acceleration should result from a thorough discussion with the classroom teacher(s), parent(s)/guardian(s), the building contact an administrator(s), and other appropriate staff. The final decision for advancement rests with the building administrator(s) and Superintendent or his/her designee in the student's school for more information.

Retention

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parent(s)/guardian(s) will receive prior notification and explanation concerning retention. The recommendation to retain a student shall result from a thorough discussion with the classroom teacher(s), parent(s)/guardian(s), building administrator(s), and other appropriate staff. The final decision of retention rests with the building administrator(s) and superintendent or his/her designee.

State law requires that fourth-grade students be retained if, after assessment, the student is reading below a third-grade reading level by the end of a mandatory summer school program. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained. Consistent with state law, certain students will be exempted from this retention requirement. The applicable exemption will be listed in the administrative regulations accompanying this policy.

Cross Refs:

JECC/JECD—Assignment of Students to Schools/Classes

IGBCA, Programs for Homeless Students

IGC, Extended Instructional Program

IL, Assessment Program

Park Hill School District, Platte County, MO

ACTION: Below is recommended new Policy KB from MSBA, with additional revisions from General Counsel (highlighted). This policy addresses issues related to the district's communication with the public.

Recommendation: Adopt New Policy KB as recommended by MSBA, with additional revisions from General Counsel.

Section: School-Community Relations

Title: Public Information Program

Number: KB-Critical

Legal Refs: Sections 105.055, 160.522, .570, 161.670, 162.208, 167.645, RSMo.
Individuals with Disabilities Ed. Act, 20 U.S.C. Sections 1400-1417
7 C.F.R. Sections 200.12, 245.5
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504
Americans with Disabilities Act, 42 U.S.C. Sections 12101 - 12213

Adopted: _____

Open communication with the district's students, parents/guardians, employees and the public is essential for the school district to operate effectively. The Park Hill School District Board of Education places high importance on conveying information concerning the district's goals, achievements, activities and operations to these groups. The Board also believes that these groups should be consulted and involved in problem-solving and decision-making processes, and that this involvement should be solicited actively and honestly through a variety of means.

The district will make a systematic effort to communicate with the public using a variety of communication channels. The Board of Education authorizes the expenditure of funds for the purpose of preparing and distributing information to the general public. Employees and Board members will maintain an effective working relationship with the news media.

Spokespersons

The superintendent, Board president, director of communication services, or designee will serve as official spokespersons for the district. All employees and Board members will direct requests for official statements about district business from the public or members of the media to the superintendent or director of communication services. If speaking about district business, Board members should emphasize that they only speak as individual Board members unless empowered by the Board to speak on its behalf.

Communications Guidelines

The Board directs the superintendent or designee to develop and disseminate written guidelines to further the goals of this policy and address the following issues:

1. Guidelines for employees communicating with the media.
2. Communicating during emergency situations.
3. Sharing information within the district.
4. Sharing information with the public.

Effective Communications

The district recognizes that Board members and employees have regular contact with students, parents/guardians and the public in general. When interacting with the public, all district employees and Board members are responsible for communicating accurate information about district policies and programs and promoting effective school-home-community partnerships.

In all communications, the Board and its employees will:

1. Disseminate accurate and timely information about district policies, programs, procedures, achievements, decisions and critical issues.
2. Eliminate rumors and misinformation.
3. Observe confidentiality and other restrictions imposed by law and Board policy.
4. Promote a climate of trust.

District employees will not be disciplined for speech that is protected by law.

Specific Information

The district will provide parents/guardians and members of the public information as required by law. Board policies and related documents, including current versions of district handbooks, will be posted on the district's website. School and district report cards may be available through the district's website, and may be otherwise distributed to the public as determined by the superintendent or designee. The district will post notice of Board meetings and make copies of these notices available to representatives of the news media upon request. Other public information will be available to the public in accordance with applicable law and Board policy BDDL.

The superintendent or designee will develop a communication system for the exchange of information between the district and staff, students, parents/guardians and others when school or school activities are canceled. Notice of the closing and reopening of school or cancellation of activities will be publicized through local media, the district's website and other district information dissemination options.

Park Hill School District, Platte County, MO

Consent

ACTION: Below are recommended revisions to Policy IKF from MSBA. These revisions are based on recent changes to Missouri law and DESE guidance regarding graduation requirements, and also include legal citations to specific graduation requirements.

Recommendation: Amend Policy IKF as recommended by MSBA.

Section: Instructional Program

Title: Graduation Requirements

Number: IKF

Legal Refs: Sections 160.1990, .2000, 161.670, 167.019, 170.011, .029, .310, .345,
 171.171, RSMo.
5 C.S.R. 20-100.190
5 C.S.R. 20-100.230
 5 C.S.R. 20-500.330

Adopted: January 23, 1993

Revised: _____

The Board of Education for the Park Hill School District establishes the following graduation ~~policy requirements~~ as a condition of receiving a diploma. The superintendent or designee will regularly communicate these requirements to students and instructs parents/guardians and will recommend modifications to the administration to develop all Board when necessary procedures for proper implementation.

Requirements

A student must meet the following requirements in order to graduate from the Park Hill School District, unless otherwise exempted. The student must:

1. Complete a total of 28 credits, including credits required by the State Board of Education, with the specific number of credits by department set forth below.

Language Arts*	4
Social Studies*	3
Science*	3
Mathematics*/**	3
Physical Education	1
Fine Arts	1
Practical Arts	1
Health	0.5
Personal Finance	0.5
Electives	11
Total	28

ACTION: Below are recommended revisions to Policy IKF from MSBA. These revisions are based on recent changes to Missouri law and DESE guidance regarding graduation requirements, and also include legal citations to specific graduation requirements.

Recommendation: Amend Policy IKF as recommended by MSBA.

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- * - Refer to course handbook for department requirements
 - ** - A student must successfully complete Algebra I, Geometry, and Algebra II to meet graduation requirements.

2. Pass ~~proficiency exams concerning examinations on the provisions and principles of~~ American history, American institutions, American civics, and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)
3. Successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.)
4. Have earned credit in the Park Hill School District's educational program between the ninth and twelfth grades.
5. Have taken all required end-of-course (EOC) ~~exams.examinations.~~ (DESE Graduation Guidance)
6. Have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. (§ 170.310, RSMo.)

In order to receive a high school diploma from the Park Hill School District, the student must meet the requirements above and the student's last formal high school enrollment, either full or part time, must be at a high school in the Park Hill School District. The student is eligible to participate in the spring graduation exercises following completion of the high school requirements.

Exceptions

1. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's individualized education program (IEP). Any specific graduation requirement may be waived if recommended by the student's IEP team. (DESE Graduation Guidance)

A student eligible for services under the IDEA who has completed four years of high school at the end of a school year, but has not yet completed the district's graduation requirements, may participate in the graduation ceremony and all related activities of the student's graduating class if: (1) the student's Individualized Education Program (IEP) prescribes special education, transition planning, transition services, or related services beyond the student's four years of high school; and (2) the student's IEP team determines the student is making progress toward the completion of the IEP and that participation in the graduation ceremony is appropriate. The student and his/her parent/guardian

ACTION: Below are recommended revisions to Policy IKF from MSBA. These revisions are based on recent changes to Missouri law and DESE guidance regarding graduation requirements, and also include legal citations to specific graduation requirements.

Recommendation: Amend Policy IKF as recommended by MSBA.

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- will receive timely and meaningful written notice of the opportunity for participation provided in this policy.
2. Students transferring from other Missouri school districts or charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries will have their credits transferred in accordance with guidance from the Department of Elementary and Secondary Education (DESE) and may have some graduation requirements waived depending on the circumstances. (DESE Graduation Guidance)
 3. The district will waive the requirement to pass ~~proficiency—exams concerning examinations on the provisions and principles of~~ American history, American institutions, and the Missouri and U.S. Constitutions for students who transfer from ~~another state~~ a school outside Missouri if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government and the electoral process. Such instruction must have been completed in grades nine through twelve. Students must still complete the state American civics and CPR requirements. (§ 170.011, RSMo., DESE Graduation Guidance)
 4. Graduation requirements for students in foster care will be modified or waived in accordance with law and Board policy IGBE. (§ 160.1990, RSMo.)
 5. Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district may have graduation requirements modified or waived in accordance with law. (§ 160.2000, RSMo.)
 6. Eligible students who successfully complete the Missouri Option Program will be awarded a high school diploma. (5 C.S.R. 20-500.330).
 7. When transfer students are unable to meet Park Hill School District graduation requirements, exceptions may be made by the superintendent or designee which will permit them to graduate if (a) they have done satisfactory work since the date of transfer, (b) they have been unable to meet specific requirements due to conditions beyond their control, and (c) they would have graduated from the former school had they not transferred.

Earning Credit, Substituting Credit and Alternatives

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to transfer students who transfer from a district that uses a different standard for awarding credit.

ACTION: Below are recommended revisions to Policy IKF from MSBA. These revisions are based on recent changes to Missouri law and DESE guidance regarding graduation requirements, and also include legal citations to specific graduation requirements.

Recommendation: Amend Policy IKF as recommended by MSBA.

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2. The Park Hill School District recognizes units of credit obtained through accredited schools and school districts, including credits earned through ~~correspondence courses or~~ courses delivered primarily through electronic media, such as ~~satellite video, cable video or computer driven or~~ online courses. For the purposes of this policy, an "accredited school" is a Missouri public school, a Missouri charter school, the Missouri Virtual Instruction Course Access Program (MoVIPMOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by DESE the Missouri State Board of Education, AdvancED, or the Independent Schools Association of the Central States (ISACS) or the University of Missouri Committee on Accredited Schools (CAS). If a school or school district is located in another state ~~or country,~~ that school or school district must be accredited by that state's ~~or country's~~ department of education, AdvancED, ISACS or the equivalent ~~agencies.~~organizations. (§ 161.670, RSMo., DESE Graduation Guidance)
 3. Students may earn advanced-standing credit by successfully completing high-school level courses prior to entering the ninth grade. A student who has earned one credit in eighth grade for a course approved by the Missouri Department of Elementary and Secondary Education for this purpose (e.g. Algebra 1) may count that credit toward the total required for high school graduation for that content area (e.g. 3 mathematics credits required in high school, less eighth grade Algebra 1, equals 2 mathematics credit to be earned in grades 9-12). Counting of credit toward a content area requirement does not affect the total number of units required to be earned in grades nine and above for high school graduation. The taking of the course in eighth grade will show on the transcript as a pass, but will not count toward the high school grade point average.
 4. The district may waive one unit of academic credit in English language arts, ~~math~~mathematics, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program. Students must request this credit waiver prior to enrolling in the career/technical program for which the waiver is sought. Students must take the end-of-course exam required for any waived course. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (DESE Graduation Guidance)
 5. In addition to the waiver of credit above, a student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any English language arts, mathematics, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course ~~statewide~~ assessment. Unless

ACTION: Below are recommended revisions to Policy IKF from MSBA. These revisions are based on recent changes to Missouri law and DESE guidance regarding graduation requirements, and also include legal citations to specific graduation requirements.

Recommendation: Amend Policy IKF as recommended by MSBA.

otherwise waived by law, students who ~~substitute certain courses with agricultural or career and technical courses~~ waive a social studies unit under this section are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (§ 170.017, RSMo.)

6. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE. (DESE Graduation Guidance)
7. The superintendent or designee may approve credit earned on a proficiency basis if a student is able to demonstrate mastery of the competencies for a particular course and if state requirements are met for a quality, competency-based credit system. (DESE Graduation Guidance)
8. Students may earn credit by other means as approved by the Board and in accordance with law.

Diplomas and Certificates

Students who complete the district's graduation requirements or are otherwise entitled to a diploma in accordance with law and district policy will receive a district diploma.

~~Students will be awarded a diploma or a certificate of attendance in accordance with this policy and as permitted by law.~~

~~A student in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, who transfers to the Park Hill School District from another state at the beginning of or during his or her senior year who will not meet the graduation requirements of the Park Hill School District by the end of the senior year will receive a diploma from the sending school district if the student is able to meet the graduation requirements of the sending district. Representatives from the Park Hill School District and the sending district will work with the student to facilitate this alternative. If the sending district refuses to cooperate, the Park Hill School District will use best efforts to allow the student to graduate by the end of the senior year.~~

~~Students in foster care will be awarded a diploma in accordance with law and Board policy IGBE.~~

~~Students who complete the district's graduation requirements while under the jurisdiction of the juvenile court will be awarded a high school diploma even if the student completes the requirements in a different school district.~~

ACTION: Below are recommended revisions to Policy IKF from MSBA. These revisions are based on recent changes to Missouri law and DESE guidance regarding graduation requirements, and also include legal citations to specific graduation requirements.

Recommendation: Amend Policy IKF as recommended by MSBA.

~~In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE) if they meet the standards created by the State Board of Education.~~

District Diploma for Coursework Completed in Other Districts

In accordance with law and DESE guidance, the district may be required to issue a diploma to students who did not complete their education in the district but who graduated based on the district's graduation requirements. Such circumstances include, but are not limited to, situations where a student in foster care transfers from the district to another school or district or a student in the household of an active duty member of the military transfers to another district, in accordance with law. (§§ 160.1990, .2000, 167.019, RSMo.)

Diplomas from Other Districts

Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district at the beginning of or during their senior year and who will not meet the graduation requirements of the district by the end of the senior year may receive a diploma from the school district they are transferring from if they are able to meet the graduation requirements of that district. (§ 160.2000, RSMo.)

Students in foster care who enroll in the district at the beginning of or during their senior year who cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, may receive a diploma from the previous school attended if they are eligible to receive a diploma from the previous school. (§ 160.1990, RSMo.)

Certificate of Attendance

Students with disabilities who reach age 21 or otherwise terminate their education and who have met the district's attendance requirements but have not completed the requirements for graduation may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

Career and Technical Education Certificate

In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE) if they meet the standards created by the State Board of Education. (§ 170.029, RSMo.)

Park Hill School District, Platte County, MO

ACTION: Below are recommended revisions to Policy IL from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on recent changes to Missouri law regarding assessments.

Recommendation: Amend Policy IL as recommended by MSBA, with additional revisions from General Counsel.

Section: Instruction

Title: Assessment Program

Number: IL - Critical

Legal Refs: Sections 160.257, .518, .570, .572, 167.645, RSMo.

5 C.S.R. 20-500.330

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g

No Child Left Behind Act of 2001, 20 U.S.C. Sections 6301 – 7941

Adopted: May 8, 2014

Revised:

The Park Hill School District will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Park Hill Board of Education recognizes its obligation to provide for and administer assessments as required by law. The Board directs the ~~Superintendents~~superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The ~~Superintendents~~superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

ACTION: Below are recommended revisions to Policy IL from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on recent changes to Missouri law regarding assessments.

Recommendation: Amend Policy IL as recommended by MSBA, with additional revisions from General Counsel.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy.
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The Superintendentsuperintendent or designee will determine which methods of reading assessment the district will utilize.

ACTION: Below are recommended revisions to Policy IL from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on recent changes to Missouri law regarding assessments.

Recommendation: Amend Policy IL as recommended by MSBA, with additional revisions from General Counsel.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students ~~with limited English proficiency~~.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the ~~Superintendent~~ superintendent or designee will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the ~~Superintendents~~ superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

~~The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept~~

ACTION: Below are recommended revisions to Policy IL from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on recent changes to Missouri law regarding assessments.

Recommendation: Amend Policy IL as recommended by MSBA, with additional revisions from General Counsel.

~~in the district office and be available for viewing by the public during business hours of the district office.~~

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress (~~NAEP~~) as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district's policy regarding student participation in assessments is available for viewing at the district office and on the district's website.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

ACTION: Below are recommended revisions to Policy IL from MSBA, with additional revisions from General Counsel (highlighted). These revisions are based on recent changes to Missouri law regarding assessments.

Recommendation: Amend Policy IL as recommended by MSBA, with additional revisions from General Counsel.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

Park Hill School District, Platte County, MO

ACTION: Below are recommended revisions to Policy JECC from MSBA. These revisions are based on recent changes to Missouri law regarding virtual courses, as well as recent DESE guidance regarding graduation requirements.

Recommendation: Amend Policy JECC as recommended by MSBA.

Section: Students
Title: Assignment of Students to Grade Levels/Classes
Number: JECC - Critical
Legal: Sections 160.2000, 161.670, 167.031, 171.171, RSMo 5 C.S.R. 20-100.230
Adopted: April 28, 2016
Last Revised: _____

The Board believes that a student should be placed in the grade level and classes that best meet the student's academic needs, after consultation with the student's parent/guardian. A student's social and emotional needs will also be considered, to the extent that they affect academic progress. Although the district will first consider placing students in grade levels or classes with students of similar age, age will not necessarily be the determining factor. Further, any student's placement may be adjusted by the principal or designee as needed, after consultation with the student's parent/guardian. The district's administrative staff will make the final decision regarding assignment of students to grade levels or classes. Students receiving special education services will be placed in accordance with law.

Transfers from Accredited Schools

For the purposes of this policy, an "accredited school" ~~is~~includes a Missouri public school district, a Missouri charter school, the Missouri ~~Virtual Instruction Course Access~~ Program (~~MoVIPMOCAP~~); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri ~~Department~~State Board of ~~Elementary and Secondary Education (DESE),~~² AdvancED, or the Independent Schools Association of the Central States (ISACS) ~~or the University of Missouri Committee on Accredited Schools (CAS).~~. If a school or school district is located in another state ~~or country~~, that school or school district must be accredited by that state's ~~or country's~~ department of education, AdvancED, ISACS or the equivalent ~~agencies~~organizations.

In general, if a student transfers to the Park Hill School District from an accredited school, this district will accept the units of credit completed in the previous school or school district and rely on the grade-level placement in the previous school to the extent that it coincides with the district's program. However, the district may adjust the student's placement as needed to meet his or her educational needs, after consultation with the student's parent/guardian.

ACTION: Below are recommended revisions to Policy JECC from MSBA. These revisions are based on recent changes to Missouri law regarding virtual courses, as well as recent DESE guidance regarding graduation requirements.

Recommendation: Amend Policy JECC as recommended by MSBA.

All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the Park Hill School District may be accepted to meet graduation requirements.

Transfers from Unaccredited Schools

For the purposes of this policy an "unaccredited school" is any public or private school or school district or home school that does not meet the definition of "accredited" above.

In general, if a student transfers to the Park Hill School District from an unaccredited school, the principal or designee will examine a number of criteria to determine grade-level or class placement including age, achievement tests or other performance data, transcripts, course descriptions, textbooks used ~~and~~, home-schooling logs, and interviews with the student and his or her parents/guardians. If necessary, the district will administer additional tests to aid placement decisions. Once placed, the district may further adjust the student's placement to meet his or her educational needs, after consultation with the student's parent/guardian.

The district will attempt to award credit for classes completed in previous schools if there is sufficient evidence of achievement. All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the Park Hill School District may be accepted to meet graduation requirements.

Transfers While Enrolled in MOCAP

Students who transfer to the district while enrolled in one or more MOCAP courses will remain enrolled in the courses as required by law.

Transfers of Students of Military Families

If a transfer student is in the household of an active duty member of the military, including ~~some~~ students in the household of certain veterans who are deceased or injured as defined by law, the district will initially place the student in the same courses and programs the student was in while attending the previous district, to the extent the district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate, Advanced Placement, English ~~Language Learner~~ learner and gifted programs. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's parent/guardian.

ACTION: Below are recommended revisions to Policy JECC from MSBA. These revisions are based on recent changes to Missouri law regarding virtual courses, as well as recent DESE guidance regarding graduation requirements.

Recommendation: Amend Policy JECC as recommended by MSBA.

Transfers of Students in Foster Care

Students in foster care will be placed in courses and programs pursuant to law and the district's policy on foster care students.

Park Hill School District, Platte County, MO

ACTION: Below are recommended revisions to Policy JHD from MSBA. These revisions are based on recent changes to Missouri law regarding academic and career counseling, and include updated terminology.

Recommendation: Amend Policy JHD as recommended by MSBA.

Section: Students

Title: Student ~~Guidance and~~ Counseling Program

Number: JHD – Critical

Legal Refs: ~~§§ Sections~~ 167.266, .903, .905, 170.048, RSMo.

Adopted: January 14, 2016

Revised: May 10, 2018_____

Definitions

~~Counselor~~– For the purposes of this policy, a counselor is a school counselor as defined by the Department of Elementary and Secondary Education (DESE).

~~School Counseling Advisory Committee-Council (SCAC)~~ A committee composed of ~~at least one (1) counselor from each grade level, a principal variety of stakeholders, such as parents/guardians, community leaders, agency personnel, students, teachers and others as determined by the Superintendent or the district counseling coordinator~~School Board members.

General

The Park Hill School District’s comprehensive school counseling program provides important benefits to all students at all grade levels by addressing their ~~personal~~/social/emotional, academic and career development needs. Research indicates that a fully implemented comprehensive school counseling program has a positive impact on student achievement and has the potential to increase attendance, reduce discipline referrals and improve Missouri Assessment Program (MAP) scores. In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school’s educational program. ~~Counseling~~School counseling program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.

School Counseling Curriculum

Counselors will create and implement a written school counseling curriculum that promotes students' academic, career and ~~personal~~/social/emotional development. The Board will provide resources and support activities for implementation of the school

ACTION: Below are recommended revisions to Policy JHD from MSBA. These revisions are based on recent changes to Missouri law regarding academic and career counseling, and include updated terminology.

Recommendation: Amend Policy JHD as recommended by MSBA.

counseling curriculum. The school counseling curriculum will be systematically reviewed and revised, and modifications to the school counseling curriculum will be based on student data, school data and needs-assessmentplanning survey data collected at least every three-~~(3)~~ years.

Individual Student Planning

Individual planning activities help students plan, monitor and manage their academic achievement as well as their social/emotional and career development. The foundation for individual planning will be established during the elementary school years through school counseling activities. Building on this foundation, the individual planning component of the school counseling program will assist middle school students as they begin to plan for the future and will continue to support students in their planning endeavors until graduation.

School counselors will assist students in individual student planning (ISP) that addresses educational and career planning, educational transitioning and self-appraisal for decision making. An ISP process will be developed for students at every grade level.

Academic and Career Counseling

~~School counselors will work with students p~~Prior to their ninth-grade year, students will work with school counselors to identify college and career goals and create a plan of study that includes courses and experiences designed to assist students with meeting those goalscreate an individual career and academic plan (ICAP) as part of the student's ISP. The ~~plan~~ICAP will include, but is not necessarily limited to, requirements for graduation; career or postsecondary goals and coursework or a program of study related to those goals, which shall include relevant opportunities that the district may not directly offer; grade-appropriate and career-related experiences as outlined in the grade-level expectations of the Missouri Comprehensive School Counseling Program; and student assessments, interest inventories or academic results needed to develop, review and revise the ~~plan of study, which shall include relevant assessments, inventories or academic results that the district may not offer~~ICAP.

School counselors will continue to work with students throughout high school to evaluate and, if necessary, amend the plan in order to facilitate on-time graduation of college- or career-ready students.

Students identified as at risk of not graduating from high school college- or career-ready will receive additional support in accordance with law and policy IGBD.

If a student is receiving special education services, the student's individualized education program (IEP) team may explicitly waive or exempt the student from the provisions of this section.

ACTION: Below are recommended revisions to Policy JHD from MSBA. These revisions are based on recent changes to Missouri law regarding academic and career counseling, and include updated terminology.

Recommendation: Amend Policy JHD as recommended by MSBA.

Academic and Career Counseling Program

The district may establish an academic and career counseling program in cooperation with parents/guardians and the local community that is in the best interest of and meets the needs of students in the community.

Responsive Services

Responsive services are referrals and other actions taken by the district in response to the immediate needs and concerns of a particular student or identified needs and concerns of groups of students. The purpose of the responsive services component of the comprehensive school counseling program is to work with students whose personal circumstances, concerns or problems are interfering or threatening to interfere with their academic, career or ~~personal~~/social/~~emotional~~ development. Responsive services will be implemented through individual counseling, small group counseling, consultation and referral.

Referrals shall be made in accordance with Board policies and district procedures. The ~~district counseling coordinators~~superintendent, with the assistance of the ~~Counseling Advisory Committee~~SCAC, will develop procedures for staff to use to identify students who may need a referral for assistance beyond that regularly provided by the counseling staff. All staff members who, in the course of their duties, have contact with students on a regular basis will receive annual training on these procedures.

In the event of a pandemic or other emergency, school counseling staff will assist students with personal and emotional issues. The district's crisis intervention plan will include methods for continuing counseling support even in the event of a long-term school closure.

System Support

The Board recognizes system support as a crucial component in the full implementation of a comprehensive school counseling program. System support of the comprehensive school counseling program includes administration and management activities that support the program. -The Board directs the administration to implement activities that support the school counseling program, such as program management, ~~fair-share responsibilities~~, professional development, staff-community relations, consultation, committee participation, community outreach, and research and development.

Program Goals

The district will strive to meet the program goals in each of the following areas:

1. ~~Personal~~/Social/~~Emotional~~ Development
 - Assist students in gaining an understanding of self as an individual and as a

ACTION: Below are recommended revisions to Policy JHD from MSBA. These revisions are based on recent changes to Missouri law regarding academic and career counseling, and include updated terminology.

Recommendation: Amend Policy JHD as recommended by MSBA.

member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.

- Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.
- Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.

2. Academic Development

- Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
- Teach students skills to aid them as they transition between grade levels or schools.
- Focus on developing and monitoring ~~personal~~individual education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful ~~personal plans of study~~ICAPs.

3. Career Development

- Enable students to apply career exploration and planning skills in the achievement of life career goals.
- Educate students about where and how to obtain information about the world of work and postsecondary training and education.
- Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

Confidentiality

It is necessary for counselors to build trusting relationships with students and district staff; however, counselors are not permitted to promise students complete confidentiality. Counselors may at times be required to disclose information to parents/guardians, report child abuse or neglect, convey to district staff information necessary to better serve a student, or report to supervisors as appropriate.

Care should be taken in explaining to students, in a developmentally appropriate manner, the limits of confidentiality. Notice of the limits of confidentiality may be made by a variety of methods including classroom lessons, student handbooks, the district website and school counseling brochures in addition to oral notification of individual

ACTION: Below are recommended revisions to Policy JHD from MSBA. These revisions are based on recent changes to Missouri law regarding academic and career counseling, and include updated terminology.

Recommendation: Amend Policy JHD as recommended by MSBA.

students.

District counselors have the responsibility to protect the confidentiality of student records and only release information in accordance with state and federal law and Board policy. Information transmitted or stored electronically must maintain the same level of confidentiality as traditional paper records. Care shall be taken to send sensitive information by a means that protects student identity.

School Counseling ~~Advisory Committee and~~Program Evaluation

The ~~Counseling Advisory Committee~~SCAC will systematically review the district's comprehensive school counseling program, including the school counseling curriculum. ~~The comprehensive school counseling program will be systematically evaluated,~~ through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the impact of the comprehensive school counseling program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.

Park Hill School District, Platte County, MO