2013-2014
Student Handbook
&
Code of Student Conduct
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**Code of Student Conduct:**

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Dear parent or guardian,

On behalf of the Kansas City Public Schools family, we’re pleased to welcome you and your student to another school year. We are looking forward to supporting your son or daughter on the journey toward high academic achievement and social growth. We believe the Handbook and Code of Student Conduct will help you better understand the policies and procedures in place to ensure a successful school experience.

A safe and respectful school environment is vital to KCPS. Every student and employee is entitled to a secure environment that supports quality teaching and learning. KCPS will be proactive in supporting positive behavior and providing appropriate discipline for students who exhibit violent, disruptive or abusive behaviors as outlined in the district’s Code of Conduct. Good behavior extends beyond the classroom, and is expected at the bus stop, on the school bus, and while in attendance on field trips and events in the community. In addition, KCPS is fully committed to acting in accordance with the Missouri Safe Schools Act of 1996.

The development of an effective learning environment is everyone’s responsibility. We highly encourage you to review this handbook with your student and to seek input from the school principal when questions arise. And, as always, important information about our schools may be found on our website at www.kcpublicschools.org.

When families and schools work together we can provide each child the very best possible education. This means we need our students committed to learning, parents actively supporting their child and their school, and administrators and teachers providing the instruction to make it a reality. Your dedication to acting in accordance with this handbook is an important step in that process.

Best wishes for a successful school year.

Sincerely,

R. Stephen Green
Superintendent of Schools
# School Year 2013-14 Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Buildings open and teachers return</td>
<td>August 5, 2013</td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>August 12 – December 20</td>
</tr>
<tr>
<td>First Quarter</td>
<td>August 12 – October 14</td>
</tr>
<tr>
<td>First day of school for students</td>
<td>August 12</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2</td>
</tr>
<tr>
<td><strong>Second Quarter</strong></td>
<td>October 15 – December 20</td>
</tr>
<tr>
<td>Parent/Teacher Conferences (no school for students)</td>
<td>10:30 a.m. to 6:30 p.m., Oct. 17</td>
</tr>
<tr>
<td>AM – Professional Development Day (no school for students)</td>
<td>October 18</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 27 – 29</td>
</tr>
<tr>
<td>Winter Break begins (1/2 day for teachers and students)</td>
<td>December 20</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 23 – January 3</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td>January 7 – May 21</td>
</tr>
<tr>
<td><strong>Third Quarter</strong></td>
<td>January 7 – March 12</td>
</tr>
<tr>
<td>Professional Development Day (no school for students)</td>
<td>January 6</td>
</tr>
<tr>
<td>First day of second semester (1/2 day for students; teacher workdays)</td>
<td>January 7</td>
</tr>
<tr>
<td>Holiday – Martin Luther King Jr.</td>
<td>January 20</td>
</tr>
<tr>
<td>Parent/teacher conferences (no school for students)</td>
<td>10:30 a.m. to 6:30 p.m., Feb. 6</td>
</tr>
<tr>
<td>AM – professional development day; PM – Teacher workday (no school for students)</td>
<td>February 7</td>
</tr>
<tr>
<td>Holiday – Presidents’ Day</td>
<td>February 17</td>
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<tr>
<td><strong>Fourth Quarter</strong></td>
<td>March 13 – May 20</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 17 – 21</td>
</tr>
<tr>
<td>Holiday – Good Friday</td>
<td>April 18</td>
</tr>
<tr>
<td>Last day for teachers and students – (half day)</td>
<td>May 26</td>
</tr>
<tr>
<td>Holiday – Memorial Day</td>
<td>May 26</td>
</tr>
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<td><strong>Snow Make-up days if needed</strong></td>
<td>May 21 – 23; 27-29</td>
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</tbody>
</table>

## Key
- **Start/End of Quarters**
- **Teacher work day/PO days** (no school for students)
- **Parent Teacher Conferences** (no school for students)
- **Holidays**
- **Snow days (if needed)**

Visit our webpage at [www.kcpublicschools.org](http://www.kcpublicschools.org)

The Kansas City Public Schools does not discriminate in its programs and activities on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, or any other factor prohibited by law. To learn more, visit [www.kcpublicschools.org/n futile](http://www.kcpublicschools.org/n futile)
KANSAS CITY PUBLIC SCHOOLS
PHILOSOPHIES

Vision Statement
The Kansas City Public Schools (KCPS) envisions its schools as places where every student will develop
deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-
supporting employment, contribute to the civic well-being of the community, and have the opportunity
for a rewarding and fulfilling life.

Mission of the District
The mission of the Kansas City Public Schools (KCPS) is to achieve, in a way that is unencumbered by
excuses, our vision for education by ensuring that all children benefit from teaching and learning. The
school district will do this through:

- Inquiry-based instruction that involves active-learning, and is project-oriented, collaborative,
  student-centered, and facilitated by meaningful professional development
- Successful instructional settings where teachers continually coach each child to develop deep
  understanding and educational proficiency, while meeting all Adequate Yearly Progress goals
- Cooperative planning among principals and teachers to ensure attainment of district goals
- Substantial autonomy to each learning community
- Accountability for executing and achieving the school district’s vision, goals, and objectives
  articulated in the Accountability Plan.
REFERENCE INFORMATION

THE BOARD OF EDUCATION

Board meetings are open to the public and are held at 6:30 P.M. on the second and fourth Wednesdays of each month in the Board of Education Building, 1211 McGee Street, Kansas City, Missouri.

BOARD MEMBERS

Mr. Airick Leonard West, Member-at-Large, Chair
Mr. Crispin Rea, Member-at-Large, Vice-Chair
Mrs. Kyleen Carrol, Member-at-Large
Mr. Jonathan Hile, Sub-District 1
Mr. Gunnar Hand, Sub-District 2

Ms. Marisol Montero, Sub-District 3
Mr. Joseph Jackson, Sub-District 4, Treasurer
Mr. Curtis Rogers, Sub-District 5
Mr. Carl Evans, Sub-District 6

DISTRICT ADMINISTRATION

Superintendent of Schools
R. Stephen Green, Ed.D.
816-418-7616

Chief Communications and Community Engagement Officer
Eileen Houston-Stewart
816-418-7420

Assistant Superintendent for Elementary and Secondary Education
Dr. Elizabeth Ann Sanders
816-418-7022

Chief Financial Officer
Allan Tunis, Ed.S.
816-418-7295

Chief Human Capital Management Office
816-418-7700

Chief Legal Counsel
Ray Sousley, J.D.
816-418-7610

Chief Operations Officer
Darrel Meyer
816-418-7775

Assistant Superintendent of Accountability, Assessment, and Academic Precision
Vickie Murillo
816-418-7516

Executive Director of Student Support and Community Services
Tonia Gilbert, J.D.
816-418-7505

Assistant Superintendent of Curriculum, Instruction, and Professional Development
Lewis Gowin
816-418-2665

Executive Director of Student Intervention Programs
Luis Cordoba, Ed.D.
816-418-7333

Executive Director of Technology
Thomas Brenneman
816-418-7100

DISTRICT OFFICE 816-418-7000 www.kcpublicschools.org
<table>
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<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Department Head</th>
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<tr>
<td>Adult Education and Literacy</td>
<td>418-5243</td>
<td>Sonya Thomas</td>
</tr>
<tr>
<td>Assessment Education</td>
<td>418-7428</td>
<td>Pete Muenks</td>
</tr>
<tr>
<td>Athletics</td>
<td>418-5263</td>
<td>Michael Watson</td>
</tr>
<tr>
<td>Board Services</td>
<td>418-7620</td>
<td>Sandra Nunnaley</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>418-5200</td>
<td>Jack Bitzenburg</td>
</tr>
<tr>
<td>Child Nutrition Services</td>
<td>418-7840/7423</td>
<td>Ellen Cram</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>418-5213</td>
<td>Jerry Kitzi</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>418-7022</td>
<td>Anthony Lewis, Ph.D.</td>
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<tr>
<td>Exceptional Education</td>
<td>418-8941</td>
<td>Michael Sherman, Ph.D.</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>418-7516</td>
<td>Vicki Murillo</td>
</tr>
<tr>
<td>Pylon Honors Program</td>
<td>418-7402</td>
<td>Anna Blancarte</td>
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<tr>
<td>(Gifted and Talented Education)</td>
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<tr>
<td>Guidance and Counseling Services</td>
<td>418-7402</td>
<td>Lili Englebrick</td>
</tr>
<tr>
<td>Head Start</td>
<td>418-5213</td>
<td>Jerry Kitzi</td>
</tr>
<tr>
<td>Health Services</td>
<td>418-7683</td>
<td>Tonia Gilbert, J.D.</td>
</tr>
<tr>
<td>Human Capital Management &amp; Support Services</td>
<td>418-7700</td>
<td>Allan Tunis</td>
</tr>
<tr>
<td>Language Services</td>
<td>418-5288</td>
<td>Allyson Hile</td>
</tr>
<tr>
<td>Legal Services</td>
<td>418-7610</td>
<td>Ray Sousley, J.D.</td>
</tr>
<tr>
<td>Office of Student Intervention Programs</td>
<td>418-7333</td>
<td>Luis Cordoba, Ed.D.</td>
</tr>
<tr>
<td>Office of Student Support &amp; Community Services</td>
<td>418-7505</td>
<td>Tonia Gilbert, J.D.</td>
</tr>
<tr>
<td>Office of Students in Transition</td>
<td>418-8640</td>
<td>Melissa Douglas</td>
</tr>
<tr>
<td>(McKinney-Vento Homeless Program)</td>
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<tr>
<td>Parent University</td>
<td>418-7528</td>
<td>Pam Harris</td>
</tr>
<tr>
<td>Public Information &amp; Marketing</td>
<td>418-7420</td>
<td>Andre Riley</td>
</tr>
<tr>
<td>Professional Development</td>
<td>418-2665</td>
<td>Lewis Gowin</td>
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<tr>
<td>Safety &amp; Security</td>
<td>418-8813</td>
<td>Marcus Harris</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>418-7022</td>
<td>Kenny Rodriquez</td>
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<tr>
<td>Student Discipline Office</td>
<td>418-7500</td>
<td>Darran Washington</td>
</tr>
<tr>
<td>Student Records (and Transcripts)</td>
<td>418-7765 or 7735</td>
<td>Shyla Lewis</td>
</tr>
<tr>
<td>Transportation Department</td>
<td>418-8825</td>
<td>Patrick Kneib</td>
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## DIRECTORY OF SCHOOLS

### HIGH SCHOOLS

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<th>BELL TIME</th>
<th>GRADES</th>
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<tbody>
<tr>
<td>African Centered College Prep</td>
<td>3500 E. Meyer Blvd.</td>
<td>64132</td>
<td>418-1078</td>
<td>TBD</td>
<td>7:25 – 2:40</td>
<td>7 - 12</td>
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<tr>
<td>Success Academy/Anderson</td>
<td>1601 Forest Ave.</td>
<td>64108</td>
<td>418-5300</td>
<td>Derek Jordan, Ed.S.</td>
<td>7:20 – 2:35</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Central</td>
<td>3221 Indiana Ave.</td>
<td>64128</td>
<td>418-2000</td>
<td>TBD</td>
<td>7:20 – 2:35</td>
<td>7 - 12</td>
</tr>
<tr>
<td>East</td>
<td>1924 Van Brunt</td>
<td>64127</td>
<td>418-3125</td>
<td>Thomas Herrera</td>
<td>7:20 – 2:35</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Lincoln College Prep.</td>
<td>2111 Woodland</td>
<td>64108</td>
<td>418-3000</td>
<td>Joseph Hesman</td>
<td>7:25 – 2:40</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Northeast</td>
<td>415 Van Brunt</td>
<td>64124</td>
<td>418-3300</td>
<td>Douglas Bolden</td>
<td>7:20 – 2:35</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Paseo</td>
<td>4747 Flora Ave.</td>
<td>64110</td>
<td>418-2275</td>
<td>Dennis Walker, Ph.D.</td>
<td>7:25 – 2:40</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Southwest</td>
<td>6512 Wornall Rd.</td>
<td>64111</td>
<td>418-1800</td>
<td>Edwin Richardson, Ed.D.</td>
<td>7:25 – 2:40</td>
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### ELEMENTARY SCHOOLS

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<th>PHONE</th>
<th>PRINCIPAL</th>
<th>BELL TIME</th>
<th>GRADES</th>
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<tbody>
<tr>
<td>African Centered College Prep</td>
<td>3500 E. Meyer Blvd.</td>
<td>64132</td>
<td>418-7704</td>
<td>TBD</td>
<td>8:35 – 3:50</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Success Academy/Knotts</td>
<td>7301 Jackson Ave.</td>
<td>64132</td>
<td>418-1900</td>
<td>TBD</td>
<td>9:00 – 4:15</td>
<td>K- 6</td>
</tr>
<tr>
<td>Attucks</td>
<td>2400 Prospect Ave.</td>
<td>64127</td>
<td>418-3900</td>
<td>Jessica Bassett</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Banneker</td>
<td>7050 Askew Ave.</td>
<td>64132</td>
<td>418-1850</td>
<td>Alvaretta Baxter, Ed.D.</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Border Star Mont.</td>
<td>6321 Wornall Rd.</td>
<td>64113</td>
<td>418-5150</td>
<td>Jennifer Collier</td>
<td>8:35 – 3:50</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Faxon</td>
<td>1320 E. 32nd Terr.</td>
<td>64109</td>
<td>418-6525</td>
<td>Kathleen Snipes</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Foreign Language Academy</td>
<td>3450 Warwick Ave.</td>
<td>64111</td>
<td>418-6000</td>
<td>Joell Ramsdell</td>
<td>8:35 – 3:50</td>
<td>K - 8</td>
</tr>
<tr>
<td>Garcia</td>
<td>1000 W. 17th St.</td>
<td>64108</td>
<td>418-8725</td>
<td>Joe Marlow, D.Min.</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Garfield</td>
<td>436 Prospect Ave.</td>
<td>64124</td>
<td>418-3600</td>
<td>Doug White</td>
<td>8:10 – 3:25</td>
<td>K - 6</td>
</tr>
<tr>
<td>Gladstone</td>
<td>335 N. Elmwood Ave.</td>
<td>64123</td>
<td>418-3950</td>
<td>Dana Carter</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>James</td>
<td>5810 Scarratt Ave.</td>
<td>64123</td>
<td>418-3700</td>
<td>Jo Nemeth, Ed.D.</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>King</td>
<td>4201A-Indiana</td>
<td>64130</td>
<td>418-2475</td>
<td>Jermaine Wilson</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Longfellow</td>
<td>2830 Holmes Ave.</td>
<td>64109</td>
<td>418-5325</td>
<td>Michael Dickerson</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Melcher</td>
<td>3958 Chelsea Ave.</td>
<td>64130</td>
<td>418-6725</td>
<td>TBD</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Paige</td>
<td>3301 E. 75th St.</td>
<td>64132</td>
<td>418-5050</td>
<td>April Flowers</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Phillips</td>
<td>1619 E. 24th St.</td>
<td>64108</td>
<td>418-3750</td>
<td>Deloris Brown</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
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<tr>
<td>Pitcher</td>
<td>9915 E. 38th Ter.</td>
<td>64133</td>
<td>418-4550</td>
<td>Karol Howard, Ph. D.</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Rogers</td>
<td>6400 E 23rd St.</td>
<td>64129</td>
<td>418-4770</td>
<td>Wendy McNitt, Ed. D.</td>
<td>9:00 – 4:15</td>
<td>K - 6</td>
</tr>
<tr>
<td>Trailwoods</td>
<td>6201 E. 17th St.</td>
<td>64126</td>
<td>418-3250</td>
<td>Christy Harrison</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Troost</td>
<td>1215 E. 59th St.</td>
<td>64110</td>
<td>418-1700</td>
<td>Andrea Dixon</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
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<tr>
<td>Wheatley</td>
<td>2415 Agnes Ave.</td>
<td>64127</td>
<td>418-4825</td>
<td>Jose Verduzco</td>
<td>9:00 – 4:15</td>
<td>Pre K - 6</td>
</tr>
<tr>
<td>Whittier</td>
<td>1012 Bales Ave.</td>
<td>64127</td>
<td>418-3850</td>
<td>Luis Hinojosa</td>
<td>8:10 – 3:25</td>
<td>Pre K - 6</td>
</tr>
</tbody>
</table>
AGE GUIDELINES & HELPFUL INFORMATION

KCPS AGE GUIDELINES
(2013-2014 School Year)

Guidelines for Cut-off Dates for P3, P4, and Kindergarten Students*

Students entering the P3 programs must be three (3) years of age before: August 01, 2013:
Child must have been born between August 01, 2009 and July 30, 2010

Students entering the P4 programs must be four (4) years of age before: August 01, 2013:
Child must have been born between August 01, 2008 and July 30, 2009

Students entering Kindergarten must be five (5) years of age before: August 01, 2013:
Child must have been born between August 01, 2007 and July 30, 2008

*Current P3 and P4 students will be grandfathered in.

Helpful Information and Telephone Numbers

<table>
<thead>
<tr>
<th>HOMELESS &amp; OTHER ASSISTANCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless Student/Youth Program (KCPS Office)</td>
<td>816-418-8640</td>
</tr>
<tr>
<td>Mid-America Assistance Coalition</td>
<td>816-561-2727</td>
</tr>
<tr>
<td>Homeless Hotline</td>
<td>816-474-4599</td>
</tr>
<tr>
<td>Suicide Prevention Hotline</td>
<td>800-273-8255</td>
</tr>
<tr>
<td>United Way</td>
<td>816-472-4289</td>
</tr>
<tr>
<td>National Runaway Hotline</td>
<td>800-786-2929</td>
</tr>
<tr>
<td>Youth Crisis and Runaway Hotline</td>
<td>800-786-2929</td>
</tr>
<tr>
<td>Family Violence Hotline</td>
<td>816-468-5463</td>
</tr>
<tr>
<td>MOCSA (Metro Org. to Counter Sexual Assault)</td>
<td>816-531-0233</td>
</tr>
<tr>
<td>CAPA (Child Abuse Prevention Association)</td>
<td>816-252-8388</td>
</tr>
<tr>
<td>Parenting Classes</td>
<td>816-252-8388</td>
</tr>
<tr>
<td>Kansas City Free Health Clinic</td>
<td>816-753-5144</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRUG FREE SCHOOLS HELP LINES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholics Anonymous (AA)</td>
<td>471-7229</td>
</tr>
<tr>
<td>Tips Hotline</td>
<td>474-8477</td>
</tr>
<tr>
<td>National Cocaine Hotline</td>
<td>1-800-Cocaine</td>
</tr>
<tr>
<td>Alcohol Hotline</td>
<td>1-800-Alcohol</td>
</tr>
</tbody>
</table>
ACADEMIC AND GRADING INFORMATION

A+ SCHOOLS PROGRAM

The A+ Schools Program provides financial incentives to qualified A+ graduates to continue their education beyond high school. A+ graduates may be eligible to receive reimbursement for the cost of tuition while attending a Missouri public community college or vocational/technical school on a full-time basis. It is recommended that all students enroll in the A+ Schools Programs and work toward graduating with A+ status.

To graduate with A+ status, a student must meet ALL of the following requirements:

- Attend a designated A+ School for three consecutive years (grades 10-12) prior to high school graduation;
- Graduate with an unweighted cumulative GPA of 2.5 or higher on a 4.0 scale;
- Graduate with at least 95% ADA (Average Daily Attendance) for grades 9-12;
- Perform and document 50 hours of unpaid district tutoring or mentoring;
- Maintain a record of good citizenship and avoid the unlawful use of drugs and alcohol;
- Apply for non-payback scholarships by completing the FAFSA (Free Application for Federal Student Aid);
- Register for Selective Service (as appropriate); and
- Beginning with the class of 2015, students must score proficient or advanced on the Algebra I End of Course Exam. (This requirement may be waived after completing one semester of post-secondary education with a 2.5 GPA or better).

A+ graduates do not have to access the financial incentives immediately; they can access the benefits up to four years after graduation. Graduating with A+ status does not mean a student is limited to attending a public community college or vocational/technical school as several colleges and universities offer scholarships to A+ graduates.

The A+ financial incentive is dependent upon state appropriation from the Missouri General Assembly. This financial incentive will be for the unpaid balance after federal post-secondary financial assistance funds (that do not require repayment) have been applied to college expenses.

KCPS PYLONS HONORS PROGRAM

The Kansas City Public Schools’ Pylons Honors Program provides challenging learning experiences that are designed to extend, enrich, and excel the district curriculum. Through a continuum of opportunities/services students engage in complex subject matter, preparing them for the more challenging and rigorous classes as they advance in grade level. Leadership, Character, Scholarship, and Service – the four pillars of the National Honor Society – provide the four tenants of the KCPS Pylons Honors Program.

Students identified for Pylons Honors services exhibit exceptional performance capability in academic, intellectual, and/or creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum.

Components of the Pylons Honors Program include:

- **K-12 Scholars**: The Pylons Honors Department exists to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Pylons Honors Resource Teacher. The Pylons Honors Department utilizes the Naglieri Nonverbal Ability Test, Second Edition (NNAT2) for identification of potential giftedness.

- **K-2/Young Scholars**: Differentiated lessons are offered to students in areas of specific academic strength. Again, the Pylons Honors Teacher collaborates with the classroom teacher to assure that lessons are differentiated. The Pylons Honors Department shares resources, such as Reading A-Z and VMath Live, with all potentially gifted students to provide additional challenge that extend and enrich the KCPS program of studies (curriculum).
• **Grades 3-6/Young Scholars**: Students identified participate in a pull-out program instructed by a Pylons Honors Resource Teacher. Students are challenged through models and strategies designed to enrich and extend the KCPS program of studies in the four core academic areas. A focus on STEM (Science, Technology, Engineering, and Math) is also integrated throughout the honors curriculum.

• **Sixth Grade Summer Bridge Academy**: This is a three week honors program for sixth graders designed to provide students with unique, vicarious, and academic experiences as they prepare to transition into the Junior Pylons program as seventh and eighth grade students. Students will be provided instruction in the core content areas of literacy, math, science, and social studies with an emphasis on robotics and debate.

• **Junior Pylons/Middle School**: Students will have the opportunity to enroll in an Advanced Social Studies course. This course is designed to extend and enrich the current social studies program of studies, but will also include a large focus on English language arts (research, reading, and writing).

• **Senior Pylons/High School**:  
  o Dual Credit Coursework (Southwest Early College Campus)  
  o International Baccalaureate Diploma (Lincoln College Prep)  
  o Advanced Placement Courses – All high schools  
  o Honors Courses – All high schools  
  o Penn Valley Community College – students may graduate with both an Associate’s Degree and a high school diploma.  
  o Opportunities to attend summer residential academic academies on university campuses.  
  o Opportunities to participate in internship experiences throughout Kansas City.

• **Special Note**: Courses taken in the Pylons Honors Program with IB, AP, and dual college credit designation will receive weighted value of 5.0 on a 4.0 scale. Students enrolled in IB and AP courses are required to take the IB/AP exams to receive a weighted value in the course. Students enrolled in courses with Honors designation receive a weighted value of 4.66 on a 4.0 scale.

**COLLEGE-LEVEL COURSES, CERTIFICATES AND DEGREES**

The District offers high school students the opportunity to participate in college level courses. Early College Program benefits for students include:

- Preparing students for college level work;
- Lowering the cost of post-secondary education by enabling students to earn free college credits;
- Shortening their time for degree completion; and
- Providing students with information about the academic skills they will need to succeed in college.

Through partnerships with higher education, KCPS students are able to take courses leading to Certified Nursing Assistant (CNA) certification. Additional partnerships with the Metropolitan Community College – Penn Valley (MCC), and Northwest Missouri State University will enable students who meet the academic qualifications to graduate high school with an Associate’s Degree or its equivalent.

Through the articulation agreements that MCCC has with Career and Technical Education, students have the opportunity to earn advanced standing articulated credit at Metropolitan Community College (Blue River, Business & Technology, Longview, Maple Woods, and Penn Valley) while still in high school.

Student Eligibility is based on the following:

- A student must complete an Intent to Articulate “Student Information Sheet.”
- In order to obtain college credit toward an occupational certificate or associate degree at MCC, a student must complete the articulated Career & Technical Education program with an average grade of 80% or higher.
• Students will also need to complete at least 15 additional credit hours at MCC. These 15 credits must include a minimum of one technical course in the related program area. Please note: some programs may carry additional stipulations.

Articulated Programs at Various Sites

1. Fashion Design (Paseo)
2. Greenhouse Ops & Management (East)
3. Landscaping (East)
4. Marketing, Entrepreneurship (Northeast)
5. Computer Applications (Central, Lincoln Academy, Northeast)

ENGLISH LANGUAGE LEARNING

The high school language arts curriculum provides English 1, English 2, and English 3 to recent immigrants who are speakers of other languages. To further develop comprehensive English skills, reading in English is provided to English language learners (ELLs) who may not be reading on grade level. The English as a Second Language (ESL) teacher provides English instruction to meet the needs of students at the beginning, intermediate, and advanced levels of proficiency.

FINAL CLASS RANKINGS AND GRADE POINT AVERAGE (GPA)

Final class ranking and GPA will be based on eight (8) semesters of course work. Beginning with the class of 2012, graduation honors will be awarded as follows: With Honors, With High Honors, and Pylons Scholar:

- **With Honors** means students are graduating with a grade point average of 3.50 - 3.74
- **With High Honors** means students are graduating with a grade point average of 3.75 - 3.9
- **Pylons Scholar** means students are graduating with a grade point average of 4.0+

GRADE REPORTING

Parents/guardians are to be informed regularly at mid-quarter and quarter grading periods about the progress their children are making in school. Further, parents/guardians of high school students will be notified, as to the progress their children are making towards graduation. All student work will be assigned to the following categories: (1) Unit Tests; (2) Quizzes; (3) Class work; (4) Projects; and (5) End of Course Exams. Each category will be assigned a weight and the weight distribution will differ by content area.

Grading Scale

The following standardized grading scale is used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
</tr>
</tbody>
</table>

HONOR ROLL AND PRINCIPAL’S HONOR ROLL

The honor rolls are figured at the end of each quarter. The honor roll includes all students who have achieved at least a 3.0 grade point average.

- **Principal’s Honor Roll** - Students who have achieved an overall 4.0 GPA or higher without having any grade below “A”.
- **“A/B” Honor Roll** - Students having earned an overall GPA of 3.75 - 3.9 with no grade below a “B”.
- **“B” Honor Roll** - Students having earned a GPA with no grades below a “C”.

Students should see their guidance counselor or the registrar in the guidance office to obtain an up-to-date grade point average.
NATIONAL HONOR SOCIETY AND JUNIOR HONOR SOCIETY

Each chapter of the National Honor Society within the Kansas City Public Schools is duly chartered and an affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards for selection established by the national office of NHS in four areas of evaluation: scholarship, leadership, service, and character.

Students are only eligible for membership after the first and second semester of their junior year. Students or parents who have questions regarding the selection process or membership obligations should contact the school counselor.

NATIONAL ASSESSMENTS

The EXPLORE® program is designed to help 7th and 8th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post–high school choices as well.

The PLAN® program helps 9th and 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

ACT: The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The test is required for graduation and must be taken during or before the junior year.

PSAT: The Preliminary SAT/National Merit Scholarship (NMSC) Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT®. It also gives students a chance to enter National Merit Scholarship Corporation scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures: critical reading skills, math problem-solving skills, and writing skills.

SAT: The SAT® is a nationally recognized college admission test which measures what students know and how well they can apply that knowledge. It tests students’ knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions. (www.collegeboard.com)

Technical Skills Attainment: The Technical Skill Attainment (TSA) measures the percentage of Career and Technical Education (CTE) concentrators who pass a skill assessment aligned with industry-recognized standards, if available and appropriate.
GRADUATION INFORMATION

GRADUATION REQUIREMENTS
The minimum graduation requirements for 2013-2014 includes 4 credits of English, 3 credits of mathematics, 3 credits of science, 3.5 social studies, 1 credit of PE, .5 credit of Health, 1 credit of Practical Arts, 1 credit of Fine Arts and 7.0 of Electives.

In addition to the program of study for graduation, a student shall pass proficiency exams, complete forty (40) hours of approved community service, take the ACT, SAT, ASVAB, and/or Compass Test, and meet all District disciplinary and financial obligations to qualify for graduation from the District. Additional graduation requirements are established to meet specific programs of study as outlined in the chart below.

Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student’s Individualized Education Program (IEP).

Class of 2014
24 Credits: (Revised 4/23/12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Communication Arts—4.0</td>
<td>(English 9, 10, 11, 12)</td>
</tr>
<tr>
<td>Mathematics—3.0</td>
<td>(Algebra 1, Geometry, Algebra 2)</td>
</tr>
<tr>
<td>Science—3.0</td>
<td>(Physics First, Biology 1, 1 Elec. Science)</td>
</tr>
<tr>
<td>Social Studies—3.5</td>
<td>(World History, Am. Hist., Econ/Personal Finance, Govt., and Multicultural Studies)</td>
</tr>
<tr>
<td>Fine Arts—1.0</td>
<td></td>
</tr>
<tr>
<td>Practical Arts—1.0</td>
<td></td>
</tr>
<tr>
<td>Physical Education—1.0</td>
<td>(PE 09113)</td>
</tr>
<tr>
<td>Health—.50</td>
<td></td>
</tr>
<tr>
<td>Electives—7.0</td>
<td></td>
</tr>
</tbody>
</table>

End of Course Exams
- Algebra 1
- English 10
- Biology
- Government

Senior Capstone Project
- Research Project
- 20 Hours of Community Service
- 10 Minute Presentation

Community Service
- Total of 40 Hours (20 can be completed through Senior Capstone project)

ACT, SAT, ASVAB, Compass Test
- Must take the ACT, SAT, ASVAB, and/or Compass Test according to their post-high school plans.

*College and Career Readiness Diploma exceeds the requirements for the Missouri College Preparatory Diploma.

**Required courses replace .5 unit of African-American History with .5 unit of Multi-Cultural History and .5 unit of Personal Finance required by the state. Students must pass the U.S. Constitution test and the Missouri Constitution test in order to graduate.
END OF COURSE EXAMS

The Missouri Assessment Program assesses students’ progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Missouri Assessment Program includes required End-of-Course assessments in the subject areas of:

- Algebra 1
- Biology
- English 10
- Government

Additional End-of-Course Exams are given in the following subjects:

- English 9
- Geometry
- Algebra 2
- American History

SENIOR CAPSTONE PROJECT*

Graduating seniors will be highly skilled, actively engaged, self-directed learners in the school system. All seniors will complete a Senior Capstone Project. The Capstone Project requires students to master skills in the areas of research, communication, problem solving, community service, and oral presentation skills. Each senior is required to present a project that encompasses the aforementioned skills in front of a panel of four judges. The presentation should be at least 10 minutes in length. Details about the Capstone Project are available at each high school. (*Note: Students who take the AP English 12 Language and Composition Exam and the IB Language Arts II (12th grade) Exam will be exempt from the Senior Capstone Project or students who are enrolled in a College English course).

COMMUNITY SERVICE REQUIREMENTS

The service-learning requirement is based on the district’s goal to prepare young adults to become active and productive citizens. Service learning is an educational method through which students learn, develop, and actively participate in service that is conducted in and meets the needs of the community.

- Community service is volunteer work for which no other credit or monetary compensation is received.
- Forty (40) hours of documented pre-approved community service and a written reflection is a requirement for graduation from the Kansas City Public Schools. A student who has not performed the forty (40) hours of community service will not participate in graduation ceremonies or receive a diploma.

ACT, SAT, ASVAB AND/OR COMPASS TEST

ALL seniors must take the ACT, SAT, ASVAB, and/or Compass exam according to their post-high school plans.

HIGH SCHOOL CLASSIFICATION OF STUDENTS BY CREDITS

A student must have completed a course with a passing grade in order to receive credit. Students enrolled in full-year courses will receive ½ credit for each semester completed with a passing grade. Classification will be made according to total units of credit at the first of each school year and cannot be changed mid-year even if the prerequisite numbers of credits are earned.

Minimum credits earned:

<table>
<thead>
<tr>
<th>Sophomores: 6 credits</th>
<th>Juniors: 11 credits</th>
<th>Seniors: 17 credits</th>
</tr>
</thead>
</table>
PROMOTIONS/RETENTION FOR 7TH-8TH GRADE (Plus 6th Grades who are at the High School site)

A student shall be promoted to the next grade level providing the student earns a total of 5 credits during the year. 3 credits must come from the core classes (Language Arts, Math, Science, and Social Studies). Two (2) credits may come from the remaining Core class(es) and Elective Classes (Language Arts 7/8 B, Math7/8 B, PE/Health, Exploratory Wheel Classes, Foreign Language, Music, etc.).

Retention Limitation - A student, who fails to satisfy the criteria above, shall be retained in middle school until requirements are met. If the student turns 16 years of age on or before the first day of school they may be promoted if all the following criteria are met:

- Completion of Summer School
- Meeting(s) with an Administrator, Counselor, Parent, and Student to develop an Individualized Promotion Plan to include:
  - Interventions that will be implemented and documented during the year to bring the student to grade level or at least a functioning level with normal accommodations.
  - After school remediation or tutoring.
  - Referral to the MTSS Team to monitor the student’s progress and to revisit the plan every 4-6 weeks with the administrator, parent, student, and counselor.
  - Attendance requirement (90% of the time)

Discretionary authority is granted to the Principal to determine appropriate placement for students failing to meet these requirements. The Principal has the authority to retain or promote these students, based on their individual circumstances as long as the above referenced Individualized Promotion Plan is created.

TRANSCRIPTS

Official transcripts carry a signature, stamp, and the District’s seal, verifying its authenticity. In order to secure transcripts, enrolled students should see the school’s registrar. Alumni of the Kansas City Public Schools should contact the Student Records Department at 816-418-7765. A signed transcript request form must be completed to order a copy of an official transcript. There is a charge of $5.00 for each transcript.
Lincoln College Preparatory Academy Graduation Requirements

Lincoln College Preparatory Academy (LCPA) is a Kansas City Public School dedicated to preparing students in grades 6–12 for success in college education. As a recipient of both the Missouri Gold Star and the National Blue Ribbon Awards, as well as being named by Newsweek as one of the Top 100 Schools in the nation, LCPA provides a comprehensive education to a select and diverse student body.

Students accepted in LCPA must have achieved at or above the 60th percentile on both the reading and mathematics portions of a nationally standardized test. Students must also have a record of good citizenship and have a cumulative 2.5 Grade Point Average (GPA). Current high school students must be on track to earn four full credits of a foreign language to be admitted. Once accepted, students must maintain a 2.5 (C+) grade point average on a weighted grade point scale. The use of these minimum requirements ensures that our students experience success in a variety of challenging courses.

To graduate, LCPA students must take four years each of advanced English, mathematics, science, foreign language and social studies. Most junior and senior level core classes in English, math, science, and foreign language (Spanish, French, Chinese, and Latin) are at the International Baccalaureate (IB) or Advanced Placement (AP) level. Students who complete the IB Program are rewarded academically and financially at many colleges and universities.

The International Baccalaureate diploma program is a rigorous pre-college course of study that meets the needs of highly motivated secondary school students. Students who complete the two year IB prep years and two IB course years will have a wider perspective and greater understanding of their academic work than they would receive from isolated advanced studies. The student who receives an IB Diploma must demonstrate competence in six major areas: Language A (English), foreign language, social studies, science, mathematics, and an elected sixth subject. Two additional requirements include the research and writing of an extended essay and participation in creative/active social service projects.

Graduation Requirements for Lincoln College Preparatory Academy

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>4.0</td>
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<tr>
<td>Foreign Language**</td>
<td>4.0</td>
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<tr>
<td>Fine Arts</td>
<td>1.0</td>
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<tr>
<td>Practical Arts</td>
<td>1.0</td>
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<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Health</td>
<td>.50</td>
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<tr>
<td>Speech/Theory Of Knowledge 1***</td>
<td>.50</td>
</tr>
<tr>
<td>College Admissions Prep/Theory Of Knowledge 2***</td>
<td>.50</td>
</tr>
<tr>
<td>Electives</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>27.0</td>
</tr>
</tbody>
</table>

*Must include the state requirements of 1 unit American History, 1 unit World History, .5 unit American Government, .5 unit Economics and Personal Finance, .5 unit Multicultural History or African American History.

** 4 years of the same foreign language is recommended in order for students to attain fluency.

*** IB full diploma candidates may take junior and senior level Theory of Knowledge to fulfill this requirement.
END OF COURSE EXAMS

The Missouri Assessment Program assesses students’ progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Missouri Assessment Program includes required End-of-Course assessments in the subject areas of:

- Algebra 1
- Biology
- English 10
- Government

Additional End-of-Course Exams are given in the following subjects:

- English 9
- Geometry
- Algebra 2
- American History

COMMUNITY SERVICE

One hundred (100) hours of documented community service required. Full IB Diploma Candidates will need 150 hours of CAS (Creativity, Action, and Service) in lieu of the regular service requirement.

ACT, SAT, ASVAB and/or COMPASS TEST

ALL seniors must take the ACT, ASVAB, SAT, and/or Compass exam according to their post-high school plans.

RIGOR OF COURSEWORK

The majority of core classes at LCPA are at an advanced level. Junior and senior level courses offered are through the International Baccalaureate or Advanced Placement Programs.
# KANSAS CITY SIGNATURE HIGH SCHOOLS & PROGRAMS

The KCPS “Signature Schools,” offers another educational choice, allowing students to take a specialized 4-year plan of studies with distinct curriculum choices based on the student’s interests in the area of fine and performing arts or intense college preparation.

<table>
<thead>
<tr>
<th>School</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African Centered College Preparatory Academy (ACCPA)</strong></td>
<td></td>
</tr>
</tbody>
</table>
• ACCPA is a grade K-12 campus.  
• The ACCPA offers a rigorous college prep academic curriculum for students.  
• The program uses African and African American history to provide cultural and academic information to students.  
• The African centered philosophy will focus on teaching principles such as self-esteem and empowerment, responsible citizenship, and other values taken from a classical view of a traditional African society. |
| **Lincoln College Preparatory Academy (LCPA)** |  
• LCPA is a grade 6-12 campus.  
• Students earn college credit in the International Baccalaureate Program designed for the advanced college-bound student. Students who complete the IB Program are rewarded academically and financially at many colleges and universities.  
• Students accepted in LCPA must have achieved at or above the 60th percentile on both the reading and mathematics portions of a nationally standardized test.  
• Once accepted students must maintain a 2.5 (C+) grade point average on a weighted grade point scale. |
| **Paseo Academy of Fine and Performing Arts** |  
• Paseo Academy is a grade 7-12 campus.  
• Emphasis is on pre-professional training in the arts (Visual Arts, Dance, Theatre Performance, Technical Theatre, Creative Writing, Vocal Music, Band, and Orchestra).  
• To obtain Paseo Academy students must:  
  (a) Prepare for the auditions as outlined in the audition packet;  
  (b) Call the school to schedule an audition time; and  
  (3) Successfully complete the audition process.  
• Criteria for admittance to Paseo Academy is based upon preparing and successfully completing the audition, a 2.0 grade point average, 85% (or better) attendance record and a discipline record free of chronic discipline incidents.  
• KCPS Enrollment Applications are not accepted until the student has successfully passed the audition. |
| **Southwest Early College Campus (SWECC)** |  
• SWECC is a grade 7-12 campus.  
• Emphasis is on math, science, and engineering.  
• Students have the opportunity to take college-level courses beginning in ninth grade and prepare for the rigors of college through a mix of training and relationships with professors and master teachers from the University of Missouri – Kansas City, Donnelly College, and the Allied Health department of MCC – Penn Valley.  
• Criteria for admittance to SWECC is based upon successfully completing an application and then maintaining a 2.0 grade point average, attend school 90% of the time, and a discipline record free of chronic discipline incidents or level 3 and 4 offenses. |
<table>
<thead>
<tr>
<th>Program</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early College</td>
<td>• Emphasis on achieving Associate of Arts Degree and high school diploma concurrently.</td>
</tr>
<tr>
<td>Academy</td>
<td>• Students enter the Academy in ninth grade where they are enrolled in college preparatory classes and dual enrollment classes through the end of their tenth grade year.</td>
</tr>
<tr>
<td>KCPS/MCC - Penn Valley</td>
<td>• Students spend their junior and senior years on the Penn Valley campus taking from 12-14 college hours a semester.</td>
</tr>
<tr>
<td></td>
<td>• Students who successfully complete the Academy graduate with their high school diploma and an Associate of Arts degree (approximately 62 college hours).</td>
</tr>
<tr>
<td>Health Sciences Accelerated Academy (HSAA)</td>
<td>• Emphasis on the career path of Health Sciences.</td>
</tr>
<tr>
<td></td>
<td>• Students enter the Academy in tenth grade where they are enrolled in college preparatory classes and dual enrollment classes through the end of their twelfth grade year.</td>
</tr>
<tr>
<td></td>
<td>• Students spend their sophomore, junior, and senior years on the Penn Valley campus taking college courses and completing contact hours within their cohort.</td>
</tr>
<tr>
<td></td>
<td>• Students who successfully complete the Academy graduate with their high school diploma, CNA Training and licensure, CPR certification, approximately 12 college hours, 120 contact hours, and a paid summer internship placement.</td>
</tr>
<tr>
<td>Career &amp; Technical Programs</td>
<td>• Emphasis on career paths of Culinary Arts, Construction Technology, Automotive Collision Repair, Automotive Technology, and Healthcare.</td>
</tr>
<tr>
<td></td>
<td>• Students enter the program in the eleventh grade or twelfth grade year where they are eligible for articulated or dual enrollment classes.</td>
</tr>
<tr>
<td></td>
<td>• Students spend their junior and senior years taking half-day classes at the Manual Career and Technical Center.</td>
</tr>
<tr>
<td></td>
<td>• Students who successfully complete the program graduate with their high school diploma and depending on the career or technical program earn various certifications, up to 12 college hours, and gain access to employment placement services.</td>
</tr>
<tr>
<td>Exceptional Education Transition Planning</td>
<td>• Emphasis on providing students the opportunity to develop skills needed to transition from school to the world of work or postsecondary education.</td>
</tr>
<tr>
<td></td>
<td>• Offered to all secondary school students receiving special education services who will turn 16 years of age during the current Individualized Education Plan (IEP) year. Transition planning is the foundation in developing the IEP and is an ongoing process.</td>
</tr>
<tr>
<td></td>
<td>• Transition planning helps to empower students to set realistic life and employment goals, and to develop and implement a plan to achieve their goals.</td>
</tr>
<tr>
<td></td>
<td>• This planning may also include community-based off campus programs to develop independence through volunteer experiences. Students may also participate in various work experiences which give students an opportunity to work while receiving academic and elective credits.</td>
</tr>
</tbody>
</table>
## DISTRICT ALTERNATIVE PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GED/Missouri Options Program</strong></td>
<td>• The Missouri Option is designed to target students who have the capabilities to complete Missouri high school graduation requirements, but for a variety of reasons lack the credits needed to graduate with their class and are at risk of leaving school without a high school diploma.</td>
</tr>
<tr>
<td><strong>Success Academy Alternative School</strong></td>
<td>• This program is for students with chronic behaviors who require additional rehabilitative and alternative educational supports. Students will be placed on a behavior plan and a student conduct contract.</td>
</tr>
</tbody>
</table>
| **Credit Recovery (Day Time)**               | • This program is for students who need to recover a credit loss because of a failing or incomplete course.  
  • A district selected learning program will serve as the credit recovery system. Students must complete all required content and demonstrate mastery of subject to receive credit. This program may be available on a limited basis. |
| **504 Homebound**                            | • This accommodation is for students with a 504 Accommodation Plan who have a medical condition requiring educational services to be provided at home.                                                                 |
| **IEP Homebound**                             | • This program is for students who have been identified as an exceptional educational student and his/her IEP team has determined that the most appropriate setting to educate the child would be at home.                                                       |
| **Adult Education Literacy**                 | • For students ages 16 or older, the program provides general education development (GED) and workforce preparation classes.                                                                                     |
| **Job Corps**                                | • For students ages 16-24 who desire to pursue career technical training, and who need to complete their high school diploma or GED. This program is not associated with KCPS.                                                      |
| **Missouri Virtual Instruction Program (MOVIP)** Current School | • MoVIP is a K-12 program offering virtual online courses. Students can take an entire course from any Internet connected computer, available 24 hours a day, and seven days a week. Contact your high school counselor before exploring this option. For more information visit: http://www.movip.org/. |
ACTIVITY AND ATHLETIC INFORMATION

ACTIVITY / ATHLETIC PROGRAMS AVAILABLE

Activity Programs
The Kansas City Public Schools endorses and sponsors these Missouri State High School Activities Association (MSHSAA) sanctioned activities:

- Sideline Cheerleading
- Choirs
- Dance Team
- Debate
- International Thespian Society
- Marching Band
- Orchestra
- Symphonic Band

Unless participation in a group or activity is required for a course in which the student is enrolled, participation is a privilege, not a right. Students may be excluded from these groups as a disciplinary action or as a consequence for poor academic performance in school as determined by district administration. A student and/or his or her parents/guardians are not entitled to a hearing solely because the student has been excluded from an extracurricular activity which is not required for a course in which the student is enrolled.

Athletic Programs
KCPS athletic programs provide avenues for many different interests and talents. The KCPS Athletic Department also serves as the Central Office for the Interscholastic League. Please contact the Athletic Department at 816-418-5263 for further information and eligibility requirements.

The following sports are part of the Kansas City Public School’s athletic program:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Basketball</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Football</td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>Track and Field</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
</tr>
<tr>
<td></td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
</tr>
</tbody>
</table>

*Note that not all sports are offered at every high school.

Interscholastic Athletics
The Kansas City Public Schools is a member of the Missouri State High School Activities Association (MSHSAA) and adheres to the rules and regulations set forth by MSHSAA and actively promotes the philosophy of interscholastic athletics. The eligibility of students who participate in the athletic program shall be determined in accordance with the KCPS Athletic Department policies and MSHSAA regulations. Additional information regarding eligibility requirements is accessible via www.kcpublicschools.org/athletics.

Participation
All students, regardless of race, color, sex, ancestry, religion, or disability are welcome to and encouraged to participate in any athletic program sponsored by Kansas City Public Schools. Participation is voluntary and a privilege, not a right.

All students must have a completed physical on file in the Athletic Director’s office in order to participate in any sport. Physicals must be dated on or after February 1st of the previous school year to be current. In addition, parents are required to provide proof of accident or health insurance that will cover an athletic related injury or accident.
IMPORTANT: In the event of injury, KCPS shall not be responsible for the cost of medical attention provided to student-athletes not covered by insurance provided by the parent.

Students may be restricted from participation because of failure to provide an acceptable sports physical, poor academic performance, disciplinary consequences, possession and/or use of alcohol, tobacco, and/or drugs, or as otherwise determined by KCPS administration.

For additional information, please refer to the Parent-Student Handbook at www.kcpublicschools.org/athletics.

The KCPS “You Pass, You Play” Policy

Kansas City Public Schools is committed to developing students that are ready to compete in the global workforce. As part of its Transformation Plan, the district is in the development stages of a You Pass, You Play policy that places a premium on student performance in the classroom rather than on extracurricular activity.

This policy is currently being developed with internal and external constituents. Parents and student-athletes will be notified when all of the components of the You Pass, You Play policy will take place.

In the meantime, participation requirements for fall 2013 are:

- MSHSAA minimum requirements
- and 90% class attendance every week.

NOTE: Failure of a student-athlete to attend class due to out of school or in school suspension results in automatic ineligibility for practice or scheduled contest(s) for that student-athlete. Subsequent reinstatement will be at the discretion of the coach.

Students who fail to meet the MSHSAA academic standards during the season may still be a member of the team, club, or activity but will be required to attend mandatory tutorials rather than practice, rehearse, or perform until the student meets the academic & attendance requirements.

This enhanced policy will encourage students to maintain their GPAs before, during, and after their respective activities, and will guarantee satisfactory progress toward graduation. This new policy helps prepare college bound students to meet college entrance requirements and the challenges they will encounter when balancing classes and activity involvement at the collegiate level.

Important Notes

1. The requirement for IEP student participants will continue under the current standards for such programs (i.e., IDEA, Missouri state requirements, etc.).
2. Adoption of the You Pass, You Play policy does not eliminate any state mandated requirements for participation in extracurricular and/or co-curricular activities. “Play” is defined in this policy as “participation in any KCPS high school sponsored or sanctioned extracurricular or co-curricular sport, activity, or club”.
3. The attendance requirement mandated by the You Pass, You Play policy will be tracked daily by the site-based Athletic Director or designee(s).

COMMITMENT FORM

Prior to participating in any practice or tryout session for an interscholastic sport or event, each athlete/participant and parent must sign and return the “KCPS Athletic/Activity Commitment Form.” A commitment form must be completed for each school year.
NO HAZING / BULLYING POLICY

- In order to promote a safe learning environment for all students, Kansas City Public Schools prohibits all forms of hazing, bullying and student intimidation. Hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization, or school-sponsored activity.

- Bullying is defined as intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyber bullying or cyber threats. Cyber bullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten to raise concerns about violence against others, suicide or self-harm.

- Students participating in or encouraging inappropriate conduct will be disciplined in accordance with the Code of Student Conduct. Such discipline may include, but is not limited to, suspension or expulsion from school and/or removal from participation in activities.

- Disciplinary consequences will be issued to anyone or any team found guilty of hazing. According to Missouri State statutes, “consent” to hazing is not a defense.

See Administrative Policy JFCF
ATTENDANCE AND TARDIES

The Kansas City Public Schools expects students to attend school and classes on a regular basis (at least 95% or better) to achieve academic success. Regular school and class attendance is essential to the educational success and grade promotion of KCPS students. Regular attendance also lays the foundation upon which students may build productive lives through achieving educational success. KCPS will monitor and enforce KCPS policies and Missouri statutes that mandate regular school attendance.

School Attendance and District Attendance Committees

Guided by the academic purposes of this policy, a School Attendance Committee shall be established in each school. The School Attendance Committee shall have the authority to review the documentation submitted explaining students' absences and make determinations on whether the absence is excused or unexcused. The School Attendance Committee shall review those students' cases that have excessive unexcused absences and shall make recommendations to the principal or the District Attendance Committee regarding whether a student should be retained in a grade level and/or fail to earn course credit for excessive unexcused absences pursuant to “Attendance Requirement” section below. The principal shall have the authority to make final school-level decisions regarding retaining a student in the same grade. The District Attendance Committee shall review all recommendations by the School Attendance Committee that a student be deemed to have failed to earn course credit due to excessive unexcused absences and will provide a due process hearing as required by the Board and state law. The District Attendance Committee shall have the authority to make the final district-level decision on such cases. The District Attendance Committee also shall hear requests for review by a student and/or parent/guardian of a principal’s decision to retain a student in the same grade due to excessive absences and/or regarding make-up work for missed assignments during absences, and shall have authority to make the final district-level decision on such cases.

A. School Attendance Committee Structure

1. Administrator
2. One or more counselors
3. Two teachers
4. One other appropriate support staff (i.e., Exceptional Education, English Language Learners, attendance support staff, etc.).

B. District Attendance Committee Structure

1. One Office of Student Intervention personnel
2. One Curriculum & Instruction personnel
3. One Office of Student Support & Community Services personnel

C. Hearings before the District Attendance Committee

When it is determined that the district recommends that a student be deemed to have failed to earn course credit due to excessive unexcused absences, the student will be afforded a due process hearing before the District Attendance Committee. When it is determined that the district intends to retain a student in the same grade because of excessive unexcused absences, the parent/guardian and/or the student may request a review of the decision by the District Attendance Committee. The district will notify the student and parent/guardian in writing of the date and time of the hearing before the District Attendance Committee. The student and parent/guardian must abide by and meet any and all date deadlines established by the district. At the hearing, the District Attendance Committee will hear presentations from the student or parent/guardian, and from the principal or principal=s designee. The District Attendance Committee shall comply with due process procedures developed by the district.
ABSENCES
When a student is absent, a parent should notify the child’s school for each day of a student’s absence. If the school is not notified by the parent, the school will initiate contact with the parent through an automated dialer.

**Excused Absences** Documentation of the reason for the absence should be submitted to the School Attendance Committee for review. The School Attendance Committee shall consider the following in determining whether an absence is excused:

1. Illness or injury of the student, with written medical excuse from the parent/guardian
2. Quarantine, with written confirmation by medical provider
3. Illness or death of family or friend, with written excuse from the parent/guardian
4. Medical or dental appointments, with written appointment confirmation by medical provider
5. Court or administrative proceedings, with written excuse from parent/guardian
6. Religious observances, with written excuse from parent/guardian
7. Educational opportunity (requires prior approval of principal), with written excuse from parent/guardian
8. Out-of-School suspension
9. Other absences covered by nondiscrimination policies and procedures
10. Visits with a parent or legal guardian who is an active duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee

**Unexcused Absences** – A student not excused from school by a parent may be considered truant. A student must have parental consent to leave school during the school day and appropriately check out of school through the attendance office. Students choosing not to follow this procedure will have their absences considered as unexcused.

Attendance Requirement
Because of the strong correlation between regular, punctual attendance and learning, excessive unexcused absences will result in a student being retained in the same grade level for the following school year and/or failure to earn credit for courses as set forth below.

Retention/Failure to Earn Credit

| Grades K-6: | A student who has more than 15 unexcused absences during the school year may be retained in the same grade for the following year. |
| Grades 7-12: | Students will not earn credit for courses in which they have more than 8 unexcused absences in a school semester, unless otherwise excused after a hearing. |

ATTENDANCE MAKE-UP POLICY

- Make-up work will be provided for all absences, including suspensions, as described below. Grades on make-up work will not be reduced unless the make-up work is turned in late.
- Elementary students will have their make-up work arranged and assigned by the teacher. After assignment of the schoolwork, the student will be given 48 hours to complete and turn in the make-up work.
- At the secondary level it is the student’s and/or parent’s/guardian’s responsibility to request within 24 hours upon return to school all make-up work from the appropriate teacher(s) for assignments missed.
due to absences and suspensions, and to obtain approval of the assigned make-up work from the building principal.

After assignment of make-up work, the student will be given 24 hours for each day absent to complete the make-up work.

The building principal shall have the authority to approve the assignments of all make-up work for assignments missed due to absences and suspensions for secondary students, and can direct the assigning teacher(s) to change the content or quantity of the assignment as the principal deems appropriate. The parent/guardian may request the District Attendance Committee to review a decision made by the principal pursuant to this section. The District Attendance Committee’s decision is final.

CLOSED CAMPUS

Students are not allowed to leave school grounds once they have arrived by any means of transportation, without authorization from a school administrator. Any student who has scheduled authorization to leave school before dismissal must check out at the attendance office. Students in violation of this policy will be assigned disciplinary consequences and may have their parking privileges revoked if they drive off campus.

COMPULSORY ATTENDANCE REQUIREMENTS

In accordance with Missouri law and district policy, regular and punctual patterns of attendance are expected of each student enrolled in the district. The ultimate goal is for all students to graduate from high school. By law, students may not drop out of school until they are 17 or they have successfully completed 16 hours of high school credit.

Consequences

Students who have an excessive number of unexcused absences as defined in the district’s attendance policy will not earn credit for courses and may be retained in the same grade, unless absences are waived in accordance with this policy.

In addition to the policies and procedures set forth herein, the district will report suspected incidents of educational neglect to the Children's Division (CD) of the Department of Social Services, and will report truancy in accordance with the Truancy Guidance Policy as set out below.

Exclusions

Policies and procedures governing students in the English Language Learners department and students with disabilities within the Individuals with Disabilities Education Act (IDEA) and/or Section 504 shall take precedence over this attendance policy where an application of this policy conflicts with the legal rights provided to such students.

TARDY POLICY

A student who is five minutes late to school/class is considered tardy. Students are expected to be in their classrooms and ready to begin work when the tardy bell sounds. Students are considered tardy if arriving at their assigned location (including class and lunch) after the bell sounds.

1. Students who arrive after the tardy bell sounds must report to the attendance office.
2. If students are detained by the office or by a teacher, they must obtain a pass from the person who detained them. All tardies will be considered unexcused unless the office/teacher is provided with written verification.
3. Students having unexcused tardies may be assigned disciplinary consequences.
4. Failure to serve a detention for excessive tardies may result in additional detentions, in-school suspension or out-of-school suspension.
5. Students who arrive late or leave early from school will be marked absent for the late arrival or early departure.

SCHOOL CLOSING
Due to inclement weather, school may be unable to open or may start later than the normal start time. Please listen to all major radio and television stations for announcements. (Please do not call the school or school personnel). In the case of a late start, buses will run later and school dismissal times will remain the same, unless determined otherwise.

SCHOOL VISITORS
Anyone other than enrolled students must report to the office immediately upon entering the building. Visitors must sign in and receive a “visitor’s” badge, which must be worn at all times while in the building. Parents may visit classes under specific circumstances as determined by, and with prior notification to, building administration. All other visits (except parents) will not be permitted unless approved by school administration.

STUDENT WITHDRAWAL
Before a student may be withdrawn for non-attendance, the school administrator will refer the student to the Student Intervention Team (SIT). The SIT will contact the student's parents or guardians by telephone, letters, and home visits. The SIT will contact community agencies and local law enforcement for information and support in its investigation and/or intervention.

District employees will report incidences of abuse or neglect to the Division of Youth Services as required by law. No student will be withdrawn from the district until the district has documentation of the attempted calls, attempted home visits, copies of letters, and documentation of other interventions, when applicable, in the student's file.

Conditions for Withdrawal
Should all of the above efforts not result in a student returning and attending school, a student may be withdrawn under the following conditions:

1. **Age 17 and under**: Only parents or guardians on record may withdraw children aged 17 or under unless the student and parent or guardian does not respond to the efforts made and documented above. In this case the principal may withdraw the student after consulting with the SIT.

2. **Ages 18 and over**: Adults (age 18 and over) or legally emancipated students may transact their own withdrawals with the local school.

3. **Reassignment**: Students who are reassigned by the district to another district school must complete the withdrawal process at their former school before reassignment is made.

Student Recovery Efforts
District personnel will initiate a student recovery process involving calls, letters, and/or home visits. Students will receive individual guidance prior to their re-entry into an educational institution. These sessions will seek to inform as well as encourage students to enroll in the educational program that maximizes their opportunity for success.

TRUANCY GUIDANCE POLICY
The district will report truancy in accordance with Chapter 50, Code of Ordinances of the City of Kansas City, Missouri.

*FOR MORE INFORMATION REFER TO ATTENDANCE POLICY JED*
CITIZENSHIP/CONDUCT EXPECTATIONS

ACADEMIC INTEGRITY

Students should commit themselves to act honestly, responsibly and, above all, with honor and integrity in all areas of their academic life. Students will be held accountable for everything they say and write. Students are responsible for the integrity of their work. Students should not misrepresent their work by using the work of another and representing it as their own. Acts of Academic Dishonesty will result in a zero on the assignment, teacher-parent contact, and appropriate disciplinary consequences as outlined by the Code of Student Conduct (see pages 49 and 51).

Academic Dishonesty includes, but is not limited to:

- **Plagiarism** – Failure to use original, unique yet informed ideas, thoughts, works, or images. Products used without proper documentation whether intentional or not. A student’s responsible use of computer hardware and software materials and the academic integrity of school-work completed using these resources will be held to the same standard as that for conventional assignments.
- **Cheating** – The willful intent to use sources improperly for personal gain, such as, but not limited to: bringing answers into a testing area, copying homework or assessments from another student, providing answers to another student, or using unauthorized notes or technology.
- **Forgery/Falsifying documents** – Counterfeiting documents for personal unwarranted advantage in terms of grades, standardized testing, academic standing, recognition, post-secondary placement, eligibility, and privileges.

BUYING, SELLING, TRADING OF PRODUCTS

With the exception of school-approved fundraisers, buying, selling, and trading of merchandise is strictly prohibited on school grounds and will be subject to disciplinary action.

Selling personal items to others students is also prohibited on school property. Students participating in the sale or receipt of such property will face disciplinary actions ranging from detention to suspension.

The individual school and the Kansas City Public Schools are not responsible for reimbursement for the loss of personal items.

COMMON AREAS/CAFETERIA PROCEDURES

- Students are not allowed to leave the campus during their lunch periods.
- Students are not allowed to leave the cafeteria without permission from an administrator.
- All students are required to go directly to the cafeteria for their lunch shifts. Tardiness to the cafeteria will be classified the same as any other tardy.
- Unexcused absences from lunch will result in disciplinary action.
- Students are to remain in the cafeteria until dismissed.
- When dismissed from the cafeteria, students should proceed to their next assigned class.
- Take-out food cannot be delivered to students. Prior approval from the administration must be received for any food brought from the outside.

DISRESPECT/REFUSAL/INSUBORDINATION TO STAFF

In order to maintain the safety of the school environment, inappropriate language, gestures, or aggressive verbal or physical behavior toward any staff member will result in disciplinary action. Examples of disrespect include, but are not limited to, defiance of authority, lying to staff, and refusing to follow directions. Refusal to comply with a staff request can result in disciplinary consequence being assigned (see page 48).
DRESS CODE/APPAREL/UNIFORM EXPECTATIONS

Elementary students are required to wear a school uniform while attending school or any school sponsored event. High School students must follow the dress code expectations listed below:

- Clothing and accessories that display statements, signs, or pictures with alcohol, tobacco, other drugs, weapons, violent themes, sexual innuendos, inappropriate language, inappropriate slogans, or references to gang affiliations will not be permitted.
- Examples of school dress that are NOT PERMISSIBLE include: backless, bare midriff, or spaghetti strap garments; half shirts; halter tops; ripped or torn clothing that promotes inappropriate exposure (including side less “muscle” shirts); sunglasses; mesh tops; tube tops; spandex or underwear worn as outer garments or worn in such a manner as to promote inappropriate exposure; and sleepwear.
- Pants, shorts, and skirts must be worn at waist level. (No Sagging will be permitted).
- Any item that presents a safety concern (chains, spikes, dangerous jewelry, safety pins, etc.) is prohibited.
- Shoes must be worn at all times.
- As a matter of accepted practice and courtesy, hats are not to be worn in the hallways and classrooms. This includes stocking caps, scarves, bandanas, headbands, sweatbands and other headwear. Headgear must be kept in a locker or bag during the school day.
- Hats and long and/or large coats should be stored in lockers before the bell for first hour sounds.
- The school may restrict any student from attending classes or school activities when that student’s dress, general appearance, and/or conduct creates safety, health and/or discipline problems.
- Students found in violation of the approved dress code will be subject to disciplinary action (see page 46).

ELECTRONIC COMMUNICATION DEVICES

Kansas City Public Schools has the responsibility to help students learn proper use and appropriate etiquette for cell phones and other electronic devices. The district must preserve and emphasize the sanctity of instructional time. The inappropriate and improper use of cell phones and other electronic devices cause a disruption to teaching and learning. The purpose of this policy is to afford a measure of privilege and responsibility to students, while at the same time, demonstrating a serious response to the abuse of such privilege and responsibility.

As a privilege for students, the use of cell phones is permitted only before and after school. Exceptions are given to students who are using such devices for instructional purposes under the direction of their teacher. Inappropriate use of cell phones will be considered a violation of disciplinary rules, and will be subject to the following consequences:

- **1st infraction**: The cell phone will be confiscated and delivered to the main office. The student may pick up the cell phone at the end of the school day, and will sign an acknowledgment for return of the cell phone and the consequences for further infractions of the cell phone policy.
- **2nd infraction**: The cell phone will be confiscated and delivered to the main office. A parent/guardian may pick up the cell phone at the end of the school day, and will sign an acknowledgment for the return of the cell phone. In addition, the parent/guardian will sign an acknowledgment that any further infraction by the student will result in confiscation and delivery of the cell phone to the main office of the particular school where it shall remain until the end of the school year, at which time it must be picked up by the parent/guardian who will sign an acknowledgment for the return of the cell phone.
- **3rd infraction**: The cell phone will be confiscated and delivered to the main office and will not be returned until the end of the school year.

The use of other electronic devices, including, but not limited to pagers; radios: CD players, mp3 players, iPods, and portable/hand-held video, music, and gaming devices are only permitted before and after school.
FIELD TRIPS
Students participating in field trips must adhere to the following policies and procedures:

- Any student leaving with the group on a trip or excursion must also return with the group, unless prior arrangements have been made with a parent for the parent to transport their student.
- All participants in any district-sponsored field trip or excursion must sign a statement agreeing to follow all applicable district policies, administrative procedures, school rules, and the rules of any sponsoring or host organization.

RECORDING OF CLASSES
Creating a video or audio recording in the school setting is prohibited unless being done for specific curricular purposes as determined by school officials.

STUDENT IDENTIFICATION CARD
Kansas City Public Schools issues a picture ID card to each student for security, identification, library checkout, and activity purposes. The picture ID is required to be in the student’s possession at all times during the regular school day and at all school sponsored activities. Students will be expected to produce it for an employee when requested. If lost, the student must purchase a new card.

STUDENT GOVERNMENT
The role of the student government is to demonstrate the principles of democratic government and the responsibilities of the individual, thereby developing an appreciation of membership in democracy; to develop good citizenship by giving the students an opportunity to have a part in self-government; to help with the coordination of extra-curricular activities; to bring about a closer relationship between the students, faculty and administration; to encourage the development of school spirit through participation; and to demand the best possible academic atmosphere.

NETWORK ACCESS
All students have a user ID and password that gives them access to the computer network and home directory on the “U” drive. Students are responsible for following Kansas City Public Schools’ Technology Usage Policy (see Administrative Policy EHB). All users must agree to follow the district’s policies and procedures. A copy of the Technology Usage Form is included in the appendix of this handbook (see “Forms”).

RECORDING OF CLASSES
Creating a video or audio recording in the school setting is prohibited unless being done for specific curricular purposes as determined by school officials.

SOCIAL MEDIA USAGE
Students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the KCPS community and beyond. Students who participate in online interaction must remember that their posts are subject to the same behavioral standards set forth in the Code of Student Conduct.

Since social media reaches audiences far beyond the community and can leave lasting impressions, students must use social sites responsibly and be accountable for their actions. Students should consider not posting or linking anything to social networking sites that they would not want peers, teachers, college admissions officers, or future employers to access. Students should be sure to utilize privacy settings to control access, never share personal information with parties unknown on unsecure sites and be protective of site passwords. Misrepresentation of someone else’s identity should also be avoided.
Students should remember to be respectful to others. When responding to someone during a disagreement, be sure that criticism is constructive and not hurtful. Beware of profane, obscene, or threatening language. Cyber bullying is considered an act of harassment. Cyber bullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm. Student involvement in cyber bullying or cyber threats may result in disciplinary action as described in the Code of Student Conduct (see pages 49 and 51).
EXCEPTIONAL EDUCATION SERVICES
The Kansas City Public Schools, assures that it will provide a free, appropriate public education to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction.

GUIDANCE AND COUNSELING
The Guidance and Counseling program is an integral part of the total education program. Based on individual, family, school, and community needs, the guidance program is delivered through the guidance curriculum, individual planning system, responsive services, and system support.

The Guidance and Counseling Program is responsible for assisting all students in developing:

- The knowledge, understanding, and acceptance of self and others,
- The skills necessary for effective career exploration and planning, and
- The competencies needed for educational and vocational development.

The Guidance and Counseling Program provides responsive services designed to aid individuals in resolving problems which prevent their healthy development or which require remedial attention. It provides a systematic plan to help each student monitor and direct his/her own educational, vocational, and personal development. Finally, the Guidance and Counseling Program includes system support activities designed to establish, maintain, and enhance the total program.

Parental involvement is essential for the continued success of the student. Research suggests that when parents are involved, students are more successful. Parents are urged to participate in activities and to maintain close communication with the school. Parents are encouraged to call the counselor to schedule an individual conference to discuss course selection.

HEALTH SERVICES
The Health Services Department has oversight of the coordinated student health services program.

If a student becomes ill in school, he/she should report to the nurse with a pass. **Students must not leave the building because of illness without prior authorization by the nurse (or designee).** If the nurse is unavailable, students are to report to the Attendance Office. First aid care will be administered to sick and injured students. In cases of serious illness or accidents, parents will be notified immediately.

KCPS prohibits students from possessing or self-administering medications while on school grounds, on district transportation, or during district activities unless explicitly authorized in accordance with district policy or as a part of a student’s IEP or 504 accommodation. Students will not be allowed to go to vehicles to get medication or go home for medication without permission from an administrator.

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered nurse. A district registered nurse may delegate the administration of prescribed medication by licensed practical nurses and unlicensed personnel who they deem competent. Prescribed medications taken by a student while at school must be prescribed by a person licensed by a state regulatory board to prescribe medications and treatments as defined by 195.070, RSMo.

The parent/guardian must provide the district with written permission to administer both over-the-counter and prescription medication before the district will administer such medication.
Required Immunization of Students

Students cannot enroll or attend school unless immunized as required by Missouri law.

- The following immunizations are needed: DT (Diphtheria-Tetanus), MMR (Measles, Mumps, and Rubella), Polio and Hepatitis B.
  - A second dose of varicella is required for all students entering kindergarten unless the child has had varicella (chickenpox) disease, a licensed doctor of medicine (MD) or doctor of osteopathy (DO) may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease as satisfactory evidence of having had the disease. Parental or guardian statements of disease will not be accepted, and
  - TdPap is required for all incoming eighth graders who have completed the recommended childhood DTap/DTP vaccination series and have not received a Td booster dose within the past two years.
- It shall be the duty of the parent/guardian of every student entering this school district to furnish the school satisfactory evidence of immunization or exemption from immunization against disease as mandated by Missouri law.
- It is unlawful for any child to attend school unless the child has been immunized according to state law or unless the parent or guardian has signed and placed on file a statement of medical or religious exemption with the nurse.
- Medical Exemption: A child shall be exempted from the immunization requirement upon certification by a licensed doctor of medicine or doctor of osteopathy that either the immunization would seriously endanger the child’s health or life, or the child has documentation of laboratory evidence of immunity to the disease.
- Religious Exemption: A child shall be exempted from the immunization requirement if a parent or guardian objects in writing to the school administrator that immunization of that child violates his/her religious beliefs.
- Immunizations in Progress: A child may continue to attend school as long as the immunization series has been started and satisfactory progress is being accomplished according to the guidelines of the Missouri Division of Health.

**Homeless students** who cannot provide proof of immunization will be immediately enrolled, and the district’s homeless coordinator will work with the student to obtain the necessary immunizations as soon as possible.

HUMAN SEXUALITY CURRICULUM NOTIFICATION

- Human sexuality curriculum may be delivered through various courses in high school.
- **When parents prefer that their child not receive instruction in the human sexuality curriculum, a written notice must be provided to the classroom teacher.**

LIBRARY MEDIA CENTER

- Since each student’s learning style is unique, a large collection of print, audio visual and electronic materials are available in the media center to improve reading, listening, and viewing skills. The materials and services encompass all subject areas, ability levels, and the varied recreational interests of faculty and students.
- Books, magazines, and other electronic media form the nucleus for research and recreational reading; however, electronic information sources, including electronic periodical databases, the Internet, and multimedia applications are available to media center patrons.
Media Center Access/Checking out Materials(s)

- Students need a pass to come to the media center during the day. They must have their school ID to check out materials.

Media Center (Equipment)

- Any student may use audio-visual equipment in the media center for make-up or research purposes. Machines requiring a specialized knowledge, such as the video editing equipment, will require the student to be instructed in its use by the media center staff before the student uses it.
- The media center contains computers with personal productivity and computer-assisted instruction software. Students may have access to the computers before and after school, as well as during the school day.

LOCKERS

- School lockers and storage lockers are the property of the school district and are provided for the convenience of students, and as such, are subject to periodic inspection without notice.
- Consistent with the community’s expectations that school officials sustain a safe school environment, the school district will cooperate with local law enforcement agencies in conducting periodic unannounced locker inspections, including canine searches.
- Items of extraordinary value should not be left in lockers or brought to school.

TEXTBOOKS, EQUIPMENT, AND MATERIALS

- All school textbooks, workbooks, and instructional materials are issued by the school on a loan basis and are to be returned at the end of the school year in good condition.
- Any book, equipment or material loaned to a student will be charged to the student, at replacement cost, if it is not properly returned or it is destroyed or mutilated. In addition, a student’s transcript and/or diploma may be withheld until such time as the costs of replacement for any destroyed, lost, stolen or mutilated book is paid.
- Students requiring financial assistance in paying of fees or costs should see an administrator.
STUDENT TRANSPORTATION SERVICES

STUDENT SAFETY – A Shared Responsibility

Students, parents/guardians, bus drivers and school officials share in the responsibility of ensuring that students are safe during their travels to and from school and/or an activity. Students are responsible for adhering to all the rules of conduct while waiting or riding a school bus.

Students who fail to observe the rules will be subject to disciplinary action since their failure to do so may affect the safety of others. Therefore, the district reserves the right to modify or cancel transportation services at any time within the parameters set forth by applicable laws, regulations, and board policy.

SCHOOL BUS PRIVILEGES

Both the State of Missouri and the Kansas City Public Schools consider the school bus as an extension of the school and students are required to exhibit proper conduct. It is a privilege to ride the bus and as such that privilege can be taken away for certain acts of misconduct (see page 56).

DISTRICT-PROVIDED TRANSPORTATION – Eligibility

- Resident students who live 1.5 miles or more from the school they attend are eligible for transportation.
- District transportation is not provided for students who elect to attend a comprehensive community school other than their neighborhood school.
- Students who are eligible for transportation are not required to walk more than six (6) blocks to their bus stop location.

Exceptional Education Transportation

The level of transportation service for Exceptional Education students is determined by each student’s Individualized Education Program (IEP), 504 Accommodation Plan, or documented medical condition. Exceptional Education students include, but are not limited to: learning disabled, behavior disordered, mentally retarded, blind or visually impaired, deaf or hearing impaired, physically or health impaired, or speech and/or language impaired. The student’s IEP or documented medical condition will be the sole basis for determining special transportation.

PARKING LOT SAFETY

- Students are not permitted to go to parked cars or be in the parking lots without permission from an administrator. Students may not go to parked cars or the parking lots before entering buses to leave campus or before attending after-school activities or serving detentions.
- Consistent with the community’s expectation that school officials sustain a safe school environment, the school district will cooperate with appropriate law enforcement agencies in the monitoring of district parking lots. The parking lot and all cars parked on campus will be subject to search. The parking lot WILL BE searched periodically. This may include use of canines in the search.
- Strict adherence to the policies on bus transportation and driving is required. Speeding or careless and reckless driving in the parking lot can result in police action along with school discipline. Police may issue tickets for careless and imprudent driving, endangerment of a minor, or other violations. School discipline includes, but is not limited to, detention, suspension, and/or loss of driving privileges.
- Skateboarding, or the use of any type of skates, is not allowed on school property to include all district parking lots. School discipline will apply to violators.

KEY CONTACTS

<table>
<thead>
<tr>
<th>KCPS Department of Transportation</th>
<th>First Student</th>
<th>Kansas City Taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1211 McGee Street, Kansas City, MO 64106</td>
<td>8611 East 21st Street, Kansas City, MO 64126</td>
<td>1300 Lydia, Kansas City, MO 64106</td>
</tr>
<tr>
<td>(816) 418-8825</td>
<td>(816) 254-5262</td>
<td>(816) 512-8037</td>
</tr>
<tr>
<td>Patrick Kneib, Transportation Director</td>
<td>Debbie Jones, Manager</td>
<td>Terry O'Toole, Gen. Manager</td>
</tr>
<tr>
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<td>Loretta Dohle - Field Trips</td>
<td>Pat Mullen, Office Manager</td>
</tr>
<tr>
<td></td>
<td>816-833-5473 (833-5732 Fax)</td>
<td>David Lakaar, Safety Manager</td>
</tr>
</tbody>
</table>

1300 Lydia
Kansas City, MO 64106
(816) 512-8037 - Fax

Terry O’Toole, Gen. Manager
Pat Mullen, Office Manager
David Lakaar, Safety Manager
CONCEAL AND CARRY FIREARMS LEGISLATION
Anyone carrying a firearm, including individuals with a conceal and carry permit, will not be allowed on any school property without the consent of a school official or the Board of Education. This includes possession of a firearm in a vehicle on the premises of a school facility.

DRUGS AND ALCOHOL
The use, sale, transfer, distribution, possession, or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances, and imitation controlled substances is prohibited on any district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities.

- Any student in possession of, buying, under the influence of, or using a controlled substance, illegal drugs, drug paraphernalia, alcohol, mood altering chemicals, or non-prescription drugs, or any student who represents any substance as one of the above, will be suspended for 10 days with a referral to the Student Discipline Office, which could result in a suspension of up to 180 days.
- School discipline shall be imposed independent of court action. Local law enforcement agencies will be contracted in accordance with Safe Schools Act guidelines. Consistent with community’s expectation that school officials sustain a safe school environment, the Kansas City Public Schools will cooperate with appropriate law enforcement agencies in conducting periodic, unannounced searches requiring the utilization of canine units.

See Administrative Policy JFCH

FIRE ALARMS/FIRE EXTINGUISHERS
Fire alarms are designed to enhance the safety and welfare of teachers and students. In the event that no emergency exists, persons activating or in any manner tampering with the fire alarm system, will receive the maximum disciplinary consequence. This includes 10 days out-of-school suspension, a disciplinary recommendation for a long-term suspension, and a referral to the Kansas City Fire Marshall.

HABITUALLY DISRUPTIVE (or CHRONIC MISCONDUCT) STUDENTS
The habitually disruptive student:
- Negatively affects the learning environment for themselves and others;
- Detracts from a safe school environment;
- Has repeated student administration referrals because of chronic behaviors;
- Is non-responsive to traditional progressive disciplinary measures;
- Does not change behaviors, even after systematic alternative interventions.
- Students whose behavior exemplifies “chronic misconduct” will receive disciplinary action (see page 51).

HARASSMENT
Harassment of any form whether verbal or physical, against another person based on age, sexual orientation, color, creed, disability, gender, marital status, national origins, race or religion is prohibited and will subject a student to disciplinary action. Any act of racial harassment is prohibited. Racial harassment is defined as inappropriate or unwelcome language or behavior, including, but not limited to, demeaning an individual (put down, teasing, insults) or creating an intimidating, hostile, or offensive environment.
Any act of sexual harassment is prohibited. Sexual harassment is defined as inappropriate or unwelcome behavior or verbal, written, or symbolic language which creates a hostile environment, including sexual threats, sexual proposals, sexually suggestive language and/or gestures and unwanted physical contact based on gender or of a sexual nature. Students are not to engage in: sexual jokes or gestures (verbal or written), sexual or racial slurs, sexual or racial threats, sexual or racial pictures and drawings, unwelcomed sexual advances, or requests for sexual favors. Any act of harassment should immediately be reported to an administrator or other staff member. Students involved will be subject to disciplinary action consistent with board policy (see Administrative Policy JFCF, ACA, and pages 26, 51 and 55).

HATS, HEADGEAR, AND SUNGLASSES

Upon entering the school building, students must remove hats, headgear, and sunglasses. These items should be placed inside of a student’s locker. One kind reminder to remove the item(s) will be issued. After that, the item(s) will be confiscated until the end of the day.

INCENDIARY/COMBUSTIBLE DEVICES (FIREWORKS)

The possession or use of any fireworks or similar material will result in a suspension of up to 10 days with a referral for long-term suspension (see pages 53 and 55). The possession or use of lighters, matches, or other flammable products may result in suspension of up to 10 days with a possible referral for long-term suspension (see pages 47 and 48).

PERSONAL PROPERTY

Personal belongings of the student are the sole responsibility of the student. The individual school and Kansas City Public Schools are not responsible for reimbursement for the loss of personal items. The responsible use of all lockers and personal property, appropriate to the school environment, minimizes the risk of loss. Students should not bring large sums of money or expensive items, such as electronic devices to school.

PHYSICAL OR VERBAL ALTERCATIONS/CONFRONTATIONS

Threats, swearing, acts of intimidation, bullying, or physical assault will not be tolerated. Students involved in such actions will be subject to a short term suspension with a possible disciplinary referral for a long-term suspension or expulsion (see pages 52 and 55). Local law enforcement agencies will be contacted in accordance with Safe Schools Act guidelines, where warranted.

SEXUAL ACTS

Acts of sex or simulated acts of sex are prohibited on school district property or at school district events. Violation of this standard will result in up to 10 days suspension with a disciplinary referral for long-term suspension (see page 55).

SUSPENSION RULES

The following is a summary of Administrative Policy JGD regarding the suspension of students (also see pages 59-71):

Authority of Principal

Principals are charged with the basic responsibility for developing regulations regarding student conduct, dress, and appearance as may be needed to maintain proper decorum in schools under their supervision.

Principals shall have the authority to suspend pupils from school in accordance with regulations and guidelines established by the Board of Education or its designee.
Suspension or Expulsion

The authority of the Principal, Superintendent, and Board of Education to suspend or expel students, as provided for in §167.161 and §167.171, RSMo., shall be exercised only in conformity with the provisions of said statutes and of the rules of the Board governing method and procedure, specification of charges, right of appeal, right to counsel, and of hearing.

Student behavior shall not be prejudicial to the learning process, the good order and discipline of the school, or tend to impair the morale or good conduct of the school. Students who are suspended or expelled for any reason are prohibited from attending or taking part in any district-sponsored activity, regardless of location, or any activity that occurs on district property. Students who violate this provision will be required to leave the activity and may face further discipline, including an additional period of suspension or expulsion. For any suspension 10 days or less, the superintendent’s or designee’s review and determination shall be final.

In-School Suspension (ISS) (As it is available)

The purpose of ISS is to keep students engaged in school in situations which might otherwise result in out-of-school suspension. The ISS program is a highly structured class situation with emphasis placed on intensive student work. Students who refuse ISS or fail to adhere to ISS policies may be suspended from school.

Out-of-School Suspension (OSS)

The primary purpose of a suspension should be to temporarily remove the violating student from the school community, assist in the rehabilitation of the student, and to deter future disciplinary problems.

Recognizing that we are working with individuals, all cases must be considered separately and all factors weighed carefully.

Suspended students cannot attend school functions or be on school district property while suspended. Failure to comply may lead to an arrest by a School Resource Officer or Kansas City, Missouri Police.

Make-up Work Procedure for OSS students: Make-up work shall be provided upon request for all absences, including suspensions. Elementary students will have their make-up work arranged and assigned by the teacher. At the secondary level, it is the responsibility of the student, parent and/or guardian to make arrangements for securing missed work due to absences or suspensions. After receipt of their make-up work, students will be given one (1) day for each day absent to make up his or her schoolwork.

VANDALISM (CARE OF THE BUILDING)

Students are responsible for keeping the buildings in a condition conducive to student learning at all times. Any destruction of property or vandalism, including writing on walls and/or furniture, is in violation of state laws and is considered a misdemeanor (§574.085, RSMo.). Violation of the statute could result in a suspension from school (see page 51). Students will be held responsible for the cost of repairs.

WEAPONS

Weapons, including guns, knives, mace or any items designed to inflict injury to others are prohibited on school grounds. In compliance with the “Gun Free Schools Act” (Federal) and §160.261 RSMo (Amended 1995): If it is determined that any student brought a weapon (as defined in this subparagraph) to school in violation of this policy, the student shall be suspended for a period of not less than one year or be expelled and referred to the appropriate legal authorities.

Definition: For purposes of this subparagraph the term “weapon” shall mean a firearm as defined under 18 U.S.C. 921. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant. Violation of this policy will result in suspension and referral to the Student Discipline Office. Look-alike weapons are prohibited and discipline imposed according to the Code of Student Conduct. Water guns or water dispensing devices are prohibited and should be addressed according to the Code of Student Conduct (offense Simulated Weapons).
Code of Student Conduct
INTRODUCTION TO THE CODE OF STUDENT CONDUCT

The Code of Student Conduct is designed to encourage students to accept responsibility for their actions, teach students to respect the rights of others, facilitate learning and promote the orderly operation of all Kansas City Public Schools. It is composed of various “classes” of misconduct, which will result in disciplinary action. A student who commits an act of misconduct which is not listed in the Code of Student Conduct, but which is nonetheless prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of students, will be subject to the authority of the classroom teacher and/or principal.

Imposition of Disciplinary Consequences
For purposes of this Code of Student Conduct, elementary consequences apply to students in grades K-6 and secondary consequences apply to students in grades 7-12. District personnel will use their professional judgment in determining which disciplinary consequences for the listed offenses will be most effective in dealing with the student’s misconduct, taking into account the following factors:

- the student’s age and maturity level,
- the nature and seriousness of the infraction,
- the student’s previous disciplinary record,
- the student’s attitude, and
- other relevant factors.

The disciplinary consequences apply to all students, although special procedures must be followed with regard to disciplining students with disabilities.

The penalties listed under the “Consequences” section for each class of offenses are disciplinary options and need not be imposed in any certain order. Moreover, there is no requirement that all disciplinary options listed be exhausted before a student may be disciplined for second or subsequent offenses.

SCOPE OF AUTHORITY

The provisions of this Code of Student Conduct apply in all situations in which students are involved, including:

- activities on school property;
- travel on school buses or in any vehicle when that vehicle is used to transport students for the district;
- off-site school sponsored activities;
- while walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the student’s conduct is the result or cause of disruptive behavior on school grounds; and
- acts of behavior, which occurs off school property and poses a threat to the safety of students and faculty or disrupts the learning environment.

Off-campus misconduct that is not school-related and adversely affects the educational climate will also be subject to school-related disciplinary consequences (i.e., long-term suspension and/or expulsion). In addition, the district will seek restitution in all instances where district property is damaged, destroyed, or stolen.

Discipline infractions occurring at the end of the school year may result in disciplinary actions and/or consequences being administered at the beginning of the next school year.
SUPERVISION OF STUDENTS

All district personnel responsible for the care and supervision of students are authorized to hold every student strictly accountable for any disorderly conduct in school, on any property of the school, on any school bus going to or returning from school, or in any vehicle when that vehicle is used to transport students for the district during school-sponsored activities or during intermission or recess periods.

School employees may use reasonable and prudent physical force to restrain a student whose actions are reasonably believed to result in physical injury to any person, including the student.

STUDENT ACCOUNTABILITY

All students within the district will be held accountable for their actions on school property. The failure of a student and parents or guardians to read the Code of Student Conduct and sign the acknowledgment will not prevent students from being held accountable for their behavior and receiving disciplinary consequences under the Code of Student Conduct.

STUDENTS’ RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

Students are responsible for any contraband found in their possession. Contraband is defined as drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Missouri and Federal law, School Board policy or the Code of Student Conduct. For purposes of the Code of Student Conduct, items are deemed to be within a student’s possession if the items are found in any of the following places:

- student’s clothing (i.e., pockets, jackets, shoes, socks, hats etc.),
- student’s purse/book bag,
- student’s desk,
- student’s locker, and/or
- student’s automobile located on school property.

It is each student’s responsibility to check his or her personal belongings for possible contraband before entering school property, any school bus going to or returning from school, or any vehicle when that vehicle is used to transport students for the district and school-sponsored activities.

A student may be required to surrender items prohibited at school. Confiscated items include iPods, pagers, mobile phones, laser pointers, etc.
CLASS I - OFFENSES

**Excessive Tardies (“TARD”)**
Repeated failures to report, without acceptable excuse, to assigned classrooms or other areas after the “tardy bell” rings.

**Failure to Adhere to the Approved Dress Code (“DRES”)**
Dress or appearance that is likely to cause disruption of the educational process or to create a health or safety concern (see page 31).

CLASS I - CONSEQUENCES

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Grades K - 6</th>
<th>Grades 7 - 12</th>
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</thead>
<tbody>
<tr>
<td><strong>First Offense</strong></td>
<td>• Parent/Guardian Contact</td>
<td>• In-school Conference</td>
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<tr>
<td><strong>Second Offense</strong></td>
<td>• Parents/Guardian Conference</td>
<td>• Detention – Teacher Option</td>
</tr>
<tr>
<td><strong>Subsequent Offense</strong></td>
<td>• Refer to counselors (if warranted)</td>
<td>• In-school suspension* (1-3 days)</td>
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<td>• Possible dismissal from Program (Subject to review by the Director of Early Learning or Head Start).</td>
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<td><strong>Second Offense</strong></td>
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<td>• Parent/Guardian Conference</td>
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<td></td>
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<td>• In-school suspension* (4-5 days)</td>
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<td><strong>Subsequent Offense</strong></td>
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<td></td>
<td>• In-school suspension* (5 days) and parent/guardian conference</td>
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<td></td>
<td></td>
<td>• Short-term suspension (1 day) and parent conference required</td>
</tr>
</tbody>
</table>

In addition to the above consequences, the administrator and/or classroom teacher will, where appropriate, also utilize interventions within the classroom or school to address the student’s behavior.

*As it is available*
CLASS II - OFFENSES

Possession and/or Use of Tobacco or Tobacco Products (“TOBC”)  
The use or possession of tobacco or tobacco products by students in school buildings.

Possession, Exhibition, and/or Distribution of Obscene Material (“OBSC”)  
Possessing, exhibiting, or distributing material, which offends common decency and morals.

Gambling (“GAMB”)  
Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost.

Disruptive Behavior in the Classroom, School, or During School Activity (“DISS”)  
Intentional acts or conduct in the classroom, in the school building, or upon school grounds that disrupts the educational process (i.e., talking, making noises, getting out of seat without permission, etc.).

Disruptive Behavior on School Bus or at School Bus Stop (“DISB”)  
Intentional acts or conduct on the school bus or at a school bus stop that disrupt the educational process. The maximum consequence possible is loss of riding privileges for one (1) year. (Note: If an IEP student engages in this behavior, the student’s IEP will be reviewed and alternative transportation will be considered by the IEP Team.)

Defiance of Authority (“DEFI”)  
Refusal to follow directions from school personnel or comply with classroom or school rules. This offense includes hall freeze violations.

Use of Abusive, Obscene, Offensive, or Profane Language (“LANG”)  
The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal conduct reflecting on an individual’s sex, race, religion, color, national origin, ancestry, age, disability, or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Inciting to Fight/Contributing to a Disruptive Situation (“INCI”)  
The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom.

Dangerous Behavior (“DANG”)  
Behaving in such a way as could reasonably cause injury to a student, teacher or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.). Any serious physical injury, which results from a student’s dangerous behavior, will be considered an assault and may result in Class IV Consequences.

Possession of Non-Controlled Substances (“NCOP”)  
Distribution, attempt to distribute, or possession with intent to distribute (possession of a substance which by virtue of the quantity, packaging or other circumstances demonstrates intent or effort to sell or distribute the substance) a non-controlled substance upon the representation that the substance is a controlled substance.

Note: District Security and the Police Department should be contacted to perform a drug analysis on the substance. If the substance tests negative for drugs, Class II Consequences shall be imposed.

Conspiracy to Commit a Class II Offense (“CON2”)  
An agreement, plan, and/or concerted effort by two or more persons to commit a Class II Offense.

Possession of Cigarette Lighters and/or Matches (“LIGH”)  
The possession of cigarette lighters and/or matches.
CLASS II - CONSEQUENCES

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Grades K-3</th>
<th>Grades 4-6</th>
<th>Grades 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Offense</strong>&lt;br&gt;• Parent/Guardian Contact</td>
<td><strong>First Offense</strong>&lt;br&gt;• Parent/Guardian Contact&lt;br&gt;• Educational interventions (i.e. student makes a verbal or written apology to affected community members)&lt;br&gt;• Student assigned temporarily to another class in the building (where appropriate)</td>
<td><strong>First Offense</strong>&lt;br&gt;• Parent/Guardian Contact&lt;br&gt;• In school suspension* (2-4 days)&lt;br&gt;• Short-term suspension (1-4 days)&lt;br&gt;• Community service at the school site</td>
<td><strong>First Offense</strong>&lt;br&gt;• Parent/Guardian Contact&lt;br&gt;• In school suspension* (2-4 days)&lt;br&gt;• Short-term suspension (1-3 days)&lt;br&gt;• Student assigned temporarily to another class in the building (where appropriate)</td>
</tr>
<tr>
<td><strong>Second Offense</strong>&lt;br&gt;• Parents/Guardians Conference</td>
<td><strong>Second Offense</strong>&lt;br&gt;• In-school suspension* (1-2 days)&lt;br&gt;• Parent/Guardian conference or Short-term suspension (1-3 days)</td>
<td><strong>Second Offense</strong>&lt;br&gt;• Parent/Guardian conference and Short-term suspension (4-7 days)</td>
<td><strong>Second Offense</strong>&lt;br&gt;• In-school suspension* (1-4 days)&lt;br&gt;• Parent/Guardian conference and Short-term suspension (3-7 days)</td>
</tr>
<tr>
<td><strong>Subsequent Offense</strong>&lt;br&gt;• Refer to counselors (if warranted)&lt;br&gt;• Short-term removal (1 day)&lt;br&gt;• Possible dismissal from Program (Subject to review by the Director of Early Learning or Head Start)</td>
<td><strong>Subsequent Offenses</strong>&lt;br&gt;• Short-term suspension (3-10 days) with possible further</td>
<td><strong>Subsequent Offenses</strong>&lt;br&gt;• Short-term suspension (7-10 days) with possible further action</td>
<td><strong>Subsequent Offenses</strong>&lt;br&gt;• Short-term suspension (5-10 days) with possible further action</td>
</tr>
</tbody>
</table>

In addition to the above consequences, the administrator and/or classroom teacher will, where appropriate, also utilize interventions within the classroom or school to address the student’s behavior.

**Further action may include any of the following:**
- Referral to Saturday School*
- Perform community service (In-School)
- Referral to drug and/or alcohol assessment or treatment Program
- Referral to smoking cessation program and/or tobacco education program
- Referral to outside counseling agencies
- Referral for anger control/conflict resolution program(s)

*As it is available
CLASS III OFFENSES

Any commission of these offenses may be reported to local law enforcement and District Security depending on the severity of the offense.

Academic Dishonesty (“ACAD”)
Cheating on tests, copying assignments or papers, etc. Academic Dishonesty includes, but is not limited to: plagiarism, claiming credit for another person’s work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration; facilitation of academic dishonesty; and other misconduct related to academics (see page 31).

Misuse of Computer or Violation of Network Practices (“TECH”)
Any misuse or inappropriate network practices including, but not limited to, practices that do not conform to the District Internet Use Policy (see pages 33 and 87).

Forgery (“FORG”)
Making, completing, altering, or authenticating any writing so that it purports to have been made by another (see page 31). (Note: The offense includes, but is not limited to, signing a parent and/or guardian, teacher, or school official’s signature on documents.)

Fighting (“FIGH”)
Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action.

Chronic Misconduct (“CRNC”)
Persistent violations of the Code of Student Conduct where appropriate documentation of interventions utilized by school personnel has been presented (see page 39).

Bullying (“BULY”)
For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetrated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyber bullying or cyber threats. Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm (see pages 26, 40, and 71).

Gang Activities and/or Behavior (“GANG”)
As used herein, the phrase “gang-like activity” shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty, or membership in any way while on school grounds or while attending a school function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. For purposes of district policy, the term “gang” shall be defined as any ongoing organization, association or group of three (3) or more persons, whether formal or informal, having as one of its primary activities the commission of a criminal act, which has a common name or common identifying sign or symbol, whose members individually or collectively engage in or have engaged in a pattern of gang activity.

Sexual Harassment (“HARR”)
Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student’s educational performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments; requests for sexual favors; and other unwelcome verbal conduct of a sexual nature (see pages 40 and 71).
Stealing (“STEA”)  
The unlawful taking or disposition of property of another with the intent to deprive the person of the property.

Extortion (“EXTR”)  
Obtaining money, information, or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism (“VAND”)  
The willful or malicious destruction and/or damage of school property or the property of another (i.e., damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.).

Conspiracy to Commit a Class III Offense (“CON3”)  
An agreement, plan, and/or concerted effort by two or more persons to commit a Class III Offense.

Receiving Stolen Property (“PROP”)  
Receiving or possessing property which has been stolen from another student and/or school personnel. (Note: This offense only applies to students who did not steal the property.)

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Consequences (“FAIL”)  
Violating the conditions of a suspension, expulsion, or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held.
## CLASS III CONSEQUENCES

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Grades K-3</th>
<th>Grades 4-6</th>
<th>Grades 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Offense</strong></td>
<td>Parent/Guardian Conference and/or Short-term suspension (1-3 days)</td>
<td>Parent/Guardian Conference and/or Short-term suspension (1-5 days)</td>
<td>Parent/Guardian Conference and/or Short-term suspension (1-5 days)</td>
</tr>
<tr>
<td></td>
<td>In-school suspension* (1-2 days)</td>
<td>In school suspension* (1-4 days)</td>
<td>Suspension of computer privileges</td>
</tr>
<tr>
<td></td>
<td>Suspension of computer privileges</td>
<td>Suspension of computer privileges</td>
<td>Restitution (where appropriate)</td>
</tr>
<tr>
<td></td>
<td>Restitution (where appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Offense</strong></td>
<td>Parent/Guardian Conference</td>
<td>Parent/Guardian conference and Short-term suspension (3-7 days)</td>
<td>Parent/Guardian conference and Short-term suspension (3-7 days)</td>
</tr>
<tr>
<td></td>
<td>Refer to counselors (if warranted)</td>
<td>Restitution (where appropriate)</td>
<td>Restitution (where appropriate)</td>
</tr>
<tr>
<td></td>
<td>Short-term suspension (1 day)</td>
<td></td>
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<tr>
<td></td>
<td>Possible dismissal from Program</td>
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<tr>
<td></td>
<td>(Subject to review by the Director of Early Learning or Head Start)</td>
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</tr>
<tr>
<td><strong>Subsequent Offense</strong></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Short-term suspension (5-10 days) with possible further action</td>
<td>Short-term suspension (7-10 days) with possible further action</td>
<td>Short-term suspension (7-10 days) with possible further action</td>
</tr>
</tbody>
</table>

**Note:** Any fighting offense may result in a short-term suspension (1-10 days) with possible further action.

In addition to the above consequences, the administrator and/or classroom teacher will, where appropriate, also utilize interventions within the classroom or school to address the student’s behavior.

**Further action may include any of the following:**
- Referral to Saturday School*
- Perform community service (In-School)
- Referral to drug and/or alcohol assessment or treatment program
- Referral to smoking cessation program and/or tobacco education program
- Referral to outside counseling agencies
- Referral for anger control/conflict resolution program(s)
- Restitution where appropriate

*As it is available
CLASS IV - OFFENSES

Students must be referred to the Student Discipline Office upon the first occurrence of any Class IV Offense marked with an asterisk (*). Any commission of these offenses may be reported to the local law enforcement agency depending on the severity of the offense. However, the offense must be reported to District Security.

Possession of Identifiable Drug Paraphernalia (“PARA”)
Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the body a controlled substance.

Threatening Another Student (“THRS”)
Intentional verbal or physical threat to do harm to a student by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur.

Distribution and/or Purchase of Non-Controlled Substances (“NCOD”)
Purchase or attempt to purchase a non-controlled substance that has been represented to be, or upon a belief that it is, a dangerous controlled substance.

Unauthorized Entry (“UNAR”)
Students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

*Possession and/or Use of Drugs (“DRGP”)
Possession of or using controlled substances at school, on school property, or during a school activity. (Note: Any student who arrives at school or class under the influence of drugs will not be allowed to attend classes.)

Possession and/or Use of Toxic Substances (“TOXC”)
Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

*Possession of Drugs with Intent to Sell or Distribute (“DRGD”)
The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging, or other circumstances which demonstrate intent or effort to sell/distribute.

*Assault of Another Student (“ASTS”)
An actual and intentional touching or striking of another student against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

Note: This offense includes, but is not limited to, biting, spitting, kicking, pushing/throwing a student against a locker, wall or on the ground, cutting another student’s hair, and/or putting bodily fluids on another student.

Threatening of School Personnel (“THRP”)
Intentional verbal or physical threat to do violence to a staff member by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that such violence may occur.

*Assault of School Personnel (“ASTP”)
An actual and intentional touching or striking of school personnel against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

Note: This offense includes, but is not limited to, biting, spitting, kicking and/or pushing/throwing school personnel against a locker, wall or on the ground, and/or putting bodily fluids on school personnel.
*Causing Serious Physical Injury to Student or Staff ("SERI")*
Intentional or unintentional physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body.

*Possession, Use, and/or Sale of Explosives ("EXPL")*
The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives. (Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e., fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.).

*Arson ("ARSO")*
Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).

*Possession and/or Use of a Firearm ("WHGN")*
Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:
- any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas; or
- any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

*Possession and/or Use of a Weapon Other Than a Firearm ("WOTH")*
Possession and/or use of an instrument, device or projectile that could reasonably be used for attack or defense against another person; any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person. A weapon may include any of the following:
- any of the weapons listed under Notice Provision Missouri Safe Schools Act, Section II (see page 69);
- knife (see statutory definition under Notice Provision Missouri Safe Schools Act, Section II, (see page 69);
- ordinary pocket knife or an instrument with a blade measuring four inches or less in length;
- pen knives;
- projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.);
- blackjack;
- knuckles;
- pepper spray;
- mace;
- “tasers”; or
- normal school supplies, household items or other materials (examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or pad locks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are actually used as a weapon.

**Conspiracy to Commit a Class IV Offense ("CON4")**
An agreement, plan, and/or concerted effort by two or more persons to commit a Class IV offense.
*False/Fire Alarms (“ALRM”)
Pulling a fire alarm when there is no fire or smoke and/or making a false bomb report; alerting emergency personnel when no emergency exists.

**Possession and/or Consumption of Alcohol (“ALCO”)**
Possession or consumption of alcohol at school, on school property or during a school activity. *(Note: Any student who arrives at school or class under the influence of alcohol will not be allowed to attend classes.)*

**Possession and/or Use of a Simulated Weapon (“WPNS”)**
The possession, concealment or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or apprehension of harm.

**Sexual Misconduct (“SXLM”)**
An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another’s clothing, etc.). This offense includes touching or fondling members of the same sex as well as members of the opposite sex.

**Note:** A student’s consent or voluntary participation in any form of sexual misconduct is irrelevant and all students found to have engaged in sexual misconduct will receive the same consequences.
## CLASS IV - CONSEQUENCES

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Grades K-3</th>
<th>Grades 4-6</th>
<th>Grades 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Offense</strong></td>
<td>• Parent/Guardian Contact</td>
<td>• Parent/Guardian Contact and Short-term suspension (5-7 days) with possible further action</td>
<td>• Short-term suspension (5-10 days) with possible further action</td>
</tr>
<tr>
<td><strong>Second Offense</strong></td>
<td>• Parent/Guardian Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subsequent Offense</strong></td>
<td>• Refer to counselors (if warranted)</td>
<td>• Short-term suspension (1 day)</td>
<td>• Mandatory Short-term suspension (10 days) with referral to Student Discipline Office. (For long-term suspensions, the maximum length is 90 days unless the law requires more serious consequences.)</td>
</tr>
<tr>
<td></td>
<td>• Short-term suspension (5-7 days) with possible further action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Possible dismissal from Program (Subject to review by the Director of Early Learning or Head Start)</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** For offenses involving firearms and/or weapons specifically listed on page 69, students will receive an automatic ten (10) day suspension with referral for **a one calendar year long-term suspension or recommendation for expulsion.**

Further action may include any of the following:
- Perform community service (In-School)
- Referral to drug and/or alcohol assessment or treatment program
- Referral to smoking cessation program and/or tobacco education program
- Referral to outside counseling agencies
- Referral for anger management/conflict resolution
- Restitution where appropriate
- Referral for long-term suspension (11-180 days) or recommendation for expulsion
The school buses, bus stops, and all other forms of transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to district authority and discipline while waiting for, entering, and riding district transportation. Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus. The bus driver or other authorized personnel shall report all misbehavior or dangerous situations to the principal as soon as possible.

All district students are required to follow the school bus rules which have been established to ensure safe transport to and from school and/or school sponsored activities. If repeated verbal and written warnings, suspensions and other remedies by the bus driver and school officials have no effect on the student’s behavior, bus drivers may request the assistance of the District’s Transportation Department. Discipline for school bus infractions will be determined by the guidelines outlined in this section.

Misconduct Notices:

1. A misconduct notice will be sent to parents/guardians whenever a child’s behavior is disruptive. The misconduct notice may be sent via U.S. mail or by instructing the student to deliver the notice to his/her parents/guardians.

2. If disciplinary action at the school level does not result in improved conduct on the bus, the student’s transportation records will be forwarded to the District’s Transportation Department for resolution.

3. Students who commit acts of misconduct on the school bus will be subject to disciplinary consequences according to the Code of Student Conduct and loss of riding privileges.

4. During any period in which the transportation privilege is lost due to misconduct of the student, transportation to and from school becomes the sole responsibility of the parents/guardians (subject to the student’s IEP requirements, if applicable).

### School Bus Infractions and Consequences

<table>
<thead>
<tr>
<th>Offense</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically assaulting the bus driver or other personnel in any manner</td>
<td>Loss of riding privileges for one (1) school year</td>
</tr>
<tr>
<td>Possession of firearms or weapons of any kind</td>
<td>Loss of riding privileges for one (1) school year</td>
</tr>
<tr>
<td>Possession of drugs, smoking, or lighting fires</td>
<td>Loss of riding privileges for one (1) semester</td>
</tr>
<tr>
<td>Tampering with the emergency exits</td>
<td>Loss of riding privileges for thirty (30) school days</td>
</tr>
<tr>
<td>Extending body parts or objects out the window</td>
<td>Loss of riding privileges for ten (10) school days</td>
</tr>
<tr>
<td>Fighting or wrestling of any kind</td>
<td>Loss of riding privileges for ten (10) school days</td>
</tr>
<tr>
<td>Failure to follow bus procedures (i.e. sitting in assigned seat, loading/unloading procedures)</td>
<td>Loss of riding privileges for three (3) school days</td>
</tr>
<tr>
<td>Repeated use of abusive and/or obscene language</td>
<td>Loss of riding privileges for three (3) school days</td>
</tr>
<tr>
<td>Vandalizing or defacing school buses</td>
<td>Loss of riding privileges for five (5) school days</td>
</tr>
<tr>
<td>Throwing objects on or from the bus</td>
<td>Loss of riding privileges for five (5) school days</td>
</tr>
<tr>
<td>Playing iPods, cell phones, MP3s, or other electronic devices</td>
<td>Loss of riding privileges for two (2) school days</td>
</tr>
<tr>
<td>Eating food, drinking beverages, or littering</td>
<td>Loss of riding privileges for two (2) school days</td>
</tr>
<tr>
<td>Loud, boisterous, and/or distracting noises</td>
<td>Loss of riding privileges for three (3) school days</td>
</tr>
<tr>
<td>Failure of students to exit the bus at assigned stop</td>
<td>Loss of riding privileges for two (2) school days</td>
</tr>
<tr>
<td>Disorderly and/or disruptive behavior of any kind</td>
<td>Loss of riding privileges for three (3) school days</td>
</tr>
</tbody>
</table>
EXPLANATION OF CONSEQUENCES

Alternative School Assignment
The reassignment of a student to a specific alternative program which may be better suited to meet the student’s educational needs concerning academics, attendance, and/or discipline. Alternative school programs may offer specialized curriculum, smaller teacher/student ratios, and support services.

Community Service
An assignment of work or responsibilities that are given and served as consequences for violations of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, sweeping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A student performing community service must be supervised by a member of the school staff. Transportation will be the sole responsibility of the parents and/or guardians.

Detention
After notice to the parents or guardians and approval from the building administrator, a student may be temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an in-school or out-of-school suspension.

Expulsion
The exclusion from school for a period exceeding one hundred eighty (180) school days. Only the Board of Education authorizes such action and must approve the student’s readmission into the district.

In-School Conference
A conference between the violating student and appropriate school personnel.

In-School Suspension
The In-School Suspension program has been established to give students an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor for a period of time not to exceed five (5) consecutive days. Students are removed from the regular school environment and stay in a supervised classroom. Teachers are required to provide appropriate assignments for students.

Out-of-School Suspension
The removal of the violating student from school property for ten (10) days or less. The length of time may be imposed by the building principal, the superintendent or his/her administrative designee. Students shall not be allowed to participate in extra-curricular activities, attend any school function, or be on any Kansas City Public Schools property during the length of the suspension.

Long-term Suspension
The removal of the violating student from school property for eleven (11) to one hundred and eighty (180) school days. The length of time is imposed by the superintendent or his/her administrative designee. Students shall not be allowed to participate in extra-curricular activities, attend any school function, or be on any Kansas City Public Schools property during the length of the suspension.

Probation
After notice to, or a conference with, the student and parents/guardians, a student may be placed on probation and required to meet certain standards in specific areas (i.e., academics, attendance and/or behavior) where adjustment must be shown and maintained for continued placement. Probation may last until the end of the marking period or the end of school year.
Referral to Legal Authority
Schools may contact law enforcement or other legal authorities and charges may be filed as appropriate.

Restitution
After notice to, or a conference with, the student and parents/guardians, a student may be required to repair, restore, replace, or pay for damaged, vandalized, lost or stolen school property.

Student/Parent Administrator Conference
A student/parent administrator conference will be held to notify the student and parents of the consequences of the probation that requires suspension for subsequent discipline infractions.

Suspension of Computer Privileges and/or Forfeiture of Access to Computer
Any student found responsible for misuse or inappropriate network practices may have access privileges suspended for a specific period of time. This will preclude students from having access to the district mainframe, internet, or any other network services.
PROCEDURES FOR SUSPENSIONS AND EXPULSIONS OF STUDENTS

Note: Students with special needs (i.e., disabilities, IEPs or Section 504 Plans) must be disciplined in accordance with federal and state law, as well as district policy. Please refer to Section IV for the approved procedures for disciplining students with special needs.

Section I. OUT OF SCHOOL SUSPENSION (10 School Days or Less)

Principals or their designees, subject to the appropriate due process procedures and state statutes, may summarily suspend any student for up to ten (10) school days for violating of the Code of Student Conduct. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time. Note: By law, parents/guardians and students do not have the right to appeal short-term suspensions.

Prior to imposing the suspension, the principal or his/her designee must follow the following procedures:

1. Determine whether the student is a special needs student.
   The student is a special needs student if any of the following are present:
   • student has an Individual Education Plan (IEP);
   • student has a Section 504 Plan or request;
   • student is in the process of being considered or evaluated for a disability; or
   • student is suspected of having a disability.
   If the student is not a special needs student, the principal or his/her designee should proceed as discussed below. Refer to Section IV for procedures for the suspension and expulsion of special needs students.

2. Inform the student, verbally or in writing, of the charges against him/her and give him/her the opportunity to admit or deny the allegations.

3. If the student denies the charges, he/she must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of the incident before any consequences are imposed.

4. If he/she deems it necessary, the principal or his/her designee may conduct a further investigation into the matter before imposing a disciplinary suspension.

   • For purposes of this Policy, the principal may designate a vice-principal to act on the principal’s behalf, subject to the principal’s supervision.
   • In some cases, the principal or vice-principal may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon. In such cases, the teacher involved in the offense resulting in suspension will be consulted.
   • When issuing a mandatory parent conference, principals and/or their designee may not use the lack of parent conference as an alternative form of suspension.

EMERGENCY SUSPENSION

Any student who poses a continuing danger to persons or property or is an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts, and a student’s opportunity to present his/her version of the facts shall be provided as soon as possible thereafter. The principal or his/her designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the student as soon as possible thereafter. A student subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the student’s transportation and safety.
Section II. LONG TERM SUSPENSION (11-180 School Days)

The superintendent may suspend students from school for a period of eleven (11) to one hundred eighty (180) days after the student and his/her parents/guardians have been afforded a disciplinary conference. For purposes of this policy, the superintendent may designate the Student Discipline Officer to act on his/her behalf, subject to the superintendent’s supervision.

During the conference, the student is subject to the following Due Process safeguards.

1. The student shall be given notice, either oral or written, of the charges against him or her.
2. If the student denies the charges, he/she shall be given an oral or written explanation of the facts which form the basis for the proposed suspension.
3. The student shall be given an opportunity to present his/her version of the incident before any consequences are imposed. A student has the right to bring forward witnesses on his/her behalf.
4. Prompt notification will be given to the student’s parents/guardians of the superintendent’s or designee’s actions, the reasons for such action and the right to a hearing before the school board. This notice shall be provided at the conclusion of the hearing or made by certified mail, addressed to the student’s parents/guardians at their last address shown in school records.

Right to Appeal

Parents/guardians may appeal the decision of the superintendent or his/her designee. The appeal must be in writing and filed with the District’s Legal Services Department within seven (7) calendar days of notice of the suspension. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.

If the student gives notice that he/she wishes to appeal the long-term suspension to the school board, the suspension shall be stayed until the school board renders its decision, unless the superintendent determines that the student’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school and the notice and hearing shall follow as soon as is practicable (167.171(4), RSMo.).

In the event of an appeal, the superintendent shall promptly transmit to the School Board a full written report of the facts relating to the long-term suspension, the action taken by the superintendent and the reasons therefore.

See Administrative Policy JGD

Section III. EXPULSIONS

The school board is the only governing body within the district which may expel a student for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale and good conduct of the students. Prior to expelling a student, the parent and/or guardian must be given notice and a hearing before the school board. The parent/guardian, or student if eighteen years or older, may waive the expulsion hearing. If not waived, the hearing will be held on the date set by the board. The board will make a good faith effort to notify the parents/guardians of the time, date and place of the hearing.

In all school board hearings for expulsions and/or appeals of long-term suspensions, the following procedures will be adhered to:

1. The parents/guardians will be notified in writing of:
   a. the charges against the student;
   b. their right to a school board hearing;
   c. the date, time and place of the hearing;
   d. their right to counsel; and
   e. their procedural rights to call witnesses, enter exhibits, and cross-examine adverse witnesses.
All such notifications will be addressed to the student’s parent/guardian and mailed by certified mail and regular mail to the student’s parents/guardians at the last address shown on student records.

2. Prior to the school board hearing, the student and the student’s parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and student’s parents/guardians will be provided with copies of the documents to be introduced at the hearing by the school administration.

3. The hearings will be closed unless specified by the school board. The hearing will only be open with parental consent. At the hearing, the administration or counsel for the administration will present the charges, testimony, and evidence to support such charges. The student, his/her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.

4. At the conclusion of the hearing, the school board shall deliberate in executive session and shall render a decision to dismiss the charges, suspend the student for a specified period of time or expel the student from the district’s schools. The administration or its counsel, by direction of the School Board, shall promptly prepare and transmit to the parents/guardians written notice of the decision. Written notice of the decision will also be submitted to the principal and superintendent.

During any period of suspension (i.e., short and long-term) or expulsion, students are prohibited from being on school property at all times. In addition, students are prohibited from attending and/or participating in any district-sponsored activities on or off school property.

See Administrative Policy JGD

Section IV. SUSPENSION AND EXPULSION OF SPECIAL NEEDS STUDENTS

Students with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Code of Student Conduct, except as otherwise provided by this section. The term “Exceptional Education” shall mean and include the administrative unit or units responsible for the direction of the Department of Exceptional Education.

The student’s parents/guardians and Exceptional Education staff shall be involved in all administrative decisions under this Code of Student Conduct involving students with special needs.

Due Process
Due process procedures applicable to removal, suspension, or expulsion of students from public schools under state law shall be afforded to qualified students in accordance with school board policy on Student Suspension and Expulsion.

Authority of School Personnel
School personnel may consider any unique circumstances on a case by case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates the Code of Student Conduct.

Ten (10) School Days or Less
A school may remove a child with a disability who violates the Code of Student Conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) school days in the same school year (to the extent such alternatives are applied to children without disabilities) without providing services. Once a child has been removed from his or her placement for a total in excess of ten (10) school days in the same school year, this agency must, during any subsequent days of removal in that school year, determine what special education services will be provided to the student.
Long-Term Suspension

If a school seeks to give a child with a disability an out of school suspension that totals more than ten (10) school days in one school year and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration that the procedures would be applied to children without disabilities, except services must be provided to ensure the child receives a free appropriate public education, although it may be provided in an interim alternative educational setting.

Change of Placement

A removal of a child with a disability from the child’s current educational placement is a significant change of placement if:

- The proposed exclusion of a student is permanent (expulsion), for an indefinite period, for more than 10 consecutive school days, or a series of suspensions that cumulatively amount to more than 10 days that creates a pattern of exclusions under the Individual Disabilities Education Act.

  a. The determination of whether a series of suspension creates a pattern is made on a case-by-case basis. Among the factors considered in determining whether a series of suspensions has resulted in a “significant change in placement” are the length of each suspension, the proximity of the suspensions to one another, the total amount of time the student is excluded from school and the similarity of the misconduct. In no case, however, may serial, short-term exclusions be used to avoid the requirements of re-evaluation before cumulative suspensions of more than 10 days. The District’s determination of whether a pattern of misconduct has occurred is subject to review through due process and judicial proceedings. Suspensions that, in the aggregate, are for 10 days or fewer are not considered to be a significant change in placement.

Services

The special education services that must be provided to a child with a disability who has been removed from the child’s current placement may be provided in an interim alternative educational setting.

A school is to provide services to a child with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed.

If a child with a disability is removed from the child’s current placement for more than ten (10) school days in one school year, then the child’s IEP Team will determine if special educational services will be offered during the child’s removal from school and where those services will be delivered.

Manifestation

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a Code of Student Conduct, the school, the parent, and relevant members of the IEP Team (as determined by the parent and the school) shall review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by or had a direct and substantial relationship to the child’s disability or if the conduct in question was the direct result of this agency’s failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either the conduct in question was caused by or had a direct and substantial relationship to the child’s disability or if the conduct in question, was the direct result of the school’s failure to implement the IEP applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.
**Determination that Behavior Was a Manifestation**

If the conduct was a manifestation of the child’s disability, and the school has not conducted a functional behavioral assessment, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child. If the child already had a behavioral intervention plan when the conduct occurred, the IEP Team must review it and, if necessary modify it to address the behavior.

If the behavior was a manifestation of the child’s disability, unless the removal is due to weapons, drugs, or serious bodily injury, the child must be returned to the placement from which the child was removed. The parent and the school, however, may agree to a change of placement as part of the modification of the behavioral intervention plan.

**Special Circumstances**

Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for up to forty-five (45) school days, if the child:

- carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
- knowingly has or uses illegal drugs (see the definition below) or sells or solicits the sale of a controlled substance (see the definition below) while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; or,
- has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

On the date this is made, the parent must be notified of the decision and provided the Procedural Safeguards statement.

**Determination of Setting**

The interim alternative educational setting must be determined by the IEP Team for removals that are changes of IEP placement or forty-five (45) school day suspensions described under special circumstances.

**Parent Appeal**

If the parent of a child with a disability disagrees with any decision regarding IEP placement, or the manifestation determination under this subsection, or the school believes that maintaining the current setting of the child is substantially likely to result in injury to the child or to others, they may request a due process hearing.

**Authority of Hearing Officer**

A qualified hearing officer must conduct the due process hearing and make a decision. The hearing officer may:

- return the child with a disability to the IEP placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child’s behavior was a manifestation of the child’s disability, or
- order a change of IEP placement of the child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current setting of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school district believes that returning the child to the original setting is substantially likely to result in injury to the child or to others.
Whenever a parent or the school district files a due process complaint to request such a hearing, a hearing must be held, except as follows. The State Educational Agency must arrange for an expedited due process hearing that must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing. Unless the parents and the school district agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

Placement During Appeals
When the parent or school has filed a due process complaint related to disciplinary matters, the child must, unless the parent and State Educational Agency or school district agree otherwise, remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Protection for Children Not Yet Eligible for Special Education and Related Services
Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the school did not have prior knowledge of the disability. If the school is deemed to have knowledge that the child was a child with a disability before the behavior that caused the disciplinary action, the child may assert any of the protections for students with disabilities in the area of discipline.

A school has knowledge of the disability when: a) the parent has expressed a concern that the student needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the child; or, b) the parent has requested an evaluation; or, c) the student’s teacher or other school staff has expressed specific concern about a pattern of the student’s behavior directly to the director of special education or to other supervisory personnel in accordance with the agency’s established child find or special education referral system.

A school would not be deemed to have knowledge that the child is a child with a disability, if this agency conducted an evaluation and determined that the child was not a child with a disability; or determined that an evaluation was not necessary and provided proper Notice of Action Refused prior to the behavior incident; or, if the parent of the child has not allowed an evaluation of the child pursuant to IDEA or has refused services. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming this agency is not deemed to have knowledge that the child is a child with a disability prior to the behavior that caused the disciplinary action), the child remains in the educational placement determined by the school district, that can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, this agency shall provide special education and related services and follow all required procedures for disciplining students with disabilities.

Reporting Crimes Committed by Students with Disabilities
Nothing in this part shall be construed to prohibit this agency from reporting crimes, to appropriate law enforcement and judicial authorities, or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by students with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime. Transmittal of records must be in accordance with Family Educational Rights and Privacy Act (FERPA).
Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)). Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law. Substantial evidence means beyond a preponderance of the evidence. Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of title 18, United States Code. The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365 (h)(3)).

Section V. DISCIPLINE OF STUDENTS WITH SECTION 504 DISABILITIES

Section 504 requires that the district evaluate each student with a section 504 disability before making an initial placement or any subsequent, significant change in placement. The proposed exclusion of a student with disabilities that is permanent (expulsion), for an indefinite period, for more than 10 consecutive school days, or a series of suspensions that cumulatively amount to more than 10 days that creates a pattern of exclusions constitutes a “significant change in placement” under Section 504.

The determination of whether a series of suspension creates a pattern is made on a case-by-case basis. Among the factors considered in determining whether a series of suspensions has resulted in a “significant change in placement” are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school. In no case, however, may serial, short-term exclusions be used to avoid the requirements of re-evaluation before cumulative suspensions of more than 10 days.

Suspensions that, in the aggregate, are for 10 days or fewer are not considered to be a significant change in placement.

Before implementing a suspension or expulsion that constitutes a significant change in the student’s placement, the 504 Committee must conduct an assessment to determine if the behavior was caused by the disability and whether the student was properly placed and receiving appropriate services at the time of the behavior. If the district proceeds with the suspension or expulsion that constitutes a “significant change” in placement, a re-evaluation must be conducted.

Services

The District is not required to provide services or accommodations during the suspension or expulsion period.

Manifestation Determination

A manifestation determination is a review of the relationship between the student’s disability and the behavior subject to the disciplinary action. If the school decides to discipline the student by removing the student from the current placement for more than ten (10) consecutive days or more than ten (10) cumulative days in a school year, that constitutes a change in placement, and it must do the following: on the day the decision is made, inform the parent/guardian of the decision and provide a copy of the procedural safeguards; and, immediately, if possible, but not later than 10 school days after the day the decision is made, review the relationship between the student’s disability and the conduct subject to discipline.
The Section 504 Committee must make the manifestation determination decision. The Section 504 Committee can find that the student’s conduct was not a manifestation of a disability only if it does the following:

Within ten (10) school days of the suspension or as soon as practical when a pattern of suspension is created, the 504 Committee shall review all relevant information in the student’s file – including any teacher observations and any relevant information provided by the parents/guardians – to determine if the conduct in question was caused by or had a direct and substantial relationship to the student’s disability and whether the student was properly placed and receiving appropriate services at the time of the behavior.

If it is determined by the Section 504 Committee that the misconduct is not related to the student’s disability, and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the student may be excluded from school in the same manner as the student’s non-disabled peers as provided for following the Code of Student Conduct. If it is determined by the Section 504 Committee that the misconduct is related to the student’s disability, or was caused due to the student’s inappropriate placement because the student was not receiving appropriate services, the student may not be suspended. The Section 504 Committee must then determine whether the student’s current educational placement is appropriate.

Parent Appeal

The parent/guardian may request a due process hearing to appeal the 504 Team’s manifestation finding. If the parent/guardian requests a due process hearing, the student will remain in the current placement. The hearing officer must find whether the school correctly determined that the student’s conduct was not a manifestation of his/her disability.

Protection for Children Not Yet Eligible for Section 504 and Related Services

Students who have not been identified as having a 504 disability may be subjected to the same disciplinary measures applied to children without disabilities if the school did not have prior knowledge of the disability. If the school is deemed to have knowledge that the child was a child with a Section 504 Disability before the behavior that caused the disciplinary action, the child may assert any of the protections for students with disabilities in the area of discipline.

A school has knowledge of the disability when: a) the parent has expressed a concern that the student needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the child; or, b) the parent has requested an evaluation; or, c) the student’s teacher or other school staff has expressed specific concern about a pattern of the student’s behavior directly to the director of special education or to other supervisory personnel in accordance with the agency’s established child find or special education referral system.

A school would not be deemed to have knowledge that the child is a child with a disability, if this agency conducted an evaluation and determined that the child was not a child with a disability; or determined that an evaluation was not necessary and provided proper Notice of Action Refused prior to the behavior incident; or, if the parent of the child has not allowed an evaluation of the child pursuant to Section 504 or has refused services.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming this agency is not deemed to have knowledge that the child is a child with a disability prior to the behavior that caused the disciplinary action), the child remains in the educational placement determined by the school district, that can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, this agency shall provide special education and related services and follow all required procedures for disciplining students with disabilities.
Expulsion

Before an expulsion or other exclusion that constitutes a significant change in placement, the 504 Committee must conduct a “manifestation determination”. A student may be expelled only if the Section 504 Committee determines, when conducting the manifestation, that, based on adequate and current evaluation data, the student’s misbehavior was not related to the student’s disability and was not the result of either an inappropriate placement or because the student was not receiving appropriate services at the time of the behavior.

If it is determined by the Section 504 Committee that the misconduct is not related to the student’s disability, and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the student may be excluded from school in the same manner as the student’s non-disabled peers. If it is determined by the Section 504 Committee that the misconduct is related to the student’s disability, or was caused due to the student’s inappropriate placement because the student was not receiving appropriate services, the student may not be expelled. The Section 504 Committee must then determine whether the student’s current educational placement is appropriate.

Weapons

The district may place a student with a disability in an alternative program for up to 45 calendar days without prior determination of whether the behavior is related to his or her disability for carrying a weapon. During this phase, the Section 504 Committee must convene to determine whether the student’s misconduct is a manifestation of the student’s disability and was not the result of an inappropriate placement and was receiving appropriate services at the time of the misconduct. A parent/guardian may appeal the 45-day placement. During the appeal (due process) procedure, the student must remain in the alternative education setting until the completion of the hearing unless the parent/guardian and the district can agree on another placement.

Substance Abuse

Schools may take disciplinary action in situations where students are “currently engaging [in] the illegal use of drugs or in the use of alcohol” to the same extent that such disciplinary action is taken against non-disabled students. In such a case, the parents/guardians may not resort to a due process procedure under the law to contest the disciplinary action.
NOTICE PROVISIONS, REQUIREMENTS, AND DEFINITIONS
UNDER THE MISSOURI SAFE SCHOOLS ACT

By state law, school administrators are required to report acts of school violence to teachers and other district personnel with a need to know. District personnel with a “need to know” refers to school personnel who are directly responsible for the student’s education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

School administrators shall report to the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be one of the following felonies if committed on school property, including, but not limited to, actions on any school bus in service on behalf of the district or while involved in school activities:

1. First Degree Murder under 565.020, RSMo.;
2. Second Degree Murder under 565.021, RSMo.;
3. Kidnapping under 569.040, RSMo.;
4. First Degree Assault under 565.050, RSMo.;
5. Forcible Rape under 566.030, RSMo.;
6. Forcible Sodomy under 566.060, RSMo.;
7. Burglary in the 1st Degree under 569.160, RSMo.;
8. Burglary in the 2nd Degree under 569.170, RSMo.;
9. Robbery in the 1st Degree under 569.020, RSMo.;
10. Distribution of Drugs under 195.211, RSMo.;
11. Distribution of Drugs to a Minor under 195.212, RSMo.;
12. Arson in the 1st Degree under 569.040, RSMo.;
13. Voluntary Manslaughter under 565.023, RSMo.;
14. Involuntary Manslaughter under 565.024, RSMo.;
15. Second Degree Assault under 565.060, RSMo.;
16. Sexual Assault under 566.040, RSMo.;
17. Felonious Restraint under 565.120, RSMo.;
18. Property Damage in the 1st Degree under 569.100, RSMo.;
19. Possession of a Weapon under 571, RSMo.;
20. Child Molestation in the 1st Degree under 566.067, RSMo.;
21. Deviate Sexual Assault under 566.070 RSMo.;
22. Sexual Misconduct Involving a Child under 566.083 RSMo.;
23. Sexual Abuse under 566.100 RSMo.;
24. Harassment under 565.090 RSMo.; and/or
25. Stalking under 565.225 RSMo.

The appropriate law enforcement agency will be notified in all situations where a student’s conduct violates state law or municipal ordinances. The district will fully cooperate in any investigation and encourages personnel to prosecute students who are involved in conduct that causes physical harm to them.

In addition, if the district is notified by the juvenile officer that a petition has been filed alleging that a student has committed a serious offense against persons or property, teachers and other district personnel with a need to know will be notified of that information. Any information regarding serious offenses will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a student.

If a student’s Individualized Education Program (IEP) includes an indication that the student’s condition includes violent behavior that information will be provided to teachers and other district personnel with a need to know.

Section I. CORPORAL PUNISHMENT

Corporal punishment is defined as any act of physical force upon a student for the purpose of discipline. No person employed by or volunteering on behalf of the district shall administer or cause to be administered corporal punishment upon a student attending district schools. A staff member may, however, use reasonable physical force against a student without advance notice to the principal if it is essential for self-defense, the preservation of order or for the protection of other persons or the property of the district.
Section II. MANDATORY DISCIPLINE FOR CERTAIN WEAPONS VIOLATIONS

If a student is determined to have brought any of the following weapons to school or upon school property in violation of this and other district policies, the student shall be suspended for a period of not less than one (1) calendar year or recommended for expulsion, except that the superintendent may modify such suspension or recommendation for expulsion on a case-by-case basis: firearm, blackjack, concealable firearm, explosive weapon, firearm silencer, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, “taser” (or stun-gun), or switchblade knife.

For purposes of this section, a “knife” means a dagger, dirk, stiletto or bladed-hand instrument that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. In determining whether a student will be subject to a mandatory one (1) year suspension, a “knife” shall not include any ordinary pocket knife with a blade of four inches in length or less. However, an ordinary pocket knife with a blade of any length is a “weapon” as that term is used in this and other district policies and the possession, sale, use or transfer of a pocket knife on school property will subject a student to disciplinary action, including, but not limited to, suspension and/or expulsion.

Section III. SERIOUS VIOLATIONS OF THE DISTRICT’S DISCIPLINE POLICY

All Class III and IV offenses of the Code of Student Conduct are considered serious violations of the district’s discipline policy.

Section IV. VIOLENT ACTS

Pursuant to the Safe Schools Act, the phrase “act of school violence” or “violent behavior” means the exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the district or while involved in school activities. “Serious physical injury” is physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body. For example, assaulting a student, teacher or any other employee of the district and third degree assaults are considered violent acts.

Section V. RESTRICTIONS ON ATTENDING SCHOOL WITHIN THE DISTRICT

No student shall be readmitted or enrolled in a regular program of instruction if a) the student is convicted of, b) an indictment or information is filed against the student and no judgment is found, c) a petition is filed under Section 211.091 RSMo. alleging the student committed an act and no judgment is found or d) a person was adjudicated to have committed an act, which, if committed by an adult, would be one of the following:

- First Degree Murder under 565.020, RSMo.;
- Second Degree Murder under 565.021, RSMo.;
- First Degree Assault under 565.050, RSMo.;
- Forcible Rape under 566.030, RSMo.;
- Forcible Sodomy under 566.060, RSMo.;
- First Degree Robbery under 569.020, RSMo.;
- Distribution of Drugs to a Minor under 195.212, RSMo.;
- First Degree Arson under 569.040, RSMo.;
- Kidnapping as a Class A Felony under 569.040, RSMo.;
- Statutory Rape under 566.030, RSMo.; and/or
- Statutory Sodomy under 566.060, RSMo.

This section shall not prohibit the readmittance or enrollment of any student if a petition has been dismissed or when a student has been acquitted or adjudicated not to have committed any of the above acts. In addition, this section shall not apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student’s disability. Finally, nothing in this section shall be construed to prohibit a district that provides an alternative education program from enrolling a student in an alternative education program if the district determines such enrollment is appropriate.
Section VI. SUSPENSION RESTRICTIONS FOR SERIOUS VIOLENT ACTS

Students on suspension for any of the offenses listed under Notice Provisions, Requirements and Definitions under the Safe Schools Act or any act of violence or drug-related activity defined by district policy as a serious violation of school discipline pursuant to Section III. Serious Violation of the District’s Discipline Policy and Section IV. Violent Acts, shall have as a condition of his or her suspension the requirement that the student is not allowed, while on suspension, to be within one thousand (1000) feet of any school in the district where the student attended school unless the student:

- is under the direct supervision of his or her parent or guardian;
- is under the direct supervision of another adult designated by the student’s parent or guardian, in advance, in writing, to the principal of the school which suspended the student;
- is in an alternative school that is located within one thousand (1000) feet of a school in the district where the student attended school; or
- resides within one thousand (1000) feet of any school in the district where he or she attended school, in which case the student may be on the property of his or her residence without direct adult supervision.

Any student violating the condition of suspension required pursuant to this section may be subject to expulsion or further suspension pursuant to the provisions under Offenses and Consequences. In making such determination, the district shall consider whether the student poses a threat to the safety of any student or school employee and whether the student’s unsupervised presence within one thousand (1000) feet of the school is disruptive of the school’s disciplinary policy. Removal of any student with a disability is subject to state and federal procedural rights.

Section VII. REINSTATEMENT CONFERENCES

Prior to the readmission or enrollment of any student who has been suspended for more than ten (10) consecutive days for an act of school violence; or suspended out of school or expelled in accordance with this Policy, a conference must be held to review the student’s conduct that resulted in the suspension or expulsion regardless of whether or not the act was committed at a public school or private school in the state and discuss any remedial actions needed to prevent future occurrences of such conduct or related conduct.

The district may carry out a suspension or expulsion imposed by another in-state or out-of-state school district, private school, charter school or parochial school if similar conduct in this district would have also resulted in suspension or expulsion. The parent/legal guardian, surrogate parent or student may request a conference. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student and the parents/guardians of the student or any agency having legal jurisdiction, care, custody or control of the student. The School Board shall notify in writing the parents/guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.
NOTICE OF NON-DISCRIMINATION

The Kansas City Public Schools does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, or any other factor prohibited by law in its programs and activities. The following person has been designated to handle inquiries from students, parents, and members of the public regarding the non-discrimination policies:

Anti-Discrimination and Harassment Coordinator
Chief Human Capital Management and Support Services Officer
1211 McGee, Suite 803
Kansas City, Missouri 64106
Telephone: (816) 418-7715 Facsimile: (816) 418-7763

Purpose

The Kansas City Public Schools has established procedures to assure nondiscrimination in educational activities/programs and the elimination of harassment, including sexual harassment. It is the policy of the board that all students will be treated with respect by all employees, third-parties, and fellow students. Hostile treatment or violence against a student on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, or any other factor prohibited by law will not be tolerated.

It is the intent of this policy to assure that discrimination or harassment complaints are handled in an expeditious, orderly, and equitable manner that serves to fulfill the letter and intent of the law. All principals are required to make a conscientious effort to fully consider and understand the nature and basis of any discrimination or harassment complaint of a student/parent and to expeditiously resolve the complaint or refer it to the appropriate office for resolution. The initiation of a discrimination or harassment complaint by a student/parent will not be used as a basis for actions that adversely affect the student's standing in his/her school. Additionally, participation or assistance in the investigation of a complaint shall not to be used as the basis for adverse actions against a student.

Discrimination or harassment complaints made under the provisions of this rule will be handled using federal enforcement agencies’ standards in the processing and investigation of discrimination/harassment charges and without extraneous administrative barriers. No anonymous complaints shall be accepted or processed. Complaints should include, to the best of the complainant’s ability, specific information regarding the discriminatory or harassing action(s) or inaction(s), the basis (e.g., age, race, disability, etc.) for the action(s) or inaction(s), the alleged offender(s), and witnesses if any. Any complainant who knowingly submits false information will be subject to disciplinary action. A sample Harassment Complaint is available on page 81. A record will be maintained of each discrimination or harassment complaint investigation and will include the final disposition of each.
Procedure for Filing complaints

A student or parent who believes that he/she has been the subject of discrimination or harassment because of his/her sex, race, color, religion, national origin, ancestry, political beliefs, marital status, age, disability, sexual orientation, gender identity, social and family background, linguistic preference, pregnancy, etc., shall communicate the his/her complaint or concern to a teacher, building or district administrator. A student harassing or discriminating against another student shall be subject to discipline under the Code of Student Conduct.

Any district staff member who receives a complaint of discrimination or harassment shall notify the building principal and the Anti-Discrimination and Harassment Coordinator. The principal will be responsible for scheduling a meeting with the complainant to discuss the complaint within five (5) business days. The principal shall complete the investigation within thirty (30) days from the date the complaint is received and shall notify the complainant of the outcome in a timely manner. If the complaint of discrimination or harassment involves the building principal, the student/parent should contact the Anti-Discrimination and Harassment Coordinator directly, who will conduct an investigation as described above.

If the complaint is not resolved to the complainant’s satisfaction after investigation by the principal the student/parent may appeal to the Anti-Discrimination and Harassment Coordinator. The Anti-Discrimination and Harassment Coordinator shall conduct such further investigation as necessary, consider any additional evidence the complainant may provide, and issue a decision within twenty (20) days from the date the appeal or complaint is made.

Appeals

If the student/parent does not agree with the final determination made by the Anti-Discrimination and Harassment Coordinator, he/she may appeal the determination to the Superintendent of the District by submitting a letter of appeal to the Superintendent within five (5) business days of the date of the final determination. The decision of the Superintendent shall be issued within twenty (20) days from the receipt of the appeal and no further appeals shall be taken.

Special Provisions

A. Failure on the part of the student/parent to initiate a complaint in a timely manner may result in the complaint being considered abandoned. A complaint must be reported within 300 days of the alleged discriminatory act(s).
B. Failure by a principal to schedule a meeting with the complainant within ten (10) workdays will automatically allow the complainant to move the complaint to the next level of administration.
C. In general, students shall continue attendance at school and pursue their studies, as directed, while complaints are pending resolution. Appropriate interim actions may be provided to protect the complainant during the investigation and appeal process if necessary.
D. Records of an ongoing investigation shall remain confidential and not subject to disclosure until a final determination is made on the case.

Limitations

Nothing in this policy shall be construed as creating a cause of action. Neither the proscriptions of, nor actions taken under this policy shall on that basis estop the Board from fully arguing for or against the existence of any fact and the scope or meaning of any law in any forum.

See Administrative Policy ACA.
ANNUAL NOTICE OF RIGHTS UNDER THE
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
(FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student’s education records. FERPA affords parents and students who are 18 years of age or older (eligible students) certain rights with respect to the student’s education records including:

1. The right to inspect and review the student’s education records within 45 days of the request. Parents or eligible students should submit a written request to the school principal who will make arrangements for access.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. A written request should be submitted to the school principal. The written request must indicate the challenged aspect of the record and specify why it is believed to be inaccurate or misleading. The school principal and appropriate staff will determine whether to amend the record. If the principal does not agree that the record needs to be amended, parents will be notified of their right to a hearing, which must be made within 10 days of the receipt of the letter. If a hearing is requested, it will be held before a staff member of the District’s Office of Student Support, who will hear evidence and render a ruling. Such ruling will be final. If the amendment to the record is denied, parents have the right to place a written statement with the record explaining their disagreement. Please note that while this procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

3. Generally, schools must have written permission from the parent or eligible student before releasing any personally identifiable information from the student’s education records. However, FERPA allows schools to disclose records without consent to the following parties:
   • School employees/officials who have a need to know;
   • Other schools to which to which a student is transferring/enrolling;
   • Certain government officials in order to carry out lawful functions;
   • Appropriate parties in connection with financial aid to a student;
   • Organizations conducting certain studies/evaluations for the District;
   • Accrediting organizations;
   • To comply with a judicial order or lawfully issued subpoena;
   • To persons who need to know in case of a health and safety emergency; and state and local authorities within a juvenile justice system; and
   • Information the District has designated as “directory information” as described below.

Parents/eligible students who believe their rights have been violated under FERPA may file a complaint with the Family Policy Compliance Office, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605; Phone: 202-260-3887.

DESIGNATION OF DIRECTORY INFORMATION

FERPA requires the District to inform each parent, guardian or eligible student that “Directory Information” may be released by school officials, including in print and electronic publications of the District. Directory Information is information designated by the District which, if disclosed, would not generally be considered harmful or an invasion of privacy. Such information is also considered a public record which must be released upon demand to any person who requests it under the Missouri Sunshine Law.

The District designates the following items as Directory Information:
1. **Students in Kindergarten through Eighth Grade**
   Student’s name; parent’s name; date of birth; grade level; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; honors and awards received; artwork or coursework displayed by the District; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless disclosure of such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

2. **High School and Vocational School Students**
   Student’s name; parent’s name; date of birth; grade level; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or coursework displayed by the District; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless disclosure of such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

A Request Form to Designate Student Information as Private can be found in the “Forms” section of the Code of Student Conduct or from your child’s school. Parents, guardians or eligible students who do not wish to allow the disclosure of Directory Information must complete the form and submit it to the student’s school principal by September 17, 2013 or within 10 days of enrollment at a District school or the District will assume that consent has been given.

**STUDENT RECORDS**
As They Apply to Military Recruiters/Institutions of Higher Education

Federal Law requires the District, upon request, to release the name, address and telephone number of all high school students to military recruiters and institutions of higher education unless the student or the student’s parent/guardian have directed that the information not be disclosed. A Request Form to Designate Student Information as Private can be found in the “Forms” section of the Code of Student Conduct or from your child’s school. Parents, guardians or eligible students who do not wish to allow the disclosure of the student’s name, address and telephone number to military recruiters and/or institutions of higher education must complete the form and submit it to the student’s school principal by September 17, 2013 or the District will assume that consent has been given.

**Note:** The reader is encouraged to review the Student Records Policy (JO-R) in its entirety.
For any student attending a school receiving Title I funds, the district will at the parent’s or guardian’s request, provide information regarding the professional qualifications of a student’s teacher consistent with applicable legal requirements. Upon your request, the district is required to provide to you in a timely manner the following information:

- when the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- whether your child is provided services by paraprofessionals and, if so, their qualifications; and
- what baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher and the field of discipline of the certification.

In addition to the information that parents and/or guardians request, the district must provide to each individual parent or guardian the following information:

- information on the achievement level of the parent’s or guardian’s child in each of the state academic assessments, as required under this part; and
- timely notice that the parent’s or guardian’s child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Public Complaints/Concerns

The board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the district. Such concerns are best resolved by addressing them at the level where the concern originated through communication with the appropriate staff members. The administration has developed procedures for addressing those issues, copies of which are available at each building. Any concern regarding federal programs administered by the Missouri Department of Elementary and Secondary Education (DESE) may also be appealed to DESE or the United States Department of Education as permitted or required by law. Allegations of discrimination or harassment by members of the public shall be investigated pursuant to Administrative Policy ACA.

If a complaint has been made and appealed in accordance with administrative procedures, the parent/guardian or member of the public may appeal the issue to the board by submitting a written request to the superintendent or the secretary of the board. The board will address the complaint in an appropriate and timely manner.
The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires the Kansas City Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes, and certain physical exams and screenings.

The Kansas City Public Schools will provide parents with reasonable notification of the surveys and activities, and an opportunity to consent or opt their child out, as well as an opportunity to review the surveys. Please note that this notice and consent/opt-out right transfers from parents to any student who is 18 years old or an emancipated minor under Missouri law.

Parents or eligible students who believe their rights have been violated under the PPRA may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605; Phone: 202-260-3887.
Forms
Authorization to Take Medications During School Hours

The following section is to be completed by the PARENT:

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name ______________________________________________________</td>
</tr>
<tr>
<td>Last         First         Sex         Date of Birth</td>
</tr>
<tr>
<td>_______________  ___________________________  __________________</td>
</tr>
<tr>
<td>Physician’s Name ___________________  Address ___________________  Telephone Number</td>
</tr>
</tbody>
</table>

I give permission for the exchange of verbal and written communication between the physician and the school nurse regarding my child’s medication regime.
I request that my child be assisted in taking the medicine(s) described below at the school by authorized persons or permitted to medicate herself/himself as also authorized by me and my physician (see below)

| Date          Parent/Guardian Signature         Date          Witness |
|--------------  ___________________________         ____          ______|

The following section is to be completed by the PHYSICIAN:

<table>
<thead>
<tr>
<th>Diagnosis for which medication is given: ____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Medicine: __________________________________________________________________</td>
</tr>
<tr>
<td>Form: _______________________________ Dose: _______________________________</td>
</tr>
<tr>
<td>State time for DAILY medication: ____________________________________________________</td>
</tr>
<tr>
<td>If medication is to be given WHEN NEEDED describe indications: __________________________</td>
</tr>
<tr>
<td>How soon can it be repeated? ________________________________________________________</td>
</tr>
<tr>
<td>Is child authorized to medicate herself/himself? _______________________________________</td>
</tr>
<tr>
<td>List significant side effects: ______________________________________________________</td>
</tr>
<tr>
<td>Length of time this treatment is recommended: ________________________________________</td>
</tr>
</tbody>
</table>

Other Information ________________________________________________________________

Date ______________________________   Physician’s signature ________________________________
REQUEST FORM TO DESIGNATE SECONDARY SCHOOL STUDENT INFORMATION AS PRIVATE

Kansas City Public Schools
2013 - 2014 School Year

If you decide that you do not want to allow disclosure of your student’s Directory Information (student’s name, date of birth, grade level, enrollment status, participation in school-based activities and sports, weight and height of members of athletic teams, dates of attendance, honors and awards received, artwork or coursework displayed by the District, most recent previous school attended, and photographs, videotapes, digital images, and recorded sound unless they would be considered harmful or an invasion of privacy), you must fill out the Student Directory Information portion of this form and return it to your student’s school. Signing this release also prevents the release of your student’s name, address and telephone number to military recruiters or institutions of higher education, such as colleges and/or universities.

STUDENT INFORMATION

Name: ____________________________________________

Date of Birth: ______________________________________

Address: __________________________________________

Telephone Number: ________________________________

PARENT INFORMATION

Printed Name: ______________________________________

Address, if different from student: ________________________

Telephone, if different from student: ______________________

I am requesting that my student’s Directory Information not be released without my consent.

__________________________
Signature of Parent

__________________________
Date

__________________________
School Student Attends
Discrimination – Harassment Complaint

This form should be completed by the Complainant or the Administrator to whom a complaint of discrimination or harassment has been made.

For Student complaints, immediately send completed form to the student's principal and the Anti-Discrimination and Harassment Coordinator, phone: (816) 418-7715, fax: (816) 418-7763.

Name: __________________________________________________________________________

Address: _______________________________________________________________________

Street or P.O. Box               City               State               Zip

Phone: Day (   ) _______________________   Evening (   ) _______________________

I Am A: □ Student    □ Employee    □ Other: ____________________________

I Wish To Complain Against: ______________________________________________________

Date of incident of alleged discrimination: _________________________________________

Time for Filing a Complaint. To be timely, a Complainant must submit a Complaint to the District no later than 300 days after the most recent allegedly Discriminatory Act occurred.

Place of incident of alleged discrimination: _________________________________________

Nature of alleged discrimination:

□ Sex     □ Race     □ Religion     □ Color
□ National Origin  □ Ancestry  □ Age     □ Disability
□ Sexual Orientation □ Gender Identity  □ Other factor prohibited by law : _______

Describe in detail the specific incident that is the basis of the alleged discrimination: A clear and concise written statement of the facts that constitute the alleged Discriminatory Act(s), including pertinent dates and sufficient information to identify any other individuals who may provide information during the course of an investigation conducted under these procedures:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

CONFIDENTIAL
Did the person you are complaining against state a reason for the action prompting your complaint? If yes, please describe:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Describe why you believe the incident you described was related to your race, sex, or whatever basis you indicated above, or why you believe you were retaliated against:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

List and describe all documents, e-mails, records, materials and other evidence pertaining to your complaint:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

List and identify all witnesses to the incident(s) or persons who have personal knowledge of information pertaining to your complaint:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Please submit any additional information pertaining to the alleged discrimination:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Describe the injury or harm you suffered because of the alleged discrimination:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

What would you like the District to do as a result of your complaint -- what remedy are you seeking:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

CONFIDENTIAL
Complaint Acknowledgment:

I certify that to the best of my knowledge the information that I have provided is accurate and the events and circumstances are as I have described them. I understand that if I knowingly submit false information, I will be subject to disciplinary action.

I understand and acknowledge that a copy of this complaint, along with the attachments, will be furnished to the alleged offender (“respondent”). I have attached to this complaint any supportive evidence and/or documentation such as e-mails, records, materials which I believe supports my allegation. I also understand and consent to the disclosure of information contained in this complaint to appropriate administrators and witnesses interviewed for the purpose of investigating this complaint. I understand that I will have to provide contact information of witnesses identified in this complaint. I am willing to cooperate fully in the investigation and provide whatever evidence the District deems relevant.

I understand that the nature of this complaint, correspondence, and all discussions conducted in the course of investigation of the information contained in this complaint are confidential to the extent permitted by law and unauthorized disclosures of information concerning the investigation could result in disciplinary action. I agree to abide by these guidelines.

Signature: ___________________________ Date: ________________

Administrator: __________________ Building: __________________

I have advised the claimant that an allegation of discrimination or harassment is a serious matter that will be investigated pursuant to Board Policy with an optimal degree of confidentiality.

[ ] I have provided the complainant with copies of Board Policy AC, ACA, and/or ACAA which explain the investigation procedure and appeal rights.

[ ] I have provided the complainant with a copy of this form and submitted the executed form to either the Anti-Discrimination and Harassment Coordinator or the Employee/Labor Relations Coordinator.

[ ] I have provided the Complaint Form and Board Policy AC, ACA and/or ACAA to the complainant; however, he/she does not wish to make a formal complaint.

CONFIDENTIAL
Technology Acceptable Use Policy for Students

MISSION

The purpose of technology access and use for students is to facilitate education and research, to promote access to electronic resources that will assist in providing information to students, and to assist staff in carrying out their responsibilities as educators.

Students are granted permission to use district technology resources unless prohibited by their parents, or, unless their privileges have been revoked due to disciplinary action.

ACCEPTABLE USE

- Any student use of the Internet shall be governed by KCPS Policies and Procedures, including the Code of Student Conduct, as well as local, state, federal and international law.
- Students may use the Internet and/or other interactive electronic format to access information for the strict purpose of furthering their educational opportunities including: locating, using, and exchanging appropriate information relating to educational pursuits and classroom assignments.
- The district shall have the right to determine which Internet information resources will be accessible, and will allow access to only those websites deemed acceptable.
- Students will conduct themselves appropriately as representatives of KCPS while communicating with others via computers and the network.
- While using district technology, students must comply with all copyright laws governing the use, distribution or duplication of all materials subject to the provisions of copyright laws, rules, and regulations, including but not limited to: print material, video material, film, computer software, and audio material obtained from Internet resources.

UNACCEPTABLE USE

The district has the right to take disciplinary action, remove computer and networking privileges and/or take legal action for any activity determined to be unacceptable use of district technology. Unacceptable use includes, but is not limited to, the following:

1. Interferes with or disrupts other network users, services or equipment. Disruptions include but are not limited to: distribution of unsolicited advertising, propagation of computer viruses, distributing quantities of information that overwhelm the system, and/or using a district network to make unauthorized entry into any other resource accessible via the network;
2. Seeking to gain or gaining unauthorized access to information resources;
3. Accessing restricted websites and/or information;
4. Destroying, altering, dismantling or otherwise interfering with the integrity of computer based information;
5. Invading the privacy of individuals or entities;
6. Using the network for commercial or political activity;
7. Installing unauthorized software for use on district computers;
8. Using the network to access inappropriate materials;
9. Publishes or displays any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately;
10. Using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities; and/or
11. Illegal use and/or copying of software.

The district’s technology resources are not a public forum for expression of any kind.
RIGHT TO MONITOR STUDENT USE

The district reserves the right to: (1) monitor all student computer activity at any time; (2) determine what is appropriate use; (3) log network use and monitor storage space utilized by users; and (4) remove a user’s access to the network at any time it is determined that the user engaged in unauthorized activity or unacceptable use.

DAMAGES TO TECHNOLOGY EQUIPMENT

All damages incurred by the district due to a student’s intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the student. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

_______________________________  ____________________________________
School/Location     School Year
_______________________________  ____________________________________
Student’s Name Printed    Student Signature and Date

As the parent or legal guardian of the minor student signing below, I grant permission for my child to access networked computer services, such as electronic mail and the Internet.

_______________________________  ____________________________________
Parent’s/Guardian’s Name Printed    Parent’s/Guardian’s Signature and Date
CODE OF CONDUCT ACKNOWLEDGMENT

The Kansas City Public Schools (KCPS) expects all students to read and understand the Code of Student Conduct and to follow the rules and regulations set forth in the Code of Student Conduct. Accordingly, parents/guardians are required to go over every page of the Code of Student Conduct with their child. Discussions, lessons, or reviews of the Code of Student Conduct by school staff are in addition to, not instead of, the parents/guardians review required by the KCPS.

Both students and parents/guardians must acknowledge, by completing this form that they have received and reviewed the Code of Student Conduct. Failure to read the Code of Student Conduct and/or sign this acknowledgement will not prevent students from being held accountable for their behavior and receiving consequences listed within the Code of Student Conduct.

TEXTBOOK & ACKNOWLEDGMENT

The Board of Education provides a textbook for every student enrolled in grades kindergarten through twelve in the Kansas City Public Schools. The student and parent(s) are responsible for the student’s textbook once the book has been issued to the student. This responsibility includes the return of the textbook to the school district at the end of the term/year or when the student withdraws from the district.

The student is responsible for keeping the textbook in good condition. Writing or marking in textbooks is prohibited. Pursuant to RSMo 170.051, a student or parent may be held responsible for any abuse or willful destruction of textbooks. For purposes of this acknowledgement, the KCPS will consider the failure to return a textbook as abuse or willful destruction. KCPS reserves the right to reclaim its loss for damaged or lost textbooks and may withhold grades, transcripts, or diplomas until the replacement fees have been paid.

Parents/Guardians Acknowledgment:

I certify that I, ____________________________, received a copy of the Code of Student Conduct and reviewed the Code of Student Conduct with my child, ____________________________

I further understand that I am responsible for the proper care and return of textbooks issued to my child or I shall be subject to replacement costs.

Parent(s)/Guardians Signature ___________________________________________ Date ____________________________

Student Acknowledgment:

I certify that I, ____________________________, received a copy of the Code of Student Conduct and reviewed each page of the Code of Student Conduct. I further understand that I am responsible for the proper care and return of all textbooks issued to me.

Student Signature ___________________________________________ Date ____________

This signed acknowledgment will be maintained at the school building in the student’s file.

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“This edition of the Code of Student Conduct, approved by the Board of Directors of the Kansas City Public Schools, is considered approved School Board policy. Any revisions must be submitted to the Board and approved by the School Board before becoming effective.”

Superintendent of Schools
R. Stephen Green, Ed. D.

Board of Directors
Mr. Airick L. West, Chair
Mr. Crispin Rea, Vice-Chair
  Mrs. Kyleen Carrol
  Mr. Jonathan Hile
  Mr. Gunnar Hand
  Ms. Marisol Montero
  Mr. Joseph Jackson
  Mr. Curtis Rogers
  Mr. Carl Evans

Revised and Approved June 2013
To bring the Kansas City Public Schools and the Code of Student Conduct into compliance with federal, state and local laws.