



2022-23 Parent and Student Handbook

Table of Contents

Letter from the Superintendent.....	4
Letter from the President of Board of Education.....	5
Board of Education.....	6
District Highlights.....	7
District Calendar.....	8
Half-Day Preschool Calendar.....	9
Full-Day Preschool Calendar.....	10
Inclement Weather Policy.....	11
Our North Star.....	12
Diploma+.....	13
Graduation Requirements.....	14
Kansas Board of Regents Qualified Admissions Criteria.....	15
Athletics & Eligibility Requirements.....	16
KSHSAA Eligibility.....	17
Welcome Center and Family Engagement.....	18
Parent Visitation to Schools and Classrooms.....	19
Registration, Enrollment and Part Time Enrollment.....	20
Sumner Academy of the Arts and Sciences.....	24
Nutritional Services.....	26
Transportation.....	27





Attend to Achieve.....30

Behavioral Health and Trauma Sensitive/Resilient Schools Initiative.....32

ESOL.....36

Family Advocacy.....38

Health Services.....39

Homeless/McKinney-Vento.....41

KidZone.....42

Student Code of Conduct and Due Process for Discipline.....43

Bullying.....46

SPED.....49

ESI.....52

Parents’ Right to Know.....58

ESSA Complaint Policy KN.....59

Media Waiver.....60

Annual Notice to Parents-Data Disclosures.....60

FERPA.....61

KORA.....61

Notice of Non-Discrimination.....62

Welcome to the 2022-23 school year!

It is an honor and privilege for me to be in this leadership role and serve as your superintendent. There is no other place I would rather be than to be part of the KCKPS family.

We return (to this new school year) with renewed enthusiasm and determination to empower each and every one of you to reach your full potential: academically, socially, and emotionally. With this focus we can ensure by 2031, all of our students will graduate with a Diploma⁺ credential. Our Diploma⁺ initiative means that each student will exit high school prepared for college and careers. Students can earn a Diploma+ by completing one of the following:

- At least 21 on the ACT or 1060 SAT
- Completion of a Qualified Internship or Industry Approved Project
- Completion of the IB Diploma Programme or Career Related Programme
- Completion of an Industry Recognized Certificate or Credential
- Acceptance into the Military
- Completion of at least one full year of college (18-30 Credit Hours)
- An Approved Plan for Post-Secondary Transition

Graduating with a Diploma⁺ is attainable for all students and we will continue to create pathways to ensure it is a reality for every graduate.

KCKPS faculty and district administration strives to create a culture of high expectations, collaboration, respect, and accountability. This student handbook will serve as a guide and resource for students and parents. It contains school information, policies, procedures, and expectations for students for the coming year. These various guidelines and expectations of the school are presented to establish and sustain a positive, respectful, and nurturing school environment.

With our continued focus to Rebound, Reimagine, and Renew the school experience for our students, your potential is limitless. As a team, school family and learning community, we are committed to helping make your school experience enjoyable and successful!



Dr. Anna Stubblefield
Superintendent of Schools



KCKPS may review and update policies and practices during the year. The current text of all policies will remain available online.

Dear Parents,

On behalf of the Board of Education and staff of Kansas City, Kansas Public Schools (KCKPS), we are delighted you have made the decision to enroll your child in Kansas City, Kansas Public Schools. Our teachers, administrators and staff pride themselves on providing our students a quality education throughout their academic experience with the school district. This is significantly tied to the Board of Education's essential goal: "Each student will exit high school prepared for college and careers in a global society, and at every level, each student's performance is on track and on time for success."

KCKPS begins preparing our students as early as preschool, offering preschool and Head Start programs to support our youngest learners, ensuring they are ready to enter kindergarten ready to learn and grow. We also provide hands-on learning and real-world opportunities at all grade levels, giving our students the opportunity to apply their skills in real world situations. And with programs such as Diploma+[®] to allow your student to meet the requirements of a high school diploma, and to graduate with endorsements aligned to college and careers. I encourage you to visit the district website at <http://www.kckschools.org/diplomaplus> to learn more about the Diploma+[®] opportunities.



All the way through their academic experience, students will receive the highest quality learning and curriculum which is focused on their success in college and career. In high school they will have opportunities for internships, college credit and career exploration. KCKPS students graduate ready to seize the opportunities that life has to offer them. Additionally, over the last year we have been on a journey to become a trauma sensitive district to support students' social and emotional needs. Now more than ever, these are necessary resources for our students, families and staff. We are aware that this upcoming school year, we will face unique challenges due to the COVID-19 pandemic, however, our district is working to provide the necessary tools to our staff, students and families to ensure a successful academic year. Please know, we are here to help, and if you ever have any concerns or questions, do not hesitate to contact us. Our journey towards excellence continues marching forward, unwavering and always focused on our mission and our students.

I am excited about the opportunities awaiting your child in the Kansas City, Kansas Public Schools. Together we will overcome the unique challenges of this coming school year, focused on the highest quality education for all of our students. We look forward to working with you and your family as we work together to uphold our mission: "Inspiring Excellence: Every Grownup, Every Child, Every Day!"

Sincerely,

A handwritten signature in blue ink that reads "Randy Lopez". The signature is fluid and cursive.

Randy Lopez,
USD 500 Board President



Board of Education

Kansas City, Kansas Public Schools is governed by a seven-member body of citizens elected by the voters of the school district. These seven members are charged with making sure that the school district operates in the best interests of the students and the community. All members serve without pay. The board of education is the school district's governing body, as set forth in state and federal law.

The board is responsible for setting district policy, adopting an annual budget, and approving of general district matters, including personnel, curriculum, facilities, and other district business matters. The board is responsible for hiring the superintendent of schools, and is responsible for overseeing the superintendent's duties and performance.

Board of Education meetings are normally held the second and fourth Tuesdays of every month at 5:00 p.m. in the third floor Board Room at the Kansas City, Kansas Public Schools Central Office and Training Center, 2010 N. 59th Street. The entire board meeting schedule can be found in the right submenu – "Meeting Calendar". Except as otherwise provided by law, all meetings for the conduct of the affairs of and the transaction of business by the Board of Education of the Kansas City, Kansas Public Schools shall be open to the public.

Strategic Priorities

- High expectations for student achievement
- Safe and respectful learning environments
- Positive community relations and partnerships
- Good stewards of resources and financial accountability
- High performing workplace

When does the Board of Education meet?

The Board of Education meetings are normally held the second and fourth Tuesday of every month at 5:00 p.m. in the third-floor Board room at the Kansas City, Kansas Public Schools Central Office and Training Center, 2010 N. 59th Street. The board meeting schedule can be found on the district website at kckschools.org/board-of-education.

All Kansas City, Kansas Public Schools Board of Education meetings which conduct affairs and include the transaction of business, will be open to the public, except as otherwise provided by law.

Regular board meetings will be via YouTube for the duration of this health crisis, and by Zoom for special meetings, which will have Zoom links posted on the front page of the website the day of the special meetings.

How to Watch or Listen to the Open Session Meetings

To view the regular board meetings by video:
Regular Meetings are streamed live and recorded on YouTube:
Recorded videos will also appear within 48 hours on youtube.com/KCKPSTV
Board Highlights are also noted on kckschools.org

KCKPS is a nationally recognized urban public school district located in Wyandotte County. Reported through the 2020 United States Census, Kansas City, Kansas currently has a total population of 156,607. KCKPS is the largest school district in Wyandotte County and the fifth largest school district in the state of Kansas with just over 22,000 students enrolled.

District Highlights

Bertram Caruthers Elementary School named 2021 National ESEA Distinguished School
Sumner Academy of Arts & Science named #1 on U.S. News Best Kansas High Schools list 2019-2022
Sumner Academy of Arts & Science named #6 on U.S. News Nations Best High Schools for 2021
New Stanley Elementary named 2019 National ESEA Distinguished School
Home to the 2019 Kansas Teacher of the Year, Whitney Morgan

Our Mission

Inspiring Excellence: Every Grownup, Every Child, Every Day.

Our Vision

To be one of the Top 10 School Districts in the Nation





District Calendar

Revised 5/25/22

2022

2023

July 4: Holiday - Administrative Offices Closed

August 1-3: New Teachers Report
August 4: All Staff Report - 0.5 Inservice/0.5 Classroom Prep
August 5 & 8: Inservice
August 9: 0.5 Convocation - Administrative Offices Closed; 0.5 Classroom Prep
August 10-12: Family Advocacy
August 15: First Day for Grades K-5, 6, and 9
August 16: All Students Return

September 5: Holiday - No School and Administrative Offices Closed
September 14: Family Advocacy Evening
September 16: Family Advocacy Day - No School for Students

October 13: End of 1st Quarter
October 14: 0.5 Records/0.5 Inservice - No School for Students
October 31: Teacher Non-Duty Day - No School

November 9: Family Advocacy Evening
November 11: Family Advocacy Day - No School for Students
November 21-25: Fall Break - No School
November 23-25: Administrative Offices Closed

December 19-20: Early Release K-12 (2 hours Standards-based feedback)
December 20: End of 2nd Quarter
December 21: 0.5 Records/0.5 Inservice - No School for Students
December 22 - January 3: Winter Break - No School
December 26 - January 2: Administrative Offices Closed

JULY						
S	M	T	W	R	F	S
					1	2
3	X	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						

AUGUST						
S	M	T	W	R	F	S
	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			

SEPTEMBER						
S	M	T	W	R	F	S
				1	2	3
4	X	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	

OCTOBER						
S	M	T	W	R	F	S
						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					

NOVEMBER						
S	M	T	W	R	F	S
		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			

DECEMBER						
S	M	T	W	R	F	S
				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						
S	M	T	W	R	F	S
1	X	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						
S	M	T	W	R	F	S
			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				

MARCH						
S	M	T	W	R	F	S
			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	

APRIL						
S	M	T	W	R	F	S
						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						

MAY						
S	M	T	W	R	F	S
	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			

JUNE						
S	M	T	W	R	F	S
				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	

January 4: Inservice (full day) - No School for Students
January 5: Students Return from Winter Break
January 16: Holiday - No School - Administrative Offices Closed

February 1: Family Advocacy Evening
February 3: Family Advocacy Day - No School for Students
February 20: Holiday - No School - Administrative Offices Closed

March 9: End of 3rd Quarter
March 10: Records/Inservice Day - No School for Students
March 13-17: Spring Break - No School

April 21: Teacher Non-Duty Day - No School

May 3: Kindergarten Roundup
May 17: Seniors' Last Day
May 18-23: High School Finals
May 22-23: Early Release K-12 (2 hours Standards-based feedback)
May 23: End of 4th Quarter - Last Day for Students
May 24: Records/Inservice - Last Day for Teachers
May 29: Holiday - Administrative Offices Closed

June 19: Holiday - Administrative Offices Closed

White Text in Black = No School for Students	/	= Early Release Day
Gray = Inservices/Report Dates	○	= First Day of School
	☆	= Last Day of School
	◻	= End of Quarter
	△	= Family Advocacy
	▽	= Kindergarten Roundup
	X	= Administrative Offices Closed

2022

2023

HOLIDAY (admin offices closed): July 4

NEW TEACHERS REPORT: August 1-3
ALL TEACHERS RETURN-.5 INSERVICE/.5 CLASSROOM PREP: August 4
INSERVICE: August 5, 8
CONVOCATION/.5 CLASSROOM PREP: August 9
FAMILY ADVOCACY DAYS (no students): August 10-12
FIRST DAY OF PRE-K: August 15
PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): August 17, 24, 31

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): September 7, 21, 28
HOLIDAY (no students): September 5
FAMILY ADVOCACY DAY (no students): September 14

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): October 5, 19, 26
HOME VISITS (no students): October 12
LAST DAY OF 1st QUARTER: October 13
.5 INSERVICE/.5 GRADE PREP (no students): October 14
NON-DUTY DAY (no students): October 31

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): November 2, 16, 30
HOME VISITS (no students): November 9
FAMILY ADVOCACY DAY (no students): November 11
FALL/HOLIDAY BREAK (no students): November 21-25

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): December 7, 14, 19
LAST DAY OF 2nd QUARTER (no students): December 20
HOME VISITS (no students): December 19, 20
.5 INSERVICE/.5 GRADE PREP (no students): December 21
WINTER/HOLIDAY BREAK (no students): December 22 - January 3

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): January 4, 11, 18, 25
STUDENTS RETURN: January 5
HOLIDAY (no students): January 16

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): February 8, 15, 22
HOME VISITS (no students): February 1
FAMILY ADVOCACY DAY (no students): February 3
HOLIDAY (no students): February 20

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): March 1, 22, 29
HOME VISITS (no students): March 8
LAST DAY OF 3rd QUARTER: March 9
.5 INSERVICE/.5 GRADE PREP (no students): March 10
SPRING BREAK (no students): March 13-17

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): April 5, 19, 26
HOME VISITS (no students): April 12
NON-DUTY DAY (no students): April 21

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): May 10, 17, 22
KINDERGARTEN ROUNDUP (no students): May 3
LAST DAY OF 4th QUARTER (no students): May 23
LAST DAY FOR TEACHERS (.5 INSERVICE/.5 GRADE PREP): May 24
HOLIDAY: May 29

HOLIDAY (admin offices closed): June 19

JULY						
S	M	T	W	T	F	S
					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						

AUGUST						
S	M	T	W	T	F	S
	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			

SEPTEMBER						
S	M	T	W	T	F	S
				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	

OCTOBER						
S	M	T	W	T	F	S
						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					

NOVEMBER						
S	M	T	W	T	F	S
		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			

DECEMBER						
S	M	T	W	T	F	S
				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						
S	M	T	W	T	F	S
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						
S	M	T	W	T	F	S
			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				

MARCH						
S	M	T	W	T	F	S
			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	

APRIL						
S	M	T	W	T	F	S
						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						

MAY						
S	M	T	W	T	F	S
	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			

JUNE						
S	M	T	W	T	F	S
				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	

White Lettering in Solid Black Square = No School for Students
(Holiday/Teacher Non-Duty Day/Family Advocacy Day/Grades & Inservice Day)

○ = First Day of Semester for Students

▽ = Kindergarten Round-Up

⬡ = Last Day of Quarter

■ = Pre-opening Family Advocacy Days

☆ = Last Day of 4th Quarter



2022

2023

HOLIDAY (Administrative Offices Closed): July 4

NEW TEACHERS REPORT: August 1-3
ALL REACHERS RETURN - .5 INSERVICE/ .5 CLASSROOM PREP: August 4
INSERVICE: August 5-8
CONVOCAION/.5 INSERVICE: August 9
FAMILY ADVOCACY DAYS (no students): August 10-12
FIRST DAY PRE-K: August 15
PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): August 17, 24, 31

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): September 7, 21, 28
HOLIDAY (no students): September 5
FAMILY ADVOCACY DAY (no students): September 16

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): October 19, 26
HOME VISITS (no students): October 12
LAST DAY OF 1st QUARTER: October 13
.5 INSERVICE/.5 GRADE PREP (no students): October 14
NON-DUTY DAY (no students): October 31

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): November 2, 16, 30
HOME VISITS (no students): November 9
FAMILY ADVOCACY DAY (no students): November 11
FALL/HOLIDAY BREAK (no students): November 21-25

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): December 7, 14
EARLY RELEASE: December 19
LAST DAY OF 2nd QUARTER/EARLY RELEASE: December 20
.5 INSERVICE/.5 GRADE PREP (no students): December 21
WINTER/HOLIDAY BREAK (no students): December 22 - January 3

.5 INSERVICE/.5 GRADE PREP (no students): January 4
STUDENTS RETURN: January 5
PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): January 11, 18, 25
HOLIDAY (no students): January 16

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): February 8,, 15, 22
HOME VISITS (no students): February 1
FAMILY ADVOCACY DAY (no students): February 3
HOLIDAY (no students): February 20

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): March 1, 22, 29
HOME VISITS (no students): March 8
LAST DAY OF 3rd QUARTER: March 9
.5 INSERVICE/.5 GRADE PREP: March 10
SPRING BREAK (no students): March 13-17

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): April 5, 19, 26
HOME VISITS (no students): April 12
NON-DUTY DAY (no students): April 21

PROFESSIONAL DEVELOPMENT .5/PLAN TIME .5 (no students): May 10, 17, 24
KINDERGARTEN ROUNDUP (no students): May 3
EARLY RELEASE: May 22
LAST DAY OF 4th QUARTER/LAST DAY FOR STUDENTS/EARLY RELEASE: May 23
LAST DAY FOR TEACHERS (.5 INSERVICE/.5 GRADE PREP): May 24
HOLIDAY (Administrative Offices Closed): May 29
HOLIDAY (Administrative Offices Closed): June 19

White Lettering in Solid Black Square = No School for Students (Holiday/Teacher Non-Duty Day/Family Advocacy Day/Grades & Inservice Day)

White Lettering in White Square = Early Release Day

White Lettering in White Circle = First Day of Semester for Students

White Lettering in White Triangle = Kindergarten Round-Up

White Lettering in White Hexagon = Last Day of Quarter

White Lettering in White Star = Last Day of 4th Quarter

White Lettering in White Square = Pre-opening Family Advocacy Days

JULY

S	M	T	W	T	F	S
					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						

AUGUST

S	M	T	W	T	F	S
	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			

SEPTEMBER

S	M	T	W	T	F	S
				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	

OCTOBER

S	M	T	W	T	F	S
						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					

NOVEMBER

S	M	T	W	T	F	S
		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			

DECEMBER

S	M	T	W	T	F	S
				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

S	M	T	W	T	F	S
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

S	M	T	W	T	F	S
			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				

MARCH

S	M	T	W	T	F	S
			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	

APRIL

S	M	T	W	T	F	S
						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						

MAY

S	M	T	W	T	F	S
	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			

JUNE

S	M	T	W	T	F	S
				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	



<p>PLAN A</p>	<p><u>Two Hour Delayed Start</u></p> <ul style="list-style-type: none"> • School starts two hours later than usual • Dismissal is the same time and doesn't change 	<p><u>What does this mean for Parents/Student(s)?</u></p> <ul style="list-style-type: none"> • All preschool is cancelled. • The school bus will pick your child up two hours later than usual in the morning. 	<p><u>What does this mean for staff?</u></p> <ul style="list-style-type: none"> • Staff will report to work two hours later than normal (unless directed differently by your supervisor). • All school bus services will run two hours late, serving only regular routes. • All staff are to report to work.
<p>PLAN B</p>	<p><u>Two Hour Early Release</u></p> <ul style="list-style-type: none"> • School bus services will run afternoon routes two hours early. • Extracurricular evening activities will be cancelled. • After school meal services will be cancelled. 	<p><u>What does this mean for Parents/Student(s)?</u></p> <ul style="list-style-type: none"> • Students will be released from school two hours earlier than usual. • Your child's school bus will drop them off two hours earlier than usual. 	<p><u>What does this mean for staff?</u></p> <ul style="list-style-type: none"> • Staff will adjust work schedule accordingly to the opening and closing of school.
<p>PLAN C</p>	<p><u>No School</u></p> <ul style="list-style-type: none"> • All schools will be closed. • District Offices will remain open. • Extracurricular activities will be decided by noon. • Meal services decision will be made later in the day, pending any winter weather advisory or warning. 	<p><u>What does this mean for Parents/Student(s)?</u></p> <ul style="list-style-type: none"> • No students report to school 	<p><u>What does this mean for staff?</u></p> <ul style="list-style-type: none"> • Central Office and North Central Office staff report to work • Principals will report to work. • All 261 staff will report to work.
<p>PLAN D</p>	<p><u>No School</u></p> <ul style="list-style-type: none"> • All school campuses, District operations, and KCK Public Library branches are closed. • School bus services, after school meal services, and all child care services cancelled. 	<p><u>What does this mean for Parents/Student(s)?</u></p> <ul style="list-style-type: none"> • No students report to school. • Remote Learning may go into effect if snow days are expired. 	<p><u>What does this mean for staff?</u></p> <ul style="list-style-type: none"> • District Administrators will work remotely. • Principals will work remotely. • Certified and classified staff do not report to work. • All maintenance crews and custodial staff deemed essential to recovery efforts will be contacted by their respective supervisors.



OUR NORTH STAR

By 2031,

100% OF STUDENTS

will graduate with a

DIPLOMA 

credential, with no
disparities in race or
gender subgroups.



KANSAS CITY, KANSAS PUBLIC SCHOOLS

DIPLOMA+



A high school diploma is not enough, in today's economy, for students to access high-pay, high-demand jobs that transform their lives and their community. In order to prepare our students for success in a global society, the Kansas City, Kansas Public Schools is implementing a district-wide initiative called **Diploma+**.

Diploma+ means that each student will exit high school prepared for college and careers in a global society, and at every level, each student's performance is on-track and on-time for success.

Diploma+ Endorsements

- At least 21 on the ACT or 1060 SAT
- Completion of a Qualified Internship or Industry Approved Project
- Completion of the IB Diploma Programme or Career Related Programme
- Completion of an Industry Recognized Certificate or Credential
- Acceptance into the Military
- Completion of at least one full year of college (18-30 Credit Hours)
- An Approved Plan for Post-Secondary Transition

How to support your KCK Scholar in Diploma+?

1. Discuss the Diploma+ options with professional school counselors and staff at your child's school
2. Support Reading at home by visiting your local library, or visit them online here
3. Talk to your student's counselor and family advocate for more information.
4. Discuss and Explore College and Career Options as Diploma+ is designed to help your student be prepared for a global society. Talk to your student about the importance of attending school and setting future goals.
5. **Finish Strong** - encourage and motivate your student to graduate Diploma+.





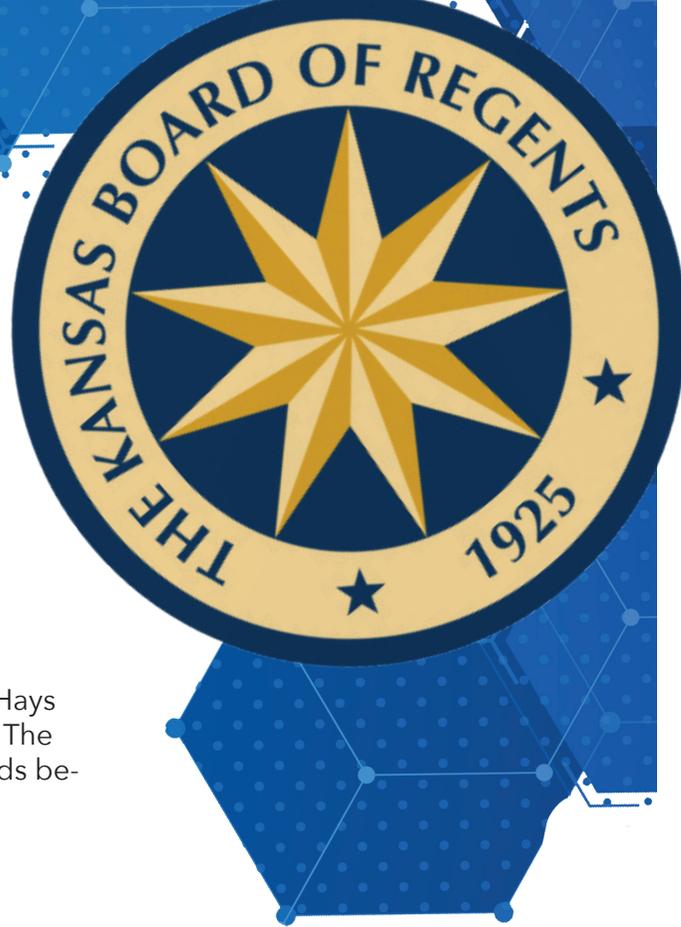
Graduation Requirements Beginning with the Class of 2023

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, communication, and grammar.
- Three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography
- Three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course
- Three units of mathematics, including algebraic and geometric concepts
- One unit of physical education, which shall include health and which may include safety, first aid, or physiology
- One unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education
- Six units of elective courses

The USD board policy can be found on the district website under policy JFCA. The Board of Education may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, the board requires each candidate to earn 21 academic credits of a type meeting state and district requirements with a minimum enrollment in 7 semesters.





Qualified Admissions for High School Graduates

The six state universities in Kansas--Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, The University of Kansas, and Wichita State University--use the standards below, set by the Kansas Board of Regents, to review applicants for undergraduate admission.

ACCREDITED HIGH SCHOOL

Freshman applicants, aged 21 & younger, who graduate from an accredited high school, will be guaranteed admission to six state universities by meeting the Qualified Admissions requirements designated by each university, as follows:

ESU, PSU, FHSU, & WSU:

- Cumulative High School GPA 2.25+ or ACT 21+ (SAT 1060)*

K-State:

- Cumulative High School GPA 3.25+ or ACT 21+ (SAT 1060)*

KU:

- Cumulative High School GPA 3.25+ OR Cumulative GPA 2.0+ and ACT 21+ (SAT 1060)*

ALL Institutions Require:

- Cumulative GPA 2.0+ for College Credits earned in High School
- KANSAS SCHOLARS CURRICULUM IS RECOMMENDED BUT NOT REQUIRED

One unit is equivalent to one year, or two semesters:



English
4 units



Math
4 units
1 unit of each:
Algebra 1, Geometry,
Algebra II
1 unit: Advanced Math
See [KS Scholars page](#)
For Math course list



Social Science
3 units
1 unit U.S. History
.5 unit U.S. Gov
.5 unit World History
1 unit: Social Science course
See [KS Scholars Page](#) for
Social Science course list

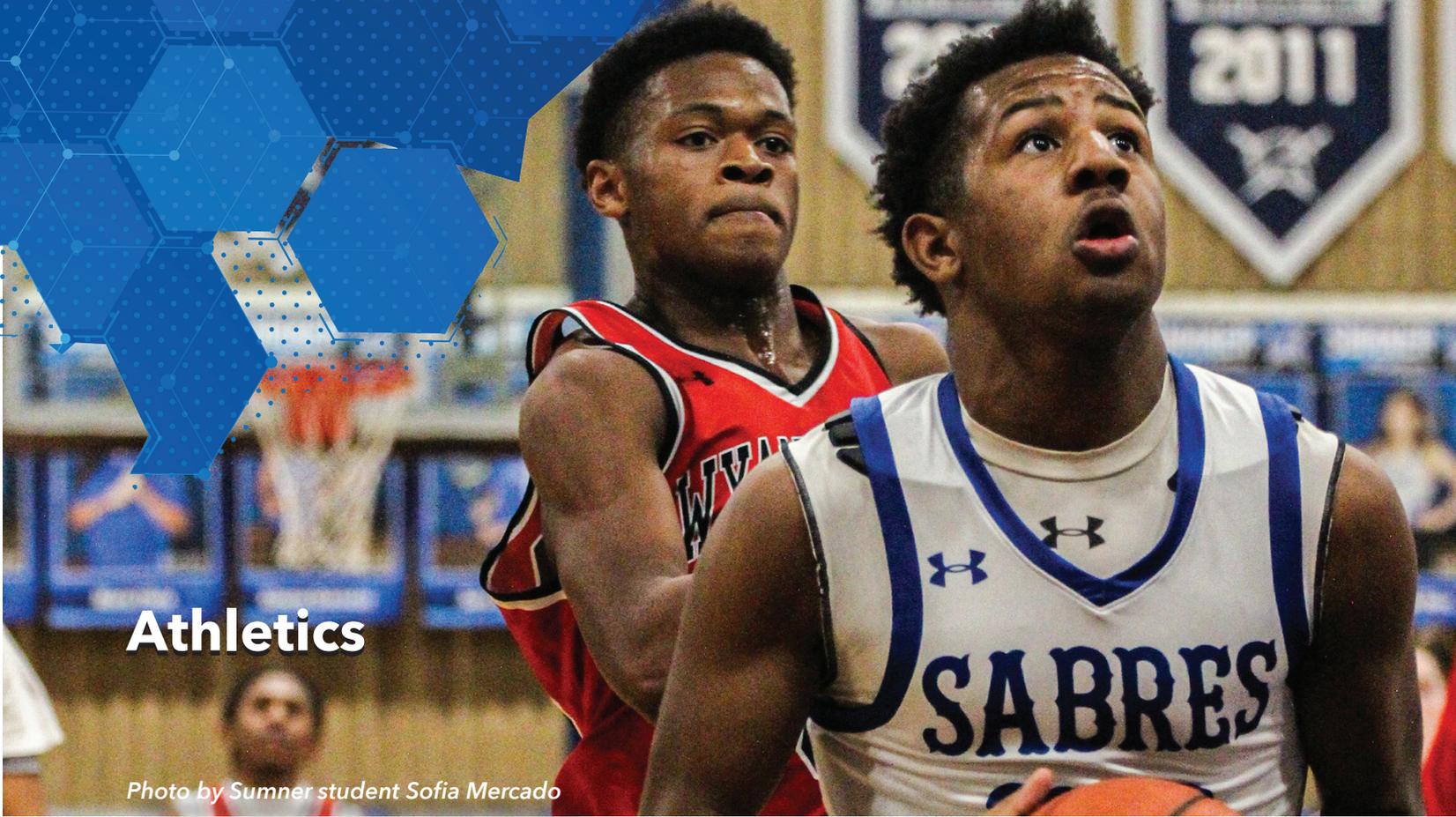


Science
3 units
1 unit of each:
Biology, Chemistry, &
Physics



Foreign Language
2 units of the same
language

**If you do not meet the qualified admission requirements, you are still encouraged to apply. Your application will be reviewed individually. Contact the university admissions office for more information.*



Athletics

Photo by Sumner student Sofia Mercado

The Kansas City Kansas Public School District Department of Athletics is committed to excellence in both academics and athletics. We are dedicated to the student-athletic experience, aiming to instill honor and integrity, adhere to the rules of competition and sportsmanship, and produce champions in sports and in life. Athletic Programs are a significant and dynamic part of the total educational experience available to students. These programs enhance learning in the school and contribute to a positive school climate. We encourage our USD 500 parents and students to explore the available opportunities at our campuses.

Participation in Athletics is strongly encouraged because of the 10 Life Lessons it teaches:

- Responsibility
- Work Ethic
- Cooperation
- Integrity
- Adaptability/Problem Solving
- Competitive Spirit/Strategic Thinking
- Respect
- Self-Control
- Confidence
- Fitness

We want to ensure that all parents are aware of athletic guidelines and expectations for student athletes and their parents who are participating in KCKPS Athletics.

We hope that by providing this resource and connecting with you at our athletic parent meetings we will establish the necessary relationships between our school administrators, Athletic Personnel and parents to successfully build the respect, trust and cooperation that is necessary for our student athletes to have a meaningful athletic experience.

Eligibility Requirements

The principal shall be responsible for organizing and approving all student activities. All school-sponsored activities shall be supervised by an adult approved by the administration.

Eligibility for Activities - Senior High Schools

Students who participate in any school activity shall meet the following requirements:

KSHSAA Eligibility - Rules of the Kansas State High School Activities Association governing eligibility of students for participation in interscholastic activities shall be minimum requirements for students in schools of USD No. 500.

The principal of an individual high school in USD No. 500 may prescribe eligibility requirements in addition to those required by KSHSAA and the Board but any such additional requirements shall be subject to approval of the Superintendent of Schools and shall be uniformly applied within the school.

Adding or Eliminating Activities

Administrative recommendations to add or eliminate specific activities may be considered by the Board. Individual patrons or groups of patrons may request the addition or elimination of activities using rules approved by the Board and filed with the clerk.

Activities

Scan the QR code below for a list of Athletic Activities offered by schools within the district



KSHSAA

Scan the QR code below to view the KSHSAA's eligibility requirements



Calendars

Scan the QR code below to view the district athletic events calendar



Welcome Center & Family Engagement

The Welcome Center is a new department within KCKPS and will serve as a community hub where we can meet the needs of KCKPS families, build on their strengths, and provide ongoing advocacy and support. Registering children for school is an important touchpoint for accessing resources as families navigate schooling in KCKPS.

Our family-centered staff will be equipped to provide personalized support for families throughout the registration and orientation process. The Welcome Center team will work to connect families to resources and services in the district and greater KCK community. Services provided at the Welcome Center will expand as we get feedback from our students, families, and community partners.

Programs and Services Provided:

- Online School Registration Support
- Orientation to KCKPS programs and services
- Bilingual Parent Empowerment workshops
- Residential Affidavits
- Student Records Requests
- International Transcript Translations
- Nutrition and Transportation information
- Literacy Resources
- Access to Community Resources



Parent Visitation to Schools and Classrooms

We delight in the partnership of our parents in the Kansas City Kansas Public Schools and welcome our families into the school buildings to support the academic success of our students. The sole purpose of a classroom visit by a parent is to observe their student and the instructional program being presented. At no time should a parent's motive for or the focus of a classroom visit be to observe another student or students in the classroom.

If the school principal or administrator has knowledge of or suspects that the focus of a parent's classroom visit is to observe another student, he/she reserves the right to deny a requested visit or to end a visit in progress.

Visits should be scheduled through the principal or principal's designee for a time and date convenient to both the parent and the teacher. The parental observation date shall be within a reasonable time frame following the initial request. A request for a specific date must be made no less than 48 hours in advance. No visits will be allowed while students are participating in assessments, quizzes or tests.

Parents wishing to discuss their students' behavior after observing him/her during class should schedule a parent conference with the teacher. Parents who fail to observe the stated guidelines during their visit may be asked to leave the room if their presence or conduct unduly interferes with the orderly operation of the classroom. This can result in a No Trespass Order for any parent that disrupts the learning environment on any USD 500 campus.

Any concerns or complaints may be addressed directly to the classroom teacher after regular school hours or to the principal. Video and/or audio recording of classroom visits by the parent or guardian is prohibited. Violation of this guideline can result in dismissal from the classroom visit, and/or school site due to the infringement on the rights of other students in the classroom.

KCKPS Board Policies -Section K - General Public Relations

Title- Visitors to the School (Code KM)

KM Visitors to the School

The board encourages patrons and parents to visit district facilities. Patron visits shall be scheduled with the teacher and the building principal. Notices shall be posted in school buildings to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds. Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings.

The principal has authority to request assistance from law enforcement if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy may be subject to the state trespass law.

Registration, Enrollment, and Part-Time Enrollment

Welcome to Kansas City Kansas Public Schools! We are excited that you have chosen USD 500 for your child and want to make sure that we make the new enrollment process as clear and easy as possible.

Together we can make this the best school year yet, by making sure your children are in the classroom, focused on learning and celebrating success along the way. When our students succeed, we all succeed because of the contributions young minds can make to society and the communities in which they live. Ultimately, we would like for you to understand the processes and portals that will allow you to remain connected with your students' progress as they work toward our North Star of graduating with a Diploma+ credential as a USD 500 scholar.

All enrollment PreK through 12th grade is completed online using Infinite Campus. During online enrollment, you will be able to upload copies of various required documentation (i.e. proof of residency, birth certificate, Kansas physical and immunization records).

Families with Returning Students

If the family is adding a new student they can follow the procedures for returning students AND add the new students at one time in our Infinite Campus student information system.

Go to Infinite Campus

Scan this QR code to go to the Infinite Campus system to register:



1. Enter your username and password. If you have forgotten your user name or your password, call one of your student's schools to get it.
2. In the "Parent Portal" menu, go to the MORE tab.
3. Select Online Registration
4. All your students should be included in one application. If not, call the missing student's school to fix it. Please do not proceed with the registration if you are missing any students.

If You Need Help from Your School

Scan this QR code to go to our School Directory:



New Families to KCKPS

If the family is brand new to USD 500, you must register for the first time in our Infinite Campus system. Please follow the instructions below to complete registration.

Go to Infinite Campus for New Families

Scan this QR code to go to the Infinite Campus system to register:



Documents needed for a new registration:

- Birth Certificate
- Immunizations
- Proof of address
 - Current Lease/Rental Agreement
 - Mortgage/Deed
 - Recent BPU, KGS, or Atmos Energy bill
 - Recent Government Mail: Unified Government Property Tax bill, Medicaid, SSI, Disability, Insurance, Immigration document(I-90) and/or Court Services
- Transcripts for new students
- Physicals for students 9 and younger

Kindergarten students may already be registered.

They do not need to register twice if parents have already submitted their application.

Early Childhood and Kindergarten Enrollment

Parents of Early Childhood students apply in person. Please call 913-627-5257 or email kckpreschool@kckps.org to schedule an appointment.

Permits

There are four types of permits available to parents for grades K-12, Pre-K students are not eligible for permits.

Child-care Permits are available upon request for students Kindergarten through 8th grade and allows for students to utilize the address for a babysitter or caregiver for enrollment.

- The child care permit must be completed online. Students are to remain in good standing academically, in attendance, and in behavior in order to keep their permit.
- Permits are approved for the current school year
- Parents of students who do not meet the qualifications to remain in good standing will be notified by the school principal that the permit for the upcoming year will no longer be valid.
- Parents/Guardians must upload proof of employment with their permit. *Proof of employment can be a check stub, self-employment docs, or job offer letter.*

Request to Enroll Permit allows a student to attend a USD 500 school outside of their attendance boundary area. This permit is available for special circumstances and is reviewed on a case-by-case basis. Students are to remain in good standing academically, in attendance, and in behavior in order to keep their permit. Parents of students who do not meet the qualifications to remain in good standing will be notified by the school principal that the permit for the upcoming year will no longer be valid.

Example of a special circumstance:

- *Employees who live in the district and work at a school building may want their child to attend the school they are employed at.*
- *Their employment must be verified*
- *A student may have moved within the USD boundaries in the 5th or 8th grade and desire to finish the current school year at the school they are currently attending.*
- *A senior student may want to graduate high school at the school they have attended during their other high school years.*

Employee Non-Residential Permit allows employees living outside USD 500 to enroll their child/children in a USD 500 school. The employee must include their employee number on the application, and employment must be verified. Students are to remain in good standing academically, in attendance, and in behavior in order to keep their permit. Parents of students who do not meet the qualifications to remain in good standing will be notified by the school principal that the permit for the upcoming year will no longer be valid.

ROTC Permit allows high school students to attend Washington High School provided they are enrolled in the ROTC program. Students must stay enrolled in the program or will be sent back to their attendance area school. Transportation will be provided for students that receive an ROTC permit.

Part-Time Enrollment Board Policy JBC

Any child living in the district may enroll part-time in the school district to attend any courses, programs, or services offered by the school district if the child:

- is also enrolled in a nonaccredited private elementary or secondary school or in any other private, denominational, or parochial school as required by law;
- requests to enroll part-time in the school district; and
- meets the age of eligibility requirements for school attendance.

District administrators shall make a good faith attempt to accommodate scheduling requests of students enrolling in the school district in these situations but shall not be required to make adjustments to accommodate every such request.

Part-time students, other than those specified previously in this policy, may enroll with the administration's permission if they complete all paperwork in a timely fashion and are in attendance no later than September 19. Such part-time students may be admitted only to the extent that staff, facilities, equipment, and supplies are available, and the students follow the district's student conduct policies and rules.



Sumner Academy of Arts and Science

Sumner Academy of Arts and Science is an IB World School that creates a culture of global thinking, which serves students beyond the classroom by developing knowledgeable, inquiring and caring young people

A Brief History of Sumner Academy of Arts and Science

"In 1905, a school named Manual Training High School was started in Kansas City, Kansas. The name, Manual Training High School, did not satisfy members of the Black community so much so that a meeting of ministers, attorneys, teachers and members of the Board of Education was held in the home of Doctor Corrvine Patternson. It was in this meeting that the name of Manual Training High School was dropped and a more appropriate name of Sumner High School was selected by the group.

The name of Sumner was chosen to honor Charles Sumner (1811-1884) who was a member of the United States Senate from 1851 to 1874. Charles Sumner was a very strong abolitionist who fought for the rights of the Black people. Students, who first attended Sumner High School in 1905, came from the old KCKS High School and the old Central High School in KCKS."

International Baccalaureate

Sumner Academy was admitted into the International Baccalaureate (IB) network in 1987. Juniors and seniors who participate in the IB program of studies develop essential thinking and communication skills as they engage in university-level coursework at the high school level. The IB Diploma Program provides students with a balanced education based on international standards of excellence. The Certificate Program allows students to benefit from individual IB courses. The IB program is:

A comprehensive, rigorous two-year curriculum designed to meet the needs of academically motivated and talented high school juniors and seniors. Students take college level classes while still in high school which provides them with solid preparation for the challenges of college/university curricula. Students can receive college credit for high scores on the IB exams. Students' work is evaluated through final exams which are sent all over the world for grading as well as an internal assessment component, usually some type of project, which is graded by Sumner Academy teachers.

In 2022, Sumner Academy of Arts and Sciences was ranked by U.S. News as the number one high school in Kansas and ranked 32 in the nation.

Sumner Admissions Requirements for the 2023-24 School Year

The Sumner Academy of Arts and Sciences admissions window will open on Wednesday, November 30th for students interested in attending Sumner for the 2023-2024 school year. All students in the 7th and 8th grade that are interested in applying for Sumner must complete the online application located on the district website. The window will close on Friday, February 3, 2023.

Screening Level 1 - Academic Criteria

Grade point average of at least 3.0 with no grade of "F" during the most recent 3 semesters in the following core areas: English, Reading, Math, Science, and Social Studies.

Screening Level 2 - Assessment Criteria

Interested students must receive one of the following Fastbridge score combinations on the Fall or Winter Assessment for the 2022-2023 school year:

- Score at/above the 75th national percentile on the Fastbridge aMath test and score at/above the 50th national percentile on the Fastbridge aReading test.
- Score at/above the 75th national percentile on the Fastbridge aReading test and score at/above the 50th national percentile on the Fastbridge aMath test

Screening Level 3 - Attendance and Behavior Criteria

Records of students will be reviewed to determine their attendance and behavior in the 2021-2022 school year and the first semester of the 2022-2023 school year. Requirements are:

- Eligible students based on attendance shall be those who have five or fewer unexcused absences per semester contained in grade six and the first semester of grade seven.
- Eligible students based on behavior shall be those who have no more than one suspension per semester contained in grades six and the first semester of grade seven.

Transportation is provided for students accepted into Sumner Academy of the Arts and Sciences.

Scan the QR code below to view Sumner Academy's Website



Nutritional Services

Good nutrition and learning go hand in hand. Nutritional Services mission is “Providing nutritious and flavorful foods, to inspiring students, in a welcoming environment, while maintaining financial responsibility and excellence.” We work to ensure all students are afforded the opportunity to receive healthy, enjoyable meals that are student tested and student approved.

The Nutritional Services department is made up of a team of food and nutrition professionals that are dedicated to students’ health, well being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

TIPS TO REGISTER FOR ONLINE PAYMENT

- We encourage all students to pay online.
- Don’t include any special characters in the password.
- Create a password with only upper-case letters, lower case letters, and numbers.
- Don’t use Safari.
- Google Chrome is their preferred web browser.
- When registering to make payments use a desktop, laptop, or the app.

TIPS FOR IN-PERSON PAYMENT

- Students/adults bringing a cash or check **MUST** pay the cafeteria managers directly.
- We encourage students not to make payments during the meal service line.
- A downloadable pre-formatted slip is available on our Nutritional Services Website to further assist with cash or check payments.
- Al a Carte milk can be purchased with a positive lunch balance.
 - Cash or check payments must be in an envelope with the below information written on the outside to be accepted:
 - Student Name
 - Student ID
 - Teacher Name
 - Dollar Amount

Nutritional Services can be reached at 913-627-3900

Payment

Scan the QR code below to go to Online Payment Registration:



Scan the QR code below to view the KCKPS Nutritional Services webpage:



Scan the QR code below to go to apply for free and reduced lunches:



Transportation

USD 500's Department of Transportation considers it an honor to have the opportunity to safely transport the students of Wyandotte County. It is our goal to have the most efficient and safest school bus delivery system ever, and we are pleased to serve you and your students.

The school bus is often the student's first point of contact in the morning and the last point of contact in the evening. The COVID-19 pandemic has brought an increased awareness to cleaning and disinfecting school buses to mitigate risks for students and drivers. School buses are considered an extension of the classroom and will be prioritized with the same expectation of cleanliness and will have practices in place to provide the safest mode of transportation for our students and staff. Drivers have the option of opening windows to increase circulation of outdoor air depending on climate and weather conditions.

USD 500 offers bus transportation for all eligible riders as per District Policy. Eligibility measurement is determined along public roadways.

Elementary Eligibility

District 500 distance requirement for Elementary students is 8/10 of a mile. Elementary students who do not qualify under District Policy are permitted to walk to the nearest regular bus stop as long as they are not crossing a major street to get to a bus stop.

Secondary Eligibility

District 500 distance requirement for High School / Middle School students is 1.5 miles. Students that do not qualify under District Policy are not permitted to ride the school bus, and will be considered a non-transport student.

Bus Safety and Conduct

School buses are designed with many features designed for the safety of students. A major design factor is the compartmentalization (compartment) formed by each seat, which protects the students; when they are sitting appropriately on the seat.

All riders are expected to follow the guidelines of the District 500 Code of Conduct. Riders are expected to board and exit at their designated pick up or delivery point.

Discuss with your child that it is a privilege to ride the school bus and help them understand how it helps your family and the education system. The attire and behavior on the school bus is the same in the classroom and is discussed further in the Student Code of Conduct. Students must be at the bus stop at least (10) minutes prior to an estimated pick up time.

In the interest of maintaining safety standards, the bus driver may issue discipline notices to any student, who creates a disturbance or violates safety rules specified herein:

Illustrations of improper conduct:

1. Failure to remain seated at all times except when entering or leaving the bus.
2. Loud conversations, shouting, obscene language or gestures not properly suited

- to a classroom.
3. Scuffing, fighting, jostling, or otherwise creating a disturbance or disorder.
 4. Extending hands, heads or objects from the bus.
 5. Throwing any object including paper or trash either within the bus or out of the bus.
 6. Creating any hazard, damage or unnecessary delay of the bus before entering, while on, or after leaving the bus.
 7. Physical or verbal abuse toward the bus driver.
 8. Tampering with any of the operating equipment including sitting in the driver's seat or opening the emergency door.

Field Trips

All school bus safety rules apply to passengers riding the bus to and from a school-sponsored event. The bus driver shall have overall responsibility for the bus and the safety of all passengers with the assistance of the sponsor.

Preschool Students

Every preschool student will be properly secured with a safety seat belt and will be required to be met by school staff at the school and parent/guardian at the bus stop. If no connection is made at the bus stop, the student will remain on the bus and be returned to the designated school. Continuous concerns will impact bus riding privileges. Every effort will be made to include a second adult as a bus monitor on the bus to assist the driver with any concerns.

For specially routed students, if a student does not ride (3) consecutive days, the bus driver may place the bus stop on hold until a parent notifies Transportation, with the need to reinstate the bus service.

Route Times

Route times are estimated and may fluctuate especially at the opening of school. Times should stabilize after the first few days. Pick up times are estimated and could be changed or adjusted throughout the school year as necessary.

Special Needs Transportation

In order to qualify for Special Needs transportation, the assigned school IEP team must determine that special transportation is needed as a related service. For any general education students with temporary medical conditions or injury may qualify for special needs transportation through a 504 plan. Each case will be reviewed by the appropriate team before transportation for these cases will be accepted.



Scan the QR code below
to view the KCKPS
Trasportation webpage:



ATTEND to ACHIEVE

As part of the Kansas Educational System of Accreditation (KESA), KCKPS has adopted an attendance goal that allows us to shift from focusing on truancy to chronic absenteeism allowing for a proactive and positive approach to all attendance. We seek to achieve a 95% attendance rate and reduce the number of students who are chronically absent by 10%. In improving student attendance, we are impacting student success. When students are chronically absent, they are less likely to read on grade level by the end of third grade, more likely to fall behind by sixth grade, score lower on standardized tests and stop attending in high school.

The Attend to Achieve Program was established to increase attendance awareness and to equip all schools and families with the necessary tools to address chronic absenteeism at each KCKPS building. Attend to Achieve strives to:

- Work with district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.
- Work with buildings to provide tiered-interventions of support that will build positive relationships with schools, families, and community.

At every level, parent and family engagement is a key component of effective, comprehensive approaches to reducing chronic absence. All of us – schools, preschools, community agencies and parents themselves – can make a difference by engaging and helping families to nurture a habit of regular attendance so they can help their children realize their hopes and dreams.

KCKPS Attendance Procedures

A missed school day is a lost opportunity for students to learn. Attend to Achieve works to promote and encourage school attendance for students' learning and overall success.

Missing two days a month – excused or unexcused – can add up to a child being considered chronically absent. That is why it is extremely important to prioritize attendance and to get kids to school on time, every day.

What is an excused absence?

An excused absence is defined by the Board of Education as an:

1. Illness of the student or medical appointments
2. Urgent need of the child to be at home due to illness in the immediate family
3. Death in the family
4. Absences for religious observances
5. Participation in a district-approved or school-sponsored activity or event
6. Students whose parent or person acting as a parent, is an active duty member of the armed forces and is leaving or deploying shortly for military services. (Excused at the discretion of the administration)
7. Absences approved by the principal and prearranged by

- the parent, student, and principal
8. Absences approved by the principal and prearranged by the parent, student, and Director of Student Support Programs

What is an unexcused absence?

An absence will be classified as unexcused if it does not fit one of the USD 500 Board of Education's eight justifications for excused absences (Policy JBD) or fails to comply with the District's procedures and the State Compulsory Attendance Laws.

Examples of an unexcused absence are:

- Missed Bus
- No Transportation
- Out-of-Town
- Vacations
- Babysitting

According to the Kansas State law, a student is truant if he/she is absent without an approved excuse.

What counts as tardy?

Accumulated tardiness to school will result in an unexcused absence as defined by the Kansas statute when a child is inexcusably absent from school a significant part of the school day. If a student misses two or more hours of the school day, which shall include required conferences or detention periods; this shall be considered a significant part of the day.

It is important for families and students to know that seven (7) unexcused tardies equal one (1) unexcused absence.

Make-Up Work

It is the student's responsibility to obtain make-up assignments from teachers following an excused or unexcused absence.

Attendance Works Partnership and Resources



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence

The Kansas City Kansas Public Schools is fortunate to have a partnership between our Attend to Achieve Program and Attendance Works to work towards improving school participation and family engagement for student success. As a non-profit initiative, Attendance Works collaborates with schools, districts, states, communities and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities.

Parents are encouraged to examine resources available from Attendance Works at www.attendanceworks.org

Behavioral Health

Kansas City Kansas Public Schools is committed to the mental health and wellness of its students, their families, and the Kansas City, Kansas community. In addition to our professional school counselors, Behavioral Health Social Workers are available in each school to provide support to students who may experience behaviors or symptoms that impact their emotional health.

These social workers serve as the liaison between the home, school and outside community resources. USD 500 is dedicated to building partnerships with a variety of agencies in the community who can support the needs of our students and families. Our Behavioral Health Social Workers are an additional layer of intervention to improve the overall wellness of its student population. Students and families in need of additional services can be referred to Project Success with PACES Wyandotte County through our Behavioral Health Social Workers. Parents should reach out to their school Behavioral Health Social Worker if they need additional supports or have concerns about their students in the area of behavioral health

Behavioral Health Social Workers:

- Meet with students who are feeling intense emotions to assist with coping tools and strategies
- Provide staff with information on behavioral health signs and symptoms
- Meet with staff to problem solve behavioral challenges and offer intervention techniques to teachers
- Complete brief assessments to determine best treatment options for students experiencing behaviors or symptoms impacting a student learning
- Meet with families to provide support and resources to meet their behavioral health needs
- Connect students and families to appropriate resources in the community

How will I know if my student is struggling? *(Published in HealthyChildren.Org)*

The mental health symptoms you might see in your child will, of course, be unique to them. But as a parent or caregiver, you have a good sense of what their “normal” looks like.

In addition to more overt symptoms like mood swings, irritability, anger and tearfulness, you may see:

- Notable changes in sleep, weight, eating habits or other everyday patterns
- Loss of interest in the things they usually love or quitting activities that they enjoy
 - Withdrawing more than usual from friends, family and community
 - Canceling plans with their closest friends with little or no explanation
 - Academic struggles that seem different or more intense: for example, failing quizzes in their favorite subject or refusing to do homework that once would have seemed easy
- Running thoughts or worries that won't leave them alone
- A whole new set of friends you've never met before
- Refusing to talk about what's bothering them, even after you've made it as safe as possible to discuss hard issues openly
- Obsession with a certain goal, possibly with the belief that if they don't achieve it, their life will never be the same
- Signs of drug, alcohol or other substance use
- Signs of self-harm such as cuts, burns, bruises, etc. that your teen tries to hide or can't explain fully and credibly

- Sexual activity or interest that seems new or more intense than before

Keep in mind that having just one symptom on this list doesn't mean your teen is experiencing a full-blown crisis. Biological changes, including the hormone shifts all tweens and teens go through, can affect your child's mood, school performance and more. But if you consistently see one or more of these signs, it's time to open a conversation about mental health with your teen.

[Click Here to Read the Full Article](#)



Trauma Sensitive and Resilient Schools

A trauma-informed classroom understands the wide-spread impact of trauma, the signs and symptoms of trauma, and how individuals recover. It also is part of a larger school system that integrates knowledge about trauma into its policies and procedures, putting these into practice. It also seeks to not re-traumatize students.

The Kansas City Kansas Public Schools began the Trauma Sensitive and Resilient Schools initiative in partnership with Wyandotte Health Foundation to create a trauma sensitive school district and build resilience within the youth served in USD 500.

Additionally, the program seeks to empower teachers, counselors, administrators and all school staff to utilize a preventative approach to trauma when a student exhibits emotional distress. Targeted professional development is provided to staff members with the training and tools needed to be trauma sensitive and trauma informed in order to foster an educational experience and culture where all may learn and thrive while being prepared for a global society.

Why does this matter?

Preventing and responding to the impact of trauma, adverse childhood experiences (ACEs) and toxic stress improves cognitive skills, felt safety and the overall health of students. This results in improved educational environments and prevents barriers to learning such as discipline referrals, classroom fatigue, absenteeism and staff turnover.

How does this work?

Trauma Sensitive Schools strategies buffer the impact of violence, abuse, and other adverse experiences. Targeted strategies promote safe school environments, build social/emotional skills and link students with community services. Trauma sensitive schools enhance student achievement and prosperity.

What promotes it?

Building awareness of trauma, ACEs, and toxic stress improves the use of strategies that enhance safety, social and emotional learning, adult self-care, behavioral healthcare and family and community partnerships. These strategies build students' resilience and promote learning, health and prosperity outcomes.

What impedes it?

The general public has limited information about trauma, ACEs, and toxic stress. This creates hesitation to engage in trauma sensitive strategies, organize funding and develop the partnerships needed to address these issues. Though they directly impact school achievement, addressing the larger social determinants is complex and requires alignment with larger community efforts.

Five Core Principles of a Trauma Informed Community

Safety - Ensure physical and emotional safety, recognizing and responding to how racial, ethnic, religious, sexual, or gender identity may impact safety throughout the lifespan

Trustworthiness - Foster genuine relationships and practices that build trust, making tasks clear, maintaining appropriate boundaries and creating norms for interaction that promote reconciliation and healing. Understand and respond to ways in which explicit and implicit power can affect the development of trusting relationships. This includes acknowledging and mitigating internal biases and recognizing the historic power of majority populations

Choice - Maximize choice, addressing how privilege, power, and historic relationships impact both perceptions about and ability to act upon choice.

Collaboration - Honor transparency and self-determination, and seek to minimize the impact of the inherent power differential while maximizing collaboration and sharing responsibility for making meaningful decisions

Empowerment - Encouraging self-efficacy, identifying strengths and building skills which leads to individual pathways for healing while recognizing and responding to the impact of historical trauma and oppression

Building Resiliency At Home *(adapted from <https://www.apa.org/helpcenter/resilience.aspx>)*

Resilience is the ability to adapt well to trauma, tragedy, threats or other sources of stress. Resilience is like a muscle, and building it can help children manage stress and feelings of anxiety. We all can develop resilience, and we can help our children develop it as well. Here are some things you can try at home:

1. **Make connections** - Teach your child how to make friends. Encourage your child to be a friend in order to get friends. Build a strong family network to support your child through his or her challenges.
2. **Help your child by having him or her help others** - Children who may feel helpless can be empowered by helping others. Engage your child in age-appropriate volunteer work, or ask for assistance yourself with some task that he or she can master.
3. **Maintain a daily routine** - Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage your child to develop his or her own routines.
4. **Take a break** - While it is important to stick to

routines, too much worry can increase stress. Be aware of what your child is exposed to that can be troubling, whether it be news, the Internet or overheard conversations, and make sure your child takes a break from those things.

5. **Teach your child self-care** - Make yourself a good example, and teach your child the importance of making time to eat properly, exercise and rest. Make sure your child has time to have fun, and make sure that your child hasn't scheduled every moment of his or her life with no "down time" to relax. Caring for oneself and even having fun will help your child stay balanced and better deal with stressful times.
6. **Move toward your goals** - Teach your child to set goals and then to move toward them one step at a time. Moving toward that goal and receiving praise for doing so will focus your child on what he or she has accomplished rather, and can help build resilience to move forward in the face of challenges.
7. **Nurture a positive self-view** - Help your child remember ways that he or she has successfully handled stress in the past and then help him understand that these past challenges help him build the strength to handle future challenges. Help your child learn to trust himself to solve problems and make appropriate decisions. Teach your child to see the humor in life, and the ability to laugh at one's self.
8. **Keep things in perspective and maintain a hopeful outlook** - Even when your child is facing very painful events, help him look at the situation in a broader context and keep a long-term perspective. Although your child may be too young to consider a long-term look on his own, help him or her see that there is a future beyond the current situation and that the future can be good.
9. **Look for opportunities for self-discovery** - Tough times are often the times when children learn the most about themselves.
10. **Accept that change is part of living** - Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable.



Click Here
to Read the Full
Article



ESOL/Migrant Services

The Kansas City Kansas Public Schools value the rich diversity of cultures and languages that our students bring to the classroom. Spanish is the primary language for the majority of our ELs, but other languages include Karen, Burmese, Nepali, Swahili, and Kinyarwanda.

USD 500 serves over 9,500 English Learners (ELs) in early childhood through 12th grade with a variety of ESOL services tailored to meet the unique academic language needs of each student. The Department of ESOL and Migrant Programs is housed within the Division of Student Services and Family Support to help our students and families to reach their full potential.

The goal of the English for Speakers of Other Languages (ESOL) program is to ensure that each English learner develops linguistically, academically, and cognitively within a socially and culturally supportive environment so that students may meaningfully participate in all curricular areas.

Our district supports our English Language Learners in a variety of ways. An English Language Learner may experience one or more of these supports:

- **Intensive Language Centers:** The purpose of the Intensive Language Centers (ILC) are for students new to the country to gain the cultural, social, and language skills necessary to navigate successfully in American classrooms and schools. Intensive language support is provided in a safe / sheltered classroom environment for the majority of the day with opportunities to work with English speaking peers through mentorship and participation in electives / specials. When a student is ready to move out of the ILC, he/ she will return to his/her home school.
 - The ILCs are located in the following buildings:
 - High School - Washington
 - Middle School - Central
 - Elementary - Frances Willard (2nd - 5th)
 - Elementary - Eugene Ware (3rd-5th)
- **Direct Service Language Courses (English Language and Fundamentals of English Language):** Instruction will focus around gaining LANGUAGE skills (reading, writing, listening, and speaking) to be successful in content courses. This support is available primarily at the secondary level.
- **Sheltered Courses:** The students in these courses have acquired the necessary LANGUAGE skills, but still need the scaffold supports provided by sheltered instruction to meet the content specific standards. This support is available primarily at the secondary level.
 - **Co-Teaching:** Students in a co-teaching classroom will receive instruction from two instructors: one being the content expert and the other being the language instructor. This method can be achieved in a variety of ways.
 - **Mainstream Courses:** Students in these courses will receive content instruction with significantly reduced language scaffolds. They may receive support services through push-in support by an ESOL Instructional aide or through consultative services by an ESOL staff member.

Migrant Education Program

Since 1967, the Kansas Migrant Education Program (MEP) has been working to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this, the MEP supports educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves.

As part of the Kansas State Department of Education, the Kansas MEP is federally funded under Title I, Part C of the No Child Left Behind Act of 2001. Children who qualify for the program are identified and recruited by local agencies (or “projects”) throughout the state, and the local projects are responsible for providing services to children enrolled in the program.

Migrant families tend to be a highly mobile population and migrant lifestyle creates many obstacles for migrant children. To support students and families, the Kansas State Department of Education helps the local educational agencies by providing the following:

- Support for high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children benefit from all state and local programs.

USD 500 Migrant Team Services include:

- Before and After School Instruction (Reading or Math)
- Health Services referrals
- Advocacy Counseling
- Nutrition Assistance
- Clothing Closet Referrals
- Progress Monitoring for Graduation
- Instructional Support in School
- Family Involvement Impact Activities
- Educational Supplies

USD 500 Bilingual Outreach Team Services include:

- Home visits and advocacy
- Support at Family Events
- Community Partnerships and parent resources
- Translation of documents
- Interpretation (not IEP meetings)
- Enrollment support

Scan the QR code below to view the KCKPS ESOL/Migrant Services Webpage:



Kansas MEP
Scan the QR code below to view the Kansas Dept. of Education's Migrant Education Program Website:



Family Advocacy

In the Kansas City, Kansas Public Schools, we believe that a parent is the student's first teacher, and that positive relationships between families, teachers and students will help students to be successful. Family Advocacy is the vehicle that the district uses to strengthen relationships with parents.

The district recognizes that students need support at home to be successful in school. So, KCKPS has created the Family Advocate System to create a home-school connection. Each professional and support staff person is assigned to approximately 12 to 17 students and their families. The staff/family relationship lasts the entire time the students attend the school. This means that the key adults in each student's life have ongoing contact with one another, communicating about the student's academic and personal needs. The district has implemented the Family Advocate System in all of its schools.

What happens in Family Advocacy:

- A professional team member at the school will meet at least 30 minutes each week designated for Family Advocacy time.
- Family Advocates facilitate prosocial skills during that time using Second Step curriculum for Early Childhood through 8th grade and Overcoming Obstacles at the High Schools.
- Meet and orient new students to the school
- Work with students and families to identify interests, build strengths and work through problems.
- Support students' academic and behavior progress using a continuous stream of information from other teachers, the school and the district.
- Plan and lead at least two meetings each year with each student and parents or guardians.
- Get in touch with each family at least once a month.
- Help other faculty and staff work effectively with the student.



Health Services

When children are healthy, they can learn better.

At Kansas City Kansas Public Schools, we are committed to the health and wellness of our students and our community. School Nurses at Kansas City Kansas Public Schools support student learning by promoting health and safety at each preschool, elementary, middle and high school. School nurses function as part of the school's multidisciplinary team to bridge the gap between health, wellness, and learning.

The district's health policies and procedures have been developed with a focus on safety. KCKPS will maintain a safe and healthy school environment by following best practices and recommendations from the Wyandotte County Public Health Department. At each school, our nursing staff promote health and safety through the following:

- Identifying health needs and coordination of care;
- Implementation of audits and communicable disease control including maintaining immunization records;
- Caring for all ill or injured staff and students, which may include calling 911;
- Performing nursing procedures, including medication administration, catheterization, and tube feedings;
- Conducting vision, hearing, and medical screenings;
- Serving as a liaison between the home, school, and community.
- Parental cooperation, working with the school to foster good health, is needed in order to provide these services. Families can help maintain a healthy school environment in the following ways:
 - Students should remain home if they are not feeling well or are sick.
 - Parents are encouraged to check their child's temperature before they leave home. Children with a temperature of 100.0° F or greater should remain home until they are fever-free without the use of fever-reducing medications (Tylenol, Motrin, or generic equivalent) and symptom-free for 48 hours. Students with a temperature greater than 100.0°F may be sent home if they have other symptoms of illness.
 - If your child is sick and you aren't sure if it's allergies or a virus, you should keep him or her home. Since the symptoms are similar with both, making sure your child does not spread a virus around school is the right thing to do.
 - If your child becomes sick at home, please notify the school nurse or attendance secretary of the reason for their absence. This will help the school nurse monitor for an increase in illness among students.
 - Update their contact information and designate an emergency contact in case a child becomes ill while at school. Due to the pandemic, sick children must be picked up within 45 minutes of being identified as being ill to avoid exposing others. Parents should have a back-up plan if they cannot pick up their child within 45 minutes.
- Provide immunization records and update records as needed, to maintain state requirements for school attendance.

Medication Policy

- All student medications, must be administered through the nurse's office under the supervision of the school nurse or delegate. Medications must be in their original container labeled with the student's name and dosing information.
- All prescribed medications require a doctor's note and parent's authorization, which should be updated every school year.
- All over-the-counter medications must be in their original container and requires a medication authorization form on file signed by the parent.
- One exception exists to the above policy:
- Student who have asthma or allergies may carry and self-administer emergency medication, when there

Is written parent and physician signatures specifying name and purpose of medication, prescribed dosage, conditions under which the medication is to be self-administered, and verification that the student has been instructed in self-administration, etc.

Other Student Health Information

Additional information regarding health policies including access to forms (e.g. medication forms) can be found on the district website. Click on departments, then Health Services.

Scan the QR code below to view the KCKPS Health Services Webpage:



McKinney-Vento Program

The McKinney-Vento Act provides rights and services to children and youth experiencing homelessness, which includes those who are: sharing the housing of others due to loss of housing, economic hardship, or a similar reason; staying in motels, trailer parks, or camp grounds due to the lack of an adequate alternative; staying in shelters or transitional housing; or sleeping in cars, parks, abandoned buildings, substandard housing, or similar settings.

Under the McKinney-Vento Act, every local educational agency is required to designate a liaison for homeless children and youth. The local educational agency liaison coordinates services to ensure that homeless children and youths enroll in school and have the opportunity to succeed academically.

The McKinney-Vento team for USD 500 are a part of the Student Support Programs Department and act as the liaisons for students experiencing homelessness who are able to carry out the duties described in the law. Key duties include:

- Ensuring that homeless children and youth are identified and enrolled in school, and have a full and equal opportunity to succeed in school.
- Ensuring school personnel receive professional development and other support.
- Ensuring that unaccompanied homeless youth are informed, and receive verification, of their status as independent students for college financial aid.
- Ensuring that homeless children, youth, and families receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.
- Disseminating public notice of McKinney-Vento rights in locations frequented by parents and youth, in a manner and form understandable to them.

Some partner resources for families needing assistance:

- **Homeless Hotline:** 816.474.4599
- **SOS Youth Hotline:** 913.324.3619
- **Domestic Violence Hotline:** 816.HOTLINE or 816.799.SAFE
- **United Way:** 211 or 816.474.5112
- **MOCSA (Sexual Assault Hotline):** 816.931.4572
- **Public Housing Information:** 913.281.3300
- **Department for Children and Families (DCF):** 913.279.7000
- **Safe Place (24 hour Youth Crisis Hotline):** 816-741-8700
- **Avenue of Life:** 816-797-6101
- **Restart Inc.:** 816-842-1199
- **Synergy Services:** 816-587-4100

Scan the QR code below
to view the KCKPS
McKinney-Vento
Webpage:



The Student Code of Conduct

The Student Code of Conduct is adopted by the USD 500 Board of Education each year to help create a safe and supportive learning environment for all students and school personnel. The handbook contains the Student Code of Conduct (SCOC), which sets forth clear expectations for responsible student behavior. The Code of Conduct is situated within the work of the Discipline and Hearing Office of the Student Support Programs Department.

We ask that parents or guardians review the SCOC with their children and encourage their children to make responsible decisions and engage in safe, respectful behavior that promotes learning. The code is developed and aligned to the Kansas Social, Emotional, and Character Development Standards which encourages our students to be:

- **Caring and civil**
- **Make healthy decisions**
- **Problem solve effectively**
- **Value excellence**
- **Be respectful and responsible**
- **Be good citizens**
- **Be empathetic and ethical individuals**

The code outlines the high, fair and clear principles for our community of learners in the Kansas City, Kansas Public Schools. A strong connection exists between Social, Emotional and Character Development (SECD), school behavior, and academic performance. Social and emotional factors relative to student success promote a healthy school. Social, Emotional and Character Development (SECD) provides a foundation for our community of learners, which positively impacts student's feelings of connectedness and creates a sense of autonomy about their schooling and other aspects of their lives. Students will gain a sense of competence that encompasses academic, emotional and physical safety for each child to succeed and be college and career ready.

Students are expected to exhibit appropriate behavior by following all school rules and Board policies. It will take the collective efforts of students, parents, teachers, and administrators to create a safe learning environment where all students can excel.

The Student Code of Conduct has been written to illustrate that there are levels of responses within Class I, II, III, and IV offenses. Below is an overview of each class. Each section of the code further defines the offenses, intervention and responses.

Class I offenses include a wide range of behaviors that disrupt the learning environment. The classroom teacher is the first level of intervention to correct Class I behaviors. In most cases, response strategies used by the teacher will be sufficient to bring the student's behavior to an acceptable level. For Class I behaviors, a short-term or long-term out of school suspension will not be assigned for any grade level.

Class II offenses are behaviors that tend to seriously disrupt the learning environment. A Class II offense may warrant an office referral. Administrative responses may include a menu of in school interventions as well as short term suspension depending on the severity of the incident. A long-term suspension or an expulsion will not be assigned as a response in Class II.

Class III offenses are behaviors that may seriously jeopardize school order and security. School officials will treat these behaviors very seriously. Accordingly, the responses in Class III may include, but are not limited to, short-term and/or long-term suspension.

Class IV offenses are behaviors considered criminal acts that seriously jeopardize school order and security. Class III or IV offenses, are behaviors that will require a reentry plan be created before the student returns from long term suspension or expulsion so that strategies can be implemented immediately upon the student's return to school. This can include mediation or additional strategies to restore the relationships.

Search and Seizure on USD 500 Campuses

To maintain order and discipline in the schools, school officials are empowered to conduct searches of students and school property. Accordingly, students who bring contraband on to school property or to school-related activities may be searched in order to secure the school environment so learning can take place, and to protect students, staff and visitors from any potentially harmful effects stemming from the contraband. The Administration may utilize reasonable suspicion searches, metal detectors and canines as necessary to carry out and further the objectives of this policy. A student's failure to submit to searches and seizures as provided in this policy will be considered grounds for disciplinary action up to and including expulsion.

Parent and Student Rights to Written Notice and Due Process

Written Notice Of Short-Term Suspension

A written notice on Form A (see Policy JDD-2) of any short-term suspension and the reason therefore shall be given to the student involved and provided to the student's parents or guardian if the student is under 18 years of age, within 24 hours after such suspension has been imposed. In the event the student has not been afforded a hearing prior to the short-term suspension, an informal hearing shall be provided as soon thereafter as practicable but in no event later than 72 hours after such short-term suspension has been imposed (K.S.A.72-8902c.)

Long-Term Suspension and Expulsion Procedure

No long-term suspension and no expulsion shall be imposed upon a student until opportunity for a formal hearing on such suspension or expulsion shall be afforded to such student.

Written Notice Of Long-Term Suspension Or Expulsion

A written notice of any proposal to long-term suspend or to expel from school and the charges upon which the same is based shall be given to the student proposed to be suspended or expelled and given or sent to the student's parents or guardian if the student is under 18 years of age at least two days prior to the hearing. It shall be sufficient if the notice is mailed to the address on file in the school records of the student. In lieu of mailing the written notices, the notices may be personally delivered.

Such notice shall be prepared using Form B (see Policy JDD) and shall state the time, date and place where the student will be afforded an opportunity for a formal hearing. The failure of the student to attend the hearing will result in a waiver of the student's opportunity for the hearing.

The hearing date shall be no later than 10 days after the student has been given the notice of the proposed long-term suspension or expulsion.

Such notice shall be accompanied by a copy of the

Kansas Student Suspension and Expulsion Law (K.S.A. 72-8901 - 72-8908) and Board Policy. The place of the formal hearing on a long-term suspension or expulsion shall be at the school, which has proposed that the student be suspended or expelled. A formal hearing shall be conducted by any person or committee of persons authorized by the Board of Education to conduct a hearing. K.S.A. 72-8902(d)

Due Process Requirements For Formal Hearings

The formal hearing provided by the UDS 500 Hearing Officer and any hearing on appeal to the Board of Education shall include the following due process requirements:

- The right of the student to have counsel of the student's choice.
- The right of the parents or guardian of the student to be present at the hearing.
- The right of the student to hear or read a full report of testimony of witnesses.
- The right of the student and the student's counsel to confront and cross-examine witnesses who appear in person at the hearing.
- The right of the student to present the student's own witnesses.
- The right of the student to testify on the student's own behalf and give reasons for the student's conduct.
- The right of the student to have an orderly hearing.
- The right of the student to a fair and impartial decision based on substantial evidence. K.S.A. 72-8903.

Appeal of Long-Term Suspension or Expulsion

Any student who has been long-term suspended or expelled, or one of the student's parents or guardians, may appeal such suspension or expulsion to the Board of Education by filing a written notice of appeal with the clerk of the Board of Education within 10 calendar days after receiving the written notice of the results of the hearing as specified in Policy JDD-4.

Any such appeal shall be heard by the Board of Education or by a hearing officer appointed by such board, no later than 20 calendar days after such notice of appeal is filed. The student and the student's parents or guardians shall be notified in writing of the time and place of the appeal hearing at least 5 days prior thereto. In all long-term suspension or expulsion cases appealed to the Board of Education, there shall be made a record of the appeal hearing (K.S.A. 72-8904(b)).

The Board of Education shall render its decision on any extended-term suspension or expulsion appeal not later than five (5) days after the conclusion of the appeal hearing (K.S.A. 72-8904(b)).

For the purpose of conducting a hearing on a long-term suspension or expulsion appeal to the Board of Education, the Board may appoint one or more hearing officers. Such hearing officer shall be a member of the Board of Education or a certificated employee of the District.

After hearing an appeal, the designated hearing officer shall prepare a written report to the Board of Education. After receiving such a report, the Board of Education shall determine the outcome of the appeal, with or without additional hearings (K.S.A.72-8904(c)).

Scan the QR code below
to view the entire KCKPS
Code of Conduct:



Bullying

Definition of Bullying

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property;
2. Occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - Interferes with a student's educational opportunities; or
 - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school;

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The Kansas City Kansas Public Schools is committed to providing a safe and nurturing learning environment for all individuals by educating parents, students, and community members on bullying, harassment and school threats. To report any concerns regarding bullying or harassment please use the QR code below. You may choose to report anonymously.

Scan the QR code below to view the report student bullying anonymously:



4 Types of BULLYING

PHYSICAL Bullying

Hitting, kicking, slapping, pinching, spitting, tripping, pushing, blocking

Stealing or destroying someone's possessions

Making mean or rude hand gestures

Touching in unwanted & inappropriate ways

VERBAL Bullying

Name calling

Insults

Teasing

Intimidation

Homophobic or racist remarks

Inappropriate sexual comments

Taunting

Threatening to cause harm

SOCIAL Bullying

Lying & spreading rumors

Leaving someone out on purpose

Telling others not to be friends with someone

Embarrassing someone in public

Damaging someone's social reputation or relationships

CYBER Bullying

Posting/sending hurtful texts emails or posts, images or videos

Making online threats
Imitating others online or using their log-in

Deliberately excluding others online

Spreading nasty gossip or rumors

Helpful Links

PACER's Teens Against Bullying

Scan the QR code below to go to this website



PACER's Kids Against Bullying

Scan the QR code below to go to this website



Secondary Activities

Scan the QR code below



Elementary Activities

Scan the QR code below





See something.



Hear something.



Say SOMETHING!

Report

Threats of School Violence

1 (877) 626-8203

Kansas School Safety Hotline



Acts of Bullying

1 (800) CHILDREN

Parent and Youth Resource Hotline



Suspicious Activity



<https://www.kbi.ks.gov/sar>
Suspicious Activity Report (SAR)



Kansas leads the world in the success of each student.



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

The Department of Special Education/Wy-Co Special Education Cooperative

Special education and related services are provided to eligible students with special needs from birth to 21. Special education in the Kansas City Kansas Public Schools is specially designed instruction that enables students to make optimal educational growth in our schools.

Special education services are present within each school and are an integral part of USD 500. The KCKPS philosophy is reflected in the vision of “Empowering all students with exceptionalities to reach their potential in school and the community”. The department advocates for students with disabilities to receive inclusive instruction with their non-disabled peers and support them in their learning.

The USD 500 Department of Special Education also coordinates the Wyandotte Comprehensive Special Education Cooperative which offers a full range of special education services to children and families in the Kansas City, Kansas, Bonner Springs, and Piper School Districts.

Special education services are integrated into the district’s educational program. Eligibility for special education under the Individuals with Disabilities Act (IDEA) or eligibility under Section 504 of the Rehabilitation Act is determined by the Student Intervention Team (SIT) referral process or screening and evaluation process in the early childhood setting.

Our goal is to provide a free and appropriate education to each child with an exceptionality who is a resident of the Wyandotte Comprehensive Special Education districts.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reauthorized by Congress and signed into law by President Bush in December 2004, the federal Individuals with Disabilities Act (IDEA-04) guides all special education practices in the United States. IDEA-04 mandates that each student identified as eligible for special education services receive a “free and appropriate public education” in the “least restrictive environment” and be afforded “due process rights” as delineated in the legislation.

The Kansas City Kansas Public Schools uses compliant practices as described in the Kansas Special Education Process Handbook that is published by the Kansas State Department of Education, which is available online. The Kansas Special Education Process Handbook was developed to provide guidance, resources and support necessary for those professionals who work to improve results for exceptional children. The information provided in the Kansas Special Education Process Handbook attempts to clarify and define legal requirements of the law and regulations. Each chapter includes a brief overview specifying requirements that are particular to Kansas. In addition, each chapter includes links to valuable resources, sample forms and references.

Scan the QR code below to view the Kansas Special Education Process Handbook



State and federal regulations have been established to define children with exceptionalities. "Exceptional children" means children with disabilities and children identified as gifted. Exceptionality categories include:

- Autism
- Blindness/Visual Impairment
- Deaf - Blindness
- Developmental Delay
- Emotional Disturbance
- Gifted
- Hearing Impairment/Deafness
- Intellectual Disability
- Learning Disability
- Multiple Disabilities
- Orthopedic impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury

Free and Appropriate Public Education/Related Services

Each school district must make a free, appropriate public education (FAPE) available to all children with exceptionalities. One of the most important considerations for individualized education program (IEP) teams is the special education, related services, and supplementary aids and services to be provided to the child or on behalf of the child. The IEP team must also consider the program modifications or supports for school personnel that will be provided on behalf of the child. All services and supports are provided to enable the child: (1) to advance appropriately toward attaining the annual goals; (2) to be involved in and make progress in the general education curriculum, or appropriate activities for children ages 3 -? 5; (3) to participate in extracurricular and other nonacademic activities; and (4) to be educated and participate with their nondisabled peers to the maximum extent appropriate, in all of these activities. Related services are developmental, corrective, and supportive services required to assist a child, who has been identified as a child with an exceptionality, to benefit from special education services.

Kansas Regulation, K.A.R 91-40-1(ccc) includes the following as related services:

- Art therapy
- Assistive technology devices and services
- Audiology
- Counseling services
- Dance movement services
- Early identification and assessment of disabilities
- Interpreting services
- Medical services for diagnostic or evaluation purposes
- Music therapy
- Occupational therapy
- Orientation and mobility services
- Parent counseling and training
- Physical therapy
- Recreation, including therapeutic recreation
- Rehabilitation counseling services
- School health services
- School nurse services
- School psychological services
- School social work services

- Speech and language
- Transportation
- Other developmental, corrective or supportive services

The Infant-Toddler Services Program

The Individuals with Disabilities Education Act (IDEA) mandates special education for children from birth through age 21. A section of this law (Part C) sets guidelines for services for infants and toddlers with disabilities. The State of Kansas administers these services through the Department of Health and Environment (KDHE), and Kansas City Kansas Public Schools serves as the lead financial agency for the Wyandotte County Infant Toddler Program (WYCO ITS). WYCO ITS serves all eligible children in Wyandotte County including children residing in the Turner, Bonner Springs, Edwardsville, and Piper school district boundaries.

Who Is Eligible for Services?

Infant-Toddler Services are provided to all eligible children through age 36 months and their families. Eligibility is determined by a multi-disciplinary evaluation which demonstrates the child has a 25% delay in one developmental area, or a 20% developmental delay in two or more developmental areas or a diagnosed condition from a medical provider that is likely to result in such a delay. Wyandotte County Infant Toddler Services program serves all eligible children who reside in Wyandotte County, KS. Approximately 600 children and families receive services annually through this program.

Services Provided

A variety of services are named in the Part C regulations and must be available if needed. In practice, most children and families' needs are met by one or more of the following services: Developmental Intervention, Speech Language Services, Occupational Therapy, and Physical Therapy, Social Work, or Vision and Hearing Services.

The focus of all services is to increase the capacity of families to work toward identified outcomes with their own children in the child's natural environment. Parents are collaborative partners in designing strategies and interventions and supporting growth between home visits. An Individualized Family Service Plan (IFSP) is written with each family. As a part of every plan, one of the service providers will assume the role of Family Service Coordinator (FSC). The FSC is responsible for monitoring the IFSP process and connecting the family to other resources necessary to meet their needs.

Where are the Services Provided?

In accordance with best practices and state and federal regulations, children are served in their natural environments to the maximum extent possible. This is defined as being a place where children would naturally be if they did not have a disability. Most often, this is the family home or childcare setting, but could include other community settings, as well.

For more information on Special Education services please visit our webpage.

Scan the QR code below to view the Kansas Special Education Process Handbook



Emergency Safety Interventions

The Board of Education is committed to limiting the use of Emergency Safety Interventions (ESI), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

The board of education follows ESI statutes/regulations established by the State of Kansas and Kansas State Department of Education. Board policy and practices shall follow and reflect any changes made in statutes/regulations governing the use of ESI.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook.

Definitions (See K.A.R. 91-42-1)

"Emergency Safety Intervention" is the use of seclusion or physical restraint but does not include physical escort or the use of time-out.

"Seclusion" means placement of a student in a location where the following criteria are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.

"Chemical Restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

"Mechanical Restraint" means any device or object to limit a student's movement.

Parent means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 721046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the foster parent's child is a student with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

"Physical Restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.

"Physical Escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of student who is acting out for the purpose of inducing the student to walk to a safe location.

"Time-Out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

"Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A.-8222, and amendments thereto.

"Law enforcement officer" and "police officer" means a

full-time or part-time salaried officer or employee of the state, a county or a city, whose duties include the prevention or detection of crime and the law enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus officer.

“Legitimate law enforcement purpose” means a goal within the law authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.

“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Any restraint that obstructs the student’s airway;
- Any restraint that impacts a student’s primary mode of communication;
- Using chemical restraints, except as prescribed treatment of a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by law enforcement officers to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. When less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employees witnessing the student’s behavior prior to the use of ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student’s licensed health care provider, a copy of which has been provided to the school and placed in the student’s file.

Such written statement shall include an explanation of the student’s diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding

the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent.

Such room shall be free of any condition that could be a danger to the student and shall be well ventilated and sufficiently lighted.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee's position.

Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

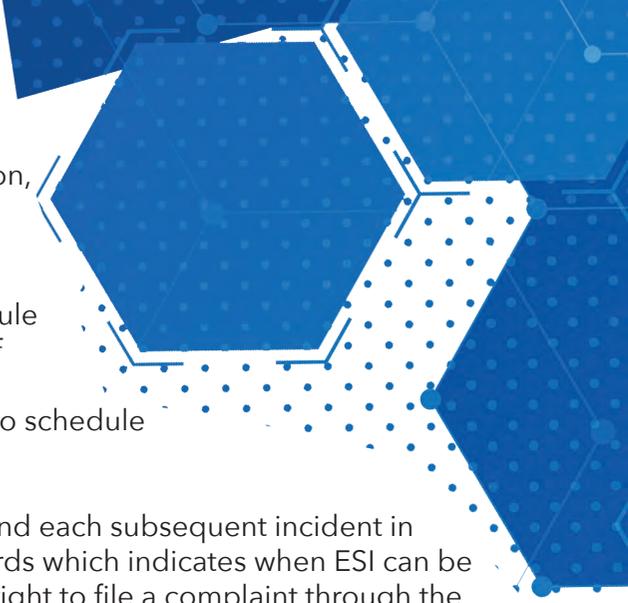
Each school building shall maintain written and electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent, on the same day the emergency safety intervention was used. If the school is unable to contact the parent, the principal or designee shall attempt to contact the parent using at least two methods of contact. The same day notification requirement shall be deemed satisfied if the school attempts at least two methods of contact. A parent may designate a preferred method of contact to receive the same day notification. A parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. This documentation shall include:

- The events leading up to the incident;
- Student behaviors that necessitated the emergency safety intervention;
- Steps taken to transition the student back into the education setting;
- The date and time of the intervention, the type of

- 
- intervention, the length of time the intervention was used, and the school personnel who participated in or supervised the intervention, and any other information required by statute or regulation.
- Space or an additional form for parents to provide feedback or comments to the school regarding the incident;
 - A statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of emergency safety interventions; and
 - Email and phone information for the parent to contact the school to schedule the emergency safety intervention meeting.

The parent shall be provided the following information after the first and each subsequent incident in which an ESI is used during each school year: (1) a copy of the standards which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and, the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident involving the use of emergency safety intervention the foregoing information shall be provided in printed form, or upon the parent's written request, by email. Upon occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school staff shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an ESI, or report to the state department of education any law enforcement use of an ESI. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer used of emergency safety intervention, each building shall maintain documentation any time ESI is used with a student.

Such documentation must include all of the following:

- Date and time of the intervention
- Type of emergency safety intervention,
- Length of time the intervention was use,
- School personnel who participated in or supervised the ESI.
- Whether the student had an IEP at the time of the incident,
- Whether the student had a Section 504 plan at the time of the incident, and
- Whether the student had a behavior intervention plan at the time of the incident.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within ten (10) school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student who has an IEP or a Section 504 plan, such student's IEP team or section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral analysis, develop a behavior intervention plan or amend either if already in existence. For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for an evaluation under the special education for exceptional children act, K.S.A. 72-961 et seq., and amendments thereto. For students who have an IEP program and are placed in a private school by a parent, a meeting called shall include the parent and the private school, who shall consider whether the parent should request an IEP team meeting. If the parent requests an IEP team meeting, the private school shall help facilitate such meeting.

For the student who does not have an individual education program (IEP) or section 504 plan, the parent and school shall discuss the incident and consider the appropriateness of a referral for an evaluation under the special education for exceptional children act, K.S.A. 72961 et. seq., and amendments thereto, the need for a functional behavioral analysis or the need for a behavior intervention plan. Any meeting called shall include the student's parents, a school administrator for the school where the student attends, one of the student's teachers, a school employee involved in the incident and such other school employees designated by the school administrator as appropriate for such meeting.

The parent shall determine whether the student shall be invited to any meeting called. The time for calling such a meeting may be extended beyond the 10 school day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such resources.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The Board of Education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or superintendent before filing a formal complaint with the Board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or superintendent, the parents may submit a formal written complaint to the Board of Education by providing a copy of the complaint with the clerk of the board and the superintendent within 30 days of the date on which the parent was informed of the use of the emergency safety intervention.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommendation action to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school and the state department of education and shall be mailed to the parents and the state department within thirty (30) days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.





Parent's Right To Know Title I Annual Notification

Kansas City, Kansas Public Schools operates under the Title I federal guidelines as provided under the Every Student Succeeds Act (ESSA) of 2015. One of the key provisions of this federal plan is to make sure schools have the most highly qualified teachers in the classrooms possible. Should you wish to receive information about the qualifications of your child's classroom teachers, ESSA allows you to ask your school to provide the following information:

- Whether your child's teacher has met state qualifications and licensing criteria for the grade levels and subjects taught;
- Whether the teacher is teaching under emergency / other provisional license or whether licensing criteria have been waived;
- The teacher's degree major and any other graduate certification or degree held;
- Whether the child is provided services by a paraprofessional and, if so, their qualifications; and,
- How your child performed on the Kansas reading, math, and writing assessments.

If you would like to receive any of this information, please contact the district's Human Resources office at 913.279.2261.

You will receive your child's yearly spring state assessment scores once when they become available.

Please contact your child's school if you would like to request further information about your child's assessment scores or school information.

Scan the QR code
below to view the
district's KSDE
Report Cards





Standard Complaint Resolution Procedure For **Every Student Succeeds Act (ESSA)**

Kansas City, Kansas Public Schools operates under the Title I federal guidelines for all programs administered by the Department of Elementary and Secondary Education under the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95).

This act requires states to adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the federal programs (Title I.A, Title I.C, Title I.D, Title II.A, Title III, Title IV.A, Title V.B).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department of Elementary and Secondary Education may file a complaint.

The complaint will be addressed and resolved in accordance with the complaint procedures (District Board Policy KN) using the procedure below:

1. Please speak with your child's teacher. Have a conversation with the teacher regarding the issue and/or concern.
2. Please speak with your child's school counselor for additional support.
3. Please speak with the school principal or assistant principal if the issue has not been resolved and/or continues.
4. Contact the Federal Programs Central Office Administrator if there has not been satisfactory resolution with the Building Administrator.
5. Contact the Superintendent's Office if the matter was not satisfactorily resolved.
6. Contact the Board of Education if you continue to have concerns.
7. Contact the Kansas State Board of Education to appeal the final decision from the school Board of Education.

If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Kansas State Department of Education may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Kansas State Department of Education may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Media Waiver/Internet Publishing

Throughout the school year, different media groups (television stations, local newspapers, school production classes, district communications staff, etc.) will produce stories about activities and events happening in the Kansas City, Kansas Public Schools. These articles may include photographs and video that may be posted on the Internet, or printed or aired on television and cable stations. In addition, schools or the district may want to include news about activities and events on their own websites.

Parents who DO NOT want their child(ren) to be photographed or videotaped for news media or school publicity purposes, should complete a "Media Opt-Out Form" on Infinite Campus by utilizing the QR code on this page. The completed forms will be kept on file in Infinite Campus and at your child's school..

Annual Notice to Parents Authorized Student Data Disclosures

Certain student data of Kansas City, Kansas Public Schools students is stored and maintained in statewide longitudinal data systems. A law was passed in 2014 that requires districts to provide annual notice to parents concerning when a school district is allowed to disclose student data maintained in a statewide longitudinal data system to third parties.

Scan the QR code
below to go to Infinite
Campus



The district may disclose:

- Student directory information maintained in a statewide longitudinal data system when necessary and the student's parent or legal guardian has consented in writing
- Directory information maintained in a statewide longitudinal data system to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services or similar services
 - Any student data information from a statewide longitudinal data system requiring disclosure pursuant to state statutes
 - Student data maintained in a statewide longitudinal data system pursuant to any lawful subpoena or court order directing such disclosure
 - Student data maintained in a statewide longitudinal data system to a public or private postsecondary educational institution for purposes of application or admission of a student to such postsecondary educational institution with the student's written consent.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents, and students over 18 years of age, certain rights concerning a student's school records.

They have the right to:

- Look at and review the student's school records within 45 days of the day they make a request. A written request should be given to the school principal that identifies the record(s) they wish to look at. The principal will tell them within 45 days the time and place where the records may be seen.
- Ask for a change to the student's school record that they think is not correct or is misleading. A letter to the school principal should explain why the record is not correct and clearly identify what part of the record needs to be changed. If the school does not change the record, parents (or eligible students) have the right to a hearing.
- Approve the release of identifiable information contained in the student's school records, except for information that FERPA can release without having permission. One permitted exception is for the release of information to "school officials" with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. School officials have legitimate educational interests if they need to examine a school record in order to complete a task.
- File a complaint with the U.S. Department of Education about suspected failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202-5920

Kansas Open Records Act (KORA)

The Kansas Open Records Act (KORA) requires most records that are made or kept by public schools or community colleges to be open to the public.

This law makes openness the rule, but recognizes that there are times when individual privacy interests or competing public interests override the public right to know. Private individuals can bring an action in the district court to enforce their rights under the Kansas Open Records Act. Actions can also be brought by the county attorney, the district attorney, or the Kansas Attorney General. Although schools or community colleges can be fined for intentionally violating KORA, injunctions and other orders to enforce the purposes of KORA are the most common remedies.

Kansas City, Kansas Public Schools Notice of Non-Discrimination

Policy Statement

The Kansas City, Kansas School District does not discriminate, and is required by law not to discriminate, on the basis of race, color, religion, sex/gender (to include orientation, identity or expression), national origin, age, handicap, or disability, or any other basis prohibited by law in admission, access to, or treatment of its programs and activities. Pursuant to applicable law, disabled individuals shall have equivalent enjoyment of the programs, services, facilities, privileges, advantages, or accommodation of any facility owned, leased, or operated by the district.

Pursuant to Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title VI of Civil Rights Act of (1964, 2000), and the Boy Scouts of America Equal Access Act of 2001, the Kansas City, Kansas School District does not discriminate on the basis of sex in any education program or activity, including programs, services, facilities, privileges, advantages or accommodations in facilities.

Programs, Activities and Employment

The Kansas City, Kansas School District does not discriminate on the basis of race, color, religion, sex/gender (to include orientation, identity or expression), national origin, age, handicap, or disability, or any other basis prohibited by law in the administration of any employment initiative, including hiring, firing, termination, disciplinary procedures, or other related programs and activities.

Reporting

Inquiries regarding Title VI (1964,2000), Age Discrimination Act (1975), Boy Scouts of America Equal Access Act(2001) or reports of specific complaints, or alleged discrimination should be referred to:

Lisa Walker
2010 N. 59th Street
Kansas City, Kansas 66104
Email: lisa.walker@kckps.org
Telephone number: (913) 551-3200
TTY: 913-627-5667

Office of Civil Rights
U. S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
Telephone number: (816) 268-0550
TTY: 877-521-2172



Title IX Related Concerns: Inquiries regarding Title IX (1972) complaints, or alleged harassment or discrimination should be referred to:

Lisa Walker
2010 N. 59th Street
Kansas City, Kansas 66104
Email: lisa.walker@kckps.org
Telephone number: (913) 551-3200
TTY: 913-627-5667

Disability Related Concerns

Complaints regarding disabilities and issues under Section 504 and/or the Americans with Disabilities Act and those relating to the provisions of special education services, should be referred to:

Dr. Jakyta Lawrie
2010 N. 59th Street
Kansas City, Kansas 66104
Email: jakyta.lawrie@kckps.org
Telephone number: (913) 551-3200
TTY: 913-627-5667

No Retaliation

Regardless of the means selected for resolving the complaint, the initiation of a complaint of alleged discrimination or misconduct will not cause any negative reflection on the complainant, nor will it affect his/her access to the programs, activities, services, facilities, privileges, advantages or accommodations in facilities provided by the Kansas City, Kansas School District.

Revised this 19th day of July 2022.

Scan the QR code
below to view the signed
KCKPS Notice of
Non-Discrimination

