

Record of Questions and Comments from the Monthly DAC Meeting

Location: Central Middle School

Date: October 27, 2014

Middle School Update

Q: Middle School Update: When will the other KCPS middle schools receive the benefits that are shown @ Central & Northeast? – AC Prep– Upper School – Representative

To what does this refer? Social Emotional Support? Each of the high schools that house middle school students, has a counselor to assist with scheduling and personal student issues. In addition, high schools have assigned VPs to oversee student issues. All schools have a school-wide behavioral plan, ie. BIST or PBIS and or school-wide discipline protocols. In addition, Truancy specialist and Social Workers are housed in the neighborhood schools and are accessible to all schools within the district.

Academic Support—All high schools have an Response to Intervention Plan. All high schools have a College Counselor. AC Prep has a built-in during the day Academic Intervention class. AC Prep has contracted with College Summit.

Clubs/Activities—Middle Schools are free to participate in after school clubs and activities.

Athletics—Middle School students can participate in Cross Country/Track & Field. AC Prep also has Dance. In addition, KCPS is developing a partnership with Brookside Soccer to afford students the opportunity to sign-up for teams.

SCHOOL	CLUB & ACTIVITIES
ACCPA	Band Choir Art Club Linc. After-school Care After-school Tutoring Campfire Middle School Maat Council (i.e., Student Council) African Dance Science Club
CENTRAL	Robotics Cross Country/Track Swimming Wrestling Go to High School Go to College Dance Team Basketball (Middle School) Baseball
CENTRAL MIDDLE	Track & Field, Cross Country, Basketball, and Soccer
EAST	Camp Fire Youth Volunteer Corp /Community Service Thursday's

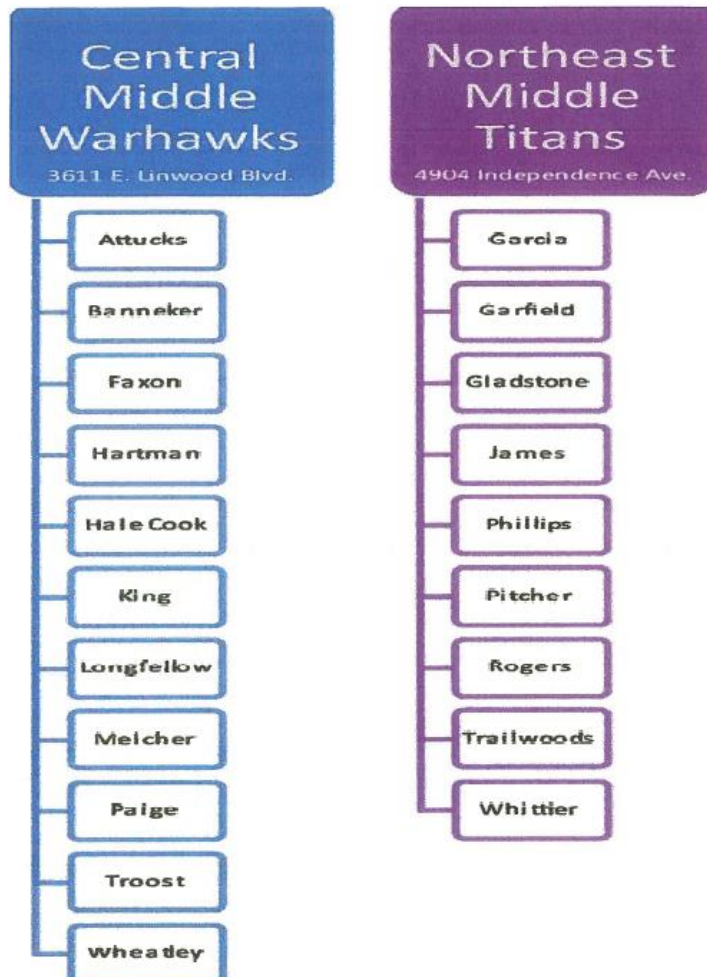
SCHOOL	CLUB & ACTIVITIES																						
	Art club Student council - King Culture Club - Dash and Kinney Pep Club/Cheerleading - Flores Soccer Intermural with Coach Mackey Track for Spring 2015 Spring Book club																						
FLA	FLA offers the following electives (during the day): Art, Band, Broadcasting, Business, Choir, Computer Applications, Debate, Healthy Living, Newsletter, PE/Health, Theater and Tutorial (math, ELA, Science, Social Studies, and Spanish). After-school activities include: Lego League, Drill Team, Drum Line, Girls on the Run, DJ Club, tutoring (math and ELA), and Sports (Volleyball, Basketball, Soccer).																						
LINCOLN	<table border="0"> <tr> <td>Choir</td> <td>NJHS</td> </tr> <tr> <td>Tigerettes (Dance)</td> <td>Student Council</td> </tr> <tr> <td>Debate</td> <td>FIRST LEGO</td> </tr> <tr> <td>JCL</td> <td>Jazz Band</td> </tr> <tr> <td>Leadership (JROTC)</td> <td>Spanish Club</td> </tr> <tr> <td>Cross Country</td> <td>Swimming</td> </tr> <tr> <td colspan="2">** Practice Only</td> </tr> <tr> <td>Volleyball</td> <td>Football</td> </tr> <tr> <td>Boys Soccer</td> <td>Girls Soccer</td> </tr> <tr> <td>Boys B-Ball</td> <td>Girls B-Ball</td> </tr> <tr> <td>Boys Tennis</td> <td>Girls Tennis</td> </tr> </table>	Choir	NJHS	Tigerettes (Dance)	Student Council	Debate	FIRST LEGO	JCL	Jazz Band	Leadership (JROTC)	Spanish Club	Cross Country	Swimming	** Practice Only		Volleyball	Football	Boys Soccer	Girls Soccer	Boys B-Ball	Girls B-Ball	Boys Tennis	Girls Tennis
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NORTHEAST	<ol style="list-style-type: none"> 1) Football 2) Cross-country (girls and boys) 3) Soccer (girls and boys) 4) Volleyball 5) Basketball (girls and boys) 6) Track (girls and boys) 7) Baseball 8) Cheerleading 9) Robotics (Mr. Bui / Mr. Woodard) 10) DECA (Mrs. Lois Green) 11) Camp Fire 12) Teen's in Action 13) Lifeguard 14) Art Club 15) Vocal Music 16) Band 17) Respecto 18) JROTC 19) 360 Architecture 																						
NORTHEASE MIDDLE	Track & Field, Cross Country, Basketball, and Soccer																						
PASEO	Paseo's Middle School Clubs/Activities: <ol style="list-style-type: none"> 1. Student Council 2. PEARLS mentoring.....(young ladies grades 7-9). 3. Vocal Music, Band, Orchestra Club 																						

SCHOOL	CLUB & ACTIVITIES
	4. Various Clubs/Activities for each Art Major 5. Men of Color Mentoring with Mr. Chris Peacock and Mr. Justin Robinson 6. Math Relay Team 7. After School Tutoring
SC @ANDERSON	Tutoring
SWECC	We band orchestra book club tutoring in the core subjects after school and student council at SWECC for our 8 graders

Q: Middle School Update: Can a Positive Behavior Specialist be contracted with the district to be available district-wide? I believe there are teachers who could benefit from a resource like this to make appointments for 1 on 1 consults to request specific strategies for specific situations they need support with. – Paseo Representative

The district has a contract with the Regional Professional Development Council for 19 of our schools. Each School is assigned a Behavioral Specialist to offer PBIS training. October 29, all CMS staff received PBIS training.

Q: Middle School Update: Is Central Middle a neighborhood school? If so what area does it cover? – *See attached.*



Q: Middle School Update: 2/3rds of the 7th grade students tested this fall are reading below 5th grade level (2 years or more behind). When will you provide a reading teacher to help these students? Other districts provide reading teachers to middle school students. – Community Representative

CMS and NE middle school use their intervention time (75min X 2times per week) to provide students with reading, math, and writing skill building. Each Middle School will receive Read 180 from district Title 1 funds and the schools are in the process of getting their contract with Achieve 3000 approved.

Master Plan

Q: Master Plan: Can the last Master Plan session be held at AC Prep or another South Kansas City area school? - AC Prep – Upper Campus Representative

The Nov 24th master plan meeting location is determined by the DAC Executive Committee and will be held at Knotts.

Q: Master Plan: I just want to know how can we put money back into our schools? What are we going to do with the rest of the schools that are vacant? –Lincoln & Central Academy Representative

The master plan will be making recommendations related to the closed school buildings.

Q: How will we know what input you received and how it was used to make decisions? – Carver Representative

The consultant team will be providing a summary of the feedback received and it will be made available on the KCPS website. In January, we will be holding meetings at which the consultant team will summarize the feedback received to date and present recommendations/alternatives for consideration to the community.

SIAC

Q: Old Business: Are we going to get an update on SIAC? – SWECC Representative

SIACs are also a critical part of the performance contract that is currently being developed between KCPS and the Missouri Department of Elementary and Secondary Education (DESE). That performance contract is not yet complete; and as such, we have concluded it is best to wait for the contract to be finalized before convening the SIAC committees. The SIAC kick-off meetings will be held in Spring 2015. Committee members have been notified of the postponement and will be contacted once the new meeting dates have been established.

Digital 1:1

Q: Tyler: Classes that were covered by short-term substitute teacher did not have any records of grades in Tyler. When will there be a solution to increase accountability in this area?

Substitute teachers do not have access to Tyler. We have not given them access to Tyler gradebooks since they have not been vetted by KCPS, this is done because of FERPA regulations.

We are working to develop alerts when certain events do not happen in Tyler. Grades and attendance are two of the areas we are working on. We have prototypes in place and many Principals are being informed when critical checks are not entered. We hope to have these alert systems in place and fully vetted soon. Several departments are working to implement a method where short term substitute teachers can provide input via school administration.

Q: Parent Teacher Conference: Discovered all the books for Pearson were to be available on the www.pearsonsuccessnet.com website, but some teachers were not informed that it was their responsibility to “press a button” to make the books available on the website, so not all books were listed. Social Studies /History 9th book was not downloaded to computer for students. Only the Algebra book was available. After conference now the Science book is listed twice, but still no history book. Seems to be a professional development issue.

All teachers had training last year and this year about how to set up Pearson access for students. In addition to training that was held at the start of the year, there are consultants in the buildings, computer teachers and coaches that know how to access Pearson programs, helpful videos and FAQs on www.mypearsontraining.com and available resources to get help on the community connections page: <http://support.pearsonschool.com/index.cfm/products/one-to-one/kcps/>.

9th grade social studies book is the wrong version. We have the survey edition (All of World History) and the book on the student computers is the Modern World History edition. A solution has been determined and copies of the new digital files will be distributed this week to 9th grade social studies teacher for upload to student computers.

Q: Tyler: Asked teacher if she could scan in the work or copy of original test and link to “details in taylor”, she wasn’t aware she could do that. This would help put the grade in context. Tyler still is used for the most part as-after-the-fact, where parents cannot be proactive. It doesn’t show what’s due, just what was graded.

Continued Training and Review of Tyler Software is becoming essential. We are working to place training sessions online (using pre-recorded programs and live “go to meeting” sessions so teachers do not have to leave their schools). The goal is to proactively post assignments before the due date in the Tyler system. Future assignments can be listed in the Tyler gradebook and those assignments will show up in the Parent and Student Portals. Many Teachers share details of assignments in Edmodo.

Q: Replacement for Acuity. Does the new testing program (NWEA) have a parent component?

Acuity allowed parents to log in from home and see their students’ scores, and what they missed on assessments? The website for acuity was www.acuityathome.org.

The NWEA results, including RIT score, is loaded into the Tyler system and accessible on the Tyler Parent Portal. Schools should be printing NWEA Student Progress reports and sharing that information with parents. The following link <http://legacysupport.nwea.org/node/4661> is NWEA's parent toolkit which has information about the test and how to understand the results. At this time, NWEA does not provide a website that parents and students can login from home and see student results and additional instructional materials.

Accreditation

Q: Parent Teacher Conference: How may we hold the parents accountable for their children's education? Some don't attend parent conference as well as be concerned about their child's falling behind in academics.

During P/T conferences, schools were creative in trying to ensure every parent was involved in a conference whether the means was in-person, via phone or by a home visit. In addition, with the 1:1 initiative, it is anticipated there will be an increased number of parents who will sign up to check on their student's progress.

Q: Exception Ed Needs/Concerns: DACX understands these questions may have already been answered. Could we get a copy of those responses?

The Department of Exceptional Education Shares the concerns expressed regarding the Division of Vocational Rehab. We have had poor experiences with follow-through from this agency. Historically, they have not provided any significant services to our children once they are enrolled in DVR. I can make contact to discuss improving relations with the district students.

The STEPS program is a vocational program hosted at St Joseph's Hospital and Kingswood senior living facility. It served approximately 10 students. In the past, the program contained on-site classrooms that were staffed by a teacher and para in each location. This year the teachers were moved back to in-district classrooms to provide instruction for STEPS students and additional special education students. We are presently working with St Joseph and Kingswood in order to continue to provide the work experiences for our students. We plan on hosting the instruction at East HS and transporting the students to the STEPS facilities to provide the vocational component. They will be accompanied by a para to function as a job coach on-site. We have met with St. Joseph and are meeting with Kingswood this week. We hope to have one of the sites running by January.

Another difficulty with the previous STEPS set-up that the district was running full-time classrooms in these locations with no building level educational supervision, principal, etc. In my opinion, this created a potential problem with compliance with DESE and potential district liability.

Pregnancy is not an educational disability. However, pregnant students are provided with homebound instruction for six weeks following delivery. If it is medically necessary, we will provide services for longer time periods.

Exceptional Ed. Needs/Concerns

1. Vocational Rehabilitation should be easily accessible. It is very difficult to contact and keep up with representatives from the service to come and speak with our students. In the past, I've had to call and email multiple times just to get someone to follow up on students that did fill out the application. Last year, the representative came, addressed the Exceptional Ed. Students and distributed application packets. Several students brought back their applications with parent signatures. After the applications were turned in, we received a couple of promises that the representative would meet with us on two different dates. Those meetings never occurred. No one called or emailed. We heard nothing.
2. Homebound students should have one designated meeting establishment such as a public library to meet their teachers. Going into the homes is risky and isn't conducive to a learning environment. Dealing with pets, younger children the student is babysitting, second hand smoke from other adults in the home, as well as the student just being too relaxed to focus, are forces that work against the teacher accomplishing completing the assigned work.
3. The discontinuance of the STEPS Program is such a loss to our junior and senior students. There are teenage mothers that would benefit greatly from this program and were looking forward to the experience this year.

Why was a program that provided great work experience as well as generated a sense of maturity in students closed? Also, why was STEPS not replaced with another similar program, or our students given access to another districts program? This was a disappointing blow this year!

4. Are there simply no other programs that support functional job training opportunities for our students?

-SWECC Representative

Miscellaneous

Q: Ordinance: There was a board policy that empowered the board to approach benefactors of tax abatements to solicit donations on behalf of the school district? Is that program still in place?

Board policy is Administrative Policy DEAA Tax Abatement Financing, attached. Yes, it is still active.

Kansas City 33

Policies

Home Policies D. Fiscal Management Policy - DEAA
Kansas City 33

Policy TAX ABATEMENT FINANCING

(Economic Incentives)

If a proposed project cannot be supported by market rate forces and seeks public subsidy, the Board will evaluate the project and its impact on the district. The Board encourages development in Kansas City that strengthens the local tax base and supports the district.

Four-Point Action Plan

1. **Expectations** – The Board will ensure that the expectations of the district are conveyed to the development community. The district will review the *form* of complex real estate deals before they reach the Tax Increment Financing (TIF) Commission.
 - ▶ The district requests that the Economic Development Corporation of Kansas City (EDC) provide developers or applicants with a potential developer.
 - ▶ The district will distribute this policy to the development community, in addition to TIF commissioners and Kansas City's development community.
2. **Communication** – When a project that is seeking public incentives is proposed, it is imperative that the applicant begins immediately establishing and open lines of communication.
 - ▶ A meeting between the applicant and the Board or its representative will occur prior to the commission meeting that will discuss the project.
 - ▶ The district will conduct information briefings with key groups and elected officials in order to ensure the information is disseminated.
3. **Private Partnership** – The Board or its representative will negotiate with project representatives on a case-by-case basis. Negotiations will include consideration for both direct payments to the district to count for revenue loss due to incentives and corporate involvement in partnership opportunities. Identified private partnership opportunities:
 - ▶ Direct payments to the district on an annual basis in the amount of 25 percent of the PILOTS (Payments in Lieu of Taxes).
 - ▶ Student assistance, including scholarships, mentoring opportunities and internships for district students.
 - ▶ School assistance, including academic enhancement programs, corporate involvement in the district schools, and funding for district programs.
4. **Public Partnership** – If the applicant does not reach a mutually beneficial agreement with the Board, the Board requests that the applicant either:
 - ▶ Continue the application to continue negotiations; or
 - ▶ Deny the request.

Approval Process

The Board will appoint a Board member or a TIF Commission representative who will oversee the process of negotiations with developers. When negotiating complex transactions, the Board member will provide a conditional approval of the private partnerships and the full Board will discuss the matter at the next available Board meeting.

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Note: The reader is encouraged to check the index located at the beginning of this section and to review administrative procedure information.

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Q: Resident Verification – Proof of Residency Requirement documents. When will the district require these documents to be notarized as true and physically verified? (Example given was Lee Summit residents attending Lincoln College Preparatory). – AC Prep – Upper School Representative

This is already being done. Parents/Guardians enrolling students in our district are required to provide 2 proofs of residency. If the individual states the family lives with someone in the district and do not have anything in their name, a notarized “waiver” must be completed along with 2 proofs of residency in the head of household’s name. If the individual states that only the child lives with someone in our district, a notarized waiver (a separate document) is also required, along with 2 proofs of residency in the head of household’s name. In addition, the district hired a residency investigator (Jamie Collins), whose first day was October 20, 2014. Ms. Collins is making her way to all of the schools to introduce herself and provide copies of a document whereby principal may report instances of suspected residency fraud. As a first order of business, Ms. Collins has been assigned the task of performing physical residency checks of all individuals who have completed either waiver.

Copies of the waiver documents are attached for your review.



Parent/Court Appointed Guardian Affidavit of Residency – 2014/15

I understand that the following information may be fully investigated by the school district. Those who provide false information may be charged with a class A misdemeanor. Parent/Guardian please initial that you have read this statement. (_____)

I, _____, am residing at _____
(Parent/Guardian's Name) (Address)

I am the parent/legal guardian of:

Student: _____ DOB: _____ Grade: _____

Student: _____ DOB: _____ Grade: _____

This student(s) does not presently reside with me, but resides with _____
at address: _____

The relationship of the student to the custodian is (e.g. aunt, uncle, or grandparent): _____

The custodian's daytime telephone number is: (____) _____ or (____) _____

I acknowledge and agree that I am relinquishing custody of my student for educational purposes to this custodian. I also agree that the custodian has authority to notify the district of the student's absences, receive notices concerning the student's grades and activities and to make arrangements for the student's transportation. The custodian will be listed as the head of household, I will be listed as an alternate parent. _____ (please initial that you have read this statement)

I acknowledge that if the investigation reveals that I did not provide true information, the above child will be withdrawn from the Kansas City Public Schools and I may be obligated to pay to pay any tuition then due. The District may file a civil action suit for the purposes of recovering the costs of school attendance. The tuition rate for each full day student is over \$69 per day or in excess of \$12,000 per year. To ensure the validity of these documents, the Kansas City Public Schools will conduct residency checks throughout the school year. Persons making false affidavit or false declaration of residency or any other fact material to school residency requirements may be subject to prosecution for the offense of submitting false residency information.

The above information is true and correct to the best of my knowledge and belief.

Date: _____ Parent/Guardian Signature: _____

Head of Household Signature: _____

County of _____)

State of _____)

Subscribed and sworn to (or affirmed) this _____ day of _____ 20_____.

Notary Public: _____ Commission Expiration Date: _____

This notarized document must be accompanied with a photo id and copy of two acceptable proofs of residency from the custodial head of household.



Proof of Student Residency – 2014/15

I understand that the following information may be fully investigated by the school district. Those who provide false information may be charged with a class A misdemeanor. Parent/Guardian please initial that you have read this statement. (_____)

My name is _____ I am the head of household at: _____ (Head of Household's Name)

_____ (Address)

Currently _____ resides with me at the address listed above with the following

Kansas City Public School students:

Student: _____ DOB: _____ Grade: _____

Student: _____ DOB: _____ Grade: _____

The head of household's daytime telephone number is: (____) _____ or (____) _____

I acknowledge that if the investigation reveals that I did not provide true information, the above child will be withdrawn from the Kansas City Public Schools and I may be obligated to pay to pay any tuition then due. The District may file a civil action suit for the purposes of recovering the costs of school attendance. The tuition rate for each full day student is over \$69 per day or in excess of \$12,000 per year. To ensure the validity of these documents, the Kansas City Public Schools will conduct residency checks throughout the school year. Persons making false affidavit or false declaration of residency or any other fact material to school residency requirements may be subject to prosecution for the offense of submitting false residency information.

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