



KANSAS CITY
PUBLIC SCHOOLS



CODE OF STUDENT CONDUCT 2020-2021

AVAILABILITY OF TRANSLATION

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

လိာ်အံၤဘၣ်တၢ်ကျိၣ်ထံအီၤလၢကညိကျိၣ်ဝံၤလံၤ. နမ့ၢ်လိာ်ဘၣ်ဆဲးကျိးဘၣ်ကျိၣ်အဝဲၤဒၤတက့ၢ်. 816-418-8913, 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

TABLE OF CONTENTS

CONTENTS:	PAGE:
Superintendent’s Welcome.....	3
District Philosophies	4
GENERAL INFORMATION.....	5
Directory of District Departments & Programs.....	6
Directory of Schools and Programs.....	7
Helpful Telephone Numbers and Other Information	8
How to Study and Do Well in School	10
Expected Behavior of Students in the Classroom	11
CITIZENSHIP/CONDUCT EXPECTATIONS.....	12
Academic Integrity	12
Buying, Selling, Trading of Products.....	12
Dress Code/Apparel Expectations.....	12
Electronic Communication Devices	13
Field Trips	13
Student Identification Card.....	14
Student Government.....	14
Network Access	14
Social Media Usage	14
Bullying	14
DISCIPLINE INFORMATION	17
Conceal and Carry Firearms Legislation	17
Drugs and Alcohol	17
Fire Alarms/Fire Extinguishers.....	17
Habitually Disruptive (“Chronic Misconduct”) Students	18
Harassment	18
Suspension Rules.....	18
Vandalism (Care of the Building)	19
Weapons	19
CODE OF STUDENT CONDUCT.....	20
Introduction to Code of Student Conduct	20
Scope of Authority	20
Supervision of Students.....	20
Student Accountability.....	21
Student’s Responsibility for Items Possession	21

TABLE OF CONTENTS (continued)

Class I Offenses and Consequences 21

Class II Offenses and Consequences 22

Class III Offenses and Consequences..... 24

Class IV Offenses and Consequences..... 27

School Bus/Taxicab Discipline 31

Explanation of Consequences..... 32

Behavior and Academic Support Models 34

Examples of Teacher Intervention Strategies 35

Procedures for Suspensions & Expulsions..... 36

Section I. Out-of-School Suspension..... 36

Section II. Long-Term Suspension..... 36

Section III. Expulsions 37

Section IV. Suspensions and Expulsions of Special Needs Students..... 38

Section V. Discipline of Student with Section 504 Disability..... 41

Missouri Safe Schools Act..... 43

Section I. Corporal Punishment 43

Section II. Mandatory Discipline for Certain Weapons Violations 43

Section III. Serious Violations of the District’s Discipline Policy..... 44

Section IV. Violent Acts..... 44

Section V. Restrictions on Attending School within the District 44

Section VI. Suspension Restrictions for Serious Violations 44

Section VII. Reinstatement Conferences..... 45

NOTIFICATIONS..... 45

Discrimination/Harassment: Complaint Procedures for Parents and Students..... 45

Notice Provision of the Family Educational Rights and Privacy Act “FERPA” 48

Student Records (As Applied to Military Recruiters) 50

Every Student Succeeds Act of 2015..... 50

Annual Notice of Rights under the Protection of Pupil Rights Amendment..... 53

Prohibition Against Discrimination, Harassment and Retaliation..... 53

FORMS..... 55

Prescription Medication Administration/Dispersion Authorization..... 55

Over the Counter Medication Authorization..... 56

Request Form to Designate Secondary School Student Information as Private 57

Discrimination/Harassment Complaint Form 58

Technology Acceptable Use Policy for Students 61

Acknowledgments 63

District Calendar..... 65

Superintendent of Schools

KANSAS CITY
PUBLIC SCHOOLS



Greetings, KCPS Students and Parents!

We're ready to have another great year of growth and achievement in Kansas City Public Schools. I know that 2020 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, we all pivoted swiftly to distance learning using digital tools. We see this as an opportunity to reimagine, redesign and rebuild our public education system so that it is truly equitable, individualized and empowering for every student.

We will keep adapting and improving during the 2020-2021 academic year. Our top priority is always to ensure the safety and health of our students, families, staff and visitors. That outcome will drive our decisions about how to respond as we continue to address the COVID-19 pandemic. This may mean there will be times when school buildings will close temporarily. If and when that happens, our job is make sure that you are prepared to continue learning at home. We are taking extraordinary measures to provide laptop computers, Internet Wi-Fi hotspots and training for our households so that all students can access and use our digital resources. Ultimately, I believe this will revolutionize public education in our community by compelling us to construct a bridge over the digital divide.

I also want to make clear that our focus will remain on increasing equity 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 student has access to a world-class public education. We are doing this hard work every day because this is what our children of color need and deserve.

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 students 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 students. Learn more about the wide array of academic and extra-curricular options for our students. We want every single scholar to find his or her passion by engaging in unique, hands-on educational experiences. There really 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 public servants 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. I consider it a privilege 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". The signature is written in a cursive, flowing style.

Dr. Mark T. Bedell
Superintendent of Schools

KANSAS CITY PUBLIC SCHOOLS PHILOSOPHIES

VISION STATEMENT

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

MISSION OF THE DISTRICT

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

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

- Successful instructional settings where teachers continually coach each child to develop deep understanding and educational proficiency, while meeting all adequate yearly progress goals.
- Cooperative planning among principals and teachers to ensure attainment of district goals.
- Substantial autonomy to each learning community.
- Accountability for executing and achieving the school district's vision, goals, and objectives articulated in the Accountability Plan.

EQUITY STATEMENT

Kansas City Public Schools acknowledges the existence of legacies of racism within our educational system and the harm those legacies have done to students of color for many decades. We affirm our commitment to ensuring an equitable and high-quality learning experience for all students and to reduce disparities in outcomes regardless of gender, ethnic or family background.

Kansas City Public Schools has set a goal to create safe school environments that do not rely heavily on exclusionary discipline. To help us achieve this goal, we have adopted the following practices to ensure equity and fairness for students: 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 to reduce suspensions and other consequences that disrupt learning time.

Additionally, we ensure due process is provided to every student. Before an out-of-school is issued, the student will have an opportunity to hear the allegation of violations and to tell his/her 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 bases 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.

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

Mrs. Pattie Mansur, Member-At-Large, Chair
Mr. Nate Hogan, Sub-District 2, Vice-Chair
Dr. Marvia Jones, Sub-District 4
Mrs. Jennifer Wolfsie, Member-At-Large

Mr. Manny Abarca, Sub-District 3, Treasurer
Ms. Rita Cortes, Sub-District 1
Mark Wasserstrom, Sub-District 5

DISTRICT ADMINISTRATION

Superintendent of Schools

Dr. Mark T. Bedell, Ed.D.

Chief Marketing & Communications Officer
Kelly Wachel
816-418-7624

Deputy Superintendent & 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 Resources Officer
Jennifer Collier
816-418-7517

DISTRICT OFFICE

2901 Troost Ave., Kansas City, MO
816-418-7000
KCPublicSchools.org

DIRECTORY OF DISTRICT DEPARTMENTS & PROGRAMS

DEPARTMENT & OFFICES	PHONE NUMBER	CONTACT
Admissions Office	418-7505	Garrett Webster
Athletics	418-5279	James Sanders, Th.D.
Board Services	418-7621	June Kolkmeier
Career and Technical Education	418-5270	Christopher McNeil
Child Nutrition Services	418-7758	Jordan Gordon
Communications	418-7624	Kelly Wachel
Curriculum Instruction - Professional Development	418-7402	Michelle Fitzgerald, Ed.D.
Dropout Prevention and Recovery	418-7026	Major Stevie Brooks
Early Childhood Education	418-5258	Susan Wright
Federal Programs	418-7779	Andrew Larson
Gifted and Talented Education	418-7346	Jermaine Wilson, Ph.D.
Guidance and Counseling 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	Joe Phillips
Language Services	418-5287	Allyson Hile
Legal Services	418-7610	William Thornton
Nursing Services	418-7683	Lauren Grimes
Office of Students in Transition	418-8640	Melissa Douglas
Parent Concerns and Complaints	418-7845	Reginald Hester, Ph.D.
Public Information and Marketing	418-7420	Ray Weikal
Research and Accountability	418-7418	David Rand
Research and Assessment	418-7333	Jerome Williams
Safety & Security	418-8819	Marcus Harris
School Leadership	418-7658	Lloyd Jackson, Ed.D.
School Leadership	418-7760	Darrin Slade, Ed.D.
Special Education	418-8941	Karla Arnold, Ph.D.
Student 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 AND PROGRAMS

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	Jessica Bassett	7:20 – 2:20	9 - 12
Success Academy at Anderson	1601 Forest Ave.	64108	418-5300	Robert Lee	7:30 – 2:30	7 – 12
Central	3221 Indiana Ave.	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	7 – 12
Northeast	415 Van Brunt Blvd.	64124	418-3300	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 Technical Center	1215 E. Truman Rd.	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	Dr. Simone Chambers	8:20 – 3:20	7 - 8
Northeast Middle	4904 Independence Ave.	64124	418-3400	Brett Schriewer	8:20 – 3:20	7 - 8
Lincoln College Prep Middle	2012 E. 23rd Street	64108	418-3050	Dr. Mary Bachkora	7:20 – 2:20	6 - 8
ELEMENTARY SCHOOLS						
African Centered College Prep Lower	6410 Swope Pkwy.	64132	418-1175	Claire Thornton-Poke	9:15 – 4:15	Pre-K – 8
Success Academy at Knotts	7301 Jackson Ave.	64132	418-1900	Daniel Sheppard	9:15 – 4:15	K – 7
Wendell Phillips	2400 Prospect Ave.	64127	418-1500	Takeisha Brown	9:15 – 4:15	K – 6
Benjamin Banneker	7050 Askew Ave.	64132	418-1850	Harrison Neal	9:15 – 4:15	K – 6
Border Star Montessori	6321 Wornall Road	64113	418-5150	Blake Rhyne	8:20 – 3:20	Pre-K – 6
Carver Dual Language	4600 Elmwood Ave.	64130	418-4925	Michael Coulter	9:15 – 4:15	K – 6
Faxon	1320 E. 32nd 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. 17th Street	64108	418-8725	Jaqueline Tanner	8:20 – 3:20	Pre-K – 6
Garfield	436 Prospect Ave.	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
John T. Hartman	8111 Oak Street	64114	418-1750	Dr. Jessie Kirksey	8:20 – 3:20	Pre-K – 6
Harold Holliday, Sr. Montessori	7227 Jackson Ave.	64132	418-1950	KaLinda Bass-Barlow	8:20 – 3:20	Pre-K – 6
James	5810 Scarritt Ave.	64123	418-3700	David Williams	8:20 – 3:20	K – 6
Martin Luther King, Jr. El-em.	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. 38th Terr.	64133	418-4550	Dr. Karol Howard	8:20 – 3:20	Pre-K – 6
J. A. Rogers	6400 E. 23rd St.	64129	418-4770	Dr. Adriane Blankenship	9:15 – 4:15	Pre-K – 6
Trailwoods	6201 E. 17th St.	64126	418-3250	Leah Starr	8:20 – 3:20	Pre-K – 6
Troost	1215 E. 59th 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	711 Woodland Ave.	64106	418-5900	Bridgette Crutchfield	8:30 – 4:30	Pre-K
Richardson Early Learning	3515 Park Ave.	64109	418-2600	Romanda Franklin-Hamilton	8:30 – 4:30	Pre-K

HELPFUL RESOURCE INFORMATION

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
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 Behavioral 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, etc.)	Serves 35th 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
<i>Note: For additional assistance contact your school to speak with a trauma sensitive clinician, school counselor, or family liaison.</i>	

HOW TO STUDY AND DO WELL IN SCHOOL

- The teacher is there to instruct and to answer questions. Ask for help if you don't understand.
- ALWAYS pay attention in class.
- Start on long-term class and homework assignments promptly. Set a realistic schedule of how much to be done each day or each week. DO NOT create self-pressure by waiting until the last night or weekend.
- Create comfortable study conditions with proper lighting, necessary materials, and in a quiet area. Set a routine and try to study at the same time each day.
- When studying, give the subject full attention and do not allow thoughts to be distracted. Turn-off the radio and television. One half-hour of intense concentration often will be worth two hours of time spent with distractions.
- Take notes in class; just write down important words and phrases. Review your notes by copying them into a separate notebook or typing them into a computer when studying.
- In your textbooks, review the questions at the end of the chapter before reading. Be sure to read captions of pictures and illustrations. If you don't know a word, check the glossary in the back of the book, or look it up online or in a dictionary.
- After having read the chapter or pages, go over the material carefully and make notes of the important points that are to be remembered. DO NOT skip words or problems not understood.
- Examine questions about the assignment and, if they are unanswerable; skim the material again looking for that precise information.
- DO NOT get upset with difficult assignments. After studying a lesson for a reasonable length of time, place it aside and come back to it again when the mind is rested. The assignment will be easier the next time that it is reviewed.
- Ask teachers for specific suggestions about how to study. There are certain techniques that vary among subjects, and teachers know special methods that will help to remember and to understand difficult material.
- ALWAYS believe in yourself and strive to learn something new from every academic endeavor.

HOW TO TAKE TESTS (RECOMMENDED)

- If your basic preparation during the course has been adequate, you should feel confident. DO NOT plan to "cram" the night before. Review your notes, reread the material, and get a good night's sleep.
- Be sure you have adequate pencils, erasers, pen, ruler, paper, etc., so you will not be distracted due to a lack of equipment. Go to the restroom and get a drink of water before the test, if possible.
- After the test has been distributed, and verbal instructions given, look it over quickly but carefully. Find out exactly what is wanted. Check on the number of questions to be answered. Are there any choices? Are there any specific instructions as to how the answers should be prepared or how the papers should be marked?
- Answer the questions that you know, then the next-easiest ones, etc. DO NOT waste time at first on the hard ones. DO NOT be upset, as they are usually easier when you try them later. If you do not have time for all of the questions, be certain you have answered the ones you understand or know.
- Do your scratch work on separate pad/paper if this is permitted. Put the required work on the answer sheet in an orderly, neat arrangement. Label your answers, if applicable.
- Check your work. Watch for careless errors. Make a quick estimate on mathematics tests to see if the answer you obtained is reasonable.
- Reread your paper. Be certain your answers are what is wanted and in the way it is requested. The ability to follow instructions counts a lot in a test or examination.
- In case of an obvious misunderstanding of a question, and if the rules permit it, ask the teacher for clarification.
- Be careful of spelling, grammar, and sentence structure. Write simple, concise, and clear answers.

- DO NOT pay attention to others, especially those who leave early. There is no reward given to those who finish a test first. Take full advantage of all the time allowed. Budget your time and use all you have to check and recheck. Have you fully answered the question? Have you answered all is required? DO NOT leave any questions unanswered unless there is no time remaining or there is a scoring formula that will penalize you for guessing.
- Ask your teachers about special test-taking techniques that they have used through the years. They will be pleased to share them with you.
- Reread your paper. Be certain your answers are what is wanted and in the way it is requested. The ability to follow instructions counts a lot in a test or examination.

EXPECTED BEHAVIOR OF STUDENTS IN THE CLASSROOM

The following suggestions will be helpful in maintaining a good relationship with your teachers and fellow students throughout the school year:

- When you enter the room, find your seat and get focused. End conversations with your peers.
- Bring the materials needed for your class every day. Be responsible for your textbooks and keep them covered.
- Avoid talking during class time so that you do not miss information and instructions or disturb others. Allow the teacher to decide if students are to study together.
- Use the restroom for personal grooming and avoid using combs and makeup in the classroom. Plan your rest stops and use the water fountain between classes.
- Assume the responsibility of arranging for makeup work and tests on a reasonable schedule to be determined by the teacher. If you are absent, comply with the handbook attendance regulations concerning absences and makeup work. Work not made up may result in “Zeros (0)” which may severely damage your grade average.
- Do not allow others to make use of your class work. Cheating doesn’t help anyone learn and may result in a “Zero (0)” and an “Unsatisfactory (U)” in conduct for all involved students. Other consequences for dishonesty may apply as well.
- Stay alert. You cannot pay attention or participate in class activities with your head on your desk or if you are sleeping in the classroom. If you are ill, obtain a hall pass to the clinic.
- In order to have clean, pleasant classrooms, students are asked to pick up trash before leaving the class and refrain from bringing food, candy, or drinks into the halls and classrooms. GUM is not permitted on campus. Cafeteria area is the only place for food and drinks.
- Always remember that the teacher dismisses the class, not the bell. Do all you can to help prepare for dismissal. You may expect your teacher to appreciate your courtesy and release you at the bell.
- In order to maintain a mature and respectable educational atmosphere, students are reminded that any physical display of affection in a school setting is considered unsuitable and will be corrected.
- Do not leave your class during the instructional day unless you have permission from your teacher.

COLLEGE AND CAREER READINESS

- Utilize all available school resources to ensure your academic success (Tutoring, Saturday School, Academic Clubs, etc.).
- Consistently check your grades and transcript to know where you stand related to next grade promotion or graduation.
- Begin to think about your future college and career plans. What skills do you need to be successful.

CITIZENSHIP/CONDUCT EXPECTATIONS

ACADEMIC INTEGRITY

Students should commit themselves to act honestly, responsibly, with honor and integrity in all areas of their academic life. Students will be held accountable for everything they say and write. Students are responsible for the integrity of their work. Students should not use the work of another as their own. An initial act of academic dishonesty will result in the student receiving a zero on the assignment and parent notification. Subsequent violations may result in disciplinary consequences as outlined by the Code of Student Conduct (see pages 24 - 26).

Academic dishonesty includes, but is not limited to:

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

BUYING, SELLING, TRADING OF PRODUCTS

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

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

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

COMMON AREAS/CAFETERIA PROCEDURES

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

DISRESPECT/REFUSAL/INSUBORDINATION TO STAFF

In order to maintain the safety of the school environment, inappropriate language, gestures, or aggressive verbal or physical behavior toward any staff member will result in disciplinary action. Examples of disrespect include, but are not limited to, defiance of authority, lying to staff and refusing to follow directions. Refusal to comply with a staff request can result in disciplinary consequences being assigned (see pages 22 - 24).

DRESS CODE/APPAREL/UNIFORM EXPECTATIONS

Elementary and middle school students are required to wear a school uniform while attending school or any school sponsored event. High school students whose schools do not have an established uniform policy will be required to follow the dress code expectations listed below:

- Clothing and accessories that display statements, signs, or pictures with alcohol, tobacco, drugs, weapons, violent themes, sexual

innuendos, inappropriate language, inappropriate slogans, or references to gang affiliations will not be permitted.

- Examples of school dress that are NOT PERMISSIBLE include: backless, bare midriff or spaghetti strap garments; half shirts; halter tops; ripped or torn clothing that promotes inappropriate exposure (including side less “muscle” shirts); sunglasses; mesh tops; tube tops; spandex or underwear worn as outer garments or worn in such a manner as to promote inappropriate exposure and sleepwear.
- Pants, shorts and skirts must be worn at waist level. (No sagging will be permitted).
- Any item that presents a safety concern (chains, spikes, dangerous jewelry, safety pins, etc.) is prohibited.
- Shoes must be worn at all times.
- As a matter of accepted practice and courtesy, hats are not to be worn in the hallways and classrooms. This includes stocking caps, scarves, bandannas, headbands, sweatbands and other head wear. Headgear must be kept in a locker or bag during the school day unless of a religious nature.
- Hats and long and/or large coats should be stored in lockers before the bell for first hour sounds.
- The school may restrict any student from attending classes or school activities when that student’s dress, general appearance and/or conduct creates safety, health and/or discipline problems.
- Students found in violation of the approved dress code will be subject to disciplinary action (see page 21 - 22).

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

ELECTRONIC COMMUNICATION DEVICES

Kansas City Public Schools has the responsibility to help students learn proper use and appropriate etiquette for cell phones and other electronic devices. The district must preserve and emphasize the sanctity of instructional time. The inappropriate and improper use of cell phones and other electronic devices cause a disruption to teaching and learning. The purpose of this policy is to afford a measure of privilege and responsibility to students, while at the same time, demonstrating a serious response to the abuse of that privilege and responsibility. (See Administrative Procedure EHB-AP (1).)

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

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

The use of other electronic devices, including, but not limited to, radios: CD players, mp3 players, iPods, and portable/hand-held video, music and gaming devices are only permitted before and after school.

**Note: School administration and staff are not responsible for searching for lost electronic communication devices. The student is held responsible for the possession of any electronic communication device.*

FIELD TRIPS

Students participating in field trips must adhere to the following policies and procedures:

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

STUDENT IDENTIFICATION CARD

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

STUDENT GOVERNMENT

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

KCPS students are encouraged to participate in student government organizations.

NETWORK ACCESS

All students have a user ID and password that gives them access to the computer network and home directory on the "U" drive. Students are responsible for following Kansas City Public Schools' Technology 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

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

Since social media reaches audiences far beyond the community and can leave lasting impressions, students must use social sites responsibly and be accountable for their actions. Students should consider not posting or linking anything to social networking sites that they would not want peers, teachers, college admissions officers, or future employers to access. Students should be sure to utilize privacy settings to control access, never share personal information with unknown parties on unsecured sites and be protective of site passwords. Misrepresentation of someone else's identity should also be avoided.

Students should remember to be respectful to others. When responding to someone during a disagreement, be sure that criticism is constructive and not hurtful. Refrain from profane, obscene or threatening language. **Cyber bullying is considered an act of harassment. Cyber bullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm. Students involvement in cyber-bullying or cyber-threats may result in disciplinary action as described in the Code of Student Conduct (see Administrative Policy JCFC, pages 24, 27 and 29).**

BULLYING

General

In order to promote a safe learning environment for all students, 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 students.

Definitions

Bullying B: 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 student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student 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 B: 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 consequences 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 B: A day on the school calendar when students 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 district-wide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's anti-discrimination and anti-bullying education and training programs. In addition, the anti-bullying 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 student 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 student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students 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 students 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 students 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 student or a student 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 student 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 anti-bullying 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. Student 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.

Consequences

Students 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 consequences 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 student 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 student 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 students, 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 student handbooks and posted on the district's website.

Training and Education

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

The district will provide education and information about bullying and this policy to students 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 students about the content of this policy, the district will inform students 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 student peer-to-peer initiatives.
4. The consequences 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 appropriate district staff will educate students 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 student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student 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

DISCIPLINE INFORMATION

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.

DRUGS AND ALCOHOL

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

- Any student in possession of, buying, under the influence of or using a controlled substance, illegal drugs, drug paraphernalia, alcohol, mood altering chemicals or non-prescription drugs or any student who represents any substances as one of the above, this also includes any form of edibles (marijuana infused products), may be suspended for 10 days with a referral to the Student Discipline Office, which could result in a suspension of up to 175 days.
- School discipline shall be imposed independent of court action. Local law enforcement agencies will be contracted in accordance with Safe Schools Act guidelines. Consistent with the community's expectation that school officials sustain a safe school environment, Kansas City Public Schools will cooperate with appropriate law enforcement agencies in conducting periodic, unannounced searches requiring the utilization of canine units.

See Administrative Policy JFCH

FIRE ALARMS/FIRE EXTINGUISHERS

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

HABITUALLY DISRUPTIVE (or CHRONIC MISCONDUCT) STUDENTS

The habitually disruptive student:

- Negatively affects the learning environment for themselves and others;
- Detracts from a safe school environment;
- Has repeated student administration referrals because of chronic behaviors;
- Is non-responsive to traditional progressive disciplinary measures;
- Does not change behaviors, even after systematic alternative interventions.
- Students whose behavior exemplifies “chronic misconduct” will receive disciplinary action (see page 24).

**Note: Chronic Misconduct violation is three (3) separate incidents of Class II violations within a span of ten school days and is not considered chronic if a student commits three incidents only on one school day.*

HARASSMENT

Harassment of any form whether verbal or physical, against another person based on 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, is prohibited and will subject a student to disciplinary action.

Any act of harassment based on any of the factors listed above is prohibited. Harassment is defined as a form of discrimination that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive that it unreasonably alters the educational environment, and includes inappropriate and unwelcome language or behavior (put downs, teasing, insults).

Any act of sexual harassment is prohibited. Sexual harassment is defined as inappropriate or unwelcome behavior or verbal, written, or symbolic language which creates a hostile environment, including sexual threats, sexual proposals, sexually suggestive language and/or gestures and unwanted physical contact based on gender or of a sexual nature. Students are not to engage in: sexual jokes or gestures (verbal or written), sexual or racial slurs, sexual or racial threats, sexual or racial pictures and drawings, unwelcome sexual advances or requests for sexual favors. Sexual harassment may occur between members of the same or opposite sex. Any act of harassment should immediately be reported to an administrator or other staff member. Students involved will be subject to disciplinary action consistent with board policy (see Administrative Policy JFCF, AC-1 and pages 25 and 26).

PHYSICAL OR VERBAL ALTERCATIONS/CONFRONTATIONS

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

SEXUAL ACTS

Sexual acts or simulated sexual acts are prohibited on school district property, school district transportation or at school district events. Violations of this standard may result in up to a 10-day suspension with a disciplinary referral for long-term suspension and/or expulsion (see page 29 and 30).

SUSPENSION RULES

The following is a summary of Administrative Policy JGD regarding the suspension of students (also see pages 36 – 42 of the Code of Student Conduct):

Authority of Principal

- Principals are charged with the basic responsibility for developing regulations regarding student conduct, dress and appearance as may be needed to maintain proper decorum in schools under their supervision.
- Principals shall have the authority to suspend pupils from school in accordance with regulations and guidelines established by the Board of Education.

SUSPENSION OR EXPULSION

The authority of the Principal, Superintendent and Board of Education, to suspend or expel students, 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.

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

IN-SCHOOL SUSPENSION (ISS)

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

OUT-OF-SCHOOL SUSPENSION (OSS)

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

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

VANDALISM (CARE OF THE BUILDING)

Students are responsible for keeping the buildings in a condition conducive to student learning at all times. Any destruction of property or vandalism, including writing on walls and/or furniture, is in violation of state laws and is considered a misdemeanor (§574.085, RSMo.). Violations of this statute could result in a suspension (see page 25). Students will be held responsible for the cost of repairs or cleanup.

WEAPONS

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

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 Student Discipline Office. Simulated weapons (including water guns and water dispensing devices) are prohibited and disciplinary consequences shall be imposed according to the Code of Student Conduct.

CODE OF STUDENT CONDUCT

INTRODUCTION TO THE CODE OF STUDENT CONDUCT

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

Imposition of Disciplinary Consequences

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

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

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

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

SCOPE OF AUTHORITY

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

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

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

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

SUPERVISION OF STUDENTS

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

**Note: All discipline infractions must be documented in the discipline panel in the student information system. Any interventions utilized must be documented in the student information system.*

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

STUDENT ACCOUNTABILITY

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

STUDENTS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

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

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

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

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

CLASS I – OFFENSES AND CONSEQUENCES

Truancy ("TRUN")

Students who are absent from school without the consent of their parent/guardians and the administration shall be considered truant. School administration will determine whether the student's absence is verified or unverified. Truancy is a violation of state statutes, city ordinance, as well as school regulations and may result in disciplinary action which may include but not limited to a truancy citation.

***Tardy:** A student is tardy if she or he is not present at the start of a class period. A student who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Students who are frequently tardy to classes may be subject to disciplinary measures. 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. **(Excessive tardy offenses could warrant additional consequences with approval by School Leadership.)**

**Note: School Administration will follow the attendance policy defined in the District Student 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 ("DRES") – page 12

Dress or appearance that is likely to cause disruption in the educational process or create a health or safety concern.

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

PRE-K

First Offense

- Parent/Guardian Contact

Second Offense

- Parent/Guardian Conference

Subsequent Offense

- Parent/Guardian Conference
- Refer to Counselor (if warranted)
- Possible dismissal from program (subject to review by the Director of Early Learning or Head Start)

GRADES K – 6

First Offense

- In-school Conference
- Buddy Room
- In-school Suspension
- Detention

Second Offense

- Parent/Guardian Conference
- In-school Suspension
- Detention

Subsequent Offense

- In-school Suspension and Parent/Guardian Conference
- Detention

GRADES 7 – 12

First Offense

- In-school Conference
- In-school Suspension
- Detention

Second Offense

- Parent/Guardian Conference
- Saturday School
- In-school Suspension
- Detention

Subsequent Offense

- In-school Suspension and Parent/Guardian Conference
- Detention

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

CLASS II - OFFENSES AND CONSEQUENCES

Possession and/or Use of Tobacco or Nicotine Products ("TOBC")

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.

**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 ("OBSC")

Possessing, exhibiting, or distributing material, which offends a person's common decency and morals.

Gambling ("GAMB")

Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests, and games.

Disruptive Behavior in the Classroom, School or During School Activity ("DISS")

Intentional acts or conduct in the classroom, school building or upon school grounds that disrupts the educational process (i.e., talking, making noises, getting out of seat without permission, etc.).

Disruptive Behavior on School Bus or at School Bus Stop ("DISB")

Intentional acts or conduct on the school bus or at a school bus stop that disrupts the educational process. The maximum consequences possible is loss of riding privileges for one (1) year.

Note: If an IEP student engages in this behavior, the student's IEP will be reviewed and alternative transportation may be considered by the IEP team.

Defiance of Authority ("DEFI")

Refusal to follow directions from school personnel or comply with classroom or school rules. This offense includes hall freeze violations. Note: Severity of the defiant violation could warrant Class III consequences.

Use of Abusive, Obscene, Offensive or Profane Language ("LANG")

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendos 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 Class III consequences.

Dangerous Behavior (“DANG”)

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

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

Possession of Non-Controlled Substances (“NCOP”)

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

Conspiracy to Commit a Class II Offense (“CON2”)

An agreement, plan and/or concerted effort by two or more persons to commit a Class II offense.

Possession of Cigarette Lighters and/or Matches (“LIGH”)

The possession of cigarette lighters and/or matches.

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

Suggested Interventions:

- Perform community service-restitution (at school site)
- Referral to drug and/or alcohol assessment or treatment program
- Referral to Department of Student Support Services (outside counseling agencies, social work, trauma care, etc.)
- Referral for individual academic and behavior planning
- Referral to mediation—this action can be utilized when deemed necessary
- Referral to Problem Solving Team (PST)
- Referral for a discipline meeting (Student Discipline Office)

PRE-K

First Offense

- Parent/Guardian Contact

Second Offense

- Parent/Guardian Conference

Subsequent Offense

- Refer to Counselor (if warranted)
- Possible dismissal from program (subject to review by the Director of Early Learning or Head Start)

GRADES K – 3

First Offense

- Parent/Guardian Contact
- Educational Interventions (i.e. student makes a verbal or written apology to affected community members)
- Student temporarily assigned to another class in the building (where appropriate)
- Detention

Second Offense

- Parent/Guardian Conference
- In-school Suspension

Subsequent Offense

- In-school Suspension and Parent/Guardian Conference

GRADES 4 – 6

First Offense

- Parent/Guardian Contact
- In-school Suspension
- Community service at the school site
- Student temporarily assigned to another class in the building (where appropriate)
- Detention

Second Offense

- Parent/Guardian Conference
- In-school Suspension
- Detention

Subsequent Offense

- Parent/Guardian Conference
- In-school Suspension with possible further actions
- Detention

GRADES 7 – 12

First Offense

- Parent/Guardian Contact
- In-school Suspension
- Student temporarily assigned to another class in the building (where appropriate)
- Detention

Second Offense

- Parent/Guardian Conference
- In-school Suspension

Subsequent Offense

- Parent/Guardian Conference
- In-school Suspension with possible further actions
- Detention

CLASS III - OFFENSES AND CONSEQUENCES

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

Academic Dishonesty (“ACAD”)

Cheating on tests, copying assignments or papers, etc. Academic dishonesty 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. When taking online tests through virtual academy, I will not: use any online materials during the test; open another web page during the test; share any of my answers with family, friend, or another student; ask my family members for assistance. I will stay focused on the test and try my best.

Note: The initial act of academic dishonesty will result in the student 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.

Violation of Technology Acceptable Use Policy (“TECH”)

Any violation of the expectations, requirements, and/or student responsibilities outlined in the district’s Technology Acceptable Use Policy (see page 61). 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 consequences may be imposed by administration for violation of this policy.

Forgery (“FORG”)

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

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

Chronic Misconduct (“CRNC”)

The habitually disruptive student:

- Negatively affects the learning environment for themselves and others;
- Detracts from a safe school environment;
- Has repeated student administration referrals because of chronic behaviors;
- Is non-responsive to traditional progressive disciplinary measures;

- Does not change behaviors, even after systematic alternative interventions (Problem Solving Team documentation);
- Students whose behavior exemplifies “chronic misconduct” will receive disciplinary action (see page 21).

**Note: Chronic Misconduct violation is three (3) incidents of Class II violations within a span of 10 school days. Students who have received three (3) out-of-school suspensions for any combination of disciplinary violations may be referred to the Student Discipline Office for a discipline hearing on the fourth such warranted offense. The fifth suspend-able offense will result in a mandatory referral to the Student Discipline Office for consideration for a long-term suspension and/or involuntary placement at an alternative site.*

Stealing (“STEA”)

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 offense.

Sexual Harassment (“HARR”)

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student’s educational performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes, or comments; requests for sexual favors; and other unwelcome verbal conduct of a sexual nature. 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.

Extortion (“EXTR”)

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

Vandalism (“VAND”)

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

Conspiracy to Commit a Class III Offense (“CON3”)

An agreement, plan and/or concerted effort by two or more persons to commit a Class III offense.

Receiving Stolen Property (“PROP”)

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

**Note: This offense only applies to students who did not steal the property.*

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Consequences (“FAIL”)

Violating conditions of a suspension, expulsion, or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material (“SEXT”)

Students 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. Students will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation (“INCI”)

The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student 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 offense that may include inciting to fight, fighting, or bullying.

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

PRE-K

First Offense

- Parent/Guardian Contact
- Refer to counselor/mental health specialist (if warranted)

Second Offense

- Parent/Guardian Conference
- Refer to counselor/mental health specialist (if warranted)

Subsequent Offense

- Refer to Counselor (if warranted)
- Parent/Guardian conference
- Short-term Suspension (one day)
- Possible dismissal from program (subject to review by the Director of Early Learning or Head Start)

GRADES K – 3

First Offense

- Parent/Guardian Conference and/or In-School Suspension
- Suspension of computer privileges
- Restitution (where appropriate)

Second Offense

- Parent/Guardian Conference and/or Short-Term Suspension (1-3 days)
- Restitution (where appropriate)

Subsequent Offense

- Short-term Suspension (1-3 days) with possible referral to Student Discipline Office which warrants a short-term suspension (10 days)

GRADES 4 – 6

First Offense

- Parent/Guardian Conference and/or In-School Suspension (1-5 days)
- Suspension of computer privileges
- Restitution (where appropriate)

Second Offense

- Parent/Guardian Conference and Short-Term Suspension (1-3 days)
- Restitution (where appropriate)

Subsequent Offense

- Short-term Suspension (1-3 days) with possible referral to Student Discipline Office which warrants a short-term suspension (10 days)

GRADES 7 – 12

First Offense

- Parent/Guardian Conference and/or Short-Term Suspension
- In-school Suspension (1-5 days)
- Restitution (where appropriate)

Second Offense

- Parent/Guardian Conference and Short-Term Suspension (1-3 days) with possible further actions

Subsequent Offense

- Short-term Suspension (1-3 days) with possible referral to Student Discipline Office which warrants a short-term suspension (10 days)

Suggested Interventions:

- Perform community service (at school site)
- Referral to drug and/or alcohol assessment or treatment program
- Referral to Department of Student Support Services (outside counseling agencies, social work, trauma care, etc.)
- Referral for individual academic and behavior planning
- Referral to mediation—this action can be utilized when deemed necessary
- Referral to Problem Solving Team (PST)
- Referral for a Discipline Meeting (Student Discipline Office)

**Note: The severity of the violation committed will determine if additional days (more than 3 days) of out-of-school suspension is warranted with approval by School Leadership. The severity of the violation will also determine if a referral for a disciplinary hearing is warranted which mandates (10 days out-of-school suspension) which includes elementary students on a first offense violation.*

CLASS IV - OFFENSES AND CONSEQUENCES

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

Possession of Identifiable Drug Paraphernalia (“PARA”)

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

Threatening another Student (“THRS”)

Intentional verbal or physical threat to do harm to a student by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur. This includes making verbal or physical threats made electronically during school or after school hours.

Possession/Distribution and/or Purchase of Non-Controlled Substances (“NCOD”)

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.

Unauthorized Entry (“UNAR”) – Restricted and/or Unsupervised

Students entering into the school or certain areas of the building without permission; students entering restricted areas; students 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 Drugs (“DRGP”)**

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 (see page 17).

Note: Any student who arrives at school or class under the influence of drugs will not be allowed to attend classes.

Possession and/or Use of Toxic Substances (“TOXC”)

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

***Possession of Drugs with Intent to Sell or Distribute (“DRGD”)**

The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

Assault of Another Student (“ASTS”)

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

Threatening of School Personnel (“THRP”)

Intentional verbal or physical threat to do violence to a staff member by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that such violence may occur. This includes making threats made electronically during school or after school hours.

Note: Verbal threatening statements made, such as, “shoot up the school”, “burn down the school”, etc.; can be an immediate ten (10) day out-of-school suspension and referral for a disciplinary hearing.

Assault of School Personnel (“ASTP”)

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

***Causing Serious Physical Injury to Student or Staff (“SERI”)**

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 (“EXPL”)**

The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives.

Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.

***Arson (“ARSO”)**

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

***Possession and/or Use of a Firearm (“WHGN”)**

Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:

- Any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
- The frame or receiver of any weapon described above;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary or poison gas; or
- Any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

***Possession and/or Use of a Weapon Other Than a Firearm (“WOTH”)**

Possession and/or use of an instrument, device or projectile that could reasonably be used for attack or defense against another person; any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person. A weapon may include any of the following:

- Any of the weapons listed under Notice of Provisions, Missouri Safe Schools Act, Section II (see page 43);
- Knife (see statutory definition under Notice of Provisions, Missouri Safe Schools Act, Section II, (see page 44);
- Ordinary pocket knife or an instrument with a blade measuring four inches or less in length;
- Pen knives;
- Projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.);
- Blackjack;
- Knuckles;
- Pepper spray;
- Mace;
- “Tasers”; or
- Normal school supplies, household items or other materials (examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or pad locks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are actually used as a weapon.

Conspiracy to Commit a Class IV Offense (“CON4”)

An agreement, plan and/or concerted effort by two or more persons to commit a Class IV offense.

False/Fire Alarms (“ALRM”)

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 (see page 17).

Possession and/or Consumption of Alcohol (“ALCO”)

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

**Note: Any student who arrives at school or class under influence of alcohol will not be allowed to attend classes.*

Possession and/or Use of a Simulated Weapon (“WPNS”)

The possession, concealment or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or apprehension of harm.

Sexual Misconduct (“SXLM”)

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

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

Gang Activities and/or Behavior (“GANG”)

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

Fighting (“FIGH”)

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a student 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 student may be included as a participant in violation of an offense that may include inciting to fight, fighting or bullying.

**Note: The severity of a fight violation could warrant an automatic ten (10 day) out-of-school suspension on the first offense with approval by School Leadership. The severity of a fight violation could also warrant a referral for a disciplinary hearing on the first offense.*

Bullying (“BULY”) Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students 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 cyber bullying or cyber threats. Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm (see page 14).

Defamation of Character (“DEFA”)

A knowingly false communication, either oral or written, that is harmful or injurious to a school staff or school administrator’s reputation and/or exposes that person to contempt, scorn or ridicule and jeopardizes the school staff or school administrator’s employment with the District.

Note: A student that makes a good-faith report against school personnel will not receive disciplinary consequences.

PRE-K

First Offense

- Parent/Guardian Contact and/or Conference
- Refer to counselor/mental health specialist (if warranted)

Subsequent Offense

- Refer to counselor (if warranted)
- Short-Term Suspension (one day)
- Possible dismissal from program (subject to review by the Director of Early Learning or Head Start)
- Refer to counselor/mental health specialist (if warranted)

GRADES K – 3

First Offense

- Parent/Guardian Conference and/or Short-Term Suspension (1-3 days) with possible further action

Subsequent Offense

- Short-Term Suspension (1-3 days) with possible further referral to Student Discipline Office which warrants a short-term suspension of (10 days)

(For long-term suspensions, the maximum length is 90 days unless the law requires more serious consequences)

GRADES 4 – 6

First Offense

- Parent/Guardian Conference
- Short-Term Suspension (1-3 days) with possible further action

Subsequent Offense

- Short-Term Suspension (3 days) with possible referral to Student Discipline Office which warrants a short-term suspension of (10 days)

(For long-term suspensions, the maximum length is 90 days unless the law requires more serious consequences)

GRADES 7 – 12

First Offense

- Parent/Guardian Conference
- Short-Term Suspension (1-3 days) with possible referral to Student Discipline Office which warrants (10 days)

Subsequent Offense

- Mandatory Short-Term Suspension (3 days) with possible referral to Student Discipline Office which warrants a short-term suspension of (10 days)

(For long-term suspensions, the maximum length is 90 days unless the law requires more serious consequences)

NOTE:

- For offenses involving firearms and/or weapons specifically listed on page 43, students will receive an automatic ten (10) day suspension with referral for a **one calendar year long-term suspension and/or recommendation for expulsion.**

Suggested Interventions:

- Perform community service (In-School)
- Referral to drug and/or alcohol assessment or treatment program
- Referral to Office of Student Interventions (outside counseling agencies, social work, trauma care, etc.)
- Referral for individual academic and behavior planning
- Referral to mediation—this action can be utilized when deemed necessary
- Referral to Positive Support Team (PST)
- Referral to Discipline Meeting (Student Discipline Officer)

**Note: The severity of the violation committed will determine if additional days (more than 3 days) of out-of-school suspension is warranted with approval by School Leadership. The severity of the violation will also determine if a referral for a disciplinary hearing is warranted which mandates a 10 days out-of-school suspension which includes elementary students on a first offense violation*

SCHOOL BUS/TAXICAB DISCIPLINE

It is the goal of KCPS to provide safe and reliable transportation to all eligible student riders. Student transportation vehicles and pick-up/drop off locations will be considered the same as school property. All infractions that occur on a vehicle or pickup/drop off location will be addressed in the same manner as if the infraction occurred at school. Based on the severity of the incident, students may receive consequences up and to suspension of transportation services.

The Transportation Department encourages assigned seating as necessary and determined by the manager/driver.

KCPS utilizes a progressive behavioral improvement plan for all student transportation related concerns. Details of the plan are outlined below.

Expected Student Conduct on Bus/Taxicab

Regarding student behavior while waiting for and/or riding on district-provided transportation, district expectations include but are not limited to the following:

1. All riders will be at the designated loading point before the scheduled pickup time.
2. The student will wait for the vehicle to come to a complete stop before boarding.
3. Riders will keep all body arts and objects within the vehicle.
4. Aisles will always be kept clear.
5. All riders will load and unload through the designated service door. The emergency door is for emergencies only.
6. Riders will only be picked up/dropped off at district designated locations, unless prior authorization has been given by authorized district personnel.
7. Any intentional damage to a vehicle may result in required student reimbursement of damages
8. Riders are not permitted to leave their seats while the vehicle is in motion.
9. Permission to open windows must be obtained from the driver.
10. Rough behavior of any kind, to include inappropriate language, throwing of objects, physical contact or being out of the seat while vehicle is in motion is not acceptable.

Misconduct Notices

Inappropriate behavior leading to student infractions will be coordinated between the transportation department and school personnel.

Examples of student misconduct include, but are not limited to:

1. Inappropriate language
2. Damage to the vehicle
3. Physical Contact/Fighting
4. Threats
5. Objects placed outside of windows
6. Not listening to instruction from the driver
7. Moving out of seat while vehicle is in motion
8. Any other behaviors that result in unsafe conditions

**Note: With questions, please contact KCPS Transportation Department at 816.418.8825 or schoolbus@kcpublicschools.org*

OFFENSE	CONSEQUENCE
Physically assaulting the bus driver, monitor, other bus/taxicab vehicle personnel or in any manner	Loss of riding privileges for one (1) school year
Possession of firearms or weapons of any kind	Loss of riding privileges for one (1) school year
Possession of drugs, smoking, or lighting fires	Loss of riding privileges for one (1) semester
Tampering with emergency exits	Loss of riding privileges for thirty (30) school days
Extending body parts or objects out the window	Loss of riding privileges for ten (10) school days
Fighting or wrestling of any kind	Loss of riding privileges for ten (10) school days
Failure to follow bus procedures (i.e. sitting in seat, loading/unloading procedures)	Loss of riding privileges for three (3) school days
Loss of riding privileges for three (3) school days	Loss of riding privileges for three (3) school days
Repeated use of abusive and/or obscene language	Loss of riding privileges for three (3) school days
Vandalizing or defacing school bus/taxicab vehicle	Loss of riding privileges for five (5) school days
Throwing objects at, on or from a bus/taxicab vehicle	Loss of riding privileges for five (5) school days
Playing iPods, cell phones, MP3s, or other electronic devices	Loss of riding privileges for two (2) school days
Eating food, drinking beverages, or littering	Loss of riding privileges for two (2) school days
Loud, boisterous, and/or distracting noises	Loss of riding privileges for three (3) school days
Failure to exit a bus/taxicab vehicle at assigned stop	Loss of riding privileges for two (2) school days
Disorderly and/or disruptive behavior of any kind	Loss of riding privileges for three (3) school days
Unauthorized Entry to a Bus/Taxicab vehicle	(See Class IV Offense Section on page 30)

EXPLANATION OF CONSEQUENCES

Alternative School Assignment

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

Note: All student 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 consequences for violations of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, wiping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A student performing community service must be supervised by a member of the school staff. Transportation will be the sole responsibility of the parent/guardian.

Detention

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

Expulsion

The exclusion from school for a period exceeding one hundred and seventy-five (175) school days. Only the Board of Education authorizes such action and must approve the student's re-admission into the district.

In-School Conference

A conference between the violating student and appropriate school personnel.

In-School Suspension (ISS)

The In-School Suspension program has been established to give students an opportunity to explore alternatives to unacceptable behavior

in a supervised, restricted environment with a full-time instructor. Students are removed from the regular school environment and placed in a supervised classroom. Teachers are required to provide appropriate assignments for students.

Long-Term Suspension (LTS)

The removal of the violating student 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 his/her administrative designee. Students shall not be allowed to participate in extra-curricular activities, attend any school function, or be on any Kansas City Public Schools property during the length of the suspension.

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

Parent/Guardian Conference

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

Probation

After notice to, or a conference with, the student and parent/guardian, a student may be placed on probation and required to meet certain standards in specific areas (i.e., academics, attendance and/or behavior) where adjustment must be shown and maintained for continued placement. Probation may last until the end of the marking period or the end of 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 student and parent/guardian, a student 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 student's misconduct.

Student violators of the Code of Conduct may have the opportunity to engage in restorative practices as a consequence of their inappropriate behavior, as facilitated by school officials. It is important that any student 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 In-School Suspension/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
- Student-to-Student 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 time line with term of completion specified.

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

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

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 students' 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 students 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 rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's emotional intelligence. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.

Mentoring

A district-wide strategy was created to engage more students 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 students 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 student 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 students. 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 student-centered discipline and working with students 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 students 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 student performance in their current placement. The overall goal of PST is to maintain student placement in the general education curriculum while accommodating learning differences and behavioral diversity. PST employs a data driven process to measure student response to interventions. Although the PST process is a general education function, the team serves all students and staff within the building. The team may also provide interventions for students 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 students 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 students 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 students 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 students.

Restorative Practices

Restorative Practices are designed to develop positive classroom communities where all students feel a sense of belonging. They are based on the premise that students learn best when a relationship is established first. Teachers and students create agreement plans to set norms for their behavior. The process consists of protocols for connecting and building relationships such as 90-second sparks and two-minute connections. A key component of restorative practices are communication circles where students all have a voice to contribute.

The Leader in Me

The Leader in Me is FranklinCovey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The process teaches students 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.

EXAMPLES OF TEACHER INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT	BEHAVIOR MOTIVATIONAL
Seat student near teacher or by role model	Immediate reinforcement of correct response
Avoid distracting stimuli	Keep graphs and charts of student progress
Isolate from other students or move location	Use of timers to facilitate task completion
Different groupings of desks	Structure unstructured times (assemblies, hallway, field trips, etc.)
Allow different positions for activities (bean bag chair, laying, standing)	Allow short breaks between assignments
Adjust grouping of students	Implement self-monitoring strategies
Acceleration to another level, class or group within the classroom	Praise specific behaviors
Team teach	Provide quiet place for student to retreat
	Implement home/school communication system
	Develop a system to monitor behavior and reward success
ORGANIZATIONAL	LESSON PRESENTATION
Time limits for assignments	Give assignments orally and visually
Questions at end of each sentence/paragraph to help focus on important information	Use computer assisted instruction
Highlight main facts in the book	Provide a model to student and refer to it often
Organize a notebook or provide a folder to help organize work	Include variety of activities for each lesson
Send daily/weekly progress reports	Provide cross-age tutoring
Develop reward system for work completion	Provide peer note-taking
Provide homework assignment notebook	Provide an individual folder or notebook to organize individual work, language assignments or projects.
Conference regularly with the student concerning needs, production, evaluation of progress	
Utilize parent volunteer or aides	
Implement home/school communication system for assignments	
Conference with student's parents and other school personnel	
COMMUNICATION	CURRICULUM
Model correct pronunciation of target sound(s)	Provide special materials
Try to isolate the target sound(s) in commonly occurring words	Provide opportunities for extra drill
Model correct sentence structure desired	Provide study guide
Identify and reduce abusive vocal behaviors such as yelling	Provide instructional materials geared toward student's level of basic skills
Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3 words)	Stress a subject or topic in greater complexity or depth
Ask child to repeat directions to determine comprehension	Present higher levels of abstraction of academic content
Give student extra time to speak if having disfluencies (i.e., stuttering)	Provide opportunities for independent study of library research
Keep commands simple and direct	Provide enrichment choices in addition to or in lieu of the regular assignment
Pair gestures with directions	Plan for self-selected, interest, or need-based tasks

PROCEDURES FOR SUSPENSIONS AND EXPULSIONS OF STUDENTS

**Note: Students 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 students with special needs.*

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

Principals or their designees, subject to the appropriate due process procedures and state statutes, may summarily suspend any student for up to ten (10) school days for violation of the Code of Student Conduct. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time.

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

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

1. Determine whether the student is a special needs student:

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

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

If the student is **not** a special needs student, the principal or his/her designee should proceed as discussed below. *Refer to Section IV for procedures for the suspension and expulsion of special needs students.*

2. Inform the student, verbally or in writing, of the charges against him/her and give him/her the opportunity to admit or deny the allegations.
3. If the student denies the charges, he/she must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of the incident before any consequences are imposed.
4. If he/she deems it necessary, the principal or his/her designee may conduct a further investigation into the matter before imposing a disciplinary suspension.

NOTE:

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

EMERGENCY SUSPENSION

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

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

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

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

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

Right to Appeal

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

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

In the event of an appeal, the superintendent shall promptly transmit to the School Board a 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 student for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale and good conduct of the students. Prior to expelling a student, the parent and/or guardian must be given notice and a hearing before the school board. The parent/guardian, or student if eighteen years or older, may waive the expulsion hearing. If not waived, the hearing will be held on the date set by the Board. The Board will make a good faith effort to notify 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 student;
 - 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 student's parent/guardian and mailed by certified mail and regular mail to the student's parent/guardian at the last address shown on student records.

2. Prior to the school board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and student's 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 student, his/her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the School Board shall deliberate in Executive Session and shall render a decision to dismiss the charges, suspend the student for a specified period of time or expel the student from the district's schools. The administration or

its counsel, by 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.

NOTE:

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

Section IV. SUSPENSION AND EXPULSION OF SPECIAL NEEDS STUDENTS

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

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

Due Process

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

Authority of School Personnel

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

Ten (10) School Days or Less

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

Long-Term Suspension

If a school seeks to give a child with a disability an out-of-school suspension that totals more than ten (10) school days in one (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 child’s disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration that the procedures would be applied to children without disabilities except services must be provided to ensure the child receives a free, appropriate, public education, although it may be provided in an interim alternative educational setting.

Change of Placement

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

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

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

Services

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

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

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

Manifestation

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

If the school, the parent/guardian and relevant members of the IEP team determine that either the conduct in questions was caused by or had a direct and substantial relationship to the child's disability or if the conduct in question was the direct result of the school's failure to implement the IEP applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

Determination that Behavior Was a Manifestation

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

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

Special Circumstances

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

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

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

Determination of Setting

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

Parent Appeal

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

Authority of Hearing Officer

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

- A) Return the child with a disability to the IEP placement from which the child was removed if the hearing officer determines that

the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or

- B) Order a change of IEP placement of the child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current setting of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school district believes that returning the child to the original setting is substantially likely to result in injury to the child or to others.

Whenever a parent or the school district files a due process complaint to request such a hearing, a hearing must be held, except as follows: The State Educational Agency must arrange for an expedited due process hearing that must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing. Unless the parents and the school district agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process complaint. A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

Placement During Appeals

When the parent or the school has filed a due process complaint related to disciplinary matters, the child 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.

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

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

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

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

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

Reporting Crimes Committed by Students with Disabilities

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

Definitions

Controlled 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 pos-

essed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law. Substantial evidence means beyond a preponderance of the evidence. Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of Title 18, United States Code. The term “dangerous weapon” means a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 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 STUDENTS WITH SECTION 504 DISABILITIES

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

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

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

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

Services

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

Manifestation Determination

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

The Section 504 Committee must make the manifestation determination decision. The Section 504 Committee can find that the student’s conduct was not a manifestation of a disability only if it does the following:

Within ten (10) school days of the suspension or as soon as practical when a pattern of suspension is created, the 504 Committee shall review all relevant information in the student’s file – including any teacher observations and any relevant information provided by the parent/guardian – to determine if the conduct in question was caused by or had a direct and substantial relationship to the student’s disability and whether the student was properly placed and receiving appropriate services at the time of the behavior. If it is determined by the Section 504 Committee that the misconduct is not related to the student’s disability and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the student may be excluded from school in the same manner as the student’s non-disabled peers as provided for following the Code of Student Conduct. If it is determined by the Section 504 Committee that the misconduct is related to the student’s disability, or was caused due to the student’s inappropriate placement because the student was not receiving appropriate services, the student may not be suspended. The Section 504 Committee must then determine whether the student’s current educational placement is appropriate.

Parent Appeal

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

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

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

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

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

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

Expulsion

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

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

Weapons

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

Substance Abuse

Schools may take disciplinary action in situations where students are "currently engaging [in] the illegal use of drugs or in the use of alcohol" to the same extent that such disciplinary action is taken against non-disabled students. In such a case, the parent/guardian may not resort to a due process procedure under the law to contest the disciplinary action.

NOTICE OF PROVISIONS, REQUIREMENTS AND DEFINITIONS UNDER THE MISSOURI SAFE SCHOOLS ACT

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

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

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

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

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

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

Section I. CORPORAL PUNISHMENT

Corporal punishment is the use of physical force as a method of correcting student behavior. No person employed by or volunteering on behalf of the district shall administer or cause to be administered corporal punishment upon a student attending district schools. A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property.

Section II. MANDATORY DISCIPLINE FOR CERTAIN WEAPONS VIOLATIONS

If a student is determined to have brought any of the following weapons to school or upon school property in violation of this and other district policies, the student shall be suspended for a period of **not less than one (1) calendar year or recommended for expulsion**, except that the superintendent may modify such suspension or recommendation for expulsion on a case-by-case basis: firearm, blackjack, concealable firearm, explosive weapon, firearm silencer, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, “taser” (or stun-gun), 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 student 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 pocket knife with a blade of any length is a “weapon” as that term is used in this and other district policies and the possession, sale, use or transfer of a pocket knife on school property will subject a student disciplinary action, including, but not limited to, suspension and/or expulsion.

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

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

Section IV. VIOLENT ACTS

Pursuant to the Safe Schools Act, the phrase “act of school violence” or “violent behavior” means the exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the district or while involved in school activities. “Serious physical injury” is physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body. For example, assaulting a student, 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 student shall be readmitted or enrolled in a regular program of instruction if: a) the student is convicted of; b) an indictment or information is filed against the student and no judgment is found; c) a petition is filed under Section 211.091 RSMo. alleging the student committed an act and no judgment is found; or d) a person was adjudicated to have committed an act, which, if committed by an adult, would be one of the following:

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

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

Section VI. SUSPENSION RESTRICTIONS FOR SERIOUS VIOLENT ACTS

Students on suspension for any of the offenses listed under Notice 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 his or her suspension the requirement that the student is not allowed, while on suspension, to be within one thousand (1000) feet of any school in the district where the student attended school unless the student:

- Is under the direct supervision of his or her parent or guardian;
- Is under the direct supervision of another adult designated by the student’s parent or guardian, in advance, in writing, to the

principal of the school which suspended the student;

- Is in an alternative school that is located within one thousand (1000) feet of a school in the district where the student attended school; or
- Resides within one thousand (1000) feet of any school in the district where he or she attended school, in which case the student may be on the property of his or her residence without direct adult supervision.

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

Section VII. REINSTATEMENT CONFERENCES

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

The district may carry out a suspension or expulsion imposed by another in-state or out-of-state school district, private school, charter school or parochial school if similar conduct in this district would have also resulted in suspension or expulsion. The parent/legal guardian, surrogate parent or student may request a conference. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student and parents/guardians of the student or any agency having legal jurisdiction, care, custody or control of the student. The School Board shall notify in writing the 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.

DISCRIMINATION/HARASSMENT: COMPLAINT PROCEDURES FOR PARENTS AND STUDENTS

Prohibition Against Discrimination, Harassment and Retaliation

NOTICE OF NON-DISCRIMINATION

The Kansas City Public Schools Board of Education is committed to maintaining 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, students 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 students with disabilities in accordance with law. Anyone who knows or believes that a child may have a disability-regardless of whether the child 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 KCPublicSchools.org/non-discrimination-policy or at any district office.

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

Anti-Discrimination and Harassment Coordinator

Chief 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, students, parents and members of the public and/or employees may direct inquiries regarding non-discrimination 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 students will be treated with respect by all employees, third parties and fellow students. Hostile treatment or violence against a student on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, 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 students/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 student/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 student/parent will not be used as a basis for actions that adversely affect the student's standing in his/her school. Additionally, participation or assistance in the investigation of a complaint shall not be used as the basis for adverse actions against a student.

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 58. A record will be maintained of each discrimination or harassment complaint investigation to include the final disposition of each.

A student or parent who believes that he/she has been the subject of discrimination or harassment because of his/her 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 his/her complaint or concern to a teacher, building or district administrator. A student harassing or discriminating against another student shall be subject to discipline under the Code of Student Conduct.

Due to the sensitive nature of discrimination and harassment complaints, students/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 student/parent does not agree with the final determination made by the Anti-Discrimination and Harassment Coordinator or principal, he/she 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:

- Failure on the part of the student/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).
- 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.
- In general, students shall continue attendance at school and pursue their studies, as directed, while complaints are pending resolution. Appropriate interim actions may be provided to protect the complainant during the investigation and appeal process.
- 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 student's education records. FERPA affords parents and students who are 18 years of age or older (eligible students) certain rights with respect to the student's education records including:

1. The right to inspect and review the student's education records within three business days of the written request. Parents or eligible students 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 student's education records that the parent or eligible student believes are inaccurate or misleading. A written request should be submitted to the school principal. The written request must indicate the challenged aspect of the record and specify why it is believed to be inaccurate, misleading, or in violation of the student'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 student of the decision, and if the request was denied, inform them of their right to a hearing, which must be made within 10 days of the receipt of the letter. If a hearing is requested, it will be 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 student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or eligible student 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 student 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 student's privacy rights, the district will amend the record and notify the parents or eligible student of the amendment in writing. If the hearing officer determines the record is not inaccurate, misleading or in violation of the student's privacy rights, the district will notify the parents or eligible student 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 student'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 student.

3. Generally, schools must have written permission from the parent or eligible student before releasing any personally identifiable information from the student's education records. However, FERPA allows schools to disclose records without consent to the following parties:
 - School 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 student is transferring/enrolling;
 - Military recruiters or institutions of higher education that have requested names, addresses and telephone listings of secondary school students. Parents or eligible students 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 student;
 - Organizations conducting certain studies/evaluations for the District;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - To persons who need to know in case of a health and safety emergency; 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 student's case plan when such agency or organization is legally responsible for the care and protection of the student; and state and local authorities within a juvenile justice system; and
 - Information the District has designated as "directory information" as described below.

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

DESIGNATION OF DIRECTORY INFORMATION

FERPA requires the District to inform each parent, guardian or eligible student that "Directory Information" may be released by school officials, including in print and electronic publications of the District. Directory Information is information designated by the District which, if disclosed, would not generally be considered harmful or an invasion of privacy.

The District designates the following items as Directory Information:

- Student'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 Student Information as Private can be found in the "Forms" section of the [Code of Student Conduct](#) or from your child's school. Parents, guardians or eligible students who do not wish to allow the disclosure of Directory Information must complete the form and submit it to the student's school principal by September 17, 2019 or within 10 days of enrollment at a District school or the District will assume that consent has been given.

STUDENT RECORDS

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

The District is required by law to release secondary students' name, address, and telephone number to military recruiters and institutions of higher education upon request. Parents/guardians or eligible students 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 Student Information as Private can be found in the "Forms" section of the Code of Student Conduct or from your child's school. Parents, guardians or eligible students who do not wish to allow the disclosure of the student's name, address and telephone listing to military recruiters and/or institutions of higher education must complete the form and submit it to the student's school principal by September 17, 2020 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 student attending a school receiving Title I funds, the district will, at the parent's or guardian's request, provide information regarding the professional qualifications of a student's teacher consistent with applicable legal requirements. Upon your request, the district is required to provide to you in a timely manner the following information:

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

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

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

Public Complaints/Concerns

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

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
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:

- A. **Record.** A written record of the investigation will be kept.
- B. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
- C. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

- D. **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.
- E. **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).
- F. **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 children 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.

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

Revised 4/17

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 students and appropriate private school officials or representatives.

ANNUAL NOTICE OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AND AMENDMENT

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires the Kansas City Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. No student 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 student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as those of lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the student or the student’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 student 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 child out, as well as an opportunity to review the surveys. Please note that this notice and consent/opt-out right transfers from parents to any student who is 18 years old or an emancipated minor under Missouri law.

Parents or eligible students who believe their rights have been violated under the PPRA may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION

(Transgender and Gender Nonconforming Employees and Students)

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 student’s gender identity.

Definitions

Gender Identity – A person’s deeply held sense or psychological knowledge of his or her own gender, regardless of the gender he or she was 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 student’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 student’s transgender status also may constitute confidential medical information. School personnel may not disclose information that may reveal a student’s transgender status or gender nonconforming presentation to others, including parents, unless legally required to do so or unless the student has authorized such disclosure. The district will not require the student to discuss his or her status with others. When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent or guardian has specified otherwise.

Official Records

The district is required to maintain a mandatory, permanent pupil record (“official record”) that includes a student’s legal name and legal gender. The district, however, is not required to use a student’s legal name and gender on other school records or documents. The

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

Gender-Segregated Activities

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

Restroom Accessibility

Students 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 student 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 students is available in the school, the student should be provided access to a single stall restroom in the nurse's office or main office, but no student shall be required to use such a restroom.

Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. Any student 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 student's gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical Education Classes and Intramural Sports

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

Interscholastic Competitive Sports Teams

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

Dress Codes

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

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

IMPORTANT FORMS

CONFIDENTIAL

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: _____			
Student ID: _____		Student'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

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.

*STUDENTS MUST HAVE A COMPLETED HEALTH HISTORY FORM ON FILE WITH THEIR SCHOOL
IN ORDER TO RECEIVE ANY MEDICATION.*

TO BE COMPLETED BY PARENT/GUARDIAN

Child's Name: _____ Male/Female: _____			
Student ID: _____		Student'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: _____ _____			
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

**REQUEST FORM TO DESIGNATE STUDENT DIRECTORY
INFORMATION AS PRIVATE**

**Kansas City Public Schools
2020 – 2021 School Year**

If you decide that you **do not** want to allow disclosure of your student's Directory Information (student'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), you must fill out the Student Directory Information portion of this form and return it to your student's school by September 17, 2019.

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.

STUDENT INFORMATION:

Name: _____

Date of Birth: _____

Address: _____

City, State, Zip: _____

Telephone Number: _____

PARENT INFORMATION:

Printed Name: _____

Address: (if different from student): _____

City, State, Zip: _____

Telephone Number: _____

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

Parent/Guardian Signature

Date

School Student Attends

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?

Complaint Acknowledgment:

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

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

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

Signature Date

Administrator: _____ Building: _____

- I have advised the claimant that an allegation of discrimination or harassment is a serious matter that will be investigated pursuant to Board Policy with an optimal degree of confidentiality.
- I have provided the complainant with copies of Board Policy AC, ACA, and/or ACAA which explain the investigation procedure and appeal rights.
- I have provided the complainant with a copy of this form and submitted the executed form to either the **Anti-Discrimination and Harassment Coordinator or the Employee/Labor Relations Coordinator.**
- I have provided the Complaint Form and Board Policy AC, ACA and/or ACAA to the complainant; however, **he/she does not wish to make a formal complaint.**

TECHNOLOGY ACCEPTABLE USE POLICY FOR STUDENTS

PURPOSE

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

STUDENT USE

- Students are responsible for their issued technology items and must take good care of them.
- Students must ensure that their applicable technology devices (tablet, Chromebook, laptop, hotspot, etc.) are charged every day before they bring them to school.
- Students 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.
- Students 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

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

STUDENT EXPECTATIONS FOR RESPONSIBLE COMPUTING

- Students must keep their login and password information private and only share it with teachers, school officials, and parents/guardians.
- Students must only use the login and password information provided to them, and must not attempt to login as any other person.
- Students must use appropriate language in all digital products and communications.
- Students must not give my name, address, phone number, school, or my teachers'/parents' names, addresses, or phone numbers to anyone online.
- Students 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.
- Students must not use any articles, stories, or other works they find online and pretend it is their own.
- Students must not make use of materials or attempt to locate materials that are inappropriate in a school setting, or that may offend others.
- Students must only locate and use school appropriate content in their digital work.
- Students must not use screen savers, backgrounds, and/or pictures with offensive language and/or materials.
- Students issued technology devices are subject to inspection at any time without notice and remain the property of the Kansas City Public Schools.
- Students must follow the expectations outlined in board policies, associated board regulations, Student/Parent Technology Handbook, and the Student Code of Conduct at all times. A copy of this policy and regulation can be found online at www.kcpublicschools.org.
- Students must return their issued technology device(s) and all accessories in good working condition.
- Students will be charged for any lost/stolen/damaged laptop items.

PARENT / GUARDIAN RESPONSIBILITIES AND INFORMATION

- Parents/Guardians are responsible for any damages to their student's issued technology device(s).
- Incidents which occur at school involving multiple parties will be investigated by district administration.
- Parents/Guardians and students 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 student.
- Parents/Guardians are responsible for monitoring their student's use of all district issued technology and internet use when they are not at school.
- A student'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.
- Students 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 student names and email addresses), but only for the use and benefit of the school for the purpose of student learning. In accordance with Board policies and regulations, students will be strongly discouraged from providing any other personal information, and parents/guardians must instruct their student not to provide any other personal information. Parents/guardians must contact their student's teacher and/or school if they need additional information about the applications and online services that are used for learning in their student's classes.

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

RIGHT TO MONITOR STUDENT USE

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

DAMAGES TO TECHNOLOGY EQUIPMENT

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

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

STUDENT 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
Cyber-bullying	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 student	Forgery; Academic Dishonesty; Violation of the Technology Acceptable Use Policy

_____ School/Location _____ School Year

_____ Student's Name Printed _____ Date

_____ Student Signature

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

_____ Parent's/Guardian's Name Printed _____ Date

_____ Parent/Guardian Signature

ACKNOWLEDGMENTS

CODE OF CONDUCT ACKNOWLEDGMENT

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

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

ISSUED TEXTBOOK & TECHNOLOGY ACKNOWLEDGMENT

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

The student is responsible for keeping all issued items in good condition. Writing or marking or defacing district property is prohibited. Pursuant to RSMo 170.051, a student or parent may be held responsible for any abuse or willful destruction of textbooks and/or computers. For purposes of this acknowledgment, 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 Student Conduct and reviewed the Code of Student Conduct with my child, _____.

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

Parent/Guardian Signature

Date

Student Acknowledgment:

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

Student Signature

Date

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

KANSAS CITY PUBLIC SCHOOLS 2020-2021 SCHOOL YEAR

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

Superintendent of Schools

Dr. Mark T. Bedell

Board of Directors

Mrs. Pattie Mansur, Chair

Mr. Nate Hogan, Vice-Chair

Dr. Marvia Jones

Mrs. Jennifer Wolfsie

Mr. Manny Abarca

Ms. Rita Cortes

Mr. Mark Wasserstrom

Revised and Approved August 2020

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



2020-2021 185-day School Calendar

FOR MORE INFORMATION FOLLOW US ON OUR SOCIAL MEDIA



@KCPublicSchools

2020

July

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2021

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY

- 45 PD / .5 Workday
(No School for Students)
- 5 Back to School
- 18 Holiday - MLK Day
- 29 First Semester Ends

AUGUST

- 7 Teachers Return
- 10-14 Teacher Opening Week
- 17-28 2 Week Intercession
(Non-workdays)
- 31- Sept. 3 Teacher PD
/Prep Week

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY

- 1 First day of 2nd Semester
- 15 Holiday - Presidents Day
- 24 Parent-Teacher Conferences
(School in Session)
- 25 Parent-Teacher Conferences
10 am - 6 pm
(No School for Students)
- 26 Non-workday
(No School for Students)

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER

- 4 ..Non-workday for teachers
- 7 Holiday-Labor Day
- 8 First Day for Students

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH

- 29-April 2 Spring Break

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER

- 28 Parent-Teacher Conferences
(School in Session)
- 29 Parent-Teacher Conferences
10 am - 6 pm
(No School for Students)
- 30 ..Non-workday for teachers
(No School for Students)

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

- 5 Teacher Workday
(No School for Students)
- 9 Third Quarter Ends
- 12 Fourth Quarter Begins

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER

- 3 Election Day
(No School for students)
- 6 First Quarter Ends
- 9 Second Quarter Begins
- 25-27 No School - Fall Break

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

- 31 Holiday-Memorial Day
(Final grades due)

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER

- 21-Jan. 1 Winter Break

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE

- 10 Last Day / Students
& Teachers



KANSAS CITY
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