



CODE OF STUDENT CONDUCT 2021-2022

Translation of this document is available. Contact the Department of Language Services

816-418-5288, languageservices@kcpublicschools.org

Under federal law Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL learners can participate meaningfully and equally in educational programs.

For more information about the civil rights of multilingual parents and guardians and districts' specific obligations to parents of EL learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf> and <http://www2.ed.gov/about/offices/list/ocr/ellresources.html> .

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Español

La traducción de este documento está disponible. Comuníquese con el Departamento de Servicios para Aprendices de Inglés
816-418-8921, languageservices@kcpublicschools.org

Somali

Tarjumaadda dukumantigaan waa la heli karaa. La xiriir Qaybta Adeegga Luqadaha
816-418-8938, languageservices@kcpublicschools.org

Swahili

Tafsiri ya hati hii inapatikana. Wasiliana na Idara ya Huduma za Lugha
816-418-3467, languageservices@kcpublicschools.org

Kinyarwanda

Guhindura iyi nyandiko birahari. Menyesha ishami rya serivisi zindimi
816-418-3467, languageservices@kcpublicschools.org

Karen

လံာ်အံၤဘၣ်တၢ်ကျိၣ်ထံအံၤလၢကညီကျိၣ်ဝံၤလံၤ. နမ့ၢ်လိာ်ဘၣ်ဆဲးကျိးဘၣ်ကျိၣ်အဝဲၤဒၢးတက့ၢ်.
816-418-8918, languageservices@kcpublicschools.org

Burmese

ဤစာကိုမြန်မာဘာသာပြန်ထားပြီးဖြစ်သည်။ ဘာသာစကားဝန်ဆောင်မှုဌာနကိုဆက်သွယ်ပါ။

816-418-8918, languageservices@kcpublicschools.org

French

La traduction de ce document est disponible. Contactez le Département des Services pour les Apprenants d'anglais
816-418-3467, languageservices@kcpublicschools.org

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Office of the Superintendent



Greetings, KCPS Learners and Parents!

We're ready to take on a new year of growth and achievement in Kansas City Public Schools. I know that 2020 and the first part of 2021 has been challenging for all of us, but I also see reason for hope. Even though the COVID-19 pandemic forced us to close our school buildings and look to hybrid in-person learning experiences, we have seen this as an opportunity to reimagine, redesign and rebuild our public education system so that it is truly equitable, individualized and empowering for every learner.

We will keep adapting and adjusting during the 2021-2022 academic year. Our top priority is always to ensure the safety and health of our learners, families, staff and visitors.

Our focus will remain on increasing equity and student outcomes within KCPS and the entire Kansas City community. My team and I feel a sense of urgency as we work to dismantle the systems of racism, fear and bigotry that have undergirded our society for far too long. Instead, we are engineering a new structure based on allocating resources where the need is greatest and ensuring that every learner has access to a world-class public education. As such, we have taken great care in constructing our student Code of Conduct this year.

Some things in KCPS will never and should never change. Our goal will always be to instruct and guide our young people so that they can learn how to become productive adults who achieve their goals in the global 21st Century economy. This Code of Conduct and handbook is designed to provide the framework for learners to thrive in our school system. Please take time to review our policies and rules. These help ensure that our schools run well for the benefit of all learners. We want every single student to find his or her passion by engaging in unique, hands-on educational experiences. There are remarkable opportunities for every child in KCPS.

Our school leaders and my central office team and I welcome your questions, comments and concerns. We are in service and we want to help you. Our staff is ready to assist as you navigate our school system and get the most out of your experience.

Thank you for choosing Kansas City Public Schools. It is an honor to lead this school system and help educate some of the greatest young people in the world!

Yours in education,

A handwritten signature in black ink that reads "Mark Bedell".

Dr. **Mark T. Bedell**,
Superintendent of Schools

2021-2022 194-day School Calendar KANSAS CITY PUBLIC SCHOOLS

Teachers Return	August 12, 2021
Teacher PD/Prep Days	August 12- August 20, 2021
First Semester: August 23 - January 21 First Quarter: August 23 - October 29	
First Day Students	August 23, 2021
Holiday - Labor Day	September 6, 2021
Midterm Exams	September 24, 2021
Mid-term Grades Due	September 29, 2020
Parent Teacher Conferences 10am- 6pm (No school for students)	October 14, 2021
Teacher Workday (No school for students)	October 15, 2021
PLC Day (No school for students)	October 22, 2021
Student Intervention Days	October 27- October 28, 2021
First Quarter Ends	October 29, 2021
Second Quarter: November 1 - January 21	
Second Quarter Begins	November 1, 2021
1st Quarter Grades Due	November 3, 2021
Fall Break	November 24-26, 2021
Midterm Exams	December 3, 2021
Midterm Grades Due	December 8, 2021
Winter Break	December 20-December 31, 2021
.5 PD / .5 Workday (No school for students)	January 3, 2022
PLC Day	January 14, 2022
Holiday - MLK Day	January 17, 2022
Student Intervention Days	January 19 - January 20, 2022
First Semester Ends	January 21, 2022
Second Semester: January 24 - June 10 Third Quarter: January 24 - April 8	
First Day of Second Semester	January 24, 2022
2nd Q/Semester Grades Due	January 26, 2022
Parent Teacher Conferences 10am- 6pm (No school for students)	February 17, 2022
Teacher Workday (No school for students)	February 18, 2022
Holiday - President's Day	February 21, 2022
Midterm Exams	February 25, 2022
Mid-term Grades Due	March 2, 2022
Spring Break	March 21- March 25, 2022
PLC Day (No school for students)	April 1, 2022
Student Intervention Days	April 7- April 8, 2022
Third Quarter Ends	April 8, 2022
Fourth Quarter: April 11 - June 10	
Fourth Quarter Begins	April 11, 2022
3rd Quarter Grades Due	April 13, 2022
Spring Holiday	April 15, 2022
Midterm Exams	May 10, 2022
Senior Grades Due	May 27, 2022
Holiday - Memorial Day	May 30, 2022
4 Q/ Final Grades Due	June 10, 2022
Last Day for Students & Teachers	June 10, 2022
.5 day for students	

July 2021						
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August 2021						
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November 2021						
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March 2022						
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April 2022						
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May 2022						
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June 2022						
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KANSAS CITY PUBLIC SCHOOLS PHILOSOPHIES

Vision Statement

The Kansas City Public Schools (KCPS) envisions its schools as places where every learner 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 Kansas City Public Schools is to achieve in a way that is unencumbered by excuses, our vision for education by ensuring that all learners benefit from teaching and learning. The school district will do this through:

Inquiry-based instruction that involves active learning, and is project oriented, collaborative, learner centered, and facilitated by meaningful professional development.

- Successful instructional settings where teachers continually coach each learner 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.

Equity Statement

Kansas City Public Schools acknowledges the existence of legacies of racism, sexism and other inequities within our educational system that have caused harm to students of color, students with disabilities, immigrant students and other marginalized groups for many decades. We affirm our commitment to ensuring an equitable and high-quality learning experience for all students. We aim to reduce disparities in outcomes regardless of gender, race, ethnicity or family background.

Kansas City Public Schools has set a goal to create safe school environments that do not rely heavily on exclusionary discipline practices. To achieve this goal, we have adopted the following strategies to ensure equity and fairness: 1) mandating implicit bias training for all new employees as part of our onboarding system; 2) creating a culture of care and utilizing trauma-informed practices in our classrooms; and 3) utilizing restorative discipline and behavior-change interventions to reduce suspensions that disrupt learning time.

Additionally, we ensure due process is provided to every student. Before an out-of-school suspension is issued, the student will have an opportunity to hear the allegation of violations against him/her and to tell their side prior to a final decision being made. Each parent will then be notified both via phone call and in writing. The parent will be given an opportunity to request a conference with school administrators to discuss the suspension. Students will be permitted to make up school work, at full credit, upon returning to school. Quizzes, tests or other exams missed during a suspension will be made up in a timely manner.

Kansas City Public Schools will continue to review our Code of Conduct on an ongoing basis to eliminate any oppressive, outdated and inequitable practices that marginalize students. We are fully committed to making Kansas City Public Schools an equitable school system for all students we serve.

GENERAL INFORMATION

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, 2901 Troost Avenue, Kansas City, Missouri.

BOARD MEMBERS

Mr. Nate Hogan, Sub-District 2, Chair

Mr. Manny Abarca, Sub-District 3, Treasurer

Ms. Jennifer Wolfsie, Member-At-Large, Vice-Chair

Ms. Rita Cortes, Sub-District 1

Dr. Marvia Jones, Sub-District 4

Ms. Kandace Buckner, Sub-District 5

Ms. Tanesha Ford, Member-At-Large

DISTRICT ADMINISTRATION

Superintendent of Schools

Dr. Mark T. Bedell, Ed.D.

Chief Marketing and Communications Officer

Kelly Wachel
816-418-7624

Deputy Superintendent and Chief Academic Officer

Dr. Marla Sheppard
816-418-7462

Chief Financial and Operations Officer

Linda Quinley
816-418-7771

Chief Legal Counsel

William Thornton
816-418-7610

Chief Human Resource Officer and Chief of Staff

Dr. Jennifer Collier
816-418-7700

Executive Director Student Support Services

Dr. Lateshia Woodley
816-418-7345

Executive Director Research and Accountability

David Rand
816-418-7418

DISTRICT OFFICE

2901 Troost Ave., Kansas City, Mo. 64131 816-418-7000

www.kcpublicschools.org

DIRECTORY OF DISTRICT DEPARTMENTS & PROGRAMS

DEPARTMENT	PHONE NUMBER	DEPARTMENT HEAD
Admissions Office	418-7631	Major Stevie Brooks
Research and Accountability	418-7418	David Rand
Athletics	418-5279	James Sanders, Th.D.
Board Services	418-7621	June Kolkmeier
Career and Technical Education	418-5270	Christopher McNeil
Child Nutrition Services	418-7457	Jordan Gordon
Communications	418-7624	Kelly Wachel
Curriculum Instruction – Professional Development	418-7402	TBD
Dropout Prevention and Recovery	418-7768	Thomas Sullivan
Early Learning	418-5213 or 7443	Julia Wendt
Federal Programs	418-7779	Andrew Larson
Gifted and Talented Education	418-7346	Jermaine Wilson, Ph.D.
Counseling and Support Services	418-7346	Jermaine Wilson, Ph.D.
Head Start	418-5233	Michelle Pendzimas
Human Resources Office	418-7700	Jennifer Collier, Ed.D.
Information Technology Services	418-7195	TBD
Language Services	418-5287	Allyson Hile
Legal Services	418-7610	William Thornton
Nursing Services	418-7683	Lauren Grimes, BSN, RN
Office of Students in Transition	418-8640	Melissa Douglas
Parent Concerns and Complaints	418-7845	Reginald Hester, Ph.D.
Public Information & Marketing	418-7420	TBD
Safety & Security	418-8819	Marcus Harris
School Leadership	418-7658	Lloyd Jackson, Ed.D.
School Leadership	418-7760	Krystal Thomas
Special Education	418-8941	Sheryl Malloy
Discipline Officer	418-7500	Darran Washington
Student Records (and Transcripts)	418-7042 or 418-7735	Shyla Lewis
Student Support Services	418-7345	Lateshia Woodley, Ed.D.
Transportation	418-8825	Christopher Walls

DIRECTORY OF SCHOOLS

HELPFUL RESOURCE INFORMATION

SCHOOL	ADDRESS	ZIP	PHONE	PRINCIPAL	BELL TIMES	GRADES
HIGH SCHOOLS						
African Centered College Prep	3500 E. Meyer Blvd.	64132	418-1078	Shanelle Smith	7:20 – 2:20	9 – 12
Southeast	3500 E. Meyer Blvd.	64132	418-1078	Dr. Simone Chambers	7:20 – 2:20	9 - 12
Success Academy/Anderson	1601 Forest Ave.	64108	418-5300	Robert Lee	7:30 – 2:30	7 – 12
Central	3221 Indiana	64128	418-2000	Anthony Madry	7:20 – 2:20	9 – 12
East	1924 Van Brunt Blvd.	64127	418-3125	Luis Hinojosa	7:20 – 2:20	9 – 12
Lincoln College Prep	2111 Woodland Ave.	64108	418-3000	Kristian Foster	7:20 – 2:20	9 – 12
Northeast	415 Van Brunt Blvd.	64124	418-3300	Dr. Waymond Ervin	7:20 – 2:20	9 – 12
Paseo	4747 Flora Ave.	64110	418-2275	Dr. Patricia Hayes	7:20 – 2:20	7 – 12
Manual – Career Tech	1215 E. Truman Road	64106	418-5200	Christopher McNeil (Director)	7:40 – 10:10 11:25 – 1:55	11 – 12
MIDDLE SCHOOLS						
Central Middle	3611 E. Linwood Blvd	64128	418-2100	Harrison Neal	8:20 – 3:20	7 - 8
Northeast Middle	4904 Independence Ave	64124	418-3400	Brett Schriewer	8:20 – 3:20	7 - 8
Lincoln Middle	2012 E. 23 rd Street	64108	418-1500	Dr. Mary Bachkora	7:20 – 2:20	6 - 8
ELEMENTARY SCHOOLS						
African Centered Lower	3500 E. Meyer Blvd.	64132	418-1175	Claire Thornton-Poke	9:15 – 4:15	Pre K – 8
Success Academy/Knotts	7301 Jackson Ave.	64132	418-1900	Daniel Sheppard	9:15 – 4:15	K – 6
Wendell Phillips	2400 Prospect	64127	418-3750	Takeisha Brown	9:15 – 4:15	Pre K – 6
Benjamin Banneker	7050 Askew	64132	418-1850	Dr. Jimmie Bullard	9:15 – 4:15	K – 6
Border Star Montessori	6321 Wornall Road	64113	418-5150	TBD	8:20 – 3:20	Pre K – 6
Carver Dual Language	4600 Elmwood Ave.	64130	418-4925	Michael Coulter	9:15 – 4:15	Pre K – 6
Faxon	1320 E. 32 nd Terr.	64109	418-6525	Kathleen Snipes	9:15 – 4:15	K – 6
Foreign Language Academy	3450 Warwick Ave.	64111	418-6000	Dr. Joell Ramsdell	9:15 – 4:15	K – 8
Primitivo Garcia	1000 W. 17 th Street	64108	418-8725	Jaqueline Tanner	8:20 – 3:20	Pre K – 6
Garfield	436 Prospect	64124	418-3600	Doug White	8:20 – 3:20	K – 6
Gladstone	335 N. Elmwood	64123	418-3950	Dana Carter	8:20 – 3:20	K – 6
Hale Cook	7302 Pennsylvania Ave.	64114	418-1600	Julie Lynch	9:15 – 4:15	Pre K – 6
Hartman	8111 Oak Street	64114	418-1750	Dr. Jessie Kirksey	8:20 – 3:20	Pre K – 6
Harold Holliday Montessori	7227 Jackson Ave.	64132	418-1950	KaLinda Bass-Barlow	8:20 – 3:20	Pre K – 6
James	5810 Scarritt Ave.	64123	418-3700	TBD	8:20 – 3:20	Pre K – 6
Martin Luther King Elem.	4848 Woodland Ave.	64110	418-2475	Dana Abram	8:20 – 3:20	K – 6
Longfellow	2830 Holmes Ave.	64109	418-5325	Dr. Jimmie Bullard	8:20 – 3:20	Pre K – 6
George Melcher	3958 Chelsea Ave.	64130	418-6725	Lakeisha Paul	9:15 – 4:15	K – 6
Pitcher	9915 E. 38 th Terr.	64133	418-4550	Dr. Karol Howard	8:20 – 3:20	Pre K – 6
J. A. Rogers	6400 E. 23 rd St.	64129	418-4770	Dr. Adriane Blankenship	9:15 – 4:15	Pre K – 6
Trailwoods	6201 E. 17 th St.	64126	418-3250	Leah Starr	8:20 – 3:20	Pre K – 6
Troost	1215 E. 59 th St.	64110	418-1700	Dr. Shaunda Fowler	8:20 – 3:20	K – 6
Phillis Wheatley	2415 Agnes Ave.	64127	418-4825	Micah Enders	9:15 – 4:15	K – 6
Whittier	1012 Bales Ave.	64127	418-3850	Phyllena Layne	8:20 – 3:20	K – 6
Woodland Early Learning Ctr.	711 Woodland Ave.	64106	418-5900	BridgetteCrutchfield	8:30 – 4:30	Pre K
Richardson Early Learning Ctr.	3515 Park Ave.	64109	418-2600	Romanda Franklin-Hamilton	8:30 – 4:30	Pre K

HOTLINES	
Boys Town	800-448-3000
Community Violence TIPS	816-474-8477
National Suicide Prevention Hotline	800-273-8255
National Youth Crisis & Runaway Hotline	800-RUNAWAY
Drugfree.org	855-378-4373 / text 55753
Drug / Alcohol Crisis Line	816-361-5900
FAMILY VIOLENCE	
Domestic Violence & Sexual Assault Crisis Line	816-Hotline
KC Metro Domestic Violence Hotline	816-468-5463
Hope House	816-461-4673
Newhouse	816-471-5800
Rose Brooks Center	816-861-6100
Synergy Services	816-321-7050
KC Anti-Violence Project (LGBTQ/Hate Crimes)	816-348-3665
Metropolitan Organization to Counter Sexual Assault	816-531-0233
CAPA Parenting Classes / Counseling	816-252-8388
Synergy Children's Crisis Hotline	816-321-7060
COMPREHENSIVE HEALTH SERVICES	
KC Care Health Center	816-753-5144
KC Medicine Cabinet	816-276-7517
Samuel U Rodgers	816-474-4920
Swope Health Services	816-923-5800
Truman Health	816-404-4000
BEHAVIORAL HEALTH SERVICES	
Guadalupe Center (English/Spanish bilingual)	816-531-6911
Mattie Rhodes (English/Spanish bilingual)	816-241-3780
Swope Behavioral Health	816-922-1070
Truman Behavioral Health	816-404-5700
DRUG FREE SCHOOLS HELP LINES	
Alcoholics Anonymous (AA)	816-471-7229
Al-Anon / Ala-teen	800-356-9996
National Cocaine Hotline	1-800-Cocaine
Alcohol Hotline	1-800-Alcohol
SCHOOL VIOLENCE PROTECTION HOTLINE	
Call Toll-Free (School Violence or Domestic Violence)	1-866-748-7047 or 1-800-621-4673
E-Mail	School.Violence@dss.mo.gov
Text To	847411 use keyword "Reportit"
School Violence Hotline website	SchoolViolenceHotline.com
VIRTUAL SCHOOL	
Options for enrollment in KCPS approved virtual courses	https://www.kcpublicschools.org/domain/2939
Kahn Academy	https://www.khanacademy.org/
Missouri Course Access and Virtual School Program (MOCAP)	https://mocap.mo.gov/

HOUSING ASSISTANCE

KCPS Students in Transition	816-418-8640
Homeless Hotline	816-474-4599
City Union Mission Family Shelter	816-474-9380
ReStart, Inc.	816-472-5664
ReStart Youth Hotline (12-18)	816-309-9048
Synergy Youth Crisis Line (12-18)	816-741-8700
Mother's Refuge (pregnant teens 21 and under)	816-353-8070
Community LINC (transitional living)	816-531-3727
Hillcrest Transitional Housing (family, single, youth)	816-461-0468
River of Refuge (family TL-Transitional Living)	816-737-5100
Sheffield Place (women and children TL)	816-753-5144
FOOD PANTRIES	
Harvester's SNAP line for food stamps	816-929-3000
Bishop Sullivan Center (Northeast)	816-231-0984
Bishop Sullivan Center (Midtown)	816-561-8515
Covenant Presbyterian Church	816-444-3693
Guardian Angels Church	816-931-4351
Palestine Senior Center	816-921-1963
Redemptorist Social Services Center	816-931-9942
St. Paul's Episcopal Community Services	816-931-2850
Hope Faith Campus (breakfast/lunch)	816-471-4673
KC Community Kitchen (lunch)	816-561-8920
Neighbor2Neighbor (breakfast/lunch)	816-606-4509
One City Café (lunch/dinner)	816-561-8515
COMMUNITY RESOURCES	
United Way	211 / 816-474-5112
Bishop Sullivan Center (NE for rent, utility, jobs)	816-231-0984 for zip codes 64106, 120-129, 64050-055
Bishop Sullivan Center (midtown for same services)	816-561-8515 for 64101-114 (no 106), 130-134, 137-138
Catholic Charities (employment, finance, diapers)	816-221-4377
Child Care Referrals	866-892-3228
Connections to Success (employment)	816-561-5115
Della Lamb (NE for food, clothing, utility)	816-842-8040 for zip codes 64106, 120, 123-127
Full Employment Council	816-471-2330
Greater KC Comm. Action Agency (one time help)	816-358-6868
Journey to New Life (reentry resources)	816-960-4808
Metro Lutheran Ministry (food, utility, diapers, ID)	816-931-0027 for zip codes 64108-114, 127-132
Neighbor2Neighbor (case mgmt., food, clothing, toiletries, drug treatment referrals)	Serves 35 th and Wabash area
Reconciliation Serv. (rent, medical, utility, ID)	816-931-4751
Redemptorist Social Serv. (utility, food, clothing, toiletries)	816-931-9942
True Light Family Resource Ctr. (family needs)	816-561-1700
Women's Employment Network	816-822-8083
Veterans Community Project (employment, legal)	816-599-6503
LEGAL RESOURCES	
Heartland Center for Jobs & Freedom (bilingual)	816-278-1344
Jackson County Protection Order Unit	816-881-3974
Justice in the Schools KCPS legal help	816-418-2062 / 816-945-7736
Legal Aid of Western MO	816-474-6750
Note: Additional assistance contact your school	

PREPARING FOR SUCCESS:

No matter how far along you are in your education, doing well in school can be a challenge. You can do your very best in school by developing strong study habits and keeping your time and supplies organized. It's also important to take care of yourself so that you feel your best and have all the energy you need! Webster's Dictionary defines wellness as "the state of being in good health, especially as an actively pursued goal".

- Wellness is a conscious, self-directed and evolving process of achieving full potential
- Wellness is multi-dimensional(many different views) and holistic(full), encompassing lifestyle, mental and spiritual well-being, and the environment
- Wellness is positive and affirming

Here are some ways to maximize wellness while preparing for success in school:

MINDFULNESS EXERCISES:

5,4,3,2,1 Grounding Activity- Look for 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. As you go through this exercise, say these things quietly to yourself or write them down.

Progressive Muscle Relaxation- Start with your hands and squeeze them as hard as you can for 3 seconds, and slowly release. Do the same thing with your eyes, arms, legs, shoulders.

Breathing Exercises- Take at least three deep breaths to calm and shut off the "fight or flight" system of the brain: **S.T.A.R:** **S**mile, **T**ake a deep breath **A**nd **R**elax, **D**rain: with arms out front as an extension of the breath with a simulated faucet, **Balloon:** with arms over head that expands as you inhale and deflates to lower arms upon exhale, **Pretzel:** twist arms together inward to the chest, with tongue on the roof of your mouth.

POSITIVE AFFIRMATIONS:

- **Today I choose to be confident.**
- **Today I choose to think and be positive.**
- **All of my problems have solutions.**
- **I believe in myself and my abilities.**
- **My mistakes help me learn and grow.**

More affirmations can be found at <https://www.teacherspayteachers.com/Product/101-Free-Positive-Thinking-Affirmations>

RIGHTS OF LEARNERS

Learners in Kansas City Public Schools are protected to rights under federal and state law and shall not be discriminated against on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity or expression, or any other factor prohibited by law in its programs and activities.

Learners have a right to:

- Be treated with fairness and equity.
- Access a quality education in a safe learning environment.
- Fair interventions and consequences.
- Safety and security, which includes protection from harassment and bullying.
- Be heard and treated with dignity.
- Be protected from retaliation for reports made in good faith.

CITIZENSHIP EXPECTATIONS

ACADEMIC INTEGRITY

Academic integrity is a focus on learning through positive values of honesty, trust, fairness, respect, responsibility, and courage driving learners intrinsically in ethical academic practice.

Ethical Academic Practice includes avoiding the following behaviors:

- **Plagiarism:** Please use only original and unique yet informed ideas, thoughts, works, or images when completing work. This includes when utilizing technology or completing conventional assignments, or accepting money to complete assignments for other individuals.
- **Cheating:** You are capable! Utilize your teachers and resources to understand the material and be successful. An attempt to alter your grade by bringing answers into a testing area, copying others work, or providing answers to other learners when prohibited can result in disciplinary action. In addition, this keeps you from reaching your **true potential!**
- **Forgery/Falsifying Documents:** If a document requires a signature or represents academics in any capacity, altering that document will result in disciplinary action and can affect your future academic career. Please practice our values of academic integrity and have the courage we know you do to act accordingly.

BUYING, SELLING, TRADING OF PRODUCTS

- Except for school-approved fundraisers, buying, selling, and trading items, including personal items, is not allowed.
- Kansas City Public Schools is not responsible for reimbursement for the loss of personal items.

COLLEGE AND CAREER READINESS

Learners are encouraged to:

- Utilize all available school resources to ensure academic success (Tutoring, Saturday School, Academic Clubs, Career & Technical Learner Organizations, etc.)
- Consistently check grades and transcripts to know where they stand related to next grade promotion or graduation.
- Develop their high school plan of study and make their course pathway selection based upon career interest and personal aptitude utilizing our Navience platform.
- Think about future college and career plans and enroll in courses that will cultivate the skills needed to be successful.

COMMON AREAS/CAFETERIA EXPECTATIONS

- Learners are to remain in the school buildings during their lunch periods.
- Learners are expected to go directly to the cafeteria during their lunch period unless they receive permission to be elsewhere.
- Learners are expected to remain in the cafeteria until they are dismissed, at which time learners are expected to go directly to their next class.
- Takeout food cannot be delivered to learners.

DRESS CODE

- No learner shall be discriminated against by dress code policies based on gender, gender identity, gender expression, race, religion, body size, body maturity, or socioeconomic status.
- Elementary and middle school learners are expected to wear the assigned uniform of their school. High school learners shall be allowed to come to school dressed comfortably in a way that allows for appropriate self-expression.
- Private parts and undergarments must be covered by clothing with opaque fabric (i.e. no sheer/mesh).
- Clothing and accessories that display statements, signs, or pictures with alcohol, tobacco, drugs, weapons, sexual innuendos, inappropriate language, or inappropriate slogans will not be permitted.
- Shoes must be worn at all times.
- If a learner regularly is out of uniform or otherwise not in compliance with the dress code, administration shall investigate and provide support prior to imposing any consequences.
- No learner shall be given an out of school suspension for dress code non-compliance.

ELECTRONIC DEVICES

- Kansas City Public Schools understands learners may have serious responsibilities outside of school that require cell phone use. These learners are expected to communicate these needs to administration with as much notice as possible.
- Outside of circumstances in which a learner notifies administration for appropriate cell phone use, learners are expected to limit use of electronic devices to before and after school.
- When a learner is found to be using a cell phone inappropriately during the school day, Interventions may be given on a case-by-case basis. Interventions for frequent inappropriate cell phone use may include confiscating the device and contacting the parent to pick it up, detention, or placement in a designated recovery room.
- Learners are encouraged to leave other types of electronic devices at home, including hand held music, video, and gaming devices. If a learner does bring these devices to school, the use of these devices is allowed only before and after school.
- Kansas City Public Schools is not responsible for lost, stolen, or damaged electronic devices.

EXPECTED BEHAVIOR OF LEARNERS IN THE CLASSROOM

- When entering the classroom, learners are encouraged to find their seat and end conversations.
- Learners are encouraged to have the necessary materials packed in their bag the night before school and let their teachers know which supplies they are missing.
- Learners are encouraged to be respectful of others while they are talking.
- Learners are asked to refrain from personal grooming in the classroom, and use provided restroom breaks instead.
- Learners are asked to make arrangements with teachers for any makeup work needed or tests that need to be made up due to an absence.
- Learners are asked to refrain from sharing their hard work with others; the work of an individual learner is their own.
- Learners are encouraged to limit distractions, including refraining from eating unless instructed to do so by the teacher, or with a note from the nurse. Keeping all food in the designated space will help eliminate unwanted visitors like insects and mice.
- Before being dismissed by the teacher, learners are encouraged to look around their area and help keep it tidy.
- If a learner needs to leave the classroom for any reason, they are encouraged to notify their teacher for arrangements to be made, learners are asked not to leave their classroom without approval.
- Learners are encouraged to refrain from physical displays of affection while on campus.

FIELD TRIP EXPECTATIONS

- Learners leaving with a group on a field trip are expected to return with the group unless prior transportation arrangements have been made with a parent or guardian.
- All participants in a district sponsored field trip must sign a statement agreeing to follow district rules and the rules of any sponsoring host or organization.

NETWORK ACCESS

All learners have a user ID and password that gives them access to the computer network and home directory on the “U” drive. Learners are responsible for following Kansas City Public Schools’ Technology Use Policy (see Administrative Policy EHB). All users must agree to follow the district’s policies and procedures. A copy of the KCPS Technology Use 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

Learners 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. **Learners who participate in online interactions must remember that their posts are subject to the same behavioral standards set forth in the Code of Conduct.**

Since social media reaches audiences far beyond the community and can leave lasting impressions, learners must use social sites responsibly and be accountable for their actions. Learners 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. Learners should be sure to utilize privacy settings to control access, never share personal information with unknown parties on unsecure sites and be protective of site passwords. Misrepresentation of someone else’s identity should also be avoided.

Learners should remember to be respectful to others when communicating online, and refrain from profane, obscene or threatening language. Cyberbullying is considered an act of harassment. Cyberbullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices, and includes but is not limited to all social media, such as Facebook, Twitter, Instagram, etc. **Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm. Learners involvement in cyberbullying or cyber-threats may result in disciplinary action as described in the Code of Conduct (see Administrative Policy JCFC, pages 17, 30-32).**

BULLYING

General

In order to promote a safe learning environment for all learners, the Kansas City Public Schools strictly prohibits all forms of bullying and cyberbullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against learners.

Definitions

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

Cyberbullying: A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone,

wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose interventions and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day: A day on the school calendar when learners are required to attend school.

Designated Officials

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

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

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

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

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

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve learners from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education learner or a learner with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's learner discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

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

with Board policy.

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

Interventions

Learners who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other interventions deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

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

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

Policy Publication

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

Training and Education

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

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

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

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

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

bullying including but not limited to:

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

Additional School Programs and Resources

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section and to review administrative procedures and/or forms for related information.

Adopted: 01/25/2017

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
EHB, Technology Usage
GBPD, Suspension of Staff Members
GBPE, Termination of Staff Members
IGD, District-Sponsored Extracurricular Activities and Groups

Legal Refs: ' ' 160.261, .775, 565.090, RSMo.

Gov. Refs: Ends B 1.0, 1.4
Limitations B 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8
Kansas City Public Schools, Kansas City, Missouri

Information Regarding Weapons

CONCEAL AND CARRY FIREARMS LEGISLATION

Anyone carrying a firearm, including individuals with 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.

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 learner brought a weapon (as defined below) to school in violation of this policy, the learner shall be suspended for a period of not less than one year, or be recommended for expulsion and referred to the appropriate legal authorities. The superintendent will review every incident in which a learner brings a weapon to school. A learner's suspension may be amended based solely on the superintendent's discretion, per state law.

Definition: For purposes of this section 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 Discipline Office. Simulated weapons (including water guns and water dispensing devices) are prohibited and disciplinary interventions shall be imposed according to the Code of Conduct.

Suspension Guidelines

At Kansas City Public Schools any action from our learners will first and foremost be viewed through a lens of understanding underlying causes of resulting behavior, with an intention to focus on impact, restoration of harm, building awareness, and identifying alternative coping strategies in preparation to support our learners for life beyond their time at KCPS.

SUSPENSION RULES

The following is a summary of Administrative Policy JGD regarding the suspension of learners (also see pages 47-55 of the Code of Conduct):

Responsibility of Principals

Principals are charged with the basic responsibility for implementing the Code of Student Conduct with fidelity in accordance with regulations and guidelines established by the Board of Education.

SUSPENSION OR EXPULSION

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

Learners 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.

RECOVERY ROOM PROCEDURES

The purpose of a recovery room is to keep learners engaged in school in situations which might otherwise result in an out-of-school suspension. The recovery room process is a highly structured class situation allowing learners an environment to recover from situations in which a learner's presence in their classroom may not be appropriate, including, but not limited to: conflict, the influence of substances, or disruptive behavior.

OUT-OF-SCHOOL SUSPENSION (OSS)

Kansas City Public Schools believes that out of school suspensions should be given as a last resort and only in response to behavior that is harmful to others or behavior which violates the Missouri Safe Schools Act. (See page 44 for Safe School Act violations). Trauma-informed and restorative practice interventions are to be provided prior to the consideration of an out of school suspension. If a learner is given an out of school suspension, the purpose of the suspension is to allow time for administration to develop an intervention plan upon the learner's return to school.

MAKE-UP WORK PROCEDURE FOR OSS LEARNERS: Make-up work shall be provided for all absences, including suspensions. School administration and teachers are expected to work collaboratively to provide make-up work to learners serving out of school suspensions. After a learner obtains their make-up work, learners will be given one (1) day for each day absent to complete the work and receive full credit upon completion.

CODE OF CONDUCT

INTRODUCTION TO THE CODE OF CONDUCT

The Code of Conduct is designed to encourage learners to accept responsibility for their actions, teach learners to respect the rights of others, facilitate learning and promote the orderly operation of all Kansas City Public Schools. It is composed of four groups of behaviors. A learner who engages in behavior which is not listed in the Code of Conduct, but is detrimental to good order in the schools or which impairs the morale or good conduct of learners, will be subject to the authority of the classroom teacher and/or principal.

Application of Disciplinary Interventions

For purposes of this Code of Conduct, early learning interventions apply to learners in Pre-K, elementary interventions apply to learners in grades K-5 and secondary interventions apply to learners in grades 6-12. District personnel will use their professional judgment to determine which disciplinary interventions for the listed behaviors will be most effective while taking into account the following factors:

- The learner's age
- The level of the infraction
- The learner's previous interventions
- Other culturally relevant factors.

Learners with special needs (i.e., disabilities, IEPs or Section 504 Accommodation 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 learners with special needs.

Learners in our Pre-K program must be disciplined in accordance with Missouri child care licensing requirements, state child care accreditation, as well as district policy. Please refer to section VI for an explanation regarding disciplining students in early learning.

SCOPE OF AUTHORITY

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

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport learners 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 learner's conduct is the result or cause of disruptive behavior on school grounds; and
- Acts or behavior, which occurs off school property and poses a threat to the safety of learners and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of learners and faculty or disrupts the learning environment.

Off-campus behaviors that are not school-related and adversely affect the educational climate will also be subject to school-related interventions. In addition, the district will seek restitution in instances where district property is damaged, destroyed or stolen.

SUPERVISION OF LEARNERS

All district personnel responsible for the care and supervision of learners have the responsibility to support learners' physical and psychological safety. Therefore, district personnel are authorized to hold learners accountable for any unproductive behavior 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 learners for the district during school-sponsored activities or during intermission or recess period.

School personnel may use reasonable and prudent physical forces as a last resort to restrain a learner whose actions are reasonably believed to result in physical injury to any persons, including the learner.

LEARNER ACCOUNTABILITY

As learners within KCPS district, it is expected that behavior always falls under the guidance the KCPS Code of Conduct. This is expected of all KCPS learners and Parent(s) and/or Guardian(s) without exception (unless spelled out through a written success plan). It is encouraged that all KCPS Scholars and Parent/Guardian read and get an understanding of the Code of Conduct responsibilities and consequences. A sign of good faith will be an acknowledgement of the Code of Conduct with a signature. This acknowledgement is intended to share that we are a team and in an agreeable standing of our responsibilities. Any deviation of expectations can result in interventions written within this document. This method of addressing behaviors will be to ensure a positive learning environment.

Learner Accountability for Personal Success:

As important members of the Kansas City Public Schools community, learners are encouraged:

- To read and become familiar with all KCPS policies.
- To attend school daily, come prepared for academic success, and complete all academic work to this best of their ability.
- To understand and follow school rules and instructions given by the school’s leaders, teachers, and other team members.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community.
- To bring to school only those materials that are allowed and which will increase success.
- To treat the school community with respect.
- To respect school property, community property, and the property of others.

LEARNERS’ RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

KCPS strives to promote a safe learning environment. Learners should not possess the following articles on school property: drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Missouri and Federal law, School Board policy or the Code of Conduct. Learners are responsible for any items and/or materials found in their possession. For purposes of the Code of Conduct, items are deemed to be within a learner’s possession if the items are found in any of the following places:

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

It is each learner’s responsibility to check his or her personal belongings for possible unsafe items before entering school property, any school bus going to or returning from school, or any vehicle when that vehicle is used to transport learners for the district and school-sponsored activities. A learner may be required to provide unsafe items to administration if these items are brought to school.

GROUP I – BEHAVIORS AND INTERVENTIONS

Truancy (Chronic Absence)

Significant time away from school negatively impacts the academic success of our learners. Chronic absence includes all absences: excused, unexcused and suspensions that result in significant time away from the school learning environment. School administration or an appointed designee will determine whether the learner's absence is verified or unverified. School Administration or appointed designee will also assess if the chronic absence is the result of a familial circumstance and refer such instances for intervention through support services.

*Chronic absence can be considered truant under state statutes and city ordinances and may result in a referral for a truancy citation.

***Tardy:** A learner is tardy if they are not present at the start of a class period. A learner who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Learners who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be verified or unverified. A verified tardy is only recorded with a formal written and timed excuse/admit slip from a school administrator, teacher, or district level employee. All other tardy excuses will be unverified.

Note: School Administration will follow the attendance policy defined in the District Handbook. For detailed information on the attendance policy, please refer to the district's website at www.kcpublicschools.org.

Failure to Adhere to the Approved Dress Code

Learners are encouraged to dress in a manner consistent with schools' dress code guidelines (page 15). Learners whose dress does not meet dress code guidelines which disrupts the learning environment may be subject to interventions.

GROUP I- INTERVENTIONS

PRE-K
FIRST INCIDENT: <ul style="list-style-type: none">• Parent/Guardian/Caregiver Contact
SUBSEQUENT INCIDENTS: <ul style="list-style-type: none">• Parent/Guardian Conference• Refer to Pre-K Clinician for support services• Attendance plan created and monitored by Early Learning Department to determine intervention need. <i>This may include creation of attendance plan, warning of possible dismissal from program.</i>
GRADES K-5
FIRST INCIDENT: <ul style="list-style-type: none">• In-School Conference with Learner• Parent/Guardian Conference• Teacher/Learner Conference
SUBSEQUENT INCIDENTS: <ul style="list-style-type: none">• Individual Behavior Support Plan/ Safety Plan• Restriction of Attendance at School-Sponsored Activities• Detention or Other Extended School Time Options• Parent/Guardian Conference• Teacher/Learner Conference
GRADES 6-12

FIRST INCIDENT:

- In-School Conference with Learner
- Parent/Guardian Conference
- Teacher/Learner Conference

SUBSEQUENT INCIDENTS:

- Individual Behavior Support Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Teacher/Learner Conference
- Parent/Guardian Conference

GROUP II – BEHAVIORS AND INTERVENTIONS

Academic Dishonesty

Cheating on tests, copying assignments or papers, etc. Academic dishonesty may include, 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.

Note: The initial act of academic dishonesty will result in the learner receiving a zero on the assignment and parent notification. For detailed information on this policy, please refer to the district's website at www.kcpublicschools.org.

Possession and or Use of Tobacco or Tobacco-like Products

Possession and/or use of any tobacco products, electronic cigarettes or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD. **In order to provide a safe and secure learning environment, these products and the use of these products are not welcome on any KCPS campus locations.**

**Note: Electronic vaping devices, personal vaporizers, electronic nicotine delivery systems, including Juul and Juul pods, or vials of liquid or other types of material for use in such devices.*

Possession Exhibition and/or Distribution of Obscene Material

Possessing, exhibiting, or distributing *obscene* material, *(either hard copies or electronically)* which *satisfies all three elements of the Miller Test for obscenity.*

Gambling

To secure a safe learning environment for all, gambling is not supported by the KCPS community due to the adverse nature it may create between learners, school staff, and administration. Gambling is defined as 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. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests, and games.

Unproductive Behavior in the Classroom, School or During School Activity

Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment.

Unproductive Behavior on School Bus or at School Bus Stop

Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment.

Use of Abusive, Obscene, Offensive or Profane Language

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive. 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.

Note: Severity of the defiant violation (i.e. abusive/derogatory language directed towards school personnel) could warrant Group III Interventions.

Dangerous Behavior

Behaving in such a way as could reasonably cause injury to a learner, teacher or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.).

Note: Any serious physical injury, which results from a learner’s dangerous behavior, will be considered an assault and may result in Group IV Interventions.

Possession of Non-Controlled Substances

Possession of a non-controlled substance upon the representation that the substance is a controlled substance.

Note: District security and KCPD should be contacted to perform a drug analysis on the substance. If the substances test negative for drugs, Class II consequences shall be imposed.

Possession of Cigarette Lighters and/or Matches

The possession of cigarette lighters and/or matches.

GROUP II- INTERVENTIONS

PRE-K
<p>FIRST INCIDENT:</p> <ul style="list-style-type: none"> • Triage with Learner(s)/Mediation with students (with developmentally appropriate behavior strategies) • Parent/Guardian/Caregiver Contact • De-escalation/Safe Space <p>SUBSEQUENT INCIDENTS:</p> <ul style="list-style-type: none"> • Triage with Learner(s)/Mediation with students • Parent/Guardian/Caregiver Conference and PST meeting if needed • Teaching Team develop positive classroom environment and intervention plan, <i>with support from Pre-K Clinician if needed.</i> • Refer to Pre-K Clinician for observation and collaborative development of Individual Behavior Support Plan/Safety Plan
GRADES K-5
<p>FIRST INCIDENT:</p> <ul style="list-style-type: none"> • In-School Conference with Learner • Parent/Guardian Conference • Individual Behavior Support Plan/ Safety Plan • Teacher/Learner Conference • De-escalation/Cool Down Space <p>SUBSEQUENT INCIDENTS:</p> <ul style="list-style-type: none"> • Recovery Room • Restriction of Attendance at School-Sponsored Activities • Detention or Other Extended School Time Options • Restorative and/or Trauma Intervention
GRADES 6-12

FIRST INCIDENT:

- In-School Conference with Learner
- Parent/Guardian Conference
- Teacher/Learner Conference
- De-escalation/Cool Down Space
- Individual Behavior Support Plan/ Safety Plan

SUBSEQUENT INCIDENTS:

- Individual Behavior Support Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention

GROUP III – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and district security depending on the severity of the behavior.

Violation of Technology Acceptable Use Policy

Any violation of the expectations, requirements, and/or learner responsibilities outlined in the district’s Technology Acceptable Use Policy (see page 73). If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities. Possessing, exhibiting, or distributing material, which offends a person’s common decency and morals.

Note: Additional Interventions may be imposed by administration for violation of this policy.

Forgery

Making, completing, altering, or authenticating any written document so that it purports to have been made by another party.

Note: The behavior includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel’s signature on documents.

Stealing

The unlawful theft or attempted theft of school property or personal property of another with the intent to deprive the person of the property.

Note: Severity of the theft violation could warrant an automatic 10 days out of school suspension and possible referral for a discipline hearing on the first Behavior.

Extortion

Obtaining money, information or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

Note: If the damage can be reversed, the behavior should be considered Unproductive Behavior, a group II behavior.

Receiving Stolen Property

Receiving or possessing property which has been stolen from another learner and/or school personnel.

**Note: This behavior only applies to learners who did not steal the property.*

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Interventions

Violating conditions of a suspension, expulsion, or other disciplinary intervention 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.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material

Learners may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district school personnel for its educational value. Learners will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation

The intentional promotion or advocacy of learner misconduct by another learner for the purpose of substantially disrupting any school function or classroom. If a learner utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of an behavior that may include inciting to fight, fighting, or bullying.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff, and/or Administration until next steps can be determined for the learner to return to class.

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the body a controlled substance.

Possession and/or Use of Drugs

The use and/or possession of unauthorized prescription drugs, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property. This includes possession and/or use of any forms of edibles, marijuana infused products, vape pens containing THC infused liquid substance.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff, and/or Administration until next steps can be determined for the learner to return to class.

Unauthorized Entry– Restricted and/or Unsupervised

Learners entering into the school or certain areas of the building without permission; learners entering restricted areas; learners being in school areas without appropriate supervision; 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 a Simulated Weapon

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.

GROUP III- INTERVENTIONS

PRE-K

FIRST INCIDENT:

- De-escalation/Safe Space
- Triage with Learner(s)/Mediation with students
- Parent/Guardian/Caregiver Conference
- Refer to PST for Individual Behavior Support Plan/Safety Plan to set social-emotional learning interventions and goals, involves observations and support services from Pre-K Clinician.

SUBSEQUENT INCIDENTS:

- De-escalation/Safe Space
- Triage with Learner(s)/Mediation with students
- Parent/Guardian/Caregiver Conference
- Review/Revise PST goals and strategies, Pre-K Clinician continue observations and support services
- Reviewed by the Early Learning Dept. to determine intervention needs

GRADES K-5

FIRST INCIDENT:

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan/ Safety Plan
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention (see pg. 34)

SUBSEQUENT INCIDENTS:

- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention (see pg. 34)

GRADES 6-12

FIRST INCIDENT:

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan/ Safety Plan
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 3 days)

SUBSEQUENT INCIDENTS:

- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 3 days)

The severity of the behavior committed could warrant a disciplinary hearing referral.

GROUP IV – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and district security depending on the severity of the behavior.

Threatening another Learner

Intentional verbal or physical threat to do harm to a learner by a learner who possesses a plan and the means to carry out such threat. This includes making verbal or physical threats made electronically during school or after school hours.

Fighting

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a learner utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, texting, phone calls, etc., the learner may be included as a participant in violation of an Behavior that may include inciting to fight, fighting or bullying.

Note: The severity of a fight violation could warrant a referral for a disciplinary hearing on the first behavior that will require a ten (10) day out-of-school suspension.

Possession/Distribution and/or Purchase of Non-Controlled Substances

Distribution, attempt to distribute, or possession with intent to distribute a non-controlled substance that has been represented to be, or upon a belief that it is, a dangerous controlled substance. Non-controlled substances include over-the-counter medications and medications that are prescribed to treat medical conditions such as high blood pressure, diabetes, and bacterial infections, etc.

Assault of Another Learner

An actual and intentional touching or striking of another learner against their 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. A learner using physical force in self-defense during the event of an assault shall **not** be considered to have engaged in assault themselves.

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

Threatening of School Personnel

Intentional verbal or physical threat to do violence to a staff member. This includes making threats made electronically during school or after school hours.

Assault of School Personnel

An actual and intentional touching or striking of school personnel against their 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 school personnel against a locker, wall or on the ground, and/or putting bodily fluids on school personnel.

False/Fire Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

Sexual Harassment

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 learner'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 or a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Note: School Administration will follow Title IX guidelines if deemed appropriate. For detailed information on Title IX guidelines, please refer to the district's website at www.kcpublicschools.org/families

Sexual Misconduct

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 Behavior includes touching or fondling members of the same sex as well as members of the opposite sex.

Note: Learners found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration, KCPS security personnel, and the Kansas City Police Department if warranted.

Bullying -- Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a learner or multiple learners perpetuated 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 cyberbullying or cyber threats. Cyberbullying 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 page 16).

GROUP IV- INTERVENTIONS

PRE-K

FIRST INCIDENT:

- De-escalation/Safe Space
- Triage with Learner(s)/Mediation with student
- Parent/Guardian/Caregiver Conference
- Immediate PST for Individual Behavior Support Plan/Safety Plan, involves observations and support services from Pre-K Clinician
- Reviewed by Officer of Early Learning to determine intervention need
- Short-term Suspension, with approval by Officer of Early Learning

SUBSEQUENT INCIDENTS:

- De-escalation/Safe Space
- Triage with Learner(s)/Mediation with student
- Parent/Guardian/Caregiver Conference
- Immediate PST for Individual Behavior Support Plan/Safety Plan, involves observations and support services from Pre-K Clinician
- Reviewed by Officer of Early Learning to determine intervention need
- Short-term Suspension, with approval by Officer of Early Learning

GRADES K-5

FIRST INCIDENT:

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan/ Safety Plan
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 3 days)

SUBSEQUENT INCIDENTS:

- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Recovery Room
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 3 days)

The severity of the behavior committed could warrant a disciplinary hearing referral.

GRADES 6-12

FIRST INCIDENT:

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan/ Safety Plan
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 10 days; approval from school leadership required for suspensions longer than 3 days)

SUBSEQUENT INCIDENTS:

- Individual Behavior Support Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 10 days; approval from school leadership required for suspensions longer than 3 days)

The severity of the behavior committed could warrant a disciplinary hearing referral.

GROUP V- BEHAVIORS AND INTERVENTIONS

Learners may be referred to the Discipline Office upon the *first* occurrence of any Group V behavior. Any of these behaviors **may** be reported to local law enforcement agency depending on the severity of the behavior. The behavior **must** be reported to district security.

Possession of Drugs with Intent to Sell or Distribute

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. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

Possession and/or Use of a Weapon Other Than a Firearm

Possession and/or use of any of the following:

- Any of the weapons listed under Notice of Provisions, Missouri Safe Schools Act, Section II (see page 45);
- knife (see statutory definition under Notice of Provisions, Missouri Safe Schools Act, Section II, (see page 45);
- 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 used as a weapon.

Possession and/or Use of a Firearm

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.

Causing Serious Physical Injury to Learner or Staff

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.

Possession, Use and/or Sale of Explosives

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

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.).

PRE-K

FIRST INCIDENT AND SUBSEQUENT INCIDENTS:

- De-escalation/Safe Space
- Triage with Learner(s)/Mediation with students
- Parent/Guardian/Caregiver Conference
- Immediate PST meeting to determine next steps on Individual Behavior Support Plan/Safety Plan
- Pre-K Clinician to provide support services
- Short-term Suspension with approval by the Student Discipline Officer and Officer of Early Learning

**The severity of the behavior committed will determine if additional days (more than one day) of out-of-school suspension is warranted with approval by Student Discipline Officer and Officer of Early Learning.*

GRADES K-5

FIRST INCIDENT AND SUBSEQUENT INCIDENTS:

- In-School Conference with Learner
- Individual Behavior Support Plan/Safety Plan
- Parent/Guardian Conference
- Recovery Room
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 10 days)
- 10-day Out-of-School Suspension and a referral to the discipline office; mandatory for Possession of Weapon

GRADES 6-12

FIRST INCIDENT AND SUBSEQUENT INCIDENTS:

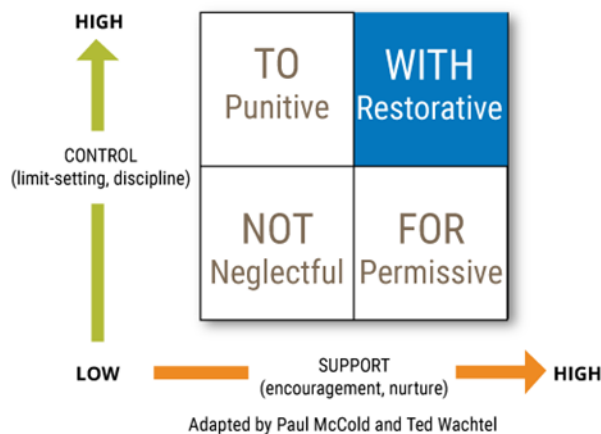
- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Recovery Room
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention (see pg. 34)
- Short-Term Out-of-School Suspension (up to 10 days)
- 10-day Out-of-School Suspension and a referral to the discipline office; mandatory for Possession of Weapon

Note: For behaviors involving firearms and/or weapons specifically listed on page 44, learners will receive an automatic ten (10) day suspension with referral for a one calendar year long-term suspension and/or recommendation for expulsion. The superintendent will review every incident in which a learner brings a weapon to school. A learner's suspension may be amended based solely on the superintendent's discretion, per state law.

RESTORATIVE JUSTICE AND TRAUMA INFORMED INTERVENTIONS

RESTORATIVE JUSTICE INTERVENTIONS

The interventions below use a “WITH” approach, described in the Social Discipline Window, also called a Restorative approach. Restorative Practices engage learners in community building and problem solving. When conflict occurs, a restorative approach focuses less on rules and punishment, instead emphasizing the importance of relationships and repair.



Proactive Interventions:

Restorative Classroom Temp Checks: This proactive approach can be done at the beginning of every class or one time a week. Ask learners to share how they're feeling on a scale from 1-10. The "why" is optional. Staff should be sure to check in with any learner below a "5." These numbers are often representations of the learner's "Window of Tolerance" for the day and can be a predictor of future stress responses.

*When a learner falls out of the Window of Tolerance (the area where they can regulate frustrations), they're more likely to act out.

Mindfulness: Practices that focus on learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. This could include Restorative Yoga, Mindfulness Monday in Advisory, Gratefulness Minutes during Morning Circles, etc.

Classroom Circle: Staff can use the Circle process for culture building, opinion sharing, and curriculum review.

The circle process includes:

1. A talking piece
2. Circle norms agreed upon by the group
3. A centerpiece
4. An agenda

Collaborative Class Agreements: Staff can engage their learners in a "WITH" approach by building some or all classroom norms together, using this 4-square:

Teacher-Learner Norms:	Learner-to-Learner Norms:
Learner-Teacher Norms:	All of Us to Classroom:

Group I Interventions:

Teacher-Learner/Restorative Conference: This can be a formal or informal process. Teacher will ask the learner:

"What happened"

"What were you feeling at the time?"

"Who was affected?"

"What can be done to make it right or better?"

Check-In/Check Out: Learners assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that learner.

For example, the learner uses a "points card" that spells out the goals for each part of the day. As the learner progresses through the day, their teachers work with the learners to *collectively evaluate behavior and assign points together for meeting the learners' daily goals (1-5).

Learners will review their reflection card with CICO at the end of the day.

**Staff must work collectively with learners to assign points for the day for this to be a Restorative approach.*

Cool-Down Space: Whether in the classroom or in an alternative space in the school, learners can utilize a cool-down space.

For example, schools can use a cool-down card system (2-5 cool-down cards a semester). When a learner is dysregulated, a staff member would ask “Would you like to use one of your cool down cards?” The learner then gets 5-10 minutes to cool down in a safe space. This teaches learners to monitor their emotions and ask for assistance when needed. **Safe space/calm corner for Pre-K available as needed.*

Group II Interventions:

Restorative Justice Mediation: This conference brings together the two parties harmed by the action. Mediations require:

1. A written reflection by both parties
2. A pre-conference with both parties
3. Both parties agreeing to be present
4. Guidelines written by both parties
5. Restorative Justice Coordinator or Center for Conflict Resolution-trained Mediator

In-Class Restorative Circle: A Restorative Justice Coordinator or Center for Conflict Trained Mediator will assist a staff member in planning and facilitating a Classroom circle. All learners and staff will be able to share how they were affected by the action and what they collectively believe is needed to make things right.

Parent/Guardian Restorative Conference: Parent/Guardian(s) will take part in a Restorative Circle. Learners and Parent/Guardian(s) will be able to share what happened from their perspective, how they were affected by the action, and what they collectively believe is needed to make things right.

Problem Solving Anchor Chart: Staff will facilitate learners in filling out a Problem-Solving Anchor Chart. This is a more formal version of a Restorative Conversation. This can be facilitated with an individual learner, with a small group, or with a full class.

What happened?	Who all was affected?
What needs to happen to make it right?	When will those action steps take place?

Individual Support Plan: Staff will create a ISP WITH learners; with a focus on Window of Tolerance:

1. What often brings your Temp Check (How you feel) below a 5?
2. What strategies do you usually use to cope with frustration and stress?
3. What is a safe space in the school for you?

Group III Intervention:

Parent/Guardian Restorative Conference: Parent/Guardian(s) will take part in a Restorative Circle. Learners and Parent/Guardian(s) will be able to share what happened from their perspective, how they were affected by the action, and what they collectively believe is needed to make things right.

Group IV and V Intervention:

Community/Neighborhood Accountability Board: This process is facilitated by a Restorative Justice Coordinator or Center for Conflict Resolution representative. This process is larger and more formal than a mediation and is used to discuss chronic harmful behavior or an incident that caused harm to two or more parties. This process brings together every party affected by a learner's actions and stakeholders in the learner's life. All participants will be able to share what happened from their perspective, who was affected, and what they believe needs to happen to make things right. The board, including the learner, creates an Accountability Agreement.

TRAUMA INFORMED INTERVENTIONS

The goal of creating a "trauma sensitive school" is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all learners. When schools are able to address the behavioral health needs of learners in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals.

A non-trauma-informed system punishes and blames actions and asks, 'what's wrong with you?' A trauma-informed system will hold individuals responsible for their actions, but will provide space and time to process 'what happened to them?' without adding guilt a more trauma

According to the national Substance Abuse and Mental Health Services Administration (SAMSHA) a trauma-informed approach for any system, including schools, adheres to the following 4 R's:

1. Realizes the widespread impact of trauma and understands potential paths for recovery;
2. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
3. Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
4. Seeks to actively resist re-traumatization.

Group I Interventions

Group I Behaviors are described as non-physical. Trauma Sensitive interventions to Group I behaviors may include:

- Gather as much information as possible about family stressors and link to resources.
- Foster a feeling Safety in the classroom/at school.
- Develop a strong, trusting relationship with the learner/caregiver.
- Partner with the caregiver to identify ways to meet school expectations.
- Provide positive reinforcement for desired behaviors (i.e. attends school on time).

Group II Interventions

Group II behaviors are described as non-physical behaviors that disrupt the learning environment. Trauma Sensitive interventions to Group II behaviors may include:

- Provide a safe space for learner's voice
- Engage the learner one to one to assess what happened that resulted in the behavior
- Practice Open Communication Dialogues (i.e. I feel (feeling word), because (state what happened), and (state what needs to happen to prevent this feeling from occurring again in a similar situation))
- Use Shaping, Simulation and Modeling strategies to influence the desired behavior
- Positive Setting - Indirect way to set events by setting the stage for the desired behavior (i.e. only setting out colored pencils and markers for art, instead of paint)
- Awareness of Self strategies

- Provide consistency, predictability, and choice-making opportunities for the learner
- Complete a De-Escalation Preferences form (identifies triggers and ***what happened*** to influence the behavior, also identifies a “safe person” that can assist when the learner becomes dysregulated.
- Integrate multisensory integration breaks into class schedule (i.e. Safe Movement, Rhythm and Music, Yoga self-pressure point touch)
- Utilize a sensory or meditation room for emotional regulation and class re-integration
- Provide positive reinforcement for desired behavior (i.e. attends school on time); avoid punishments/consequences (i.e. loss of recess)
- Partner with learner/caregiver to develop a home-based reinforcement plan (designed to encourage positive behavior at home in the school setting)

Group III Interventions

Group III behaviors are described as academic integrity and physical behaviors that may cause harm to others. Trauma Sensitive interventions to Group III behaviors may include:

- Emotion management/relationship skills psycho-education groups/classes
- Peer/Educator Mediation
- Violence prevention/bullying groups
- Restorative Justice strategies to increase impact of behavior
- Consult with School Support Team (Counselor, Trauma Sensitive School Clinician)

Group IV and V Interventions

Group IV and V Behaviors are described as physical behaviors. Trauma Sensitive interventions to Group IV and V behaviors may include:

- Coordinate services with Mental Health Therapists/Agencies Centers (i.e. Substance Use Disorder Treatment)
- Psycho-education groups/classes related to the behavior
- Dispel misconceptions about the undesired behavior
- Restorative Justice Services to prevent criminal infractions
- Consult with School Support Team (Counselor, Trauma Clinician)

EXPLANATION OF INTERVENTIONS

Alternative School Assignment

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

Note: *All learner referrals for alternative placement at Success Academies will need the Problem-Solving Team (PST) documentation to be submitted for review. These documents regarding the tiered interventions that have been implemented will be utilized to review whether alternative placement is appropriate. No discretionary referrals will be accepted without this documentation provided.*

Community Service

An assignment of work or responsibilities that are given and served as Interventions 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, wiping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A learner performing community service must be supervised by a member of the school staff. Transportation will be the sole responsibility of the parent/guardian.

Detention

After notice to the parent/guardian and approval from the building administrator a learner 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 and seventy-five (175) school days. Only the Board of Education authorizes such action and must approve the learner's re-admission into the district.

Individual Behavior Support Plan/Safety Plan (Pre-K)

ISP includes social-emotional learning interventions, tracking of behavior data and goal setting to promote optimal development in Early Learning. Planning will utilize developmentally appropriate strategies based in best practices in early childhood, includes Conscious Discipline and Trauma-informed care. Observations and support services may be provided by the Pre-K Clinician, with a referral to Community Play Therapist if appropriate.

In-School Conference

A conference between the violating learner and appropriate school personnel.

Recovery Room Process

The recovery room process has been established to give learners an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor. Learners are removed from the regular school environment and place in a supervised classroom. Teachers are required to provide appropriate assignments for learners.

Long-Term Suspension (LTS)

The removal of the violating learner from school property for eleven (11) to one hundred and seventy-five (175) school days. The length of time is imposed by the superintendent or their administrative designee. Learners 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.

Mediation

A structured mediation process to resolve disputes between two or more parties to obtain a positive outcome. Mediators facilitate the process, complete documentation, and finalize the agreed upon resolution between the parties.

Out-of-School Suspension (OSS)

The removal of the violating learner from school property for ten (10) days or less. The length of time may be imposed by the building principal, the superintendent or their administrative designee. Learners 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.

Parent/Guardian Conference

A conference will be held with parent/guardian, learner and school administration to discuss violations of the Code of Conduct and disciplinary Interventions that may include suspension for subsequent discipline infractions.

Probation

After notice to, or a conference with, the learner and parent/guardian, a learner 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 the 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 learner and parent/guardian, a learner may be required to repair, restore, replace or pay for damaged, vandalized, lost or stolen school property.

Restorative Practices

Practices that emphasize repairing the harm to the victim and the school community caused by the learner's misconduct.

Learner violators of the Code of Conduct may have the opportunity to engage in restorative practices as a Intervention of their inappropriate behavior, as facilitated by school officials. It is important that any learner engaging in restorative practices freely admit to any wrongdoing and express contrition for their actions to the offended parties. Restorative practices developed in response to a Code of Conduct violation may include but are not limited to the following productive activities:

- Restitution
- Alternative suspension including Recovery Room/Detention
- Apology for offense (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in an agency and community supports
- Learner-to-Learner mediation
- Staff-to-Learner mediation

Restorative practices could also serve to supplement a lower-term suspension versus simply in lieu of a suspension. All restorative practice plans should include a timeline with term of completion specified.

Suspension of Computer Privileges and/or Forfeiture of Access to Computer

Any learner found responsible for misuse or inappropriate network practices may have access privileges suspended for a specific period of time. This will preclude learners from having access to the district mainframe, Internet, or any other network services.

BEHAVIOR AND ACADEMIC SUPPORT MODELS

BIST (Behavior Intervention Support Team)

BIST is a behavior and academic model that supports a caring community and a productive academic environment. BIST empowers schools to change learners' lives and behavioral skills by: balance of grace and accountability, powerful language to problem solve, and consistency in expectations. The BIST model utilizes four steps so educators have the ability to know when and how to intervene to assist learners with behavior concerns. The four steps are: early intervention, caring confrontation, protective planning and outlasting. These four steps assist staff in creating a consistent, supervised, safe, educational environment.

Conscious Discipline

Conscious Discipline is a whole-school process for social-emotional learning, discipline and self-regulation. This process integrates classroom management and social-emotional learning. It utilizes everyday events and classroom routines rather than an external curriculum. It addresses the adult's emotional intelligence and brain state, as a means of coaching the learner's emotional intelligence toward optimal brain state. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to coach and teach critical life skills to learners.

Mentoring

A district-wide strategy was implemented to engage more learners in school-based mentoring programs. Mentoring within schools has become an increasingly popular and effective way to bring a caring adult or older peer relationship to the lives of more youth. The school setting provides an opportunity to reach learners in an environment that also allows access to educational, recreational, and developmental support to help enhance mentoring relationships. KCPS offers a diverse portfolio of mentoring options for community volunteers seeking to mentor youth. Our programs are designed to equip each learner with the unique type of support that best meets their needs.

PBIS (Positive Behavior Intervention Support)

PBIS is a framework that is utilized by schools to create a safer and effective school structure to support academic and behavior success of all learners. In utilizing this framework, a school adopts a long-term implementation plan for efficient and effective discipline throughout the school environment. This three-tiered model utilizes research-based methods to significantly reduce problem behaviors.

Positive Classroom Environment

Positive Classroom Environment is a set of professional development modules for teachers. These modules focus on learner-centered discipline and working with learners with trauma informed manner to establish a positive classroom environment. Teachers can complete the modules at their own pace.

PST (Problem Solving Team)

PST is designed to assist teachers and provide learners with opportunities to learn and progress within the general education curriculum. Teachers, administrators, and other school personnel use a **collaborative approach** to devise interventions to improve learner performance in their current placement. The overall goal of PST is to maintain learner placement in the general education curriculum while accommodating learning differences and behavioral diversity. PST employs a data driven process to measure learner response to interventions. Although the PST process is a general education function, the team serves all learners and staff within the building. The team may also provide interventions for learners identified for exceptional education services and exceptional education staff. Teachers, school-based personnel, and parents may request PST assistance. Issues that are addressed by PST include: learning challenges, attendance issues, discipline/behavior difficulties, health related issues.

RTI (Response to Intervention)

Response to Intervention is a process that provides intervention and educational support to all learners at increasing levels of intensity based on their individual needs. RTI is a proactive approach in preventing academic and behavior problems. The RTI process has three tiers that build upon one another.

- **Tier I** includes high quality instructions. The school provides all learners with access to high quality curriculum, instruction and behavior supports in the general education classroom.
- **Tier II** includes additional targeted, supplemental instruction/interventions. The school provides interventions to small groups of learners who need more support than Tier I provides.
- **Tier III** includes intensive instructions. The school develops and implements interventions to meet the individual needs of learners.

Restorative Practices

Restorative Practices are voluntary conversations (conferences, mediations, boards) that allow all parties to share harms and needs. These are processes that focus on accountability and healing. Some accountability actions (actions that are agreed upon by all parties) could include:

- Restitution
- Alternative suspension including In-School Suspension/Detention
- Apology for Behavior (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in an agency and community supports
- Learner-to-Learner mediation

Restorative practices could also serve to supplement a lower-term suspension versus simply in lieu of a suspension. All restorative practice plans should include a timeline with term of completion specified.

The Leader in Me

The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to learners and creates a culture of learner empowerment based on the idea that every learner can be a leader. The process teaches learners the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making, and the ability to work in groups.

Note: Administrative teams will determine which models will be appropriate to utilized within their school.

Trauma Smart

Research shows that unresolved trauma in childhood can have devastating effects on a child's ability to manage emotions, have meaningful relationships and live a healthy and productive life. Early intervention by caring adults can help children resolve their trauma as well as strengthen their resiliency for years to come. To support children and families, the KCPS Head Start program uses the Trauma Smart® model. Trauma Smart was created by Crittenton's Children Center to provide support to children who have experienced trauma as well as the caregivers and teachers who care for them. The model follows the ARC framework which stands for Attachment, Self-Regulation, and Competency – three core domains that are impacted by trauma.

Interventions include:

- Creating a safe place with a sensory toolbox for pre-k learners to use when overwhelmed with big feelings.
- Creating social stories and using literature to teach affect identification and modulation.
- Utilize the attunement steps (Notice, Name, Validate, Respond)
- Reference the "Brain as a Car" analogy to support understanding of what part of the brain the pre-k learner and adult is functioning from so the appropriate response can be provided (safety, connection, meaning).
- Refer the parent/guardian to a Smart Connections parenting class.
- Consult with the Head Start Mental Health Consultant and Instructional Coach for individualized success plans.

EXAMPLES OF TEACHER INTERVENTION STRATEGIES

<p>PHYSICAL ARRANGEMENT</p> <ul style="list-style-type: none"> • Seat learner near teacher or by role model • Avoid distracting stimuli • Separate from other learners or move location • Different groupings of desks • Allow different positions for activities (bean bag chair, laying, standing) • Adjust grouping of learners • Acceleration to another level, class or group within the classroom • Team teach or parallel teach 	<p>BEHAVIOR/MOTIVATIONAL</p> <ul style="list-style-type: none"> • Immediate reinforcement of correct response • Keep graphs and charts of learner progress • Use of timers to facilitate task completion • Structure unstructured times (assemblies, hallway, field trips, etc.) • Allow short breaks between assignments • Implement self-monitoring strategies • Encourage specific behaviors • Provide quiet place for learner to retreat • Implement and maintain home/school communication system • Develop a system to monitor behavior and reward success
<p>ORGANIZATIONAL</p> <ul style="list-style-type: none"> • Time limits for assignments • Questions at end of each sentence/paragraph to help focus on important information • Highlight main facts in the book • Organize a notebook or provide a folder to help organize work • Send daily/weekly progress reports • Develop reward system for work completion • Provide homework assignment notebook • Conference regularly with the learner concerning needs, production, evaluation of progress • Utilize parent volunteer or aides • Implement home/school communication system for assignments • Conference with learner's parents and other school personnel 	<p>LESSON PRESENTATION</p> <ul style="list-style-type: none"> • Give assignments orally and visually • Use computer assisted instruction • Provide a model to learner and refer to it often • Include variety of activities for each lesson • Provide cross-age tutoring • Provide peer note-taking • Provide an individual folder or notebook to organize individual work, language assignments or projects.
<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Provide positive replacement behaviors for inappropriate behaviors or language • Role play how to express feelings • Communicate at developmentally appropriate level • Talk with learner using language slightly above their level (use 3-4 word sentences if learner is using 3 words) • Ask learner to repeat directions to determine comprehension • Give learner extra time to speak if having disfluencies (i.e., stuttering) • Keep commands simple and direct • Pair gestures with directions 	<p>CURRICULUM</p> <ul style="list-style-type: none"> • Provide special materials • Provide opportunities for extra drill • Provide study guide • Provide instructional materials geared toward learner's level of basic skills • Stress a subject or topic in greater complexity or depth • Present higher levels of abstraction of academic content • Provide opportunities for independent study of library research • Provide enrichment choices in addition to or in lieu of the regular assignment • Plan for self-selected, interest, or need-based tasks

NOTICE OF PROVISIONS 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 learner’s education or who otherwise interact with the learner 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 learner’s conduct violates state law or municipal ordinances. The district will fully cooperate in any investigation and encourages personnel to prosecute learners 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 learner has committed a serious Behavior against persons or property, teachers and other district personnel with a need to know will be notified of that information. Any information regarding serious Behaviors 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 learner.

If a learner’s Individualized Education Program (IEP) includes an indication that the learner’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 the use of physical force as a method of correcting learner behavior. No person employed by or volunteering on behalf of the district shall administer or cause to be administered corporal punishment upon a learner attending district schools. A staff member may, however, use reasonable physical force against a learner for the protection of the learner or other persons.

Section II. MANDATORY DISCIPLINE FOR CERTAIN WEAPONS VIOLATIONS

If a learner 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 learner 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), mace, pepper spray, 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 learner will be subject to a mandatory one (1) year suspension, a “knife” shall not include any ordinary pocketknife with a blade of four inches in length or less. However, an ordinary pocketknife 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 pocketknife on school property will subject a learner disciplinary action, including, but not limited to, suspension and/or expulsion.

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

All Group III, IV and V Behaviors of the Code of 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 learner 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 learner, a teacher, or any other school personnel of the district and a third-degree assault is considered a violent act.

Section V. RESTRICTIONS ON ATTENDING SCHOOL WITHIN THE DISTRICT

No learner shall be readmitted or enrolled in a regular program of instruction if: a) the learner is convicted of; b) an indictment or information is filed against the learner and no judgment is found; c) a petition is filed under Section 211.091 RSMo. alleging the learner 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.;
- Statutory Sodomy under 566.060, RSMo.

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

Section VI. SUSPENSION RESTRICTIONS FOR SERIOUS VIOLENT ACTS

Learners on suspension for any of the Behaviors listed under Notice of 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 their suspension the requirement that the learner is not allowed, while on suspension, to be within one thousand (1000) feet of any school in the district where the learner attended school unless the learner:

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

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

Section VII. REINSTATEMENT CONFERENCES

Prior to the readmission or enrollment of any learner 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 learner'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.

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 learner 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 learner and parents/guardians of the learner or any agency having legal jurisdiction, care, custody or control of the learner. The School Board shall notify in writing the parent/guardian 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.

PROCEDURES FOR SUSPENSION AND EXPULSION OF LEARNERS

Note: Learners with special needs (i.e., disabilities, IEPs or Section 504 Accommodation 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 learners 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 learner for up to ten (10) school days for violation of the Code of Conduct. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time.

Note: By law, parents/guardians and learners do not have the right to appeal short-term suspensions.

Prior to imposing the suspension, the principal or their designee must follow the following procedures:

1. Determine whether the learner is a special needs learner

The learner is a special needs learner if any of the following are present:

- Learner has an Individual Education Plan (IEP);
- Learner has a Section 504 Accommodation Plan or request;
- Learner is in the process of being considered or evaluated for a disability; or
- Learner is suspected of having a disability.

If the learner is **not** a special needs learner, the principal or their designee should proceed as discussed below. *Refer to Section IV for procedures for the suspension and expulsion of special needs learners.*

2. Inform the learner, verbally or in writing, of the charges against them and give them the opportunity to admit or deny the allegations.
3. If the learner denies the charges, they must be given an explanation of the facts as known to school personnel and an opportunity to present their version of the incident **before** any Interventions are imposed.
4. If they deem it necessary, the principal or their 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 learner 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 learner's opportunity to present their version of the facts shall be provided as soon as possible thereafter. The principal or their designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the learner as soon as possible thereafter. A learner subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the learner's transportation and safety.

Section II. LONG - TERM SUSPENSION (11- 175 School Days)

The superintendent may suspend learners from school for a period of eleven (11) days to one hundred and seventy-five (175) days after the learner and their parents/guardians have been afforded a disciplinary conference. For purposes of this policy, the superintendent may designate the Learner Discipline Officer to act on their behalf, subject to the superintendent's supervision.

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

1. The learner shall be given notice, either oral or written, of the charges against them.
2. If the learner denies the charges, they shall be given an oral or written explanation of the facts which form the basis for the proposed suspension.
3. The learner shall be given an opportunity to present their version of the incident before any Interventions are imposed. A learner has the right to bring forward witnesses on their behalf.
4. Prompt notification will be given to the learner'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 learner's parents/guardians at their last address.

Right to Appeal

Parents/guardians may appeal the decision of the superintendent or their 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 learner gives notice that they wish 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 learner's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the learner 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 fully 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 learner 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 learners. Prior to expelling a learner, the parent and/or guardian must be given notice and a hearing before the school board. The parent/guardian, or learner 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 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:
 - the charges against the learner;
 - their right to a school board hearing;
 - the date, time, and place of the hearing;
 - their right to counsel; and
 - their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses.

All such notifications will be addressed to the learner's parent/guardian and mailed by certified mail and regular mail to the learner's parent/guardian at the last address shown on learner records.

2. Prior to the school board hearing, the learner and the learner'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 learner and learner's parent/guardian will be provided with copies of the documents to be introduced at the hearing by school administration.
3. The hearing 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 learner, their 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 learner for a specified period of time or expel the learner from the district's schools. The administration or its counsel, by director 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, learners are prohibited from being on school property at all times. In addition, learners 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 LEARNERS

Learners with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Code of 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 learner's parent/guardian and Exceptional Education staff shall be involved in all administrative decisions under this Code of Conduct involving learners with special needs.

Due Process

Due process procedures applicable to removal, suspension or expulsion of learners from public schools under state law shall be afforded to qualified learners in accordance with School Board policy on Learner 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 learner with a disability who violates the Code of Conduct.

Ten (10) School Days or Less

A school may remove a learner with a disability who violates the Code of 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 learners without disabilities) without providing services. Once a learner has been removed from their 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 learner.

Long-Term Suspension

If a school seeks to give a learner with a disability an out-of-school suspension that totals more than ten (10) school days in one (1) school year and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the learner's disability, the relevant disciplinary procedures applicable to learners without disabilities may be applied to the learner in the same manner and for the same duration that the procedures would be applied to learners without disabilities except services must be provided to ensure the learner receives a free, appropriate, public education, although it may be provided in an interim alternative educational setting.

Change of Placement

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

The proposed exclusion of a learner 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 suspension 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 learner 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

School officials may suspend learners with disabilities as defined in the IDEA for a total of up to 10 school days (consecutive or cumulative) during a school year without providing procedural safeguards (i.e. without providing IEP services).

If learners with disabilities are given recovery room (suspension in school) and continue to receive access to IEP services, and the general curriculum, and participate with non-disabled learners to the same extent as specified in their IEP, suspension days do not count toward the 10-day limit.

School administrators may consider unique circumstances and determine on a case by case basis whether or not to apply full punishment for incidents as defined in this Code of Conduct for learners with disabilities, and may suspend a learner for fewer days than set forth in the Code for a single incident.

Manifestation

When school officials anticipate a referral for suspension days of more than 10 for the school year, or a long-term suspension/expulsion, the IEP team must meet to hold a manifestation Determination. At a Manifestation Determination, the IEP team reviews the learner's IEP, evaluation report, information from the parent/guardian and observations of the learner, and disciplinary incident to determine whether or not the incident is related to or caused by the learner's disability.

If the decision made by the IEP team that the incident is:

- a. Related to, has a substantial relationship to, or is caused by the learner's disability;
- b. OR the incident was a direct result of the school's failure to implement the learner's IEP

Then the incident IS determined to be a manifestation of the learner's disability, and a disciplinary change in placement (suspension/expulsion) cannot occur. Learners with disabilities, even if expelled, must be provided with an appropriate education in an alternative setting. (See below for special circumstances.)

Additionally, if the incident is related to or cause by the learner's disability, if necessary the IEP team should review or revise the learner's Behavior Intervention Plan to address the incident/misconduct for which the learner

is being disciplined. If the learner doesn't have a Behavior Intervention Plan, the IEP team should refer the learner for a Functional Behavior Assessment in order to develop a Behavior Intervention Plan to address the misconduct.

If the learner's behavior is NOT a manifestation of their disability, then school officials may apply the Code of Conduct. In no event, however, may the learner be suspended for more than 10 days in a school year without providing appropriate educational services.

Protection for Learners Not Yet Eligible for Special Education and Related Services

Learners who have not been identified as disabled may be subjected to the same disciplinary measures applied to learners without disabilities if the school did not have prior knowledge of the disability. If the school is deemed to have knowledge that the learner had a disability before the behavior that caused the disciplinary action, the learner may assert any of the protections for learners with disabilities in the area of discipline.

A school has knowledge of the disability when:

- the parent has expressed a concern that the learner needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the learner; or,
- the parent has requested an evaluation; or,
- the learner's teacher or other school staff has expressed specific concern about a pattern of the learner's behavior directly to the director of special education or to other supervisory personnel in accordance with the agency's established learner find or special education referral system.

A school would not be deemed to have knowledge that the learner had a disability, if this agency conducted an evaluation and determined that the learner did not have a disability; or determined that an evaluation was not necessary and provided proper Prior Written Notice refused prior to the behavior incident; or, if the parent of the learner has not allowed an evaluation of the learner pursuant to IDEA or has refused services.

If a request for evaluation is made during the period the learner 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 learner had a disability prior to the behavior that caused the disciplinary action), the learner remains in the educational placement determined by the school district, that can include suspension or expulsion without educational placement determined by the school district, that can include suspension or expulsion without educational services. If the learner is determined to have a disability, this agency shall provide special education and related services and follow all required procedures for disciplining learners with disabilities.

Determination that Behavior Was a Manifestation

If the conduct was a manifestation of the learner'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 learners. If the learner already had a behavioral intervention plan when the conduct occurred, the IEP team must review the plan and, if necessary, modify it to address the behavior.

If the behavior was a manifestation of the learner's disability, unless the removal is due to weapons, drugs, or serious bodily injury, the learner must be returned to the placement from which the learner 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 learner's disability, school personnel may remove a learner to an alternative educational setting (determined by the IEP team) for up to forty-five (45) school days if, while at school, on school grounds, or at a school function under the jurisdiction of the State Educational Agency or School District:

- a) carries/has a weapon.
- b) knowingly has or uses illegal drugs, sells or solicits the sale of illegal or controlled substance.
- c) has inflicted serious bodily injury upon another person.

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 learner 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 learner is substantially likely to result in injury to the learner 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:

- a) return the learner with a disability to the IEP placement from which the learner 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 learner's behavior was a manifestation of the learner's disability; or
- b) order a change of IEP placement of the learner 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 learner is substantially likely to result in injury to the learner or to others.

These hearing procedures may be repeated, if the school district believes that returning the learner to the original setting is substantially likely to result in injury to the learner 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 the school has filed a due process complaint related to disciplinary matters, the learner must, unless the parent and the 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.

Reporting Crimes Committed by Learners 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 learners with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the learner 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 substances mean 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 pocketknife with a blade of less than 2 ½ 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 LEARNERS WITH SECTION 504 DISABILITIES

Section 504 requires that the district evaluate each learner with a Section 504 disability before making an initial placement or any subsequent, significant change in placement. The proposed exclusion of a learner 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 learner 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 learner’s placement, the 504 Committee must conduct an assessment to determine if the behavior was caused by the disability and whether the learner 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 learner’s disability and the behavior subject to the disciplinary action. If the school decides to discipline the learner by removing the learner 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 learner’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 learner’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 learner’s file – including any teacher observations and any relevant information provided by the parent/guardian – to determine if the conduct in question was caused by or had a direct and substantial relationship to the learner’s disability and whether the learner 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 learner's disability and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the learner may be excluded from school in the same manner as the learner's non-disabled peers as provided for following the Code of Conduct. If it is determined by the Section 504 Committee that the misconduct is related to the learner's disability, or was caused due to the learner's inappropriate placement because the learner was not receiving appropriate services, the learner may not be suspended. The Section 504 Committee must then determine whether the learner's current educational placement is appropriate.

Parent Appeal

The parent/guardian may request a due process hearing to appeal the Section 504 Committee's manifestation finding. If the parent/guardian requests a due process hearing, the learner will remain in the current placement. The hearing officer must find whether the school currently determined that the learner's conduct was not a manifestation of their disability.

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

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

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

A school would not be deemed to have knowledge that the learner had a disability, if this agency conducted an evaluation and determined that the learner had a disability; or determined that an evaluation was not necessary and provided proper Prior Written Notice prior to the behavior incident, or, if the parent of the learner has not allowed an evaluation of the learner pursuant to Section 504 or has refused services. If a request for evaluation is made during the period the learner 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 learner had a disability prior to the behavior that caused the disciplinary action), the learner remains in the educational placement determined by the school district, that can include suspension or expulsion without educational services. If the learner is determined to have a disability, this agency shall provide special education and related services and follow all required procedures for disciplining learners 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 learner may be expelled only if the Section 504 Committee determines, when conducting the manifestation, that, based on adequate and current evaluation data, the learner's misconduct was not related to the learner's disability and was not the result of either an inappropriate placement or because the learner 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 learner's disability, and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the learner may be excluded from school in the same manner as the learner's non-disabled peers. If it is determined by the Section 504 Committee that the misconduct is related to the learner's disability, or was caused due to the learner's inappropriate placement because the learner was not receiving appropriate services, the learner may not be expelled. The Section 504 Committee must then determine whether the learner's current educational placement is appropriate.

Weapons

The district may place a learner 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 learner's misconduct is a manifestation of the learner'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 learner 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 learners 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 learners. In such a case, the parent/guardian may not resort to a due process procedure under the law to contest the disciplinary action.

SECTION VI. DISCIPLINE OF LEARNERS IN EARLY LEARNING

(Head Start, Pre-K & Montessori, Extended Learning)

KCPS Early Learning and all supporting district staff must discipline Pre-K learners in accordance with Missouri Accreditation Policies and Procedures and in compliance with Missouri Child Care Laws and Regulations for Licensing. Pre-K children are learning self-regulation, impulse control and socializing and therefore rely heavily on the adults in their lives to guide their behavior through co-regulation, skills coaching and modeling of appropriate behavior. Since early experiences have profound effects, both cumulative and delayed, on a child's development and learning, interventions should emphasize coaching and teaching of new skills within the classroom setting. Intervention will use developmentally appropriate practices, for the purpose of supporting to the successful development of the child's positive relationships and a positive self-concept.

DISCRIMINATION/HARASSMENT: COMPLAINT PROCEDURES FOR PARENTS AND LEARNERS

Prohibition Against Discrimination, Harassment and Retaliation

NOTICE OF NON-DISCRIMINATION

The Kansas City Public Schools Board of Education is to maintain a workplace and education environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, learners or others on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, genetic information or any other factor prohibited by law, or based upon a belief that such a factor exists, in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Kansas City Public Schools is an equal opportunity employer.

Facilities

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law.

School Nutrition Programs

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

Individuals with Disabilities

The district will identify, evaluate and provide a free, appropriate education to all learners with disabilities in accordance with law. Anyone who knows or believes that a learner may have a disability-regardless of whether the learner is currently enrolled in the Kansas City Public Schools-is encouraged to contact the district's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

Reporting

The district's nondiscrimination policy and grievance forms are located on the district's website at <https://www.kcpublicschools.org/non-discrimination-policy> or at any district office.

The following person has been designated to handle inquiries from learners, parents and members of the public regarding the non-discrimination policies.

Anti-Discrimination and Harassment Coordinator
Chief Legal Counsel
2901 Troost Avenue, 2nd Floor
Kansas City, Missouri 64109
Telephone: (816) 418-7610 Facsimile: (816) 418-7411

The following person has been designated to handle inquiries from employees regarding the nondiscrimination policies:

Employee/Labor Relations Coordinator
Human Capital Management
2901 Troost Avenue
Kansas City, Missouri 64109
Telephone: 816-418-7417/Facsimile: 816-418-7936

If the above contact is unavailable, learners, parents and members of the public and/or employees may direct inquiries regarding nondiscrimination policies to any attorney in the Legal Services Department at:

Staff Attorney
Legal Services Department
2901 Troost Avenue, 2nd Floor
Kansas City, Missouri 64109
Telephone: (816) 418-7610 Facsimile: (816) 418-7411

Inquiries may also be made to the U.S. Department of Education's Office for Civil Rights, the U.S. Equal Employment Opportunity Commission, the Missouri Commission on Human Rights, the USDA or the U.S. Department of Justice if applicable.

Office for Civil Rights
Phone: 816-268-0550
TDD: 800-877-8339
E-mail: OCR.KansasCity@ed.gov

Equal Employment Opportunity Commission
Phone: 800-669-4000
TTY: 800-669-6820
E-mail: info@eeoc.gov

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, DC 20250-9410
Phone: 866-632-9992
Fax: 202-690-7442
TDD: 800-877-8339
E-mail: program.intake@usda.gov

Missouri Commission on Human Rights
Phone: 877-781-4236
TDD: 800-735-2966
Relay Missouri: 711 or 866-735-2460
E-mail: mchr@labor.mo.gov

Purpose

Kansas City Public Schools has established procedures to assure nondiscrimination in educational programs, services, activities and facilities and to ensure the elimination of harassment, including sexual harassment. It is the policy of the Board that all learners will be treated with respect by all employees, third parties and fellow learners. Hostile treatment or violence against a learner on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, genetic information or any other factor prohibited by law or based upon a belief that such a factor exists, will not be tolerated.

It is recognized that discrimination or harassment complaints by learners/parents may arise from actual or perceived situations and circumstances related to the prohibition of discrimination. It is the intent of this policy to assure that discrimination or harassment complaints are resolved 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 learner/parent and to resolve it, to the satisfaction of the complainant, without delay or refer it, without delay, to the appropriate office for resolution. The initiation of a discrimination or harassment complaint by a learner/parent will not be used as a basis for actions that adversely affect the learner's standing in their school. Additionally, participation or assistance in the investigation of a complaint shall not be used as the basis for adverse actions against a learner.

Procedure for Filing Complaints

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 and all 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 (71). A record will be maintained of each discrimination or harassment complaint investigation to include the final disposition of each.

A learner or parent who believes that they have been the subject of discrimination or harassment because of their sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, genetic information, or any other factor prohibited by law (such as political beliefs, marital status, social and family background, linguistic preference, or pregnancy), or based upon a belief that such a factor exists, shall communicate their complaint or concern to a teacher, building or district administrator. A learner harassing or discriminating another learner shall be subject to discipline under the Code of Conduct.

Due to the sensitive nature of discrimination and harassment complaints, learners/parents may file such a complaint directly with the Anti-Discrimination and Harassment Coordinator as identified in Board Policy AC and above. In such instances, the complaint shall be resolved by the Anti-Discrimination and Harassment Coordinator under the same duties and timeline as applies to principal investigations.

If discrimination or harassment is discovered or reported, the district will investigate promptly and take immediate and appropriate action to stop the discrimination or harassment and deter its reoccurrence pursuant to Board policies AC-1 and AC-2.

In determining whether alleged conduct constitutes a violation of Board policy, the district will investigate the matter and consider all relevant factors including, but not limited to, the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of policy requires a determination based on all of the facts and surrounding circumstances.

Complainants shall be guaranteed the right to an adequate, reliable and impartial investigation of complaints, which shall include:

1. The opportunity for the complainants to present witnesses and provide evidence.
2. Completion of investigation within 30 days of the complaint.
3. Timely notice of the outcome of the investigation.
4. The right to appeal the decision of the investigating authority to the superintendent's designee and to receive notice of the decision within 20 days of the appeal.

Appeals

If the learner/parent does not agree with the final determination made by the Anti-Discrimination and Harassment Coordinator or principal, they may appeal the determination to the Superintendent of the District by submitting a letter of appeal to the Anti-Discrimination and Harassment Coordinator within five (5) workdays 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 learner/parent to initiate and/or follow up on 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, learners 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.
- 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 AC-1.

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 learner's education records. FERPA affords parents and learners who are 18 years of age or older (eligible learners) certain rights with respect to the learner's education records including:

1. The right to inspect and review the learner's education records within three business days of the written request. Parents or eligible learners should submit a written request that identifies as precisely as possible the record or records they wish to inspect to the school principal who will make arrangements for access. Access must be given as soon as possible, but within three business days; however, the period for document production may exceed three business days for reasonable cause.
2. The right to request the amendment of the learner's education records that the parent or eligible learner believes are inaccurate or misleading, or in violation of their privacy rights. 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, misleading, or in violation of the learner's privacy rights. The school principal or an employee designated by the superintendent will determine within a reasonable period of time after receiving the request whether to amend the record. The district will notify the parents or eligible learner of the decision, and if the request was denied, inform them of their right to a hearing. Requests for hearings must be made within 10 days of the receipt of the letter. If a hearing is requested, it will be conducted by a hearing officer who is a disinterested party; however, the

hearing officer may be an official of the district. The parents or eligible learner shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the learner's education records. The parents or eligible learner may be assisted by one or more individuals of their choice, including an attorney. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing and provide a copy to the district and the parents or the eligible learner within a reasonable period of time after the hearing. The decision will include a summary of the evidence presented and the reasons for the decision. The hearing officer's decision will be final. If the hearing officer determines the record is inaccurate, misleading or in violation of the learner's privacy rights, the district will amend the record and notify the parents or eligible learner of the amendment in writing. If the hearing officer determines the record is not inaccurate, misleading or in violation of the learner's privacy rights, the district will notify the parents or eligible learner that they have the right to place a written statement with the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision, which will be maintained as part of the learner's education record. 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 learner.

3. Generally, schools must have written permission from the parent or eligible learner before releasing any personally identifiable information from the learner's education records. However, FERPA allows schools to disclose records without consent to the following parties:
 - School officials who have a legitimate educational interest in the records. This may include a person employed by KCPS in an administrative, supervisory, academic, research or support staff position; a Board member; or a contractor, consultant, volunteer or other outside service provider retained to provide various institutional services or functions;
 - Other schools to which a learner is transferring/enrolling;
 - Military recruiters or institutions of higher education that have requested names, addresses and telephone listings of secondary school learners. Parents or eligible learners may submit a written request to have district obtain written request before disclosing to this information to these entities;
 - Certain federal, state and/or local government officials in connection with an audit or evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements related to these programs;
 - Appropriate parties in connection with financial aid to a learner;
 - 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; to an agency, caseworker or other representative of a state or local child welfare agency or tribal organization who has a right to access the learner's case plan when such agency or organization is legally responsible for the care and protection of the learner; and state and local authorities within a juvenile justice system; and
 - Information the District has designated as "directory information" as described below.

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

DESIGNATION OF DIRECTORY INFORMATION

FERPA requires the District to inform each parent, guardian or eligible learner 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.

The District designates the following items as Directory Information:

- Learner’s name; date and place of birth; parent’s name; grade level; enrollment status (e.g., full-time or part-time); participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or coursework displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

A Request Form to Designate Learner Information as Private can be found in the “Forms” section of the Code of Student Conduct or from your learner’s school. Parents, guardians or eligible learners who do not wish to allow the disclosure of Directory Information must complete the form and submit it to the learner’s school principal by September 17, 2021 or within 10 days of enrollment at a District school or the District will assume that consent has been given.

LEARNER RECORDS (As They Apply to Military Recruiters/Institutions of Higher Education)

The District is required by law to release secondary learners’ name, address, and telephone number to military recruiters and institutions of higher education upon request. Parents/guardians or eligible learners may submit a written request that the district not release this information and the district shall comply with the request. A Request Form to Designated Learner Information as Private can be found in the “Forms” section of the Code of Student Conduct or from your learner’s school. Parents, guardians or eligible learners who do not wish to allow the disclosure of the learner’s name, address and telephone listing to military recruiters and/or institutions of higher education must complete the form and submit it to the learner’s school principal by September 17, 2021 or within 10 days of enrollment at a district school.

Note: The reader is encouraged to review the Student Records Policy (JO-R) in its entirety.

EVERY STUDENT SUCCEED ACT OF 2015

For any learner 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 learner’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 learner 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 learner in each of the state academic assessments, as required under this part; and
- timely notice that the parent’s or guardian’s learner 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 AC-1.

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.

Missouri Department of Elementary and Secondary Education Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. Are complaints related to equitable services to nonpublic school learners handled differently? 8. How are complaints related to equitable services to nonpublic school learners handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

² In compliance with ESSA Title IX Part C, Sec. 8304(a)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of learners and appropriate private school officials or representatives.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. Are complaints related to equitable services to nonpublic school learners handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Departments' resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty-day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

<p style="text-align: center;">ANNUAL NOTICE OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AND AMENDMENT</p>
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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 learner out of participating in certain school activities. No learner shall be required to submit to a survey, analysis or evaluation that reveals any of the following information (“protected information surveys”) without written consent of a parent:

1. Political affiliations or beliefs of the learner or learner’s parent;
2. Mental or psychological problems of the learner or learner’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 those of lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the learner or the learner’s parents; or
8. Income, other than as required by law to determine program eligibility or for receiving financial assistance under such program.

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

Kansas City Public Schools will provide parents with reasonable notification of the surveys and activities and an opportunity to consent or opt their learner 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 learner who is 18 years old or an emancipated minor under Missouri law.

See Policy JHDA: Surveying, Analyzing or Evaluating Students.
Parents or eligible learners 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, DC 20202.

**PROHIBITION AGAINST DISCRIMINATION, HARASSMENT
AND RETALIATION
(Transgender and Gender Nonconforming Employees and Learners)**

The district prohibits discrimination on the basis of gender identity as well as sexual orientation. This outlines some of the efforts the district will make to respect a learner's gender identity.

Definitions

Gender Identity – A person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.

Transgender – People whose gender identity is different from the gender assigned to them at birth.

Gender Expression – The way a person expresses gender, such as clothing, hairstyles, activities or mannerism.

Gender Nonconforming – Description of people whose gender expression differs from stereotypical expectations.

Privacy

Information about a learner's transgender or gender nonconforming status will be considered confidential information that will only be shared with school personnel on a need-to-know basis. Information about a learner's transgender status also may constitute confidential medical information. School personnel may not disclose information that may reveal a learner's transgender status or gender nonconforming presentation to others, including parents, unless legally required to do so or unless the learner has authorized such disclosure. The district will not require the learner to discuss his or her status with others. When contacting the parent or guardian of a transgender or gender nonconforming learner, school personnel should use the learner's legal name and the pronoun corresponding to the learner's gender assigned at birth unless the learner, parent or guardian has specified otherwise.

Official Records

The district is required to maintain a mandatory, permanent pupil record ("official record") that includes a learner's legal name and legal gender. The district, however, is not required to use a learner's legal name and gender on other school records or documents. The district will change a learner's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender or gender nonconforming learner's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names/Pronouns

Persons, including learners and employees, shall be addressed by a name and pronoun that corresponds to their gender identity, as requested by the learner or employee. Neither a court-ordered name or gender change, nor a change in official employee or learner records, is required. The intentional or persistent refusal to respect the gender identity of an employee or learner after notification of the preferred pronoun/name used by the employee or learner is a violation of this procedure.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating learners by gender. In situations where learners are segregated by gender, such as health education classes, learners should be included in the group that corresponds to the learner's gender identity.

Restroom Accessibility

Learners and employees shall have access to the restroom that corresponds to the person's gender identity consistently asserted at school whenever possible or practicable. Any learner who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom. If no single stall restroom for learners is available in the school, the learner should be provided access to a single stall restroom in the nurse's office or main office, but no learner shall be required to use such a restroom.

Locker Room Accessibility

The use of locker rooms by transgender learners shall be assessed on a case-by-case basis with the goals of maximizing the learner's social integration and equal opportunity to participate in physical education classes and sports, ensuring the learner's safety and comfort, and minimizing stigmatization of the learner. Any learner who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to the learner's gender identity before or after other learners). Any alternative arrangement should be provided in a way that protects the learner's ability to keep his or her transgender status confidential. In no case shall a transgender learner be required to use a locker room that conflicts with the learner's gender identity.

Physical Education Classes and Intramural Sports

Transgender and gender nonconforming learners shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the learner's gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender nonconforming learners shall be permitted to participate in interscholastic athletics in a manner consistent with the learner's gender identity, to the extent allowed by Interscholastic rules and regulations.

Dress Codes

Transgender and gender nonconforming learners shall be permitted to dress in a manner consistent with the learner's gender identity or gender expression. Where dress codes and uniform requirements apply to all learners, transgender and gender nonconforming learners should comply with the uniform requirements consistent with the learner's gender identity.

***Note:** The reader is encouraged to review policies and/or forms for related information in this administrative area.*

IMPORTANT FORMS

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PRESCRIPTION MEDICATION ADMINISTRATION/DISPERSAL AUTHORIZATION

All prescription medications must be provided in containers with the patient's name, date issued and dosage requirement to act as a physician's directive and therefore will not require a doctor's written authorization. Please note that all medications should be taken home no later than the last day of class to maintain current prescription expirations and dosages. Any medications left the last day of school will be disposed of with no further notice. By signing this form, you agree to allow the school nurse or other school personnel to discuss with the ordering physician or representative any medical information regarding the medication(s) and condition(s) related to the medication(s) listed below.

TO BE COMPLETED BY PARENT/GUARDIAN

Child's Name: _____ Male/Female: _____

Learner ID: _____ Learner's Date of Birth: _____ Grade: _____

Name of Prescription: _____

Dose: _____ Time to be given: _____ Method to be given: _____

Is child authorized to medicate himself/herself? Yes/No

Date of service start: Month: _____ Year: _____ End Date: Month _____ Year: _____

Special Instructions: _____

Name of Prescription: _____

Dose: _____ Time to be given: _____ Method to be given: _____

Is child authorized to medicate himself/herself? Yes/No

Date of service start: Month: _____ Year: _____ End Date: Month _____ Year: _____

Special Instructions: _____

Date

Parent/Guardian Signature

Home Telephone

Emergency Number

CONFIDENTIAL

OVER-THE-COUNTER MEDICATIONS

The district may administer over-the-counter medication to a student upon receipt of a written request and permission to do so by the parent/guardian. All over-the-counter medications must be delivered to the school nurse or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label. The student may not self-carry over-the-counter medications.

TO BE COMPLETED BY PARENT/GUARDIAN

Child's Name: _____ Male/Female: _____

Learner ID: _____ Learner's Date of Birth: _____ Grade: _____

Name of Medication: _____

Weight: _____ Dose: _____ Frequency: _____ Method to be given: _____

Is child authorized to medicate himself/herself? Yes/No

Date of service start: Month: _____ Year: _____ End Date: Month _____ Year: _____

Special Instructions:

Parent/Guardian Signature Date Home Phone Emergency Number

2901 Troost Avenue * Kansas City, Mo. 64109 * (816) 418-7000

www.kcpublicschools.org

REQUEST FORM TO DESIGNATE LEARNER DIRECTORY INFORMATION AS PRIVATE

**Kansas City Public Schools
2021 – 2022 School Year**

The following information has been designated by Kansas City Public Schools as “Directory Information” in Policy JO Student Records, and can be disclosed without parent/guardian consent UNLESS the parent/guardian, completes this form and returns it to the student’s school by September 17, 2021:

student’s name, date of birth, parent’s name, e-mail addresses; grade level, enrollment status (e.g., full-time or part-time), participation in district-sponsored or district-recognized activities and sports, weight and height of members of athletic teams, athletic performance data, dates of attendance, degrees, honors and awards received, artwork or coursework displayed by the district, schools or school districts previously attended, email addresses, and photographs, videotapes, digital images, and recorded sound unless such records would be considered harmful or an invasion of privacy.

If you have a secondary student, signing this form will also prevent the release of your student’s name, address and telephone number to military recruiters and institutions of higher education, such as colleges and universities.

LEARNER INFORMATION

Name: _____

Date of Birth: _____

Address: _____

Telephone Number: _____

PARENT INFORMATION

Printed Name: _____

Address, if different from learner: _____

Telephone Number, if different from learner: _____

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

Signature of Parent

Date

School Learner Attends

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

Name:

_____ *Last* _____ *First*

Address:

_____ *Street or P.O. Box* _____ *City* _____ *State* _____ *Zip*

Phone: Day () _____ Evening () _____

I am a: Learner Employee Other: _____

I wish to complain agai _____

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.*

Location 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:

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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 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?

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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, they do not wish to make a formal complaint.	

Technology Acceptable Use Policy for Learners

PURPOSE

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

LEARNER USE

- Learners are responsible for their issued technology items and must take good care of them.
- Learners must ensure that their applicable technology devices (tablet, Chromebook, laptop, hotspot, etc.) are charged every day before they bring them to school.
- Learners must bring their issued device(s) to school every day that they are in attendance.
- Sound must be muted unless headphones are used or permission is obtained from the teacher.
- Learners must know where their issued device(s) is at all times and only use the device(s) provided to them unless otherwise permitted by a teacher.

BASIC CARE AND HANDLING

- Learners will not loan out their Chromebook or other issued technology device(s), cords, or accessories to others.
- Learners must keep their issued technology device(s) protected at all times.
- Learners must keep food and liquids away from their issued technology device(s).
- Learners must use their issued technology device(s) responsibly when on the bus.
- Learners must not deface their issued technology device(s) in any way. This includes, but is not limited to, marking, painting, drawing, attaching stickers, etc.
- Learners must not tamper with the hardware or software, disassemble any part of, or attempt any repairs of their issued technology device(s).

LEARNER EXPECTATIONS FOR RESPONSIBLE COMPUTING

- Learners must keep their login and password information private and only share it with teachers, school officials, and parents/guardians.
- Learners must only use the login and password information provided to them, and must not attempt to login as any other person.
- Learners must use appropriate language in all digital products and communications.
- Learners must not give my name, address, phone number, school, or my teachers'/parents' names, addresses, or phone numbers to anyone online.
- Learners must not fill out any form or sign up for anything online that asks them for any information about their school, family, or themselves without first asking permission from their teachers/parents/guardians.
- Learners must not use any articles, stories, or other works they find online and pretend it is their own.
- Learners must not make use of materials or attempt to locate materials that are inappropriate in a school setting, or that may offend others.
- Learners must only locate and use school appropriate content in their digital work.
- Learners must not use screensavers, backgrounds, and/or pictures with offensive language and/or materials.
- Learners issued technology devices are subject to inspection at any time without notice and remain the property of the Kansas City Public Schools.
- Learners must follow the expectations outlined in board policies, associated board regulations, Learner/Parent Technology Handbook, and the Learner Code of Conduct at all times. A copy of this policy and regulation can be found online at www.kcpublicschools.org.

- Learners must return their issued technology device(s) and all accessories in good working condition.
- Learners will be charged for any lost/stolen/damaged laptop items.

PARENT / GUARDIAN RESPONSIBILITIES AND INFORMATION

- Parents/Guardians are responsible for any damages to their learner’s issued technology device(s).
- Incidents which occur at school involving multiple parties will be investigated by district administration.
- Parents/Guardians and learners are to follow the expectations outlined in the Board Policies, and associated board regulations. A violation of these guidelines could result in disciplinary action for the learner.
- Parents/Guardians are responsible for monitoring their learner’s use of all district issued technology and internet use when they are not at school.
- A learner’s use of the school network and device will be monitored for compliance with school policies and applicable laws.
- Fraudulent reporting of theft will be turned over to the police and insurance company to prosecute.
- Learners will have access to web-based tools, digital resources, and applications that support teaching and learning, and these online services may collect, use, and disclose personal information (such as learner names and email addresses), but only for the use and benefit of the school for the purpose of learner learning. In accordance with Board policies and regulations, learners will be strongly discouraged from providing any other personal information, and parents/guardians must instruct their learner not to provide any other personal information. Parents/guardians must contact their learner’s teacher and/or school if they need additional information about the applications and online services that are used for learning in their learner’s classes.

The district’s technology resources are not a public forum for expression of any kind.

RIGHT TO MONITOR LEARNER USE

The district reserves the right to: (1) monitor all learner 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 learner’s intentional or negligent misuse of the district’s technology resources, including loss of property and staff time, will be charged to the learner. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

REPAIR/REPLACEMENT COST TABLE

AC Adapter	\$50
Cover and Base Enclosure	\$74
Keyboard	\$50
Palmrest/webcam	\$50
Touch Display Screen	\$109
Battery Replacement	\$50
Chromebook Full Replacement Cost	\$400
iPad Full Replacement Cost	\$400

LEARNER EQUIVALENT INFRACTION (DISCIPLINE) TABLE

Tech-related Behavior Violations	Equivalent “Traditional” Violations
Inappropriate use of email, instant messaging, internet surfing or computer games	Disruptive Behavior in the Classroom, School or During School Activity
Cutting and pasting without citing sources (Plagiarism)	Academic Dishonesty
Cyberbullying	Bullying Physical, Verbal or Cyber
Damaging, defacing, or endangering laptop or accessories	Vandalism
Using profanity, cursing or inappropriate language in digital space	Use of Abusive, Obscene, Offensive or Profane Language
Accessing pornographic material or other inappropriate content online	Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material
Using accounts or resources that are not authorized for the learner	Forgery; Academic Dishonesty; Violation of the Technology Acceptable Use Policy

School/Location

School Year

Learner’s Name Printed

Learner Signature and Date

As the parent or legal guardian of the minor learner 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

ACKNOWLEDGMENTS

CODE OF CONDUCT ACKNOWLEDGMENT

The Kansas City Public Schools (KCPS) expects all learners to read and understand the Code of Conduct and to follow the rules and regulations set forth in the Code of Conduct.

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

ISSUED TEXTBOOK & TECHNOLOGY ACKNOWLEDGMENT

The Board of Education may provide textbooks for every learner enrolled in grades kindergarten through twelve in addition to one computer for learners enrolled in grades one to twelve in the Kansas City Public Schools. The learner and parent(s) are responsible for the learner's textbooks and computer they have been issued to the learner. This responsibility includes the return of these items to the school district at the end of the term/year or when the learner withdraws from the district.

The learner is responsible for keeping all issued items in good condition. Writing or marking or defacing district property is prohibited. Pursuant to RSMo 170.051, a learner or parent may be held responsible for any abuse or willful destruction of textbooks and/or computers. For purposes of this acknowledgement, KCPS will consider the failure to return a textbook and/or computer as abuse or willful destruction. KCPS reserves the right to reclaim its loss for damaged or lost textbooks/computers 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 Conduct and reviewed the Code of Conduct with my learner, _____.

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

Parent(s)/Guardian(s) Signature

Date

Learner Acknowledgment:

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

Learner Signature

Date

This signed acknowledgment will be maintained at the school building in the learner's file.

KANSAS CITY PUBLIC SCHOOLS

2021 – 2022 School Year

“This edition of the Code of 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

Dr. Mark T. Bedell

Board of Directors

Mr. Nate Hogan, Chair
Ms. Jennifer Wolfsie, Vice-Chair
Mr. Manny Abarca, Treasurer
Dr. Marvia Jones
Ms. Kandace Buckner
Ms. Rita Cortes
Ms. Tanesha Ford

Revised and Approved June 2021

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