Dear Park High School Students and Parents:

On behalf of the Park High School faculty and staff, Superintendent Dr. Don Viegut, and the Board of Trustees, welcome to the 2019-2020 school year. Park High School is known for its quality of education, its exceptional faculty, and the close interactions between students and faculty. We are academically rigorous, while recognizing that each student brings to us a unique self, with a unique history, capabilities, and interests. We strive to be a school that is experienced as a safe haven for our students, and where students feel known and valued.

**Teachers** shape the intellectual life of our school. They know that success is reached when they have pushed each student’s personal boundaries of thinking and learning. The products of a Park High School education are young men and women who are intellectually accomplished, curious, critical, confident, self-disciplined, live ethically, and are driven to learn.

**Parents,** you support our efforts when you have high expectations and unflagging support for your children and when you are not complacent about mediocre work and attendance. You demonstrate this support through communication with your child, teachers, counselors, and administration and through active involvement in Park High School’s efforts.

**Students,** when you leave this school on graduation day, you leave as adults. We challenge you to be full participants in your education so that all doors leading to your future are open to you. As you move through your years here as Park High Rangers, know that with every kind act, every academic task completed, every time you walk into a class ready to think and to learn, and every time you bounce back from a failure or a mistake, you are becoming a strong and successful adult.

**Park High School** is a community where dialogue is rich, and where, as a school engaged with the community, we are constantly envisioning, creating, and reflecting on how we effectively launch our students into the world and their futures. Be involved!

Park High is a busy place! Please be aware that you can go to the Park High School website, [www.parkhigh.org](http://www.parkhigh.org) for up-to-date information about programs and events in our school. As students at our school, you have rights and responsibilities. Be aware that Gold Ranger Fridays are school days unless you meet teacher requirements for high quality work completion and solid grades. These days should also be used to meet with teachers during their office hours, to work in study groups on more demanding courses, such as AP and dual credit, and to take advantage of service, leadership and career opportunities offered by the community.

Lynne Scalia, Ed.D.  Lori Dust, M.Ed.
Principal  Principal
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**District Mission Statement**
The educational mission of the Livingston School District, in partnership with the community, is to provide the opportunity for all students to learn, in a safe environment, the knowledge, skills, and attitudes needed in order to become life-long learners and contributing citizens in a diverse society.

**Be a Part of the Spirit of Park High School…**

**Park High School Fight Song**

- Play the game you loyal Rangers, For your colors true!
- Show the world your fame! For the purple and the gold team,
- Shout your praise to Alma Mater, And we all will fight for you!
- “We will win this game!”
- So fight with all your might and honor, Rah – rah – rah – rah
- For your colors true! Rah – rah – rah – rah - rah
- For the purple and the gold team, Rah – rah – rah – rah – rah team
- And we all will fight for you! Who’s team?
- P-A-R-K R-A-N-G-E-R-S Park’s team!
- So fight with all your might and honor, Rah – rah – rah!!!

**Park High School Colors**

- Purple & Gold

**Park High School Mascot**

- Rangers

**Park High School Ranger PRIDE**

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>“Have you heard of the <em>The Little Engine That Could?</em> We like that story.”</th>
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<tr>
<td></td>
<td><em>Mr. Bausch</em></td>
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<td>Respect</td>
<td>“A person’s a person, no matter how small.”</td>
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<td><em>Dr. Seuss</em></td>
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<td>Integrity</td>
<td>“Integrity is doing the right thing, even when no one is watching.”</td>
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<td><em>C. S. Lewis</em></td>
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<td>Diversity</td>
<td>“We must learn to live together as brothers, or we are going to perish as fools.”</td>
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<td><em>Martin Luther King, Jr.</em></td>
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<tr>
<td>Excellence</td>
<td>“Excellence is not a skill, it’s an attitude.”</td>
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<td><em>Ralph Marston</em></td>
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<td>Excellence</td>
<td>Diversity</td>
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<tr>
<td>Look for opportunities to grow</td>
<td>Look beyond stereotypes</td>
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<td>Believe in yourself</td>
<td>Embrace unique ideas</td>
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<td>Strive to do your best</td>
<td>Approach new ideas openly</td>
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<th>Commons/Cafeteria</th>
<th>Halls</th>
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<tr>
<td>Eat</td>
<td>Take only what you will</td>
<td>Leave it cleaner than you found it</td>
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<td>Express gratitude</td>
<td>Leave others in need</td>
<td>Help others in need</td>
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<td>Choices</td>
<td>Make healthy food</td>
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<td>Seats</td>
<td>To get to know one another</td>
<td>Look for opportunities</td>
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<td>Group instead of individual</td>
<td>Express fluency</td>
<td>Use non-offensive language</td>
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<td>Invite others into your space</td>
<td>Relate expressions, hand signs</td>
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<td>Sit somewhere new</td>
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**Have you shown your PRIDE today?**
List of Activities and Clubs

Academic Olympiad ............................................................... Mr. McGrath
Band/Pep Band ................................................................. Mr. Stannard
Basketball Boys/Girls .......................................................... Mr. Glaus/Ms. Burns
Business Professionals of America (BPA) .............................. Mr. Lende
Cheerleaders .................................................................. Ms. Wood
Choir ............................................................................. Ms. Curtis
Climbing Club .................................................................. Mr. Mussetter
Cross Country .................................................................. Mr. Lentz
Economics Challenge .......................................................... Mrs. Lane
Family Career & Community Leaders of America (FCCLA) .... Mrs. Hampson
Future Farmers of America (FFA) ........................................ Mr. Stender
Football .......................................................................... Mr. Coate
Golf Boys/Girls ................................................................ Ms. Cahoon
Green Initiative ................................................................. Ms. Jongeward/Ms. Storey
Musical/Theater Productions .............................................. Ms. Curtis/Ms. Evanson
National Honor Society ..................................................... Ms. Ramm
Principals’ Advisory .......................................................... Dr. Scalia/Ms. Dust
Science Olympiad .............................................................. Mr. Mogen/Mrs. Davis
Soccer Boys/Girls .............................................................. Mr. Dickerson/Mr. Pierson
Softball ........................................................................... Mrs. Higgs
Speech & Drama ............................................................... Ms. Ramm/Mrs. Pittman
Student Council ............................................................... Mrs. Chiller
Tennis Boys/Girls ............................................................... Ms. Chain
Technology Students of America ......................................... Mr. Isaly
Track Boys/Girls ............................................................... Mr. Hahn
Truth Nobility Trust (TNT) ................................................ Ms. Chiller
Volleyball .......................................................................... Mrs. Chiller
Wrestling .......................................................................... Mr. Hahn
Yearbook ....................................................................... Ms. Evanson
Youth Legislature .............................................................. Mr. Beitel
# 2019-2020 - Grade 9-12 School Calendar

**Park High School – Student/Parent Version**

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## April 2020

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## May 2020

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## June 2020

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</tbody>
</table>

## Grades 9-12 Total Pupil Instruction days: Quarter 1: 42 PI  Quarter 2: 43 PI  Quarter 3: 43 PI  Quarter 4: 41.5 PI

Student School Day: 8:10 – 3:33 (Grade 9-12)

**Legend:**
- **NS**: No School
- **LB**: Lunch Bunch Schedule
- **GRD**: Graduation Day for Seniors
- **9th**: 9th grade orientation
- **OH**: Open House – For parents of all students (9-12)

9 – 12 Academic Help Session (Gold Ranger Friday)
End of Quarter
No School for Teachers or Students (Purple Ranger Friday)
First Day (August 29th) all students (9-12) & Last Day (June 12th) for students (9-11)
Parent/Student/Teacher Conferences (Conference Week 11-11 through 11-14)
# Where Students Can Go to Find Help or Solutions

<table>
<thead>
<tr>
<th>If you need help with:</th>
<th>Help offered by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences, Tardies &amp; Passes</td>
<td>Attendance Office</td>
</tr>
<tr>
<td>ACT / SAT Information (ACT free to all JR’s!)</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Activities Tickets</td>
<td>Attendance Office</td>
</tr>
<tr>
<td>Advanced Placement Course Information</td>
<td>Academic Dean/Guidance Office</td>
</tr>
<tr>
<td>Appointments (Medical / Dental)</td>
<td>Nurse’s Office/Attendance Office</td>
</tr>
<tr>
<td>Athletics / Activities / Clubs/How to join</td>
<td>Activities Office</td>
</tr>
<tr>
<td>Athletic Schedules</td>
<td><a href="http://www.centralaconference.org">www.centralaconference.org</a></td>
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<tr>
<td>Being Bullied or Harassed</td>
<td>Principals/Guidance Counselor</td>
</tr>
<tr>
<td>Booster Club</td>
<td>Alana John</td>
</tr>
<tr>
<td>Bus Schedule/Questions</td>
<td>Bus Barn 222-1784</td>
</tr>
<tr>
<td>Change of Address, Phone, E-mail</td>
<td>Guidance Office/Registrar</td>
</tr>
<tr>
<td>College &amp; Career Information</td>
<td>Guidance Office &amp; Career Center</td>
</tr>
<tr>
<td>Community Service Hours/Information</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Drug Testing Information</td>
<td>Activities Office</td>
</tr>
<tr>
<td>Early Release Schedule</td>
<td>Front Office/Attendance Office</td>
</tr>
<tr>
<td>FAFSA / Financial Aid Information</td>
<td>Guidance Office</td>
</tr>
<tr>
<td>Figuring Out How to Change a School Rule</td>
<td>Principals/Deans</td>
</tr>
<tr>
<td>Financial Help for Field Trips or Activities</td>
<td>Activities Office</td>
</tr>
<tr>
<td>First Aid – Health Issues</td>
<td>Nurse’s Office/Attendance Office</td>
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<tr>
<td>Free &amp; Reduced Lunch Applications</td>
<td>Front Office</td>
</tr>
<tr>
<td>Graduation Information</td>
<td>Front Office</td>
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<tr>
<td>Graduation Requirements</td>
<td>Guidance Office</td>
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<tr>
<td>HiSet Option Program</td>
<td>Guidance Office</td>
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<tr>
<td>Homeless/Couch-Surfing/Families without Stable Housing</td>
<td>Guidance Office</td>
</tr>
<tr>
<td>Infinite Campus</td>
<td>Registrar</td>
</tr>
<tr>
<td>Locker Assignment/Locks</td>
<td>Attendance Office</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>Front Office</td>
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<tr>
<td>Lunch Bunch</td>
<td>Attendance Office</td>
</tr>
<tr>
<td>Menus – Breakfast &amp; Lunch</td>
<td>Front Office</td>
</tr>
<tr>
<td>Parking</td>
<td>Attendance Office</td>
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<tr>
<td>Paying for Lunch</td>
<td>Cafeteria</td>
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<tr>
<td>Ranger Clinic Appointment</td>
<td>School Nurse</td>
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<tr>
<td>Scheduling a Meeting / Conference</td>
<td>Front Office/Guidance Office</td>
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<tr>
<td>Scholarship / Opportunities List</td>
<td>Guidance Office</td>
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<tr>
<td>School Calendar</td>
<td>Front Office/Attendance Office</td>
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<tr>
<td>School Map</td>
<td>Front Office/Attendance Office</td>
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<tr>
<td>Student Schedule Changes</td>
<td>Guidance Office</td>
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<tr>
<td>Teachers (when &amp; where accessible)</td>
<td>Front Office</td>
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<tr>
<td>Textbooks</td>
<td>Classroom Teacher</td>
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<tr>
<td>Tickets for School Events</td>
<td>Front Office/Attendance Office</td>
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<tr>
<td>Transcripts</td>
<td>Registrar in Guidance Office</td>
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<tr>
<td>Website</td>
<td><a href="http://www.parkhigh.org">www.parkhigh.org</a></td>
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# PARK HIGH SCHOOL BELL SCHEDULES

## REGULAR DAY
### Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Zero Hour</td>
<td>7:20 a.m. - 8:05 a.m.</td>
</tr>
<tr>
<td>1st Period</td>
<td>8:10 a.m. - 9:01 a.m.</td>
</tr>
<tr>
<td>2nd Period</td>
<td>9:06 a.m. - 10:00 a.m.</td>
</tr>
<tr>
<td>3rd Period</td>
<td>10:08 a.m. - 11:02 a.m.</td>
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</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>4th Period - 2nd Lunch</td>
<td>11:07 a.m. - 12:01 p.m.</td>
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<tr>
<td>Class</td>
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<tr>
<td>Lunch</td>
<td>12:01 p.m. - 12:36 p.m.</td>
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<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>4th Period - 1st Lunch</td>
<td>11:02 a.m. - 12:37 p.m.</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Class</td>
<td>11:42 a.m. - 12:36 p.m.</td>
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</table>

<table>
<thead>
<tr>
<th>Period</th>
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<tbody>
<tr>
<td>5th Period</td>
<td>12:41 p.m. - 1:35 p.m.</td>
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<tr>
<td>6th Period</td>
<td>1:40 p.m. - 2:34 p.m.</td>
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<tr>
<td>7th Period</td>
<td>2:39 p.m. - 3:33 p.m.</td>
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## LUNCH BUNCH
### Bell Schedule

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<tr>
<td>Zero Hour</td>
<td>7:20 a.m. - 8:05 a.m.</td>
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<tr>
<td>1st Period</td>
<td>8:10 a.m. - 9:01 a.m.</td>
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<tr>
<td>2nd Period</td>
<td>9:06 a.m. - 10:00 a.m.</td>
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<tr>
<td>3rd Period</td>
<td>10:02 a.m. - 10:53 a.m.</td>
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<tr>
<td>4th Period</td>
<td>10:58 a.m. - 11:49 a.m.</td>
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<thead>
<tr>
<th>Qualifiers Identified</th>
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<thead>
<tr>
<th>Upperclass Lunch Bunch</th>
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<td>11:50 a.m. - 12:45 p.m.</td>
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<tr>
<th>Freshman Lunch Bunch</th>
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<td>11:55 a.m. - 12:45 p.m.</td>
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<tr>
<th>Student Prep</th>
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<td>11:49 a.m. - 12:10 p.m.</td>
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<tr>
<th>Regular Lunch</th>
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<td>12:10 p.m. - 12:45 p.m.</td>
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<thead>
<tr>
<th>5th Period</th>
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<td></td>
<td>12:50 p.m. - 1:41 p.m.</td>
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<thead>
<tr>
<th>6th Period</th>
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<td></td>
<td>1:46 p.m. - 2:37 p.m.</td>
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<tr>
<th>7th Period</th>
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<tbody>
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<td></td>
<td>2:42 p.m. - 3:33 p.m.</td>
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## AM ASSEMBLY
### Bell Schedule

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<tr>
<td>Zero Hour</td>
<td>7:20 a.m. - 8:05 a.m.</td>
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<tr>
<td>Assembly</td>
<td>8:10 a.m. - 8:47 a.m.</td>
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<tr>
<td>1st Period</td>
<td>8:51 a.m. - 9:40 a.m.</td>
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<tr>
<td>2nd Period</td>
<td>9:44 a.m. - 10:33 a.m.</td>
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<tr>
<td>3rd Period</td>
<td>10:37 a.m. - 11:26 a.m.</td>
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<td>4th Period - 2nd Lunch</td>
<td>11:30 a.m. - 12:19 p.m.</td>
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<td>Lunch</td>
<td>12:19 p.m. - 12:54 p.m.</td>
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<tbody>
<tr>
<td>4th Period - 1st Lunch</td>
<td>11:26 a.m. - 12:01 p.m.</td>
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<td>Lunch</td>
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<tr>
<td>Class</td>
<td>12:05 p.m. - 12:54 p.m.</td>
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<table>
<thead>
<tr>
<th>Period</th>
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</thead>
<tbody>
<tr>
<td>5th Period</td>
<td>12:58 p.m. - 1:47 p.m.</td>
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<tr>
<td>6th Period</td>
<td>1:51 p.m. - 2:40 p.m.</td>
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<tr>
<td>7th Period</td>
<td>2:44 p.m. - 3:33 p.m.</td>
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## PM ASSEMBLY
### Bell Schedule

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</tr>
<tr>
<td>1st Period</td>
<td>8:10 a.m. - 8:59 a.m.</td>
</tr>
<tr>
<td>2nd Period</td>
<td>9:03 a.m. - 9:52 a.m.</td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:56 a.m. - 10:45 a.m.</td>
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<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>4th Period - 2nd Lunch</td>
<td>10:49 a.m. - 11:38 a.m.</td>
</tr>
<tr>
<td>Class</td>
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</tr>
<tr>
<td>Lunch</td>
<td>11:38 a.m. - 12:13 p.m.</td>
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<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>4th Period - 1st Lunch</td>
<td>10:45 a.m. - 11:20 a.m.</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Class</td>
<td>11:24 a.m. - 12:13 p.m.</td>
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<thead>
<tr>
<th>Period</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>5th Period</td>
<td>12:17 p.m. - 1:00 p.m.</td>
</tr>
<tr>
<td>6th Period</td>
<td>1:10 p.m. - 1:59 p.m.</td>
</tr>
<tr>
<td>7th Period</td>
<td>2:03 p.m. - 2:52 p.m.</td>
</tr>
<tr>
<td>Assembly</td>
<td>2:56 p.m. - 3:33 p.m.</td>
</tr>
</tbody>
</table>

---

DOORS OPEN AT 7:00 A.M.
DOORS CLOSE AT 5:00 P.M.
BREAKFAST SERVED AT 7:30 A.M.
Staff Directory

Administration and Office Staff
Dr. Don Viegut  Superintendent
Dr. Lynne Scalia  Principal
Lori Dust  Principal
Regina Wood  Activities Director
Donna Fairchild  Principal’s Secretary
Melissa Cahoon  Attendance Secretary
Lisa Peterson  Registrar
Todd Wester  Curriculum Director

Board of Trustees
Dann Babcox
George Bornemann
Sandy Rahn-Gibson
Carol Goosey
Druska Kinkie -
Ted Madden – Board Chair
Mark Schulein
Tom Shellenberg – Vice Chair
Dan Vermillion

Deans
John Gannon
Julie Lentz
Randy Mogen
Deb Tedstrom –
Literacy Coordinator

Custodians
Debbie Miller, Supervisor
Jeremia Fox
Fred Manus
Kevin Wiley

Park High Faculty
Becky Ayler
Chris Bausch
Bryan Beitel
Caitlin Chiller
Nancy Curtis
Sarah Dahl
Kelly Dick
Lynette Evanson
John Gannon
Nancy Haglund
Brittney Hampson
Ben Hahn
Lois Huntzicker
Jamie Isaly
Alecia Jongeward
Abby Kinsey
Joey Lane
Kate Lende

Reid Lende
Daniel McGrath
Natalie Davis McGrath
Randy Mogen
Nathaniel Mussetter
Sarah Mussetter
Raeann Nilan
Lynne Perry
Carol Powalisz
Keaton Ramm
Garrett Stannard
Ardis Steinmetz
Shane Stender
Natalie Storey
Miya Tennant
Jennifer Volk

Food Service
Michele Carter, Supervisor
Leslie Ammerman
Sheryl Corder
Christa Jaspring
Carla Jones
Tina Mitchell
Amber Payne

School Nurse
Holly Sienkiewicz

School Resource Officer
Officer Tim Williams

Work-Based Learning Facilitators
Meagan Lannan
Mary Anne Keyes
Katie Weaver
Sarah Dahl
Jamie Isaly
Attendance Information

Below is a list of options when calling Park High at 222-0448:

1 – Main Office
2 – Attendance Office
3 – Guidance Office
4 – Activities
5 – Special Education
6 – Library
7 – Cafeteria
8 – General Info about PHS

Anytime during the menu, you can dial the following extensions directly (9+3 digit extension):

<table>
<thead>
<tr>
<th>MAIN OFFICE</th>
<th>LIBRARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scalia, Lynne</td>
<td>Lende, Kate</td>
</tr>
<tr>
<td>Dust, Lori</td>
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<td>Wood, Regina (AD)</td>
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<td>Lentz, Julie</td>
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<td>Williams, Tim (SRO)</td>
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<td>CAFETERIA</td>
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<td>Sienkiewicz, Holly</td>
<td>Carter, Michele (&amp; Free/Reduced Lunches)</td>
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<td>GUIDANCE</td>
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<td>Steinmetz, Ardis</td>
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<td>SPECIAL ED</td>
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<td>Volk, Jennifer</td>
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<td>Chiller, Caitlin</td>
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The phone system is set up to ring in both offices. If the department you are trying to contact is on the phone, you will hear 4 rings before being automatically transferred to a voice mail.

Please always leave a message. Our offices are very busy with almost 200 calls going in and out daily, not to mention the high level of foot traffic in the offices. The messages are checked very frequently.

Student office assistants assist in answering phones. In an effort to meet the increasing volume of calls, student office assistants are now being trained to answer phones. Please feel free to leave messages through them. And thank you for your patience as we continue to train our student assistants on answering phones. As always, if you would like your call to remain confidential, please ask for Mrs. Cahoon.

Please send an e-mail to melissa.cahoon@livingston.k12.mt.us. It’s the quickest and easiest way to report your child absent or to let us know they have an appointment.

Please plan ahead. Most of the calls that tie up lines are those to get students released immediately for appointments. We ask that you plan ahead and please send a note to school with your student or send an e-mail to excuse your student for an appointment. We can then issue them a release pass.

Homework should be requested by student or parents. Students or parents are encouraged to contact teachers directly either through their Infinite Campus account or through the high school web site (www.parkhigh.org). Parents can then pick up any extra handouts and books in the Attendance Office.
The Park High School Student and Parent Handbook contains information that students and parents are likely to need during the school year. The handbook is organized alphabetically by topic. Throughout the handbook, the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student. The term “Principal” or “Administration” is used to refer to the principal, district administration, or principals’ designee.

The Student and Parent Handbook is designed to be aligned with the Livingston Board of Trustees policies. Be aware that this document is only updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy.

Please note that references to policy numbers are included to help parents confirm current policy. The District’s Board Policies are available at the District website. In case of conflict between Board policy or any provisions of this handbook, the provisions in this handbook are to be followed.

*From Dr. Scalia—*

*A Student and Parent Handbook is an awkward document because it is filled with legal language and lots of “dos” and “do nots” – mostly “do nots”! Because of all the rules, procedures, and regulations, the exciting, tolerant, and supportive humanity of a school can get lost. Please know that as we conduct annual revisions of the PHS Handbook, we strive for it to be a more accurate reflection of the rich world of Park High School.*

**Communication**

The general address to use to contact any teacher or administrator is to use the person’s first name dot (lynne.) then followed by their full last name, followed by an @ sign, followed by the words livingston.k12.mt.us - all of which are small letters (no caps). For example, lynne.scalia@livingston.k12.mt.us

If you have trouble contacting any staff member, please call our school for help or e-mail Lynne Scalia or Lori Dust. Copies of all district policies can be requested by contacting the Administration Office at 222-0861 or at 132 South B Street. They may be found at www.livingston.k12.mt.us.

*The Livingston School District enforces the Title VI Civil Rights act prohibiting discrimination based on race, color, national origin, disability, age, gender, or pregnancy. Additionally, parents and employees are entitled to access the district’s Asbestos Management Plan.*

**ACTIVITY PARTICIPATION PROCEDURE**

*(Also see Part Time Students & Drug-Testing Program for Extracurricular Activities)*

**Mission Statement**

The Livingston School District activity programs are dedicated to providing competitive and enjoyable experiences for the students, student-participants, coaches, advisors, faculty, parents and fans. In doing so, we hold high expectations for all participants and supporters in the areas of Character, Citizenship, Scholarship, and Leadership as we strive to be competitive, develop skills, make healthy decisions, and act as ambassadors of the Livingston Schools and Livingston community.

**Purpose Statement**

The Livingston School District believes that participation in extra-curricular and co-curricular activities contributes to the all-around development of young men and women. Therefore, it is the intent of this procedure to identify expectations and guidelines for participation in activities during their middle and high school careers.
When is this procedure in effect?
Students are subject to the procedure during the respective season of the activity. The procedure is in effect from the first day of practice until the last day of the season. Infractions are cumulative over a student’s activities career at PHS.

Criteria for Participation
This procedure applies to all high school students who participate in activities.

- **Attendance.** No students shall participate in any activity (practice or competition) unless they have been in school for the entire day of the activity unless excused for medical reasons supported by documentation from a doctor’s office, bereavement, or in the discretion of the Principal, Vice-Principal, or Activities Director. A student may not attend an activity as a participant if four or more periods have been missed that day.

- **Academic Eligibility.** At Park High School, academic progress is reported to all students at three-week intervals in the form of progress or quarterly reports. Eligibility for extracurricular participants is based upon the student participant’s academic performance recorded on three-week academic reports. In order to secure participation eligibility, student participants must maintain grades of no more than two D’s and no F’s. A student participant who fails to uphold this standard will be placed on probationary status.

  - For students who attended Park High School or another high school the previous quarter, the previous quarter grades will determine their academic eligibility status. Also, for the purposes of academic eligibility, 4th quarter grades the previous spring will count toward fall quarter eligibility. Incoming freshman will begin the fall quarter with a clean slate.

  - Students with greater than 15 total absences anytime during a semester in any given class period will meet with administration, parents, the teacher, and the coach/advisor to determine eligibility. The following is required of student participants on probationary status:
    - The student participant must submit a weekly grade check to the Activities Director that verifies the student does not have more than two D’s or any F’s.
    - Weekly grade checks will run from Wednesday to Wednesday. Should a student participant fail to pass all classes, he/she will be ineligible to participate during the week immediately following the grade check.
    - Weekly grade checks will continue until the end of the activity, with eligibility for participation determined on a weekly basis by the student’s academic performance.
    - Students may not miss school to accompany the team if they are academically ineligible.
    - Academic eligibility checks for non-athletic activities require the same academic standards. However, advisors will submit the list of students attending the activity at least two weeks prior to the event. Students participating in the annual theatre production must meet academic eligibility requirements in order to audition. Eligibility will be checked and the advisor notified of those students on probation. Final eligibility will be run in the two days preceding the event to determine if students may attend.

- **Use of Drugs, Alcohol or Tobacco Products.** Students may not sell, possess, use, distribute or purchase alcohol, tobacco (including e-cigarettes and similar products), illegal drugs as defined by either federal or Montana law, or drug paraphernalia. In addition, “illegal drugs” include all prescription drugs obtained without authorization, all prescribed and over-the-counter drugs, or other substances being used or misused for any abusive purpose, faux drugs, alcohol, tobacco, alternative nicotine, vapor products, and drug paraphernalia. This policy still applies to those who are 18 years of age and can legally use tobacco products.

- **Other Conduct.** Students will not participate in disruptive, destructive, or disrespectful conduct in or out of school that reflects negatively on the District. Such conduct includes, but is not limited to, fighting, hazing or bullying, harassment, stealing or attempting to steal, and any violation of Montana’s criminal laws. (Reference also District Policy 3310, Student Discipline)

- **Expectations and Consequences.** The School Board extends the right of the coaches/advisors to have team expectations and consequences that go beyond those documented in this procedure, with the agreement of the Activities Director and the school Principal within MHSA and Montana Code constraints. Academic standards are the only exception; the academic standards set forth in this policy will be followed and not deviated from. Full disclosure of the team expectations and consequences will be made to the participants and parents at the pre-season parent meeting. If team covenants are established after the pre-season parent meeting, coaches will communicate those expectations to parents.
• **Electronic Media Use Issues.** Participants need to exercise good judgment in their use of electronic communication devices. “Electronic communication device” means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, cameras, or the internet. Participants are required to refrain from disparaging or inappropriate remarks or images, including photographs, about individuals and teams from their own and other schools. While texting, Twitter, Instagram, Facebook, and other social networking applications may have their merits, participants need to act responsibly when using them. Pictures and comments on these and other sites that indicate violations of the Activities Code may be used to prove such violations.

**Due Process and Consequences for Behavioral Violations (drugs, alcohol, tobacco products and other conduct as stated above)**

Administration shall have the authority and duty to conduct investigations and to question students pertaining to infractions of school rules and the activity policy. Investigations will be conducted after there is a reasonable suspicion that a violation has occurred. Reasonable suspicion is defined as “The suspicion of an activity policy violation based on specific observations made by school advisors, coaches, teachers, or administrators and/or reliable information of a student’s violation of the activity policy as reported to an advisor, coach, teacher, or administrator.” While coaches have the authority to question students regarding activity violations, final determinations and consequences will be determined by the administration. These conversations with students can be used to determine reasonable suspicion. The following process will be followed:

1. Student(s) involved will be questioned by the administration.
2. Refusal to answer questions regarding the student’s own infraction will be considered a violation of the policy.
3. The administration will conduct a fair and objective investigation.
4. The administration will consider all of the evidence and collaborate with the Principal, Vice Principal, Coach or Activity Advisor, and/or Activities Director to determine if a violation of the policy has occurred.
5. The administrator who investigated the infraction will notify the affected student’s parent/guardian to explain the violation(s) and consequences.
6. The District will respect and adhere to the privacy rights of all students and individuals involved in any alleged violation or investigation of a violation.

For those whom the drug testing policy applies, the student may be tested pursuant to Policy 3350 (Extracurricular Activities Drug-Testing Program).

**First Offense**

A participant shall be ineligible for interscholastic activities participation for the next following **three (3) competitive weeks**, regardless of season (offenses may carry over into another season or another school year). Competitive weeks are defined as weeks of allowable competition. Weeks designated for practice only by MHSA will not count toward weeks of ineligibility. If a participant or the student’s parent/guardian self-reports the offense to a coach, AD, counselor, or school administrator or is forthcoming and truthful when first questioned by the administration, the student will be ineligible for the next following **two (2) competitive weeks (from the date of the admission, as determined by the administration)**.

Participants must attend practices during this time to be eligible for competition when reinstated. If a drug, alcohol, or tobacco-related infraction occurs, in order to be reinstated for competition, participants must meet with a Licensed Addiction Counselor (LAC) for a screening or as deemed appropriate to the infraction evaluation, at the parent/guardian’s expense, with verification of the appointment submitted to the AD or school administrator within two weeks of the violation. If verification of the appointment is not submitted by this date, eligibility will continue until such verification is submitted. Players may sit on the bench in street clothes with their team for games (if the coach agrees to this), but they may not miss any class time to do so.

**Second Offense**

A participant will be immediately ineligible for activities participation for the next following **six (6) competitive weeks**. If a participant or the student’s parent/guardian self-reports the offense to a coach, AD, counselor, or school administrator or is forthcoming and truthful when first questioned by the administration, the student will be ineligible for the next following **five (5) competitive weeks (from the date of the admission, as determined by the administration)**. The participant will be allowed to practice during the period of ineligibility. The participant will not receive any team/individual awards for those activities affected by the infraction. If a drug, alcohol, or tobacco-related infraction occurs, in order to be reinstated for competition, participants must meet with a Licensed Addiction Counselor (LAC) for an evaluation, complete a substance use education course and follow any recommendation made by the LAC, at the parent/guardian’s expense, with verification of the appointment submitted to the AD or school administrator within two weeks of the violation. If verification of the appointment is not submitted by this date, ineligibility will continue until such verification is submitted.
Third Offense
A participant will be immediately ineligible for activities participation for the next following **eight (8) competitive weeks**. If a participant or the student’s parent/guardian self-reports the offense to a coach, AD, counselor, or school administrator or is forthcoming and truthful when first questioned by the administration, the student will be ineligible for the next following **seven (7) competitive weeks (from the date of the admission, as determined by the administration)**. The participant will not be allowed to practice during the period of ineligibility. The participant will not receive any team/individual awards for those activities affected during the ineligible period. If a drug, alcohol, or tobacco-related infraction occurs, in order to be reinstated for competition, participants must meet with a Licensed Addiction Counselor (LAC) for an evaluation, complete a substance use education course and follow any recommendation made by the LAC, at the parent/guardian’s expense, with verification of the appointment submitted to the AD or school administrator within two weeks of the violation. If verification of the appointment is not submitted by this date, ineligibility will continue until such verification is submitted.

Fourth and Subsequent Offenses
A participant will be ineligible for interscholastic activities for **one calendar year** from the time of the infraction. The participant will not practice or be with the team in any way during the ineligible period. The participant will not receive any team/individual awards for those activities affected during the ineligible period.

The administration, along with the student and parent/guardian, will also recommend any appropriate interventions available through Park High School or external programs to support healthy and responsible decision-making in the future.

Appeal Process
Upon imposition of any consequence imposed by this policy, a student or student’s parent/guardian, or representative may appeal as described below. The consequences set forth will be administered until otherwise determined by the appeal process.

- For a suspension of less than ten (10) days, the student or student’s parent/guardian may appeal the penalty to the superintendent no later than five (5) academic days after the notification of the principal’s decision. The superintendent will respond no later than five (5) academic days after a notification of an appeal. The superintendent’s decision is final.
- For recommended suspensions of more than ten (10) days, the board will provide a hearing. During the hearing with the trustees, the principal will present the facts of the case. The student or student’s parents/guardians will have the right to refute the facts as presented by the principal, question witnesses, call his/her own witnesses, and be represented by council. The decision of the Board is final.
- An appeal may only be made as to whether or not an infraction of the policy occurred, not the consequences associated, as outlined in this policy.

Student Handbook
In addition to the rights and consequences outlined herein, students are entitled to their rights and subject to consequences described in the Student Handbook and District Policy if any violation of this procedure occurs on the way to or from school, on school property, or at school-sponsored events, including events held off school property.
(Policy 3340P)

<table>
<thead>
<tr>
<th>ACTIVITY TICKETS AND PARTICIPATION FEE</th>
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<tr>
<td>Students participating in any MHSA activity (including all athletics, band, cheerleading, drama, speech, etc.) are required to pay a participation fee. This fee is $85 nonrefundable fee during this school year. There is no additional fee for an activity ticket if students have already paid the participation fee. Activity tickets are good for Park High School activities (not tournaments as per MHSA rules) and are good for the entire school year. Students who do not pay the participation fee pay $50 for a nonrefundable Activity Ticket. Activity tickets are available for all Park High students.</td>
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ATTENDANCE

Daily attendance is essential at PHS. In order to maximize the educational benefits of school, students need to be present for teacher-led instruction, to benefit from the continuity of ever more complex instruction and sequential learning experiences, and to participate meaningfully. We ask that you avoid taking your child out of school for appointments, trips and vacations. We ask you to work closely with teachers, deans and principals when assistance is needed. Please schedule all medical and other appointments outside of school time whenever possible. We ask that you be knowledgeable of the makeup policy in each of your classes. If you have issues with attendance, let a teacher, counselor or principal know so we can help.

The national workforce average for attendance in the U.S. is 94%. Our goal is for students to attend school at least 95% of the time. As we move toward that goal, to receive credit in a course, students can miss no more than seven (7) days in a semester.

Parents are requested to call the Attendance Office by 9:00 a.m. at 222-0449 on days when their student is absent from school or e-mail melissa.cahoon@livingston.k12.mt.us. Students and parents can access daily attendance information at: Infinite Campus website or by calling the Attendance Office.

More than seven absences in a course in a semester constitutes a loss of credit in that course.

Definitions

- **Absence**: An absence is defined as not being present in class.

- **School-Approved, Activity-Related Absences**: These are absences due to participation in extra-curricular, co-curricular or curricular activities. These absences must be approved through the Attendance Office before the absence(s) occur(s). Students and parents need to carefully consider the number of days to be missed when electing to take part in an activity. All work that is missed is to be made up to gain the necessary skills taught in the course. Students with greater than 15 total absences anytime during a semester in any given class period will meet with administration, parents, the teacher, and the coach/advisor to determine eligibility. (See Activity Procedure 3340P)

- **Out-of-School Suspension Absence**: The exclusion of a student from classes and extracurricular activities for a specified period of time. Each day out is considered an absence.

- **In-School Suspension**: Student is isolated in one room at PHS or the District Administration building to work on studies. The student is counted present for each day.

- **Truant**: Truancy means the persistent unexcused absences for an aggregate of three days, for any or all part of a school day equivalent to the length of one class period.

  - **Unexcused Absence**: This type of absence takes place without the approval of administration. According to Montana’s compulsory attendance laws (MCA 20-5-103), a school may only approve absences of illness, bereavement, or other types of absences prescribed by the Board of Trustees, such as activity-related absences. It should be noted that if a student misses a class to remain in school to complete work for another class without teacher approval, the absence will be regarded as an unexcused absence, even if it has parental approval.

- **Habitual truancy**: Means recorded unexcused absences of 9 or more days or 54 or more parts of day, whichever is less, in 1 school year.

- **District Attendance Officer**: At Park High School, the Principals and the School Resource Officer work collaboratively to respond to student attendance issues.

Procedures

- Absences and tardies are entered by teachers and recorded in the attendance office.

- **Parents must notify the school when they know their child will be missing class(es), including study hall.**

- An absence may be excused at the discretion of the principals for extenuating circumstances.

- Teachers who observe that a student’s absences and/or excessive tardiness is having an adverse effect on course performance, or is disruptive to the class, will make a parental contact to express concern and to discuss the problem. They may also assign detentions or Saturday School, or take other actions to discourage continued absences, including recommendations to administration to not allow activity-related absences.
An attendance letter is sent home after the fourth day absent in a class in a semester. A parent, student, teacher, counselor, dean, or administrator may convene a Student Support Team meeting for attendance after the five (5) day letter home.

If a student is truant, the parent will be informed that continued truancy may result in the prosecution of the parent. The Attendance Officer will require parent and student involvement to formulate a truancy plan to address and resolve the truancy. If the parent or guardian fails to meet with the school and Attendance Officer or fails to uphold the responsibilities of the truancy plan, the Attendance Officer may refer to the judicial system so that a determination may be made whether to prosecute the parent.

If a student is habitually truant on 9 or more days or 54 or more parts of a day in one school year, the student may be referred to youth court as habitually truant.

Student Personal Days
In an attempt to assist high school students move into responsible adulthood, students are allowed to earn personal days to use for absences. These absences can be for any reason a parent and student choose during the school year. Students may earn a limited number of personal absence days each school year. These absences are a privilege, not a right. As a privilege, personal days may be lost by a student as well as earned. Each student is able to earn a maximum of three (3) days in a school year. These days cannot be carried over from one school year to the next. Personal days may not be used during quarter, semester or standardized testing dates. Qualification for, and use of, personal days will not be figured on a period-by-period basis.

One personal day may be earned at the completion of each quarter in the following manner:

a. Maintain an attendance record of two or fewer days absent, including tardies, but not including personal days. School-related (SR) or administratively-excused (AE) absences are the only absences also excluded.

b. Maintain a discipline record with no major infractions as determined by the Administration.

c. Maintain a passing grade in all classes.

To use a personal day, in advance of the absence, students must:

a. Pick up form in the office and have a parent/guardian sign the Personal Days Absence Request form.

b. Approve date(s) of absence with the Administration. **Ms. Dust & Dr. Scalia grant approval so you will need to plan ahead.** The school reserves the right of refusal due to attendance record, grades, and other pertinent student issues. In general, days will not be approved in a single block of time unless a parent makes an appeal to the Administration.

c. Complete **ALL** school assignments in advance and attach the work to the absence request form.

d. Submit the form and completed work to Ms. Dust or Dr. Scalia for approval.

Note: Personal days may not be used retroactively to bring a student’s attendance record under the seven-day absence limit. In addition, personal days are not figured on a period-by-period basis.

Seven Day Rule: Credit Loss per Semester due to Absences
Students who are absent from a class more than seven (7) days, may lose credit in the class. Students beyond the seven day rule may be required to withdraw from that class. The following are absences **not** included in the seven days:

1. School-approved activity-related absences (coded as SR)
2. Medically-related absences with a doctor’s verification (coded as ME)
3. Family bereavement with Principal approval (coded as BA)
4. Subpoenas to appear in court or court-ordered (coded as CA) with Principal approval
5. School-related disciplinary actions, such as in-school suspensions (coded as IS)
6. Administratively excused absences, such as weather related (coded as AE)

Measures used to improve attendance include but are not limited to the following:

1. Conference with student
2. Conference with student and parents
3. Detention
4. Friday or Saturday School
5. Attendance Team Meeting
6. Attendance Contract
7. In-school suspension
8. Referral to CPS or judicial system
Tardy Consequences
Our expectation is that students will get to class on time. Students can avoid tardies by organizing books, notebooks, locker visits, etc., in the way that best accommodates their class schedule. The bell schedule allows for a five-minute passing period between classes (except when following a shortened day schedule). If tardy, student is to report to the Attendance Office to sign in on the tardy log. The student will then be escorted to class by the principal or dean who will unlock the classroom door.

Every 3rd tardy is an absence. It is important to note that when a student is more than 10 minutes tardy for a class, that tardy becomes an absence. This makes arriving to class on time especially important, because these tardies that become absences still count against the maximum seven absences allowed in a semester. Students who choose to skip the class if they are tardy will not only accumulate an absence but could also face disciplinary consequences.

College and Post-Secondary Visitations
Students may request a leave of absence from school for the purpose of visiting a college, university, technical trade school, or other post-secondary career opportunity. If approved by the administration, the visitation is considered a school-related absence which must be pre-approved by all teachers. Students must submit proof of visitation (a letter) upon return. A maximum of two visitation days per semester will be allowed for consideration as school-related absences, unless extenuating circumstances exist. The Attendance Office must receive a note from a parent approving the absence in advance.

Extra-curricular non PHS activities
Students may request a leave of absence from school for the purpose of participating in an activity that is not offered by the PHS activities program. In order to qualify, a letter/email from the student’s coach/advisor for the program, along with an official announcement of the activity (with dates), must be submitted to the attendance office at least 2 weeks prior to the event. Parents must call or email the attendance office to excuse the days the student will be gone. Students must also pass a grade check. A school related absence will be allowed only for the days of the event excluding travel days. Travel days will count toward the 7-day absence rule. A limit of 5 school related absences will be allowed each semester.

Making Up Work
Students are absent from school for a number of legitimate reasons. When excused, unexcused, or school-approved, activity-related absences occur, teachers and students (parent help may be needed) work together to get schoolwork completed. It is the student’s responsibility to initiate and follow through with the work’s completion. To assist in this effort, guidelines are as follows:

- Students contact each teacher on the first day after an absence to receive/review makeup work. Failure to assume responsibility in this matter may result in an “F” grade for the work missed.
- When meeting, a teacher and student sets up a mutually agreeable schedule to complete makeup work.
- In certain circumstances, teachers may alter assignments to be made up.
- A student absent only on the date of a quiz/test should be prepared to take it the next day. Similarly, a student absent on the due date of a pre-announced assignment is expected to turn in that assignment on the first day back.
- Pre-announced special assignments, projects, tests, quizzes, and homework are due on the day scheduled even if a student is absent the day before the assignment is due. Students may not miss one class to complete work for another class.
- If a major assignment is due on a particular day and a student is present any part of that day, then the student is responsible for seeing that the major assignment is completed and turned in to the teacher on the due date.
- Help with makeup work, quizzes, tests, lab work and projects that require special equipment may need to be scheduled outside the student’s regular class period.
- Each teacher will supply students with a statement at the beginning of each course regarding procedures for making up tests, homework and assignments.
- Students who expect to be absent for more than three days are advised to request homework assignments from the teacher. Please allow 24 hours for the teacher to be contacted and the work collected. It is the parent/student responsibility to arrange or pre-plan for the work to be picked up from the Attendance Office.
- A student with a school approved activity-related or pre-planned absence is expected to see his/her teacher prior to departure to request assignments. Students take the “While I’m Gone” (WIG) form around to teachers to both get assignments and to let the teacher know you will be absent. Unless there are extenuating circumstances, assignments
covered during a pre-arranged absence are due upon the student’s return. It is the student’s responsibility to make special arrangements with the teacher prior to departure if he/she wishes to have these requirements changed.

Following these guidelines assures proper credit.

**Leaving School During the Day**

Before sending a student home for illness, discipline, or a corrective action, the Attendance Office attempts to reach the student’s parent to inform of the school’s action and to request that the parent come to the school for the child. If the Attendance Office cannot reach the parent, the student shall remain at school until the end of the school day. A student may be released to a law enforcement officer.

No student shall leave the school grounds without the permission of the Attendance Office and their parent/guardian either by written note or phone call. This does not pertain to those Sophomores, Juniors, and Seniors who are eligible to leave campus during lunch. Students in grades 10-12 who have been chronically absent or tardy, those in danger of failing a class, or those with excessive behavior referrals may not be eligible to leave campus during lunch.

If a student becomes ill during lunch while off campus, or stays off campus for any reason, the parent must call immediately and notify the Attendance Office. If this procedure is not followed, the absence is considered unexcused/truant.

No students shall participate in any activity (practice or competition) unless they have been in school for the entire day of the activity unless excused for medical reasons supported by documentation from a doctor’s office, bereavement, or in the discretion of the Principals, Deans, or Activities Director. A student may not attend an activity as a participant if he/she missed four or more periods that day (see Activities). Students who come late to school anytime during the day must check into the office.

(3122 and 3123)

**BACCALAUREATE**

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to the school facilities on the same basis as other private groups. The District does not sponsor baccalaureate services. (Policy 2332)

**BOARD OF TRUSTEES**

The Livingston Board of Trustees meets regularly on the 2nd Tuesday of every month, in the Park High School Library at 6:00 p.m. Special sessions and work sessions of the Board are scheduled as needed. Meeting dates, agendas, and location are published in the Livingston Enterprise and may be found at www.livingston.k12.mt.us. Board meeting information is also available by contacting the Administration office at 222-0861, or at 132 South B Street.

**CAFETERIA**

Our cafeteria is a busy place. Please be respectful, clean your table after eating, take only what you will eat, and do not save places or allow other students to cut in line. (See Ranger Pride for more information).

**CLUBS**

Park High School has a wide variety of clubs and organizations in which the students are encouraged to participate. Each club operates under its own constitution and by-laws. Clubs and organizations are open to all students at Park High School. See the list of clubs in this handbook.

**CODES OF CONDUCT**

**Discipline Philosophy**

As a school we intentionally cultivate a culture of caring, compassion and civility within our school as we protect the educational environment for all. We want every student to feel safe and respected at our school.

A school is a microcosm of a community. What is different though, is that in a community, we are physically dispersed. In a school, we are physically together and must live together within a confined space. We believe that students learn best when they feel themselves to be part of a safe, understanding, and secure community. Our staff commits itself to the development of a safe, interactive learning environment that promotes respect, responsibility, and community. We work to clearly define expectations of student conduct and give meaningful feedback.
Respect
We are committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. A safe and supportive school depends upon the efforts of all members of the school community – teachers, students, administrators, parents, counselors, related service providers, cafeteria, custodial and bus staff – to treat one another with mutual respect. It is expected that students be respectful to and cooperative with staff members, substitute teachers, volunteers, and other students. There is not a rule for every possible action that violates the rights of others. A student can get into difficulty for doing something even when there is not a specific rule prohibiting the action. Any act that disrupts learning, is disrespectful, or causes danger to people or destruction of property is against the rules.

PHS is a community, and the student Codes of Conduct and the rules and expectations of the schools are the law of the community. As citizens in our school community, we must also accept the responsibilities of citizenship. Understanding and living up to those responsibilities while in school is part of an education and contributes to success in the workplace and life after high school. Behavior which disrupts this learning environment and interferes with the teacher’s right to teach or another student’s right to learn is not allowed. As students’ progress in school, and become more mature, they assume greater responsibility for their decisions. We believe that fair and consistent expectations create a safe and stable school.

Discipline Policy
The Board of Trustees grants authority to a teacher or principal to hold a student to strict accountability for conduct in school, on the way to or from school, or during intermission or recess. As well, we have a responsibility to balance the rights of student expression against the obligation to preserve an orderly, safe, and respectful educational setting.

Disciplinary action applies whenever a student’s conduct is reasonably related to school or school activities, including, but not limited to the circumstances set forth below:
- On, or within sight of, school grounds before, during, or after school hours or at any other time when school is being used by a school group.
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.
- Travel to and from school or a school activity, function, or event.
- Anywhere, conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function.

Standards of Intervention and Discipline Measures
School culture and climate have a profound impact upon students’ academic progress and their relationships with peers and adults. PHS provides students with a supportive environment in which to grow both socially and academically. We take a proactive role in nurturing students’ pro-social behavior; therefore, social-emotional learning is a basic component of our program for all students.

Establishing a school wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of our behavioral supports is to foster resiliency, help students understand and follow school rules, and support them in developing the skills they need to meet behavioral expectations.

As PHS staff members are responsible for addressing inappropriate student behaviors that disrupt learning principals, teachers, counselors, and other school staff engage all students in intervention and prevention strategies that address a student’s behavioral issues and discuss these strategies with the student and parent/guardian.

Prevention, Support and Intervention
PHS provides a range of prevention, support and intervention services for students during and/or after school hours throughout the school year. When a student engages in misconduct, our ever-growing list of interventions is considered based on the type of behavior in which a student has engaged. When used consistently and appropriately, interventions and accountability help student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Supports include interventions or a combination of services that best meet the needs of the individual student.
Examples of PHS Supports and Interventions
- Restorative practices (see below)
- Guidance conference
- Intervention of counseling staff
- SST (Student Support Team)
- Restorative practices
- Collaborative problem solving
- Individual counseling
- Referrals to CSCT
- Working with parent/guardian for external support
- Discipline measures
- Short-term behavioral progress reports

Examples of PHS Intervention and Prevention Strategies
- Restorative practices (see below)
- Support and services to address personal and family circumstances
- Social-emotional learning
- Conflict resolution
- Mediation
- Risk assessment
- Anger management strategy assistance
- Stress management strategy assistance
- Use of alternative instructional materials and/or methods
- Development of a behavioral or safety plans
- Restitution

While the tools we utilize continues to grow, through the use of supports and intervention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students’ academic and social-emotional growth and assist them in following school rules and policies.

Restorative Practices
All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone to our approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks for key questions:
- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Types of Restorative Practices:
Circle Process. The use of restorative circles is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, and address other issues as they arrive. A circle can also be used in response to a particular issue that affects the school community.

Students are the largest group of stakeholders in our school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on:
- Safety and Trust
- Honor
- Openness
- Respect
- Empowerment

When used as an intervention measure to address inappropriate student behavior, restorative circles empower school community members to:
- take responsibility for the well-being of others
- prevent or deal with conflict before it escalates
- address underlying factors that lead to youth engage in inappropriate behavior and build resiliency
- increase the pro-social skills of participants, particularly those who have harmed others
- provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible
Collaborative Negotiation. Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution.

Formal Restorative Conference. A conference bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. The purpose of the conference is for the harm-doer and the harmed to understand each other’s perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A formal restorative conference may be used as an intervention in conjunction with disciplinary measures.

Disciplinary Referral
When a violation of a code of conduct or a misbehavior occurs, a referral is submitted for a student shall result in a meeting with a principal. A copy of the referral shall be sent home to the parent. Parents are welcome to contact the individual who has referred the student to discuss the infraction and then are encouraged to contact a principal. (Policy 3310)

Discipline Levels
Understanding discipline as a “teachable moment” is fundamental to our approach to discipline. We use incremental interventions and supports to address inappropriate behavior. While students may have disciplinary consequences, our goal is not to seek punishment. Instead, we want to students to be responsible for their behavior and to change behaviors that are causing problems for themselves and others.

Our goal is to prevent negative behaviors from happening again and helping students learn from their mistakes. We assist students by working with them so that they can:
• Understand why the behavior is unacceptable and the harm it has caused
• Understand what could have done differently in the same situation
• Take responsibility for one’s actions
• Be given the opportunity to learn pro-social strategies and skills to use in the future
• Understand the progression of more stringent consequences if the behavior reoccurs

Each level of misbehavior outlined below provides a set of possible supports and interventions as well as a minimum to a maximum range of possible disciplinary responses. Principals, teachers, school staff, students, and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. Our progressive discipline level system provides accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures. While student misbehavior must be handled on a case-by-case basis, utilizing trauma-sensitive practices, more severe accountability measures will be imposed on those students who engage in a pattern of persistent misconduct. Additionally, we are able to connect local and state agencies with students/families to assist with healthy solutions, as needed.
### TIER 1: MINOR TO MAJOR INFRACTIONS

<table>
<thead>
<tr>
<th>Levels</th>
<th>Misbehavior</th>
<th>Student Supports &amp; Interventions</th>
<th>Disciplinary measures may include:</th>
</tr>
</thead>
</table>
| Level 0 | Minor (handled by teacher/staff) | • Restorative practices (see above)  
• Guidance conference  
• Intervention of counseling staff  
• SST (Student Support Team)  
• Collaborative problem solving  
• Individual counseling  
• Referrals to CSCT  
• Working with parent/guardian for external support  
• Short-term behavioral progress reports  
• Support and services to address personal and family circumstances  
• Social-emotional learning  
• Conflict resolution  
• Mediation  
• Anger management strategy assistance  
• Stress management strategy assistance  
• Use of alternative instructional materials and/or methods  
• Risk assessment  
• Development of a behavioral or safety plan  
• Restitution | -Warning by teacher  
-Parent/Guardian contact  
-Detention with teacher |
| Level 1 | 1–2 Office Discipline Referrals (ODR)  
Uncooperative/Noncompliant Behavior  
Bullying | • Restorative practices (see above)  
• Guidance conference  
• Intervention of counseling staff  
• SST (Student Support Team)  
• Collaborative problem solving  
• Individual counseling  
• Referrals to CSCT  
• Working with parent/guardian for external support  
• Short-term behavioral progress reports  
• Support and services to address personal and family circumstances  
• Social-emotional learning  
• Conflict resolution  
• Mediation  
| ISS 1 day and/or multiple after school detention(s) |
| Level 2 | 3–4 ODR  
Disorderly Behavior (depending on severity)  
Bullying | • Restorative practices (see above)  
• Guidance conference  
• Intervention of counseling staff  
• SST (Student Support Team)  
• Collaborative problem solving  
• Individual counseling  
• Referrals to CSCT  
• Working with parent/guardian for external support  
• Short-term behavioral progress reports  
• Support and services to address personal and family circumstances  
• Social-emotional learning  
• Conflict resolution  
• Mediation  
• Anger management strategy assistance  
• Stress management strategy assistance  
• Use of alternative instructional materials and/or methods  
| -ISS 2 days and/or multiple after school detention(s) |
| Level 3 | 5–7 ODR  
Disorderly and/or Disruptive Conduct (depending on severity)  
Disrespect (depending on severity)  
Bullying | • Restorative practices (see above)  
• Guidance conference  
• Intervention of counseling staff  
• SST (Student Support Team)  
• Collaborative problem solving  
• Individual counseling  
• Referrals to CSCT  
• Working with parent/guardian for external support  
• Short-term behavioral progress reports  
• Support and services to address personal and family circumstances  
• Social-emotional learning  
| ISS 3 days and/or OSS 1 day  
-Potential Youth in need of intervention referral (YINI) |

### TIER 2: MAJOR OFFENSES

<table>
<thead>
<tr>
<th>Levels</th>
<th>Misbehavior</th>
<th>Student Supports &amp; Interventions</th>
<th>Disciplinary measures may include:</th>
</tr>
</thead>
</table>
| Level 4 | 8 ODR  
Aggressive/Injurious/Harmful/Illegal Behavior  
Disrespect  
Bullying /Intimidation | • Restorative practices (see above)  
• Guidance conference  
• Intervention of counseling staff  
• SST (Student Support Team)  
• Collaborative problem solving  
• Individual counseling  
• Referrals to CSCT  
• Working with parent/guardian for external support  
• Short-term behavioral progress reports  
• Support and services to address personal and family circumstances  
• Social-emotional learning  
• Conflict resolution  
• Mediation  
• Anger management strategy assistance  
• Stress management strategy assistance  
• Use of alternative instructional materials and/or methods  
| -Up to and including expulsion depending on the severity  
-OSS 1 – 3 days  
- YINI referral  
-Contact law enforcement |
### TIER 3: MAJOR OFFENSES

<table>
<thead>
<tr>
<th>Levels</th>
<th>Misbehavior</th>
<th>Student Supports &amp; Interventions</th>
<th>Disciplinary measures may include:</th>
</tr>
</thead>
</table>
| Level 5| 9 ODR       | • Restorative practices (see above)  
• Guidance conference  
• Intervention of counseling staff  
• SST (Student Support Team)  
• Collaborative problem solving  
• Individual counseling  
• Referrals to CSCT  
• Working with parent/guardian for external support  
• Short-term behavioral progress reports  
• Support and services to address personal and family circumstances  
• Social-emotional learning  
• Conflict resolution  
• Mediation  
• Anger management strategy assistance  
• Stress management strategy assistance  
• Use of alternative instructional materials and/or methods  
• Risk assessment  
• Development of a behavioral or safety plan  
• Restitution  | -Up to and including expulsion depending on severity  
-OSS 3 – 5 days  
-YINI referral from administration team  
-Contact law enforcement  |
| Level 6| 10 ODR      | Seriousy Dangerous Violent Behavior  
Severe Disrespect  
Illegal Conduct  
Possession/Use of:  
• Weapons  
• Firearms  
Selling/Distributing Illegal Substances  
Fighting/Assault/Bullying/Intimidation  | -Due Process Hearing before the Livingston Board of Trustees (possible expulsion)  |

### Definitions to Level System

**CSCT** means Comprehensive School Community Treatment. This is a service that provides therapeutic support for students and possibly families. (See CSCT in this handbook.)

**In-School Suspension.** If in-school suspension is assigned, the student remains in school at a restricted, designated location for a designated period of time. The student contacts all teachers for schoolwork assignments. Credit will be given for the day(s) served if the assignments are completed. An infraction of the following rules may result in out-of-school suspension. During in-school suspension, a student will:

- complete work assigned;
- refrain from use of food products;
- refrain from use of personal electronic devices;
- refrain from talking, visiting or sleeping;
- secure permission before leaving an assigned seat,
- and hand in phone to Attendance Office for the day;

**Levels may be skipped** depending on the severity of the offense. For example, a student that sells or distributes drugs will surpass all levels and will go in front of the School Board for a recommendation of expulsion (Level 6). Another example, students that choose to fight, will surpass Levels 1, 2, and 3 putting themselves closer to expulsion recommendation levels.

**Minor** discipline infractions are those handled by the teacher in the classroom. Staff determine when to elevate behavior infractions to Level 1 or higher.

**ODR** means Office Discipline Referral. This is written when a student engages in a behavior that needs to be corrected. We can then offer interventions to change the unproductive behavior and keep our school and school climate safe. A Disciplinary Referral submitted for a student shall result in a meeting with a principal. A copy of the referral shall be sent home to the parent. Parents are welcome to contact the individual who has referred the student to discuss the infraction and then are encouraged to contact a principal. (Policy 3310)
Suspension and Expulsion

Park High School recognizes and honors students’ constitutional right to education opportunity. However, as provided under Montana law, the District will exercise its right to suspend or expel a student when necessary. The District expects all students to know and follow District policies and rules. The District considers a student’s failure or refusal to comply with District policies and rules cause for discipline, including short-term suspension, long-term suspension or expulsion. The Board will grant a hearing for any student subject to an expulsion in accordance with MCA 20-5-202, and Policy 3300.

- “Suspension” means the exclusion of a student from attending individual classes or school and participating in school activities for an initial period not to exceed ten (10) days. An administrator may order suspension of a student. See Attendance section for how suspension affects attendance.
- “Expulsion” means the removal of a student from attending school and participating in school activities for more than twenty (20) school days without the provision of educational services. Expulsion is a disciplinary action available only to the Board of Trustees. Expelled students are not allowed on school property until they are reinstated by the Board of Trustees.
- Students with disabilities will be suspended or expelled pursuant to provisions of the Individuals with Disabilities Act (IDEA) and corresponding Montana law.

(See Policy 3300–and 3300P for additional information and for special procedures for suspension and expulsion of students with disabilities.)

YINI means Youth In Need of Intervention. This is a referral the administration team can issue to Park County Youth Court. Youth Court can provide services that best support our students with appropriate interventions.

1.0 Student Codes of Conduct: School Process

A student shall not:

1.1 Engage in disruptive behavior - Behavior displayed verbally, through written language, or through action toward a school official or policy of the school so the normal routine of the classroom or activity is significantly disrupted. This includes both verbal and physical hazing, conduct on school premises, going to and from school, while riding on any school transportation, or attending or participating in any school sponsored activity while within the supervision and control of the school. (Policy 3226)

1.2 Be Insolent to school authority - The failure to obey a request by a school employee or representative (ex. substitute teachers, game supervisors, etc.).

1.3 Initiate or participate in sexual harassment, sexual intimidation, sexual misconduct (Policy 3225) or inappropriate displays of affection.

1.4 Cheat or act in the conduct of cheating - Cheat or cheating means a student acting dishonestly in carrying out any assignments. This may include, but is not limited to, copying assignments, using unauthorized crib sheets for tests, looking at someone else's test, plagiarizing, copying other’s work from the Internet or permitting another person to perform the assignment. Consequences may include parent notification/conference, a zero on assignment, substitute assignment, loss of credit and/or removal from class.

1.5 Plagiarize or submit the work of others and claim it as their own. Plagiarism is defined as any of the following: directly copying a paper or portion of a paper without proper attribution; taking the ideas of another person without proper attribution; turning in someone else’s work as your own; or citing works that the student did not consult in the writing of the paper. Changing the wording of another document does not avoid the problem of plagiarism. Plagiarism is as much about the theft of ideas as it is words. Consequences may include parent notification/conference, zero on assignment, substitute assignment, loss of credit and/or removal from class.

1.6 Students are required to go directly to the office when directed to do so by any school personnel at the school site or at any school-sponsored activity. Failure to do so will be considered insubordination.

1.7 Students are required to stop and identify themselves when asked by any school personnel or representative at any school site or at any school-sponsored activity. Failure to do so will be considered insubordination.

1.8 Food and drink is allowed in the classroom at the discretion of the classroom teacher.

1.9 Forge signatures of administrators, teachers, or school district staff on any school related document. A student found guilty of forgery may be subject to school/legal consequences.

2.0 Student Codes of Conduct: Person and Property

A student shall not:

2.1 Fight or Engage in Physical Endangerment - Physical actions between two or more individuals that may result in injury or any action that threatens or violates the safety of others.

2.2 Promote, Encourage, Instigate or Arrange a Physical Fight between two or more individuals that may result in injury or any action that threatens or violates the safety of others.

2.3 Vandalize Property - willfully or knowingly damage, tamper or destroy property owned or under the responsibility of the school, or property of an individual on school premises or at school sponsored activities.
2.4 Drive or Ride in an Unsafe Manner - A student shall not operate a motor vehicle in an unsafe or careless manner on or around school property, use excessive speed, drive in reckless manner or fail to heed signs. This includes from school, while riding on any school transportation (ex., while on a school bus), or attending or participating in any school sponsored activity while within the jurisdiction, supervision and control of the school.

2.5 Improperly Park - a student shall not improperly park a motor vehicle or bicycle.

2.7 Bully, Harass, Intimidate or Haze - Our schools are built on a foundation of school safety and respect. Any offense of this nature will be considered a major discipline infraction. (Policy 3226, and see Bullying and Sexual Harassment below)

2.8 Retaliate – Retaliation is prohibited against any person who reports or is thought to have reported a violation of the Codes of Conduct, files a complaint, or otherwise participates in an investigation or inquiry. (Policy 3226)

2.9 Misuse School Computers and Equipment - Students are to be respectful of school property in all forms. To use school computers or other technology equipment, a student and his/her parents must abide by all conditions set forth by the “District Internet Acceptable Use Policy”. (Policy 3612)

2.10 Violate the Dress Code. (See Dress Code below)

2.11 Violate the cell phone policy. (see Cell Phones below)

2.12 Alcohol, Drugs, Tobacco - No student may use, possess, sell, or otherwise distribute alcohol, illegal drugs, faux drugs, tobacco, alternative nicotine, vapor products and drug paraphernalia, or be intoxicated as a result of using alcohol or drugs while present on school property, or participating in any school activity or function regardless of its time or location. Promotion of alcohol or drug use on school grounds is prohibited. (A detailed list of banned substances can be found in Policy 3310.) A breathalyzer may be used at the discretion if the administrator/school official makes the determination that a student’s behavior meets the standard of reasonable suspicion with respect to alcohol use. This applies to all school-related events and activities that occur either on school property or on any school-related trip. It also applies to those who are 18 years of age and older. (Policies 3310, 8225, 3330 and 3330P)

3.0 Student Codes of Conduct: Public Safety and School Safety

A student shall not:

3.1 Possess and/or use weapons or dangerous instruments, including but not limited to firearms, knives, clubs, explosives (including fireworks), chemicals, chains, or any instrument which may inflict bodily injury on another. (Policy 3311)

3.2 Falsely activate a fire alarm.

3.3 Participate in any type of threats that substantially disrupts/threatens the education process.

3.4 Commit arson, robbery or burglary.

3.5 Commit a felony or misdemeanor on school premises or during school-sponsored activities.

3.6 Possess or use a weapon in the school, in any school vehicle, on school property, or at any school-related activities. (Policy 3311)

3.7 Engage in any act of gang activity. Gang activities create an atmosphere of intimidation in the entire school community. A “gang” is any group of two or more persons, whether formal or informal, who associate together to advocate, conspire, or commit criminal acts, as well as acts which threaten the safety or well-being of property or persons including harassment or intimidation, or disruption of the school environment. (Policy 3611)

3.8 Engage in any act of intimidation.

3.9 Prop or open any door during the school day with the intent to use it as an entrance.

Bullying / Peer-to-Peer Aggression

At Park High School, students have a right to feel safe at school, be accepted and respected for who they are, and be forgiven for their mistakes. Bullying is any physical aggression, name-calling, exclusion, spreading gossip, or other behavior that is meant to hurt. Bullying is carried out by someone who has more power against someone who has less power. Bullying occurs when a more dominant individual exhibits aggressive behavior that is intended to, and does, cause distress to or creates a hostile environment for a less dominant individual. Bullying damages lives and school climate and culture and is not tolerated at Park High School.

Cyber-bullying is another example of bullying. Cyber-bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. Evidence of cyber-bullying during school hours will result in loss of cell phone privileges in school for the remainder of the semester.

Bullying is everyone’s problem. Feeling unsafe makes learning difficult, can lead to depression, and can make students avoid school. Bullies do not always outgrow bullying. If students or parents don’t speak up, the situation will likely not
improve and could get worse. If you are being picked on tell a trusted adult at school, your counselor, the principal, or your parents. Talk until someone listens and does something. If you see someone being picked on, don’t laugh or join in, stick up for your classmates, and immediately report the incident to an adult at school. We take all concerns about bullying seriously at our school. We have escalating consequences for bullying and peer-to-peer aggression. There are immediate consequences if a student retaliates against someone who has reported a bullying incident.

**Reporting Process**
Confidential Report of Bullying forms are located in the Front Office, Guidance Office, library, school psychologist's office, and in individual classrooms. Students and/or staff can turn in forms to the Front Office, or directly to a Counselor or Principal. Persons who are victims of, have witnessed, or know of any form of bullying shall report the incident to school personnel. Issues will be immediately addressed. If you see something, say something. (Policy 3225 and Policy 3226)

**Cell Phones/Electronic Devices**
We thank parents, students and teachers for their input on cell phone use during Spring 2019! Your input influenced the rewriting of this policy. Our goal as a school is to help do our part in guiding adolescents in the healthy and educationally responsible use of cell phones.

Student cell phone/electronic device usage is a privilege, not a right, at PHS. Give others your full attention during class, a conversation, or a presentation. In classrooms, phones are used only for instructional purposes as directed by the teacher. When you walk into a classroom, phones are turned off (off means turned off not silence or vibrate) and put away in the door holder during class. Keep your phone in your locker if your teacher does not allow phones in the classroom. Cell phones or other devices with video or photographic capabilities are not allowed in bathrooms and locker rooms.

Cell phone use is permitted in the hallways during passing times and lunch, or times when class is not in session. In the hallways, walk with your head up and without ear buds. Ear buds interfere with social interaction and communication. Look where you are going and address people politely.

If a phone is seen or heard by an adult when not authorized to use, the following occurs:
- **1st offense** – phone is taken for the remainder of the school day; student may retrieve from the office at end of day
- **2nd offense** – phone is taken away for the remainder of the school day; parent must pick up phone from a principal
- **3rd offense** – student is no longer allowed to carry phone in school for the remainder of the semester (student may give phone to Attendance Secretary in the morning)

**Dress Code**
The appearance of any young person is primarily the responsibility of that individual and his/her parents. Student appearance at Park High should reflect a positive image and contribute to a learning environment that is free of distraction and meets common standards of decency. All students shall dress and groom for school with attention to cleanliness, safety, and personal and public health. When dressing for school, wear clothing similar to what you would wear in a public work setting.

**General Guidelines and Restrictions**
Students should not wear clothing, shoes, jewelry, and accessories that disrupt the learning environment such as:
- Jewelry, lanyards, key chains, clothing (and school supplies) displaying or advertising violence, racism, sexism, drugs, gang affiliations, alcohol or tobacco products or have sexual/sexist or vulgar innuendoes;
- Clothing or accessories with offensive images or language, including profanity, hate speech, and pornography;
- Clothing or accessories with images or language depicting or advocating violence or the use of alcohol or drugs;
- Images or language that creates a hostile or intimidating environment based on any protected class; and
- Visible underwear (straps on undergarments worn under other clothing are not a violation).

Clothes must be worn such that genitals, buttocks and nipples are covered with opaque material. A student may immediately correct the violation at school (i.e. immediately changing into appropriate attire, removing jewelry, turning the shirt inside out, etc.).

**Firearms and Weapons**
The Board will expel any student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered, or looks like, a firearm for a definite period of time of at least one (1) calendar year. The Board may modify an
expulsion period on a case-by-case basis. The building administrator will notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school.

Any student found to have possessed, used or transferred a weapon on school property may be expelled. “Weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury. (For a detailed list of items considered to be weapons, see Policy 3311.) Furthermore, the construction of knives in school is prohibited.

When a student violating this gun-free policy is identified as disabled, either under the IDEA or Section 504 of the Rehabilitation Act of 1973, a building administrator must determine whether a student’s conduct is related to disability. If a violation of policy is owing to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed. (Policy 3311)

**Sexual Harassment**

Sexual harassment and sexual misconduct is prohibited. A student engages in sexual harassment whenever he/she makes unwelcome advances, requests for sexual favors, or engages in other verbal or physical conduct of a sexual or sex-based nature. Examples of sexual harassment include, but are not limited to, unwelcome touching, crude jokes, teasing/mocking in relation to another’s possible sexual orientation, sexual name calling or distribution of sexual pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities. Sexual harassment also includes sexting. The act of sending explicit photos, images, or messages electronically, primarily by cell phone or the internet. Sexual harassment is not tolerated at Park High School. Any substantiated violation of this policy will have immediate consequences and the student may be referred to local law enforcement. Persons wishing further information may contact the Livingston School District Title IX Coordinator at 222-0861. (Policy 3225 and 3225F)

**COLLEGE ENTRANCE EXAMS**

Because we feel that college preparation and readiness is essential to every single Park High School student, the ACT test is available at no charge for every Junior at PHS in the upcoming year. Funding is provided by the State of Montana. There are two types of college entrance exams, the SAT and ACT. The SAT and retakes of the ACT are financed by the student. See the document “Important Test Information” on the Guidance web page or outside the Guidance Office.

**COMPREHENSIVE SCHOOL AND COMMUNITY TREATMENT (CSCT)**

PHS operates a Comprehensive School and Community Treatment (CSCT) program. This program is available at schools across Montana specifically for students who are struggling with serious social, emotional, and/or behavioral difficulties. The team consists of a program therapist and a behavior specialist who work with an average caseload of 10-20 students in the school. Once enrolled, the therapist and behavior specialist work with each child and their family to identify current concerns, develop goals to increase success, and explore ways to build skills that meet the specific needs of each student involved on the team. For more information, contact csct@livingston.k12.mt.us, a principal or a guidance counselor.

**COMPLAINTS BY STUDENTS OR PARENTS**

Usually student or parent complaints or concerns are addressed in a straightforward and simple manner – by a phone call or a meeting with the teacher. For those complaints and concerns that are unable to be handled so easily, we have a uniform complaint procedure Policy 1700 in the Livingston School District’s policy manual. In general, a parent or student should first discuss the complaint with the individual involved (unless it is concerning sexual harassment or other such topics). If unresolved, a written complaint and a request for a conference should be sent to the principal. If still unresolved, the matter may be referred to the superintendent. Under certain circumstances, the District provides for the complaint to be presented to the Board of Trustees. If you are unsure of the next step to take, please contact Dr. Scalia or Ms. Dust. (Policy 1700)

**CREDIT RECOVERY**

Students who need to retake a course or portions of a course, may spend Study Hall class periods in “Reboot” through Montana Digital Academy, a competency-based, online learning platform. Students are limited in the number of courses they may take for credit recovery. Please consult a principal, academic dean, or guidance staff for more information. Depending on availability, summer school may be an option for credit recovery.

**CRISIS DRILLS**

Students and staff practice work to be ready should we have a crisis situation. A fire alarm is sounded for the purpose of a fire – either a drill or actual emergency. At this time, the students leave the building in an orderly fashion as directed by
their classroom teacher. In case of an earthquake, the students will be directed to find cover and will be given further instructions by their classroom teacher. When the lockdown signal is given, students are to remain in class or, if in the hallway or pod area, go immediately to the nearest classroom until further notification is given. We employ the strategies of run, lock, fight if shots are heard on campus or if one witnesses an armed person shooting or threatening people. Staff is trained in choosing the best way to protect lives. They make a best judgement of what is occurring and which of the options of run, lock or fight will provide the greatest degree of safety. Run is to evacuate if possible—this is the first option, lock is to silently lock the classroom door, and, as a last resort, fight is to take action to stop the threat.

**DANCES**

Dances are open to Park High School students only. No students will be allowed to leave the building and re-enter during a dance. Doors will close 60 minutes after the dance starts. Park High students may invite out-of-town high school students in good standing to the Winter Formal & Spring Prom with prior administrative approval. Early graduates may not attend after they complete their graduation requirements.

**DRUG TESTING PROGRAM FOR EXTRACURRICULAR ACTIVITIES**  
(Also refer to Activities Participation Procedure)

The purpose of the student-initiated drug testing program for extracurricular activities is to educate, help, and direct students away from drug and alcohol abuse and towards a healthy and drug-free participation. As participation in extracurricular activities is a privilege, the intent of this program is:

1. To address and attempt to deter, curtail, and stop the use of drugs among activities participants and among the general student population;
2. To prevent the risk of injury, illness, and harm to students that may result from illegal drug use;
3. To ensure students have a safe and challenging environment for practices, competition, and school activities and that they adhere to a training program and activities policy that prohibits the intake of illegal substances;
4. To give students an opportunity to say “no” to peer pressure that exists around illegal activities; and
5. To respond to student athletes’ concerns about illegal drug use.

An illegal drug is defined as any substance that an individual may not sell, possess, use, distribute, or purchase as defined by either federal or Montana law. In addition, “illegal drugs” include all prescription drugs obtained without authorization, all prescribed and over-the-counter drugs, or other substances being used or misused for any abusive purpose, faux drugs, faux tobacco, alcohol, tobacco, and drug paraphernalia.

Students will be informed of the list of activities that fall under this policy. In order to participate in extracurricular activities, parents and students are required to sign a drug testing consent form (3350F). In general, an extracurricular participant is defined as a student who is a member of, belongs to, or is enrolled in any school-sponsored activity or club at Park High School which competes in any local, state, or regional activity or represents the school in any off-campus venue.

A student who falls under this policy may be urine tested during his/her activity season:

- Through a random selection process that takes place throughout each season (individuals and teams may be tested more than once in a season).
- A parent/guardian may request testing of his/her student (the school will do this one time during a student’s high school career).
- Any activity student may be required to participate in a drug test when the administration has determined reasonable suspicion of illegal drug use.

A student with a positive drug test result is subject to the consequences outlined in the Activity Policy (3340P). Test results are kept in files separate from the student’s other educational records and will not be turned over to any law enforcement authorities. A student will not be suspended or expelled under this program. As adolescents’ brains and bodies are still developing and they are especially vulnerable to the harmful effects of drug use, we hope to curtail the use of drugs and alcohol by Park High students. (Policy 3350 and 3350F)

**EMERGENCY MEDICAL TREATMENT**

Park High School provides first aid or emergency treatment to a student in case of sudden illness or injury; however, further medical attention is the responsibility of the parent. The District requires that every parent or guardian provide a telephone number where a parent, or designee of a parent may be reached in case of an emergency.
The School has auto-injectable epinephrine to be administered by the school nurse or other authorized personnel to any student or non-student as needed for actual or perceived anaphylaxis. (Policy 3416P)

When a student is injured, staff will provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The District will employ its normal procedures to address medical emergencies without regard to the existence of a do not resuscitate (DNR) request, as such DNR requests do not apply to school-based programming. A principal or designated staff member will call a parent or parental designee immediately so that the parent may arrange for care or treatment of an injured student. When a parent or guardian cannot be reached, and it is the judgement of the principal or other person in charge that immediate medical attention is required, an injured student may be taken directly to a hospital. Once located, a parent or guardian is responsible for continuing treatment or for making other arrangements. (Policy 3431)

**EVACUATION**

There may be emergency situations when there is a need to evacuate the building. When an evacuation is temporary, school resumes after the all-clear signal is given. Other evacuations may require students to go home. If the school day ends early, please refer to the Student-Parent Reunification procedures on the website.

There may be situations when we need to evacuate to an alternative site. We have identified several sites to be used, depending on the situation. We will disclose the location of the specific alternative site when the need for an evacuation is determined. We will communicate the alternative site location via the school’s webpage, Infinite Campus communication tools to voice and text (if you have these enabled) and local radio and television stations. You may also contact the district office (222-0861) for more information.

**FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (See Student Records)**

The Family Education Rights and Privacy Act requires notification to parents that parents and eligible students (age 18) are permitted to inspect and review the education records of the student. In order to access such records, the parent or eligible student should contact the principal or secretary.

Regarding student records, the District does not consider “directory information” to be confidential unless the parent or eligible student notifies the principal or secretary that they wish the directory information to remain confidential. The objection must be filed within 10 days of receipt of the Student and Parent Handbook. Directory information is defined as “student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and other similar information”. (Policy 3600 and 3600P)

**FAMILY NIGHT**

Wednesday evening is set aside for family activities. School activities are generally not scheduled after 6:30 P.M. on Wednesday. The administration may occasionally make exceptions due to scheduling difficulties.

**FIELD TRIPS**

Field trips are used as a device for teaching and learning. Field trips provide learning experiences in an environment beyond the classroom, supplementing and enriching the instructional program. Field trips may also result in lost in-class learning opportunities. The Board endorses field trips when educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities. Field trips designed to stimulate student interest and inquiry and provide opportunities for academic and social growth are considered appropriate extensions of the classroom. (Policy 2320)

**FIFTH YEAR STUDENTS**

Students who reach their 19th birthday on or before September 10th may only attend Park High School upon approval of the Board of Trustees. Students who are enrolled in the number of classes necessary to complete their graduation requirements must leave campus after completing their last class for the day.

**FOOD SERVICES**

The District participates in the National School Lunch Program and offers students nutritionally balanced breakfasts and lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student’s participation is confidential. Applications are available year-round in the Front Office and a person may apply at any time during the school year. Students and families are not allowed to have negative account balances. Breakfast is served from 7:30-8:05 daily in the cafeteria. Please contact michele.carter@livingston.k12.mt.us or 222-0209 or your child’s guidance
counselor or principal if assistance is needed. The Livingston School District adheres to a school wellness plan and has a working committee. For more information, contact the District office at 222-0861. (Policies 8200 and 2510)

From Dr. Scalia -- Please look carefully at the guidelines and income levels for qualifying for free and reduced school lunches, as many families in Montana meet the federally determined income qualifications. The guidelines go home with the first school newsletter of the year. Based on the number of students we have eligible for free and reduced lunches, the school and the school district is assisted with federal monies for books, materials, and staff. This information is kept confidential. Please call the Front Office and speak to Mrs. Fairchild or one of the principals if you need more information.

FRIDAY OPPORTUNITIES – Ranger Fridays (Academic Help Sessions)
Park High has a high school calendar that is designed to prepare students for careers and lives in the 21st century. The high school calendar allows for:

- additional instructional time for all students during the course of the year;
- additional time for help for struggling students;
- additional opportunities for community-based enrichment and career exploration;
- additional hours of professional development for teachers; and
- less lost classroom time for students involved in activities who travel for long hours in our rural state.

While we have a longer school day (8:05-3:33), there are Ranger Fridays in the calendar. These are regularly scheduled school days in which students will have additional time for academic assistance, enrichment, career exploration, community service and clubs. For a color version of the calendar, go to www.parkhigh.org.

On Ranger Fridays, students who have teacher approval are exempt from attending the 8:05 – noon Academic Help Session. Teacher approval to miss Ranger Friday is given when work or projects are current and are of good quality. Teachers may also grant exceptions when grades are in the range of A, B, or C. Teachers work to personalize learning, so being required to attend the Academic Help Session should not be construed as negative. Students working on group projects are also encouraged to meet on these days.

On Ranger Fridays, busses for K-8 are running and will transport high school students to and from school. School breakfast and lunch is served in the cafeteria on these days. Various community programs benefitting students are offered in the afternoons (these usually involve prior signup in the Attendance Office). Students who do not report for school on these days will make up their time at lunch, afterschool or Saturday school. See a Principal or Dean for more information. Please note that in the afternoons on Ranger Fridays, students are not supervised by Park High School personnel.

FUNDRAISERS
School clubs, classes and activity organizations may sponsor fundraisers. All fundraisers must have prior approval by the Administration. (Policy 3530)

GRADING SYSTEM
The purpose of course grades is to document student progress toward meeting academic learning targets. An “A” means the student has demonstrated that he/she has met or exceeded the course learning targets; an “F” means the student has not demonstrated meeting the course learning targets to a sufficient level to say that the student is passing the course. Some teachers may use alternative grading systems for their courses. Open disclosures are given to students in each individual class within the first week of school.

GRADUATION
In order to graduate, 23 academic credits and 40 hours of community service are required. The incoming Class of 2023 needs 24 academic credits and 40 hours of community service to graduate. All freshman, sophomores and juniors are required to be enrolled in at least six (6) credit-bearing courses per semester. Seniors must be enrolled in a minimum of five (5) credit-bearing courses per semester. (See Part-Time Students for home-school students not receiving a diploma from Park High School.) In order to participate in the graduation ceremony, all necessary credit requirements must be satisfied. Exceptions may be made at the discretion of the principal for those who graduate early or those PHS students who are enrolled in Job Corps.
GRADUATION REQUIREMENTS

For the Class of 2020, 2021, & 2022
Students must complete **23 credits** and **40 service hours** to earn a Park High School Diploma.

<table>
<thead>
<tr>
<th>Credit Area</th>
<th>Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Includes 1 cr Eng Lang Arts, 0.5 cr Intern Comp, 1 cr English Literature, 1.5 cr English Electives)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Science (Includes 1 cr Earth Science, 1 cr Biology)</td>
<td>2</td>
</tr>
<tr>
<td>Additional Mathematics/Science</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies (Includes 1 cr World History, 1 cr U.S. History, 0.5 cr U.S. Government, 0.5 cr SS elective)</td>
<td>3</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Health Enhancement (Includes 0.5 Freshman Fitness, 0.5 Freshman Health, 0.5 HE 2)</td>
<td>1.5</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>1.5</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS:** 23

Beginning with the Class of 2023
Students in the Class of 2023 and beyond have two diploma options, a **Park High School Diploma** (23 credits and 40 service hours required) or a **Park High School Diploma with Areas of Distinction** (24 credits and 40 service hours required). For a Park High School Diploma with Areas of Distinction, students must successfully complete additional courses and requirements in areas of focus that include **World Languages, Visual/Performing Arts, Career & Technical Education**, and Merit. The purpose of a Diploma with Areas of Distinction is to encourage students to pursue classes appropriate to their interests and needs in order to be ready for careers and post-secondary education.

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<tr>
<td>Social Studies (Includes 1 cr World History, 1 cr U.S. History, 0.5 cr U.S. Government, 0.5 cr SS elective)</td>
<td>3</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Health Enhancement (Includes 0.5 Freshman Fitness, 0.5 Freshman Health, 0.5 HE 2)</td>
<td>1.5</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>1.5</td>
</tr>
<tr>
<td>Flexible Credits*</td>
<td>8</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS:** 24
* In addition to the requirements above, to receive a Diploma with Areas of Distinction, four (4) of the flexible credits are to be earned in the area of focus (World Languages, Visual/Performing Arts, and/or Career & Technical Education; see below for Merit). The particular department specifies additional requirements for Areas of Distinction; this information will be on the Diploma with Areas of Distinction application.

For the Diploma with Merit Distinction, students must successfully complete four (4) Advanced Placement® and/or dual credit classes.

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<td>4</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
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<td>Science (Includes 1 cr Earth Science, 1 cr Biology)</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies (Includes 1 cr World History, 1 cr U.S. History, 0.5 cr U.S. Government, 0.5 cr SS elective)</td>
<td>3</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>World Languages (Must be in the same language)</td>
<td>2</td>
</tr>
<tr>
<td>Health Enhancement (Includes 0.5 Freshman Fitness, 0.5 Freshman Health)</td>
<td>1</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>1</td>
</tr>
<tr>
<td>Flexible Credits</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 24

Please note: Online and correspondence courses do not qualify toward credits for a Diploma with an Area of Distinction, including the Diploma with Merit Distinction.

Students in the graduating classes of 2021 and 2022 who meet the requirements for a Diploma with Areas of Distinction will be recognized at commencement and on the official transcript.

- Students wishing to take multiple years of Health Enhancement, Band, Chorus, Painting and Drawing may do so. Once credit has been earned in one of these courses, a course may be repeated for inter-disciplinary credit.
- The 40-hour Service Learning requirement is to be met before a student is allowed to participate in the graduation ceremony or receive a diploma. The 40 hours are to be documented by the Academic Dean.

Early Graduation
A request for early graduation for reasons such as starting college early may be granted if it is determined that it is in the best interest of the student to complete graduation requirements in fewer than four years and to receive a diploma. To be considered for early graduation:

- The student presents a formal written request to the principal by completing the Early Graduation application. The written request is to be signed by the student’s parents or guardians.
- The student then confers with the principal and guidance counselor to make a thorough review of credits and service hours no later than 30 days after beginning their final (7th) semester.
- An early graduate is expected to take an ACT or SAT, file the FAFSA, and have a specific plan for the period of time up to spring graduation with their cohort.
- After review by the principal and academic dean, the request will be allowed or denied.

Graduation Ceremony
Honor graduates recognized in commencement proceedings include a valedictorian and a salutatorian. Students must have attended PHS for the last three-quarters to be eligible unless the student is engaged in an administratively-approved and endorse educational or service project during this period. Rank-in-class is computed for senior students and is based on all subjects. A cumulative grade average is used to determine rank-in-class beginning with the first semester of the freshman year and ending with the seventh semester of the senior year for honor graduate determination. Final determination and announcement of honor students are made following the seventh semester. Grade averages are carried out two (2) decimal points. Students with the same average receive the same rank position. Seniors who do not follow the proper checkout protocol at the end of the year will not be allowed to walk at the graduation ceremony. Seniors and early graduates who wish to go through the graduation ceremony must be present for graduation practice.
Graduating students may be invited, but not required, to deliver an address, poem, reading, song, musical presentation or other performance that meets the criteria set by the principals.

Please note that this year we will begin to implement recognition for tiered diploma status. This is currently a work in progress. Watch for upcoming announcements.

**GUIDANCE AND COUNSELING PROGRAM**
Guidance services are provided to help students in planning their courses for high school and post-high school programs. The goal of the guidance and counseling department is to support students’ academic and career planning as well as provide social and emotional support. Counselors provide information and support to assist students and families in making informed decisions about their options for college, vocational/technical schools, and career options. Guidance counselors can also provide information to parents about scholarships and financial aid. Parents are encouraged to communicate with their child’s guidance counselor at Park High through e-mail or by calling 222-0448, option 3.

**HALL AND IN-SCHOOL PASSES**
All students must have a written, signed pass or a classroom pass from a staff member to be in the hall during class time. Written passes are obtained from teachers or from the Attendance Office.

**HISET OPTION PROGRAM**
The Montana HiSET Option Program is designed to be a part of a high school curriculum that provides another pathway for students to obtain a Park High School diploma. Montana HiSET Option Program students are those who have the capabilities to complete high school but are significantly behind in the credits needed to graduate with their class and are at risk of leaving school without a high school diploma. This program allows those students who meet the requirements an opportunity to stay in school and graduate with their class. There are strict eligibility standards, including attendance requirements. It is for full-time, full-year seniors only. For more information, talk to a Park High School counselor, principal or academic dean.

**HOMELESS STUDENTS/COUCH-SURFING/TRANSITIONAL HOUSING**
The term “homeless children and youth” refers to individuals who lack a fixed, regular and adequate nighttime residence. Under the law a student may qualify as homeless if he/she is:
- Living in a domestic violence shelter or transitional housing;
- Living in a motel, hotel, or campground;
- Living in a car, park, or other structure not meant for housing;
- Doubled up with relatives or friends due to a loss of housing, economic hardship, or a similar reason;
- Students who are not living with a parent or legal guardian may be considered a homeless, unaccompanied youth if their living situation meets one of the above definitions.

Students who meet the definition of homeless are entitled to support services under the McKinney-Vento Homeless Assistance Act. These services are made available to all homeless students upon request. For more information, talk to a Park High School counselor, principal or academic dean. (Policy 3125)

**HOMEWORK ASSISTANCE (SEE ATTENDANCE/MAKEUP WORK)**
The purpose of homework is to improve learning, to aid in the mastery of skills, and to stimulate interest. Teachers at Park High School consistently assign homework. Generally, students have one day to make up work for each day of absence. Assignments given in advance of any absence are due upon the first day of the student’s return. See “Making Up Work” procedures under Attendance in this handbook for specific guidelines. When a student knows in advance they will be gone, they are to complete a “While I’m Gone” (WIG) form.

**HONOR ROLL**
Students with a 3.0 (B) or higher average are placed on the Honor Roll each semester. A student must have five letter grades to qualify.
IMMUNIZATIONS
Montana law requires that all children entering Montana schools be immunized against diphtheria, tetanus, pertussis, polio, varicella, measles, mumps and rubella. Every student attending Park High School must have had the required immunizations or may not attend school. For more information, contact the Registrar or the School Nurse.

INSTRUCTIONAL MEDIA CENTER (Library)
The Media Center is available during school hours. Laptops may be checked out for a single class period or overnight (approximately five are available for checkout). In order to take a laptop out of the library, students must have a note from a teacher verifying that the student has an assignment requiring the use of a computer. If a laptop is checked out overnight, the student must guarantee that the laptop will be returned before first period on the following morning. If a student is unable to come to school the next day, it is the student's responsibility to make arrangements for the laptop's return as promised at the time of checkout. Students unable to return a laptop on time will likely not be allowed to take a laptop home for the rest of the semester. If a parent does not wish to allow their student to borrow a laptop, they may communicate their desires to the librarian. The direct line to the library is available at 222-0448, ext 224. Call Mrs. Lende if there are extenuating circumstances.

INTERNET ACCESS CONDUCT
Livingston School District provides access to voice, data and video electronic communication systems for educational purposes. The goal in providing these services is to promote educational excellence by facilitating resource sharing, innovation and communication. To comply with the Children's Internet Protection Act, protective technological measures shall be used to block or filter Web sites as defined by law. Filtering is by no means meant to supersede the guidelines and requirements described in this document, nor is it foolproof. Filtered access to some sites may still violate the Internet Access Conduct Agreement. If users find themselves in an area on the network that is inappropriate they should exit the site immediately. Students should report any inappropriate electronic information they receive to the adult supervisor of the classroom. Communication over district networks is not private. Any files, Internet access, or communications on Livingston School District computers or networks may be reviewed or monitored for maintenance and supervisory purposes. Students will not be permitted to access electronic mail through our network unless it is directly supervised and used for educational purposes. Staff will ensure that students abide by the Livingston School District Internet Access Conduct Agreement, and will have educationally-relevant objectives for each Internet activity. Parents and guardians have a responsibility to read this policy, convey its meaning and standards to their children to help prepare them to use media and technology responsibly both at school and home, and sign and return the Internet Access Conduct Agreement.

Livingston School District Terms and Conditions for Responsible Network Use

DO:
- Use district and school technologies for educational pursuits.
- Practice internet safety.
- Immediately exit any questionable site.
- Remember your username and password.
- Follow instructions of teachers, librarians, technology teachers, and computer lab assistants.
- Cite your digital sources correctly.
- Ask for help with equipment or software problems, and report any equipment or software malfunctions.
- Take care of equipment.
- Return all borrowed technology equipment promptly and in the same condition as you received it.
- Conserve technology resources such as network space and bandwidth. Only print what is necessary or assigned. Do not stream music.

DO NOT:
- Eat or drink at any school computer.
- Share passwords.
- Share or reveal any personal information about yourself (or others), such as your name, address or phone number.
- Access or download any illegal, pornographic, abusive, obscene or harassing materials.
- Cyber-bullying.
- Access or alter the files of others.
- Excessively consume limited hard drive space, network space, or bandwidth.
- Download or install software, shareware or freeware.
DO NOT (cont’d):

- Violate copyright laws.
- Create or spread computer viruses.
- Attempt to gain unauthorized or illegal access to district technology resources.
- Connect personal electronic devices to the network without permission.
- Change any computer settings or alter hardware and/or cables.
- Gamble. Unless you have a teacher's approval or supervision, do not:
  - Access or use any email, messaging services, or online accounts.
  - Access or use chat rooms, online social environments, blogs, newsgroups or listservs.
  - Access, download or play games; visit game sites, access game cheat codes, or participate in simulations.
  - Change any computer settings or alter hardware and/or cables.
  - Create or manage a personal Web page on school computers.
  - Download music or programs, or access streaming video or audio.
  - Participate in any online for-profit activities.

The above lists do not cover every possible situation. If you have any questions, please ask your teacher, librarian or technology teacher. (Policy 3612, 3612F, 3612P)

**K-9 INSPECTION**

Our school utilizes Montana Interquest Detection Canines and local law enforcement to conduct periodic inspection of our campus. These inspections are carried out by certified canines and handlers. These units are specifically trained to find contraband items that include illegal drugs, gunpowder related items, alcoholic beverages and over-the-counter and prescription medications.

Student lockers, classrooms, locker rooms, athletic facilities, common areas, vehicles, desks, backpacks and any other articles on school property are subject to inspection. All inspections are conducted within the scope of the law and with the knowledge of the student.

**LOCKERS**

All students are assigned a locker. As lockers are the property of the school, they are subject to inspection at any time. Students are to use only the locker assigned to them. Students may not change lockers without permission from the administration. Students are responsible for the condition of their locker and are discouraged from keeping valuable items such as music players, calculators, and money in their locker. Please keep your combination confidential to help prevent theft. As the school is not responsible for lost or stolen articles, it is best to keep lockers locked.

Taped materials in good taste may be placed inside the locker. Students who place their own locks on their lockers are to provide the administration with a duplicate key or combination to the lock or the lock will be cut off. If a lock is lost, students are charged $10. A replacement lock may be checked out in the attendance office.

**MEDICATION AT SCHOOL**

A student who must take prescription medicine during the school day must bring a written request from his/her parent and the medicine in its original, properly labeled container to the Front Office. A physician or dentist needs to provide a written order to the school nurse. The Office will give the medicine at the proper times.

A student who has authorization to possess and self-administer medication must have completed and filed with the office, either a Montana Authorization to Carry and Self-Administer Medication or a Montana Authorization to Possess or Self-Administer Asthma, Severe Allergy, or Anaphylaxis Medication form. (Policy 3416, 3416F)

**NURSING SERVICES (See also Ranger Clinic)**

The school nurse is on campus part-time and coordinates preventive health programs and the Ranger Clinic. The nurse acts as a referral source to community health care services for families and as medical consultant to the school district on health-related matters. As parents are ultimately responsible for the health and well-being of their children, you will be advised of health problems, encouraged to secure needed medical care, and be made aware of various private and community resources available to them. See the nurse page on the PHS website. To contact Nurse Sienkiewicz, please e-mail holly.sienkiewicz@livingston.k12.mt.us.
OFF-CAMPUS STUDY HALL

Once a semester begins, seniors may request to have a 1st or 7th period Study Hall changed to Off-Campus if they have a 3.2 GPA for the prior semester, have permission from their parents and have signed a contract. Final determination is made by a Principal.

ONLINE & CORRESPONDENCE COURSES

Park High primarily utilizes Montana Digital Academy (MTDA) for credit recovery and original credit courses. MTDA is an accredited Montana school that is taught entirely through online methods. Prior approval of the counselor, appropriate department member(s) and principal must be obtained before a student enrolls in any online or correspondence course. The course syllabus needs to accompany the request. See the academic dean or counselors for more information. Courses for original credit allowed for students are those not offered at PHS, ex. Latin. Credit earned through the “original credit” courses from MTDA is awarded by Park High School.

Students considering MTDA courses should remember that the online learning format is not ideal for every individual. In order to be successful in this type of class, students must be comfortable using computers, must have solid work habits, must be able to work on their own without immediate feedback from instructors, must have a positive attitude, and must have proficient reading and writing abilities. MTDA original credit courses are not self-paced.

OPEN CAMPUS PRIVILEGES FOR SENIORS, JUNIORS, AND SOPHOMORES

An open campus during the lunch period is a privilege that recognizes students who are being responsible community members and learners. Seniors, juniors, and sophomores are granted off-campus privileges during their lunch period. These privileges may be revoked for academic, attendance or behavioral issues that arise (ex., see Attendance in this handbook). The Principal decides on the span of time a student will not be allowed off campus for lunch.

Park High School is a closed campus for freshmen. Freshmen stay on campus in designated areas during school hours unless otherwise approved or supervised by Park High School personnel. Parents of freshmen who request to take their child off campus for lunch need to sign-out their student in the Attendance Office before taking them to lunch. Parents or guardians who do not want their students to have off-campus lunch privileges should communicate this in writing to the principal.

PARENT INVOLVEMENT

There are many ways to be involved at Park High School. Parents are an essential component to ensuring a student’s academic and overall success. In fact, research demonstrates that parent involvement in a child’s educational career is one of the most consistent predictors of academic success and social responsibility. As parents we can help our children increase academic success by: establishing healthy daily routines that involve quiet study times and attention to responsibilities, monitor out-of-school activities, model the value of learning, discipline, and hard work, express high but realistic expectations for achievement, encourage children’s development/progress in school, and encourage and monitor reading, writing, and discussion of what is being studied at school. We ask parents to ensure that their children are getting adequate rest. If you are concerned about monitoring cell phone use, please contact a Guidance Counselor or school nurse.

Additionally, Park High School utilizes the Infinite Campus student information system for grades, attendance information, and assignments due. Teachers update this grading system weekly and we encourage parents and students to consistently monitor this program to ensure each student is reaching their maximum potential. Please see the Park High website at www.parkhigh.org to access the portal.

Parents can be involved at Park High in a variety of additional ways:

Booster Club

The Ranger Booster Club assists and supports with extra and co-curricular athletics and activities. Boosters rely on memberships, parent assistance and involvement in order to make this program successful. Support may be as simple as providing refreshments for a particular event, working the concession area or support may be as complex as raising money for special projects. All money raised goes back to the students of Park High.
Parent Advisory Council (PAC)

Park High School has an active Parent Advisory Council (PAC). This group meets with PHS administration monthly to continually seek ways to improve overall student learning and high school experiences. The PHS PAC works in the areas of: (1) teacher and school assistance; (2) supporting parents and students – orienting towards their futures; (3) political action (as related to state and local government in the areas of youth and education when needed); and (4) special projects. Please watch for announcements regarding when these meetings will be held.

Collective Impact

The Livingston School District has created a structure in which parents, school, community members, churches, philanthropists, business, government and various agencies can come together work on shared, important goals for the betterment of children, family and the community. These strategic directions originally came out of work done by the Livingston Board of Trustees and Superintendent Viegut. Committees generally meet once a month. Please contact Jenny Stringer at the District Office at 222-0861 for more information. The working groups for the 2019-2020 school year are:

<table>
<thead>
<tr>
<th>Trauma Informed Practice</th>
<th>Suicide Prevention</th>
<th>Livingston Education Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community School Collaborative (Youth Mentoring at Sleeping Giant Middle School))</td>
<td>Live Well 49</td>
<td>Live Well 49</td>
</tr>
</tbody>
</table>

PARENT PORTAL ACCESS TO STUDENT INFORMATION/INFINITE CAMPUS

Infinite Campus is a student information system that is accessed through the Internet. The Livingston School District uses this system to track all student information including attendance, test scores, grades and demographic data. As a fully integrated student information system, Infinite Campus includes a parent portal among its many features.

Accessing the Infinite Campus Portal

The Campus Portal incorporates the highest level of security. Parents/guardians can see only information related to the students they are authorized to view. Students are also given access to the Portal, but they will only be able to access their own information. We prefer that students, parents and or guardians have different logins. The URL for access to the Campus Portal is [https://mtstate.epm.infinitecampus.org/mtstate/portal/livingston.jsp](https://mtstate.epm.infinitecampus.org/mtstate/portal/livingston.jsp). This can also be obtained on the Livingston School District and Park High websites. To obtain a username and password please contact Lisa Peterson, Registrar, at 222-2550 or you may contact your child’s school secretary.

Schools create households to which the student belongs, depending on the information provided about parent and guardian rights, living arrangements, etc. Parents and guardians will only have access to the students which they have been given permission, to ensure student privacy.

After you have logged in use the Select Student drop down in the top left of the screen to view all of the students a user has rights to view and select a student to view Portal information for that student only. Only students with an enrollment in the current year or an enrollment next year will display in the list. On the far left you will see a menu of information that you can view. Some of the following information you are able to see will be:

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Attendance</th>
<th>Grades</th>
<th>Health</th>
<th>Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Accounts</td>
<td>Family Members</td>
<td>Household Info</td>
<td>Reports</td>
<td>Fees</td>
</tr>
</tbody>
</table>

Infinite Campus is an up-to-the-minute student information system. When the student’s teacher enters a grade in their gradebook, parents/guardians and students are able to see that grade as soon as it’s entered. The grades will always be calculated as soon as the grade is entered. Parents/guardians will be able to view the students “in progress” grade as soon as they are logged in. This works the same for absences. Teachers can also be emailed from the Campus Portal.

The Portal is also available as an app for Android, iPhones, iPads and iPad touch devices. Select the appropriate application button from the Portal Family Messages page or download the app and view student grades, attendance and assignments. As a part of the app you are able to select to receive up to the minute notifications pertaining to attendance and grades/assignments.

*The School or district will provide the URL for access to the Campus Portal. Login and passwords will also be provided by the district. Contact Registrar Lisa Peterson for more information ([lisa.peterson@livingston.k12.mt.us](mailto:lisa.peterson@livingston.k12.mt.us) or 222-2550.*

PARKING

Student parking is limited to the south parking lot and other unreserved spaces during regular school hours. Reckless or discourteous drivers on campus will not be allowed to park on campus. Vehicles are subject to search by law enforcement when on school property. Students parked in the fire lanes can be cited or towed.
PART-TIME NON-DIPLOMA-SEEKEN- STUDENTS

Students in grades residing within the Livingston School District and currently fulfilling their primary education requirement outside the Livingston Public School District (through home school and/or private school) are eligible to participate in classes on a part-time basis.

Part-time/homeschool students must declare non-diploma-seeking status upon registering. These students must enroll in year-long courses prior to the opening of school or semester courses at least one week prior to the start of the semester. Acceptance of a student in a year-long course at the start of the 2nd semester is contingent upon demonstration that the student has had the requisite knowledge and skills to enter the course.

The Criteria for acceptance of part-time non-diploma-seeking students is as follows:

1. Students must enroll for a minimum of two periods a day at the high school level. Accredited online courses (MTDA is the current provider) at the school site may be counted toward one of these periods upon principal approval. At the high school level, two of the periods must be in credit-bearing classes. (Refer to online courses.)

2. Students are encouraged to pre-register as soon as possible prior to the first day of classes for the semester in which they wish to attend.

3. Full-time students have first priority on any available space. Part-time non-diploma-seeking students are customarily not placed in classes with limited enrollment until the start of the school year.

4. All students follow the attendance, school-based and state-based testing procedures of the District. As the District uses norm-based and criterion-referenced tests to inform instruction and placement, students who opt out of testing may have limited course options.

5. Students who have enrolled on a part-time basis and choose to return to full-time status or full-time students wishing to go part-time must schedule a conference with the building principal or designee prior to any action being taken.

6. High school students wishing to participate in Montana High School Association (MHSA) sanctioned activities must enroll in a minimum of twenty hours of school. Twenty hours is defined as four subjects that grant one unit of credit each for the full school year or the equivalent. Any online courses taken must be from an accredited institution and must be pre-approved (See Online & Correspondence Courses). To maintain eligibility students must maintain passing grades according to school standards and must abide by school and district policies and procedures.

7. Part-time non-diploma-seeking students are responsible for their own transportation to and from school unless the part-time student can access an existing route which requires no adjustment to transportation schedule.

8. Students wishing to participate in activities or course will pay the same fees connected to that course or activity as would a full-time student.

9. All students must adhere to existing school rules, guidelines and policies while on campus. (Policy 3150)

PASS / NO PASS OPTION

Seniors who have the credits necessary for graduation may elect to take one class on a pass/no pass basis. This is intended to encourage students to explore and develop new interests without needing to be concerned about lowering grade point averages. Students must declare for the pass/no pass option on or before the end of the quarter of the semester you are in and with consent of parent/guardian, teacher and administration.

In Pass/No Pass grading, passing work receives a “P” grade on the student’s transcript. The course credit counts toward the number of credits required for graduation, but does not count in calculating GPA. Failing work will receive an “NP” grade and will not count in the grade-point average. A Pass/No Pass form is available in the Guidance Office. Advance Placement (A.P.) courses cannot be taken for credit using the Pass/No Pass option, nor can they be audited, unless extenuating circumstances exist and administrative approval is obtained.

PIR DAYS

PIR stands for Pupil-Instruction Related. The Administrative Rules of Montana state that a specific number of days are to be used for teacher instructional and professional development. On these days, teachers are engaged in meetings and education designed to help improve their educational practice. While students generally do not attend school on these days, at PHS gold days on the Calendar specified as 9-12 professional development are days that some students will be required to attend (see Homework Assistance). PIR days are listed on the school calendar.
PHYSICAL FITNESS

Students are required to purchase a PE t-shirt. Students are responsible for the t-shirt fee. The cost of the t-shirt will be $10 and will be due upon registration at PHS.

PLEDGE OF ALLEGIANCE

Montana Law 20-7-133 requires the reciting of the Pledge of Allegiance at the beginning of each week in grades 7-12. Any student or teacher who declines to participate will be excused from participation or may engage in an alternative form of conduct so long as that conduct does not materially or substantially disrupt the work or discipline of the school.

PRAYER

Each student has a right to individually, voluntarily, and silently pray in school in a manner that does not disrupt instructional or other activities of the school. The school does not require, encourage, or coerce a student to engage in or to refrain from such prayer during any school activity.

RANGER CLINIC (Livingston Health Care School-Based Clinic)

Ranger Clinic is a part-time health clinic located within Park High School that is sponsored by Livingston Health Care (LHC). This is a collaborative effort between LHC and Livingston Public Schools. Pediatric/adolescent services are available every Tuesday and Thursday. The clinic medical provider will be Paula Coleman, Pediatric Nurse Practitioner. The purpose of a school-based health center is to improve the health of students, optimize student time in school, increase adolescent access to health care and decrease adolescent risk behavior.

Medical services that will be provided by the Ranger Clinic are as follows:

<table>
<thead>
<tr>
<th>Chronic disease management</th>
<th>Adolescent issues and care</th>
<th>Acute injury evaluation</th>
<th>Acute illness walk-ins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports physicals</td>
<td>Skin conditions/rashes</td>
<td>Chronic disease management</td>
<td>Acne management</td>
</tr>
<tr>
<td>Special needs adolescent follow-up</td>
<td>Return to play (athletics after injury)</td>
<td>Reproductive health counseling</td>
<td>Mental health issues-initial evaluation and management</td>
</tr>
<tr>
<td>ADHD follow-up</td>
<td>Nutrition counseling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you would like your child to receive medical services at Ranger Clinic Health Center, please complete and sign the consent form and return to the main office. Students cannot be seen in the health clinic until a signed consent and health history form has been returned. Livingston Health Care will bill private insurance, Medicaid, and Healthy Montana Kids. No child will be denied services due to inability to pay. Scheduling will be done through the PHS Nurse.

Following are some common questions and answers about the Ranger Clinic:

1) If I sign my child up to receive medical services, can we still use our family medical provider?
   If you have a family medical provider, you can still use the Ranger Clinic. You may find it convenient for your child to get medical care there if they get sick or injured at school.

2) Will my child’s medical information be kept confidential?
   Your child’s medical information will be treated with strict confidentiality. If you would like the staff of Ranger Clinic to discuss your child’s condition with Park High School, you must complete this authorization section on the consent form. Otherwise, it is your responsibility to notify the school of any medications, allergies, or medical problems that may affect your child during the school day. By signing the authorization form, you are giving Livingston Health Care and the school nurse permission to share medical information regarding your student’s medical condition on an as-needed basis.

3) Who should I call for more information?
   You can call School Nurse Holly Sienkiewicz 222-0448 x210 with additional questions, to make appointments, or with suggestions or concerns.

REMOVAL OF STUDENTS FROM SCHOOL

To view the procedure for removal of a student while in school, see the school website or reference Livingston School District policies 3440 and 4410.
Parents can be apprised of their child’s progress in a variety of ways. Parents may access the Infinite Campus Parent Portal for live information, receive quarterly report cards, attend parent-student-teacher conferences or contact the teacher at any time. Students receiving one or more D’s or F’s, or students who are at risk of failing will have progress reports mailed home on a regular basis. Quarter and semester report cards are issued after the completion of each quarter reporting period. Report cards are held until all student obligations (book fines, fees) are cleared.

Parents or students are encouraged to set up communicate with the teacher or to set up Student Support Team meetings when grades are declining.

**SCHEDULE CHANGES / DROPPING COURSES**

We make every attempt to satisfy student course requests in the registration process. Due to limited seat availability or course time conflicts, students may not be enrolled in a requested course. Some courses may not be offered due to low pre-registration numbers. Dropping courses will only be considered under extenuating circumstances; doing so requires advance teacher and administrative approval. Courses dropped after the first 10 school days of the semester will receive a W/F grade (Withdrawal/Fail). The pink drop/add form must be turned into the Academic Dean by 4:00 pm at the end of the 10th school day of the semester. Appeals may be made to the Principal.

**SCHOLARSHIPS**

Colleges and organizations throughout Montana and the United States offer various scholarships to high school students nearing graduating. Students can pick up a copy of the Scholarship List in the Guidance Office. This list is updated frequently.

There are several local scholarships that are available to Livingston students. The recipients will be announced at the annual awards assembly. Contact the Guidance Office for a complete list of scholarships offered as well as application forms and procedures. If a student or parent needs assistance with completing applications, the Guidance Office can help.

For students who request letters of recommendation from teachers and administrators, please allow 10-days and include a resume for reference. If you do not have a resume, the Guidance Office has a simple information form students may use. Remember to write a thank you card to those who write a reference for you.

**SEARCHES AND SEIZURE**

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, including vehicles, to maintain order and security in the schools. Failing to comply with a search could result in suspension. For further information, view the school website or reference Livingston School District Policy 3231 and 3231P.

**SECTION 504**

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the Livingston School District has a system of procedural safeguards. The safeguards cover students’ identification, evaluation, and educational placement. This system includes: notice, an opportunity for the student’s parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent or legal guardian, and a review procedure. Parents who feel their child may qualify for 504 should contact the principal to initiate an evaluation. (Policy 2162)

**SEMESTER EXAMS / CULMINATING ASSESSMENTS**

Classes at Park High School end with a culminating assessment. These assessments are determined by the classroom teacher and may take the form of final exams, projects, presentations of learning, or performances for example. How the “final” is weighted is determined by the teacher and is typically between 10-20% of the final grade.
Semester exams missed may be made up only if approved in advance by the classroom teacher. Semester exams will not be given prior to the scheduled time.

The only exceptions granted for changes in semester exam dates are those supported by medical excuses (received from the doctor’s office by the Attendance Office within 24 hours of absence) and bereavement. Students who receive an administratively excused absence due to exceptional circumstances receive an incomplete. Students must arrange to take the exam with a principal within one week from the last day of school. Exams not made up are given a grade of zero.

**SENSE OF COMMUNITY: PREVENTION INTERVENTION TEAM (PIT)**

*To students:* Do you wish you had a teacher or two at PHS who would be there to help you with the little things in order to get through some difficult or challenging times at school. The PIT may be your answer.

The team is built around a committee of caring and concerned individuals – including your counselors, your Principals, and approximately 5-6 teachers. This committee works for you to determine which teacher(s) would be the best person(s) for you to connect with and become “your team”.

If you need help or assistance, a visit with this teacher may be beneficial. They will do everything in their power to help make your experience at PHS successful. The help they give may be small or large. They may be able to help you communicate with your teachers as might be needed, for example to help you understand their expectations for a class or understand their grading system. They may check your grades periodically and help keep you on track. Or they may just be that friendly face in the hallway to greet you with a smile and a pat on the back. How do you get started? Visit with your counselor in the Guidance Office for more information.

**SPECIAL EDUCATION**

The District provides a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals with Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with Disabilities Act. Special Education and related services are provided to students with disabilities in the Least Restrictive Environment. Identified students are educated with peers who are not disabled, to the maximum extent appropriate. Identified students are removed from the regular education environment only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

For students eligible for services under IDEA, the District follows procedures for identification, evaluation, placement, and delivery of service to children with disabilities, as provided in the current *Montana State Plan under Part B of IDEA*. Parents who feel their child may qualify for Special Education services should contact the principal to initiate the evaluation process. (Policy 2161 and 2161P)

**SPECIAL EDUCATION RECORDS**

Parents of a student with disabilities or an adult student who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. The Park County Special Services Cooperative staff will provide the required notification to parents/adult students that records will be destroyed. In addition to mailing personalized notice to parents/student at their last known address by letter, an advertisement will be placed in the Livingston Enterprise notifying parents/adult students that they may claim their records prior to destruction.

**STUDENT COUNCIL**

The Student Council is an organization through which the students express their opinions, assist in the administration of school activities, and assist in the management of school enterprises. The purpose of the Student Council is to promote leadership and participation in school activities.

**STUDENT RECORDS (See Family Educational Rights & Privacy Act)**

Under the provision of the Open Records Law, parents, as well as students 18-years of age and older, may see and copy their permanent records during regular school hours upon 15 days notification. They may be seen in either the principal’s office or the counselor’s office. Upon request, copies can be made available. There is a cost per page for the copies. (Policy 3600, 3600F1, 3600F2, 3600P)
STUDENT SUPPORT TEAM PROCESS

If a Park High School student is experiencing difficulties in school, we have a problem-solving process you may want to utilize in order to personalize education and to better meet the individual needs of students. The Student Support Team (SST) process is designed to ensure that students are receiving the services necessary to achieve a high degree of academic, personal, and social success. A Student Support Team may include the student, parents or guardians, classroom teachers, counselors, principals, and other specialists.

Some examples of topics addressed in recent Student Support Team meetings include:

- Attendance
- Adjustment to school
- Having difficulties with peers or with a teacher
- Grades of “D” or “F”
- Trouble with specific content areas
- Lack of motivation for or avoidance of school work
- Paying attention and organizing work
- Physical or emotional health concerns that hurt classroom performance
- Credit recovery
- Underachievement
- Course acceleration, and
- Limited English proficiency.

A parent, student, teacher, counselor, or administrator may call an SST by notifying a counselor or a principal. Typically at meetings, the team identifies problem areas or goals, looks at objective and subjective data, determines solutions, details actions to be taken, and creates a time line for assessing the effectiveness of the steps taken. The SST process continues until the concerns are resolved.

SUMMER SCHOOL

The Livingston School District summer program is for credit recovery, to improve or maintain skills, and enrichment. All classes offered for credit meets state requirements for accreditation. Courses taken for credit recovery will be offered, in grades 9-12, in accordance with District requirements for advancement. Courses must have prior approval by the principal. (Policy 2240)

SURVEILLANCE CAMERAS

The District uses video cameras in and around Park High School to ensure the health, welfare, and safety of all staff, students, and visitors, and to safeguard facilities and equipment. Students in violation of Board policies, Codes of Conduct, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

TEACHER / OFFICE AIDES

Students interested in acquiring a teacher or office aide position must have permission from the staff member who will supervise, as well as approval from the principal. A student can have either a study hall or an aide position, but not both. Teacher/office aides do not receive credit but may earn partial hours towards the 40-hr. Service Learning requirement.

TEXTBOOKS

Textbooks are loaned to the student by the Livingston schools. You must keep book covered and return the book with reasonable wear. Students are responsible for replacing all books not returned. If a book is lost, you are required to replace the book. If it is damaged, you will be fined. Final semester grades are not issued until all textbooks and library records are cleared.

TRANSFER CREDITS

Transfer credits for incoming students will be counted toward graduation if the credits are issued from an accredited school. Schools are accredited by either a state department of education or a nationally recognized accrediting agency. The guidance counselor or academic dean evaluates the transfer student’s transcript for credit toward graduation. Students entering school after the second week of the semester may not be allowed to earn full credit for the semester. Requests for transfer of credit from a non-accredited, nonpublic school, including home school, are subject to examination and approval before being accepted. This is done by the guidance department or the academic dean.
Senior Transfer Students (High School)

This policy is applicable only to transfer students already classified as seniors, transferring to Livingston during their senior year. Because the Board and administration have no desire to penalize students coming to our district, it is our desire that all seniors who meet minimum state graduation requirements be considered for graduation from Park High School upon recommendation of the counselor, the principal, and the superintendent of schools. This policy shall waive only local requirements for high school graduation for incoming seniors who cannot meet those requirements, yet will complete all courses required for graduation by the Office of Public Instruction. The students must be enrolled at Park High School during their last quarter of attendance in a secondary school.

**TRANSCRIPTS**

Transcripts are a student’s official academic record that lists courses taken, grades and credit earned, cumulative grade point average, and standardized test scores. They are updated after the completion of each semester. Courses receiving a failing grade remain on a student’s transcript even if the course is repeated.

Official transcripts (for colleges, scholarships, and NCAA, for example) and unofficial transcripts (for a student’s own use) can be obtained by filling out a Transcript Request form available from the Registrar. Final transcripts are not automatically sent to a college/university; students must complete the transcript request at the end of the year. Transcript information is kept at PHS for one year after graduation, after which time it is available at the Livingston School District office.

**VISITORS**

Parents and official visitors are welcome and encouraged to visit our campus. Visitors must register in the office upon arrival on campus where they will receive a visitor's badge to wear throughout their stay. Teachers are to report any stranger on campus to the office if they do not have a visitor's pass. Upon leaving the building, visitors sign out at the office and return the visitor badge.

**WITHDRAWAL FROM SCHOOL**

A student who is considering withdrawing from school must first meet with his/her parents, the guidance counselor and the principal. If withdrawal is still desired, the student conducts an exit interview with the administration and the registrar. Students are responsible for returning all materials, books, and paying outstanding fines and fees.

**WORK RELEASE**

Students who can secure legitimate employment and who demonstrate the academic ability to complete the required courses for graduation may be released to work. Students participating in this program may not be enrolled in both study hall and work release or teacher/office aide and work release. Students may be released for up to two (2) class periods at the end of the day. Course credits are not given for work release. Students must apply to the principal each semester for inclusion in the program. Students complete all application forms and abide by all established guidelines.

**YEAR-END STUDENT CHECK-OUT**

At the end of each spring semester, all students are required to check out before moving on to the next grade. Each student will receive a checkout sheet which requires signatures from each teacher in the spring semester. At that time students are to turn in books, final projects, etc. Fines will be assessed if there is damage to a book/school supply that belongs to the school. If the book/school supply has been lost, a fee to replace the item will be assessed and is due at the time of checkout. The following signatures are also required for all students:

- Library (All overdue/lost books and fees are due)
- Gym (If student had gym during the fall or spring semester)
- Activities (All uniforms and unpaid fees are due)
- Main Hall Lock (All locks must be turned in to the attendance office)
- Locker Inspection (Locker must be cleaned out and wiped clean. Tape/adhesive must be cleaned and removed)
- Service Hours (All students must check in with the Academic Dean to look at service hours)
- Cafeteria (All breakfast/lunch fees must be paid in full)

All students must follow the check-out process. Fines will be assessed to those students who do not follow the checkout process.
“I have received a copy of the Park High School handbook for the 2019-2020 school year. I understand that the handbook contains information that my child may need during school. I understand and agree to follow the rules and requirements as outlined in the handbook.”

Printed name of the student: ______________________________________________________________________________________

Signature of the student: ______________________________________________________________________________________

Signature of the parent or guardian: ______________________________________________________________________________

Date_____________________________________

I acknowledge that a padlock will be issued to my student for their locker and is be turned in prior to the last day of school. If not, a $10.00 fee will be due before a report card or schedule will be released.

Student Initials___________________________ Parent or Guardian Initials___________________________

Release of “Directory Information”: Regarding student records, federal law requires that ‘directory information’ on my student be released by the District to anyone who requests it unless I object in writing to the release of this information. After reading through the handbook and policies, please sign below. Students must return the signed form to the main office on or before Friday, September 6th, 2019.

Please check ONE option:

A) ____ I consent to the release of the directory information about my student named below. This includes a release to the Facebook page and other social media sites.

B) ____ I do NOT consent to the release of directory information about my student named below, except as authorized by law. (No information to colleges, military, parent groups, employers, newspapers, yearbook, sports programs or honor roll.)

C) ____ I consent to the release of the above directory information about my student to colleges, parent groups, employers, or newspapers for awards, photos in yearbook, listing on sports programs, or honors lists EXCEPT information about my student may NOT be released to the military.

Printed name of the student: ______________________________________________________________________________________

Signature of the student: ______________________________________________________________________________________

Signature of the parent or guardian: ______________________________________________________________________________

Date_____________________________________
LIVINGSTON PUBLIC SCHOOLS
Harrassment/Intimidation/Bullying/Hazing Incident Reporting Form

Name of School ___________________________ Date ___________________________

Reporting Person Information (Optional):

Name: ___________________________ Telephone: ___________________________ Email: ___________________________

I am a: □ Student □ Staff Member □ Parent/Guardian
□ Administrator □ Self-Reporting □ Other: ___________________________

Name of Victim: ___________________________

Name(s) of Aggressor (please describe if not known):
Grade ___________________________
Grade ___________________________
Grade ___________________________

Date/Time of Incident: ___________________________
Where did the incident occur?
□ On School Property □ At a School Sponsored Activity or Event Off School Property
□ School Bus □ On the Way To/From School □ Electronic

Check All That Describes The Incident:
□ Physical (pushing, shoving, hitting, fighting, kicking, throwing items, etc)
□ Emotional (name calling, insults, teasing, verbal threats, staring/leering, etc)
□ Social (rumors, exclusion, embarrassment, graffiti, jokes, gestures, etc)
□ Sexual (inappropriate comments/touching, sexual orientation references etc)
□ Cyber (threatening or harassing texts/I-M's/calls, defamatory posts/e-mails, etc)
□ Property (vandalism, theft, demanding money, exploiting, or fear of such, etc)
□ Other (please describe) ___________________________
Please Describe the Incident:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Physical Evidence:  □ Graffiti  □ E-mail  □ Photo/Video  □ Website
                    □ Notes  □ Other: ________________________________

Other Students Involved (please indicate whether witness, bystander, or victim):
Name: ___________________________ Grade: ___________________________
Name: ___________________________ Grade: ___________________________

Is this a Repeat Offense?
□ No this is a one-time incident
□ Yes, date and description of incident(s): ___________________________

________________________________________________________________________

Have you Ever Reported this information Before? _____ With Whom: _______ Date_____
Did a physical injury result from this incident?
□ No  □ Yes, but it did not require medical attention
□ Yes, and it required medical attention

Was the student/victim absent from school as a result of the incident? □ No  □ Yes, ____ Days
Have you contacted the police?  □ No  □ Yes: Officer ______________ Date: __________

Is there any additional information you would like to provide? ___________________________

________________________________________________________________________

I understand the serious nature of this report and I agree that all of the information is accurate and true to the best of my knowledge:

Signature: ___________________________ Date: ___________________________

Please type/print name: ___________________________

*Please note: anyone who files a report he/she knows to be false will be held responsible and may be reported to an appropriate law enforcement agency.