

**SHAWNEE MISSION SCHOOL DISTRICT**  
**High School Student Handbook**

**2023-2024**



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## STRATEGIC PLAN

The Shawnee Mission School District (SMSD) is committed to student success. Supporting students in their success is SMSD's strategic plan, which defines our beliefs, mission, objectives, strategies, and parameters. SMSD's mission statement, which sets focus and tone, is:

The mission of the Shawnee Mission School District, the bridge of unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by: an inclusive culture, an engaged community and robust opportunities that challenge learners to achieve their full potential.

Supporting the realization of this mission are three connected objectives:

- Every student will achieve academic success through a challenging, relevant personalized learning plan;
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness;
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

Consistent with the district's mission and objectives, this handbook supports student success by providing specific information on policy, services, behavioral expectations, and resources that help inform practice.

## **NON-DISCRIMINATION POLICY NOTICE OF NON-DISCRIMINATION**

The Shawnee Mission School District is strongly committed to maintaining an educational environment and workplace that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities, and facilities. The District will provide equal opportunity in all areas of education, recruiting, hiring, retention, promotion, and contracted service. The District strictly prohibits discrimination and harassment against students, employees, or others on the basis of race, creed, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity, disability, genetic information, or any statutorily prohibited basis. Any form of discrimination or harassment toward any person associated with the District, regardless of where the conduct occurs, is a violation of Board policy. The District also strictly prohibits retaliatory actions against those who engage in protected activities.

The District's non-discrimination policy (Policy AC) can be found [here](#)

The following people are designated to jointly serve as the District's Compliance Coordinator. Questions about filing a complaint or the grievance process, and reports or questions about discrimination, harassment, or retaliation, may be directed to the Compliance Coordinator.

Dr. John McKinney  
Director of Student and Family Services  
8200 W. 71st Street  
Shawnee Mission, KS 66204  
(913) 993-6200  
[johnmckinney@smsd.org](mailto:johnmckinney@smsd.org)

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8200 W. 71st Street  
Shawnee Mission, KS 66204  
(913) 993-6200  
[rachelengland@smsd.org](mailto:rachelengland@smsd.org)

All employees are required to immediately report any conduct that could constitute discrimination, harassment, or retaliation to the Compliance Coordinator.

All students, parents, visitors, community members, contractors, and others must immediately report any conduct that could constitute discrimination, harassment, or retaliation to the Compliance Coordinator, or to any District employee with whom they are comfortable discussing the conduct.

Inquiries or reports of discrimination, harassment, or retaliation also may be made to:

U.S. Department of Education Office for Civil Rights (OCR)  
Phone: 816-268-0550  
Fax: 816-268-0559  
TTY: 800-877-8339  
E-mail: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

## 504 INFORMATION

[Click Here to read the 504 Handbook](#)

## CODE OF CONDUCT

The Shawnee Mission School District has the expectation that all interactions by staff, students, parents, and community members be conducted with professionalism, courtesy, dignity, and respect. This includes personal and private interactions as well as behaviors at any school-sponsored activity, both on and off school grounds.

Behaviors that are prohibited include those that are coercive, intimidating, violent, or harassing. Examples of prohibited behavior include, but are not limited to, use of profanity, personally insulting remarks, attacks on a person's race, gender, nationality, religion, or behavior that disrupts learning or the safety of anyone in the environment. Such interactions could occur in telephone conversations, voice mail messages, face-to-face conversations, written letters, e-mail messages, or at public events.

The goal of these expectations is to maintain an environment that is ethical, legal, and non-abusive towards all parties.

## ATTENDANCE

### **Shawnee Mission K-12 Attendance Guidelines**

All students enrolled in the Shawnee Mission School District shall be required to attend school on a regular basis to provide students the opportunity to be successful. Daily attendance records shall be maintained for each student. Absences are at times unavoidable due to illness or family concerns. The Shawnee Mission K-12 guidelines represent an effort to be fair in dealing with absences and to encourage good attendance. Building principals are responsible for enforcing Kansas State Statutes and district attendance guidelines.

The Shawnee Mission School Board has approved six (6) reasons for students to be excused from school. The reasons are as follows:

- Personal illness. (Doctor/Dental/Medical appointments) The school may, with notice to the parent, require verification from a physician of absences due to reasons of health.
- Serious illness or death of a member of the family.
- Obligatory religious observances of the student's own faith.
- Emergency situations requiring immediate action.
- Participation in a Kansas State High School Activities Association activity, a district-approved function, or a school-sponsored activity.
- An absence that has been requested in writing and approved in advance by the building administration.

At the secondary level any student arriving within the first half of a class period will be considered tardy. Arrival after that time will be recorded as an absence. Excessive tardies will be combined with other unexcused absences for truancy purposes.

If a student arrives late or leaves early for up to three hours or is gone for three hours during the day for an appointment described above, it will be counted as a half-day excused absence. We encourage students to return to school as soon as possible from appointments during the school day. High school attendance is in session from 7:40 a.m. to 2:40 p.m. Students are expected to attend school daily and arrive on time.

### **K-12 Reporting and Recording of Absences**

- An unexcused absence is one that has been classified as such by the building administration. An absence will be classified unexcused if it does not fit one of the board's six stated reasons for excusable absence or if the parent or legal guardian does not follow the building attendance procedure.
- Parents or legal guardians are expected to call the building's attendance line to report daily absences, late arrivals, or early dismissals. If a call is not received, school personnel will attempt to contact the parent. If no contact is made within 48 hours, the absence will be counted as unexcused.
- Absences by parent request for family and personal reasons are acceptable provided arrangements are made through the building principal in advance of the absence. These absences will count toward total absences. Students are responsible to complete all make-up work. Students are encouraged to complete work prior to absences when possible.
- Students with excessive absences are at risk of losing credit and/or not mastering grade level standards.
- When a student has reached 7 absences during the school year, the parents will be sent a reminder letter. After 10 absences, documentation will be required for all future absences. It is required for each subsequent absence/tardy for illness and appointments the student brings a doctor's note documenting the reason for the absence.
- Per state truancy laws and the Shawnee Mission School District truancy policy, if a student has three (3) unexcused absences in a row, five (5) in a semester, or seven (7) in a year, a truancy report will be filed with the Johnson County District Attorney's office and the parents will be notified. If the student is under the age of seven (7), a report will also be made with the Department of Children and Families (DCF).
- At any time a student's school attendance is a concern, the building administration may require a meeting with the parent or legal guardian to address the issue.

## **BUS SERVICE**

The school district will pay for bus service to and from school for those students who attend the school serving the area of the student's residence and reside more than two and one-half miles from the school. Contact the school office for information about bus service. In some cases, bus transportation may be available for students who reside less than two and one-half miles from the school. Contact the bus company directly for more information. To help ensure compliance with necessary safety rules, video cameras may be used on school buses. Violations of bus regulations may result in the student receiving appropriate disciplinary actions, which may include being removed from the bus, and/or suspended from school. When late buses are available, all students living in the attendance area, even if they live within the two and one-half miles from the school, may ride the late bus home.

## **COMMUNICATION**

Report cards are posted in Skyward for review four (4) times per year. Parents may access student grades through Skyward at any point during the school year. Teachers will be in communication with parents of students who are failing or doing unsatisfactory work. All parents are encouraged to confer with the classroom teacher during fall and spring conference times. Any additional concerns may be addressed with the classroom teacher or building administrator. Parents are urged to participate in PTA and to attend school activities.

## **DISCIPLINE**

### **BOE: JCDA**

The superintendent of schools, or his/her designee, is hereby authorized to promulgate and enforce reasonable guidelines, procedures and rules governing student management and conduct in the schools, subject to board approval. Procedures and guidelines shall be established to assist all school employees in proper student management.

Violation of any provision of board policies may result in disciplinary action up to and including suspension and expulsion.

### **BOE: JDD**

Except as limited by Section 504 or the Individuals with Disabilities Education Act ("IDEA"), a student may be suspended or expelled, for reasons set forth in Kansas law. Any student who is suspended for a period of more than 10 days or expelled shall receive a copy of the current suspension and expulsion law and this policy. Suspension/expulsion hearings shall be conducted by the superintendent/designee or other certificated employee, or committee of certificated employees of the school in which the pupil is enrolled, or by any other hearing officer appointed by the board.

### Reasons for Suspension or Expulsion

Students may be suspended or expelled for one or more of the following reasons:

- Willful violation of any published, adopted student conduct regulation;
- Conduct which substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the rights of others;
- Conduct which constitutes the commission of a felony;
- Conduct at school, on school property, or at a school supervised activity which constitutes the commission of a misdemeanor;
- Disobedience of an order of a school authority if the disobedience results in disorder, disruption, or interference with school operation; and
- Possession of a weapon at school, on school property or at a school- sponsored event.

### Short-term Suspension

Except in an emergency, a short-term suspension (not exceeding ten school days) must be preceded by oral or written notice of the charges to the student and an informal hearing. If a hearing is not held prior to the suspension, an informal hearing shall be provided no later than 72 hours after imposition of a short-term suspension.

Written notice of any short-term suspension shall be delivered to the student's parent or guardian within 24 hours after the suspension has been imposed. Short-term suspension hearings may be conducted by any administrator designated in policy as having the authority to suspend.

At the informal suspension hearing, the student shall have the right to be present and to be notified of the charges and the basis for the accusation. The student shall have the right to make statements in his/her defense after receiving notice of the charges.

### Long-Term Suspension or Expulsion

Before a student is subject to long-term suspension (not to exceed 90 school days) or expulsion (not to exceed 186 school days or one calendar year for certain weapon and/or destructive device violations), a hearing shall be conducted by a hearing officer who has been authorized by the board. Formal hearings shall be conducted according to procedures outlined in current Kansas law and:

- The student and parents or guardians shall be given written notice of the time, date and place of the hearing.
- The notice shall include copies of the suspension/expulsion law, and appropriate board policies, regulations and handbooks.
- The hearing may be conducted by either a certified employee or committee of certified employees authorized by the board, the chief administrative officer, or other certified employee of the district in which the student is enrolled, or by an officer appointed by board.
- Expulsion hearings for weapons violations shall be conducted in compliance with Kansas law by persons appointed by the board.
- Findings required by law shall be prepared by the person or committee conducting the hearing.
- A record of the hearing shall be available to students and parents or guardians according to Kansas law. Written notice of the result of the hearing shall be given to the pupil and to parents and guardians within 24 hours after determination of such result.

### Rules Which Apply in all Cases When a Student May be Suspended or Expelled

- Refusal or failure of the student and/or the student's parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.



- A student suspended for more than 10 school days or expelled from school shall be provided with information concerning services or programs offered by public and private agencies which provide services to improve the student's attitude and behavior.
- A student who has been suspended or expelled shall be notified of the day the student can return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation.
- If the expulsion is related to a weapons violation the superintendent may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation if the student is allowed to return.
- The days a student is suspended or expelled are not subject to the compulsory attendance law.
- During the time a student is suspended or expelled from school, the student may not:
  - Be on school property or in any school building without the permission of the principal.
  - Attend any school activity as a spectator, participant or observer.

A student over the age of 18 or the parents or guardian of a student who is suspended for more than 10 days or expelled from school may appeal to the board within 10 calendar days of receiving written notice of the hearing results.

When a suspension is imposed during the school day, the student shall not be removed from school until a parent has been notified. If a parent cannot be notified during regular school hours, the student shall remain at school until the regular dismissal time.

#### Student Rights During a Long-Term Suspension/Expulsion Hearing

The student shall have the right:

- to counsel of his/her own choice;
- to have a parent or guardian present;
- to hear or read a full report of testimony of witnesses;
- to confront and cross-examine witnesses who appear in person at the hearing; to present his or her own witnesses;
- to testify in his or her own behalf and to give reasons for his or her conduct;
- to an orderly hearing; and
- to a fair and impartial decision based on substantial evidence.

#### Appeal to the Board

The following conditions shall apply if a student who is age 18 or older or the student's parent or guardian files a written appeal of a suspension or expulsion:

- Written notice of the appeal shall be filed with the clerk within 10 calendar days of receiving the results of the hearing.
- The board shall schedule an appeal with the board or a hearing officer appointed by the board within 20 calendar days.
- The student and the student's parent shall be notified in writing of the time and place of the appeal at least 5 calendar days before the hearing.

- The hearing shall be conducted as a formal hearing using rules similar to those noted earlier for expulsion hearings.
- The board shall record the hearing.

The board shall render a final decision no later than the next regularly scheduled board meeting after the conclusion of the appeal hearing.

## **Discipline Legend and Matrix**

### **Disciplinary Action Charts**

The goal of SMSD is to ensure relationships are developed to foster a positive environment for students to remain in school. This Legend and Matrix is designed in such a way to achieve this goal. The charts on the following pages list infractions and a legend of progressive action categories of consequences intended to be applied in a reasonable manner with consideration given to the facts and circumstances of each individual situation. Any category may be bypassed as deemed appropriate to address the severity of the action.

### **LEGEND OF ACTION CATEGORIES**

- A. Informal Talk by the Staff Member attempts to reach an agreement with the student as to acceptable behavior, positive interactive relationships, and acceptance of responsibilities. Parents/guardians may be contacted in person or by phone, providing communication, seeking involvement, and support.
- B. Formal Conference Between Student and Teacher occurs outside class. A record is kept of the student's commitment to corrective behavior. Parental/guardian contact in person or by phone, providing information, seeking involvement and support usually occurs.
- C. Teacher Assigned Detention Period. Significant time expenditure and work completion is expected. A record is kept, and parent/guardian contact in person or by phone occurs.
- D. Formal Conference Between Student, Teacher, & Other School Personnel (division chairperson, counselor, special education teacher, etc.) Prescriptive action will occur by some form of teacher action, i.e., student improvement contract, teacher detention. A record is kept of a student's commitment to corrective behavior. Parent/guardian contact in person or by phone occurs.
- E. Office Referral/Formal Conference Between Student and One or More School Administrator. Prescriptive action will occur, i.e., student contract, detention, apology, restitution, etc. A record is kept of the student's commitment to corrective behavior. Parent/guardian communication occurs in writing, by telephone, or in person.
- F. Administrative Detention. A student is detained before school, during lunch period, or after school for a specific purpose. Parent/guardian contact in person or by phone occurs.
- G. Appropriate Individualized Assignment and/or Loss of Privileges. The school official devises an assignment to fit the offense and/or removes from the student one or more privileges usually associated with the offense. Parent/guardian contact in person or by phone occurs.

- H. Monday-Saturday School Detentions. The student is assigned specific dates to attend class on M-S to complete specific learning activities frequently related to the absence from class. (Students missing the assigned M-S School may be assigned two days of in-school suspension.) Parent/guardian contact in person or by phone occurs.
- I. Formal Conference with behavioral plan. Parental/guardian involvement by personal conference with appropriate personnel (teacher, student, counselor, administrator, nurse, etc.) Prescriptive written action plan outlining student, school, and parent/guardian responsibilities will be created and maintained in the discipline file.
- J. Temporary Removal from Class. The student is not permitted to attend one or more classes for a brief period of time. During this period of removal, the student may be given credit for work completed during the removal of class ++ time.
- K. In-School Suspension. The student is removed from class but must remain on campus isolated from other students under the supervision of a staff member. The student will be given appropriate assignments to complete for class time missed and earn academic credit for work completed (1-5 days). A missed in-school suspension will result in additional in-school days assigned and, in some cases, suspension from school. Parent/guardian contact in person or by phone occurs.
- L. Short-Term Out-of-School Suspension. The student is provided formal due process and is removed from school, campus, and activities and placed under the supervision/responsibility of the parent/guardian (1 to 10 days). Parent/guardian notification occurs by phone and in writing.
- M. Long-Term Out-of-School Suspension. The student is referred to the suspension/expulsion committee for a formal hearing to determine possible long-term suspension not to exceed 90 days. Parent/guardian contact is made as per state statute.
- N. Expulsion. The student is referred to the suspension/expulsion committee for a formal hearing to determine possible expulsion not to exceed one calendar year. Parent/guardian contact is made as per state statute.

Alternate Disposition Agreement (ADA) - is used only in cases where a possible behavior action could result in a Long-Term Suspension. The ADA is given in lieu of the hearing with criteria the student must meet to stay in good standing.

Restorative Justice Practice - In addition or as an alternative to the above disciplinary actions, the administrator may utilize alternative interventions including but not limited to mediation, community service, and/or progressive behavior contracts.

## DISCIPLINARY ACTION CHART - LEVEL I

Corrective action by appropriate classroom management for any conduct or behavior which is disruptive to the orderly education process in the classroom or any similar grouping for instruction activity or performance. Violations are typically dealt with by the classroom teacher or sponsor, occasionally with administrative support. Parents are notified. Consequences typically include, but are not limited to, conferencing, time-out, behavioral contracts, and/or detention periods. The disciplinary actions presented below are suggested. Authorized staff members may recommend other actions based on the given conditions and the severity of a violation of law or policy. All actions will be recorded in Skyward by the administrator addressing the offense. The staff member who referred the student is to be notified of the consequences of the disciplinary action taken by the administrator.

<b>Offense</b>	<b>First Offense Suggested Action</b>		<b>Severe or Repeated Offenses Suggested Action</b>	
	<b>Min.</b>	<b>Max.</b>	<b>Min.</b>	<b>Max.</b>
<b>1. Attire which is disruptive to the educational setting</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>2. Inappropriate treatment of materials, software, equipment, and furniture</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>3. Disruption of class, cafeteria and hallways</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>4. Lack of respect (classmates, teachers, property)</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>5. Refusal to work</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>6. Tardiness</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>7. Not following directives</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>8. Possession of unauthorized objects or equipment (food, music devices, cellular phones, etc.)</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>9. Leaving class without permission</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>
<b>10. Cheating, plagiarism (will result in loss of credit for the infraction)</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>K</b>

## DISCIPLINARY ACTION CHART - LEVEL II

Verbal or non-verbal refusal to comply with published written regulations or with a lawful and reasonable directive or order of Shawnee Mission employees. Handled by the administration with parent notification. Consequences typically involve, but are not limited to detention, alternative assignment, parent/teacher conferences, Saturday School/Office School Detention. in-school suspension up to a short-term suspension. All actions will be recorded in Skyward by the administrator addressing the offense. The staff member who referred the student is to be notified of the consequences of the disciplinary action taken by the administrator.

<u>Offense</u>	<u>First Offense Suggested Action</u>		<u>Severe or Repeated Offenses Suggested Action</u>	
	<u>Min.</u>	<u>Max.</u>	<u>Min.</u>	<u>Max.</u>
<b>1. Staff member office referral for repeated violations after repeated classroom offenses</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>L</b>
<b>2. Disrespect - classmates and staff members</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>L</b>
<b>3. Use of profane or obscene language</b>	<b>E</b>	<b>L</b>	<b>K</b>	<b>L</b>
<b>4. Inappropriate public display of affection</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>L</b>
<b>5. Disruption of school classes or activities</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>L</b>
<b>6. Excessive inappropriate verbal or physical activity or bullying</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>L</b>
<b>7. Defiance of authority</b>	<b>E</b>	<b>L</b>	<b>L</b>	<b>L</b>
<b>8. Disruption on the school bus</b>	<b>E</b>	<b>G</b>	<b>G</b>	<b>L</b>
<b>9. Intentionally providing false information</b>	<b>E</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>10. Parking violations</b>	<b>E</b>	<b>G</b>	<b>I</b>	<b>J</b>
<b>11. Unauthorized absence from class</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>L</b>
<b>12. Possession/Use of an unsafe object - lighter etc.</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>L</b>
<b>13. Forgery</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>L</b>

## DISCIPLINARY ACTION CHART - LEVEL III

Student actions that create situations which threaten the safe and secure learning environment. Administrators will initiate each aspect of the disciplinary process. Consequences may include, but are not limited to, in-school suspension / short-term suspension to long term/expulsion. Parents will be notified. Police may be notified. An incident report will be filed. All actions will be recorded in Skyward by the administrator addressing the offense. The staff member who referred the student is to be notified of the consequences of the disciplinary action taken by the administrator.

Offense	First Offense Suggested Action		Severe or Repeated Offenses Suggested Action	
	Min.	Max.	Min.	Max.
1. *Fighting	L	L	L	N
2. *Vandalism < \$1,500	E	L	L	N
3. *Stealing, larceny, petty theft, possession of stolen property	E	L	L	N
4. *Threats (Including social media)	E	L	L	N
5. *Trespassing	E	L	L	N
6. *Offensive touching of another person	E	L	L	N
7. *Sexual Harassment	J	L	L	N
8. *Initiations and hazing	L	L	L	N
9.*Possession or use of tobacco products, electronic cigarettes, or similar look-alike devices (illegal under the age of 18) Vaping	E	L	L	N
10.*Possession or use of illegal substances and/or paraphernalia (to include alcohol)	L	M	L	N
11. *Possession or use of prescriptions or over-the-counter medications	L	M	L	N
12. *Significant disrespect, use of obscene or profane language (verbal or written) or gestures	H	L	L	N
13. *Gambling	E	L	L	N

<b>14. *Computer tampering (alteration of software, improper access, or use of Internet, etc.)</b>	<b>H</b>	<b>L</b>	<b>L</b>	<b>N</b>
<b>15. *Unjustified activation of a fire alarm</b>	<b>I</b>	<b>L</b>	<b>L</b>	<b>N</b>
<b>16. *Chemical repellents (possession, 1st offense, use is reported)</b>	<b>I</b>	<b>L</b>	<b>L</b>	<b>N</b>
<b>17. *False accusation/threats/intimidation/bullying</b>	<b>L</b>	<b>L</b>	<b>L</b>	<b>N</b>
<b>18. *Possession/use of unsafe objects i.e., pocketknife etc.</b>	<b>I</b>	<b>L</b>	<b>L</b>	<b>N</b>

**\*City Police and SMSD Police must be notified of any violation of the law or potential violation.**

## DISCIPLINARY ACTION CHART - LEVEL IV

Student violations of laws and board policies that have caused harm to individuals, damage to the facility, or jeopardize the safety of the student body or employees. Administrator must complete and submit an Incident Report. Parents and police will be notified. All actions will include short term suspension through expulsion will be recorded in Skyward by the administrator addressing the offense. An Incident Report must be completed when police are notified. The staff member who referred the student is to be notified of the consequences of the disciplinary action taken by the administrator.

<u>Offense</u>	<u>Suggested Action</u>	
	<u>Min.</u>	<u>Max.</u>
1. *Distribution of illegal drugs (including alcohol), prescription medication, or controlled substances	M	N
2. *Distribution of non-prescription medication,	I	N
3. *Distribution of tobacco products, electronic cigarettes, or similar look-alike devices (illegal under the age of 18)	L	N
4. *Extortion	L	N
5. *Battery (Physical Contact)	L	N
6. *Dangerous Weapons - possession, use or threat (guns, look-alike guns, knives, etc.)	M	N
7. *Explosives (Destruction of property or bodily harm)	L	N
8. *Bomb scare	L	N
9. *Significant destruction of property >\$1,500	M	N
10. *Arson	L	N
11. *Sexual acts	L	N
12. *Inciting or participating in major student disorder	L	N
13. *Computer hacking (illegal access of records, grades, etc.)	L	N
14. *Criminal and/or terrorist threat	L	N
15. *Gang Activity	L	N

**\*City Police and SMSD must be notified of any violation of the law or potential violation.**



## **CHILD ABUSE**

Kansas law requires school personnel suspecting child abuse to report the concern to the Division of Children and Family Services (800-922-5330). A log of the call should be maintained and the building administrator informed.

## **DANGEROUS WEAPONS GUIDELINES**

No student or visitor to any Shawnee Mission School District property, or school-sponsored function regardless of where held, may possess, transport, display, offer for sale, barter, use, threaten to use, or exchange any gun, bomb, other dangerous weapon, or any object that might have a reasonable "look-alike" resemblance to a dangerous weapon. A dangerous weapon may be defined as: "Any object which may cause a serious injury or fatal wound."

In the event a student of the district or a visitor is found to be in violation of this guideline, the school administration shall notify the police department. The school administration shall also suspend the student(s) involved and recommend expulsion in accordance with the board of education policies and laws of the state of Kansas.

In addition, any student using any object that could result in a fatal wound or serious injury to persons or property will be subject to this policy.

## **DRUG USE**

The Shawnee Mission Board of Education, recognizing its responsibility to promote the health, welfare, and safety of the students at Shawnee Mission schools, adopts the following policy to assist in the protection of students from dangers, which result from the abuse of restricted substances:

The possession, use, transfer, or sale of a restricted substance (drugs) as defined by state statutes on public school property at public school activities is expressly prohibited. Any student violating this policy will be suspended or expelled from school.

## **SAFE SCHOOLS**

It is our goal to provide an emotionally and physically safe environment for each child. Safety expectations will be taught at the beginning of the school year by the principal and the teachers. This information will be reinforced continually. As part of the safety orientation, students will regularly practice fire, tornado, and lockdown drills. We will provide an emotionally safe environment for each student. We will assist our students in understanding that bullying and any kind of harassment will not be tolerated. *If your child has a problem, please let the school know immediately and an appropriate action will be taken.* Students may also use the district-wide bullying app to report incidents or issues.

Please join us in teaching your child about safety in all areas. Review the district policy on student weapons and emergency safety interventions.

## **WEAPON POSSESSION/USE**

### **BOE: JCDBB**

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon at school, on school property, or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

### **Weapons and Destructive Devices**

As used in this policy, the term “weapon and/or destructive device” shall include, but shall not be limited to:

- any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described in the preceding example;
- any firearm muffler or firearm silencer;
- Any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or similar device;
- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than 1/2 inch in diameter;
- any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled;
- any bludgeon, sand club, metal knuckles, or throwing star;
- any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife or any knife having a blade that opens, falls, or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

## **Penalties for Weapon Violations**

Possession of a weapon and/or destructive device listed under the “Weapons and Destructive Devices” heading of this policy shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion be modified on a case-by-case basis.

Possession of, handling of, and/or transmitting a weapon of a type other than described under the “Weapons and Destructive Devices” heading above, an item being used as a weapon or destructive device, or a facsimile of a weapon may result in disciplinary action up to and including suspension and/or expulsion. Expulsion hearings for weapons violations shall be conducted by the superintendent or the superintendent’s designee.

Students violating this policy shall be reported to the appropriate law enforcement agency(ies) and, if a juvenile, to the Kansas Department of Children and Families or the Commissioner of Juvenile Justice.

Notwithstanding any other language to the contrary, it shall not be a violation of this policy for a student enrolled in Navy Junior Reserve Officers Training Corps (NJROTC) to **possess** NJROTC equipment for the purposes of participating in adult supervised NJROTC activities.

## **EMERGENCY SAFETY INTERVENTIONS**

### **BOE: GAAF**

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.

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. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

### **Definitions**

"Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-6146, and amendments thereto.

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

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

"Incident" means each occurrence of the use of an emergency safety intervention.

"Law enforcement officer" and "police officer" mean 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 enforcement of criminal or traffic law of this state of any Kansas municipality. This term includes a campus police officer.

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

“Mechanical Restraint” means any device or object used 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. 72-3122(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 student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

“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.

"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.

“Seclusion” means placement of a student in a location where all of the following conditions 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 reasonably believes that he or she will be prevented from leaving, the enclosed area.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

## **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-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;
- Using chemical restraint, except as prescribed treatments for 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 person appropriately licensed to issue the order for the device;
  - Any device used by a certified law enforcement officers to carry out law enforcement duties; or
  - Seatbelts and other safety equipment when 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 affect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any 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 a 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 a 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, 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 ESI. 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 or 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, the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contact with the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, 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 of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback to comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flier

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 of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the 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 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 emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. 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 use of emergency safety interventions, 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 ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program 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 a meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 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 with 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 assessment, develop a behavior intervention plan or amend the behavior intervention plan 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 a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private schools shall help facilitate such meeting.

For a student without an IEP or section 504 plan the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-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 measures.

### **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 the 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 the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

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 of fact and recommended corrective action, if any 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 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.

## **DRESS CODE**

If a student's appearance attracts undue attention to the extent that it may become a disruptive factor in the education process, a building administrator will ask the student to make the necessary changes. In the event that the change does not take place in the time allowed, the administrator will prescribe the consequences. Clothing with vulgar, profane, ethnically derogatory messages, pictures, symbols, or depictions of gangs, illegal substances, or alcoholic beverages may not be worn. For further information about the school dress code, refer to Board Policy JCDB or your school guidelines. No wearing distinctive type of clothing or exhibiting distinctive appearance that connotes gang affiliation. Traditional tribal regalia or objects of cultural significance shall not be prohibited at a public event.

## **FOOD SERVICE**

### **Menu Offerings**

SMSD Food Service offers a menu at breakfast and lunch meeting the USDA meal pattern requirements for a reimbursable meal. The menu, both at breakfast and lunch, offers a variety of

entrée selections and a choice bar with fruits, vegetables, juice and milk. Students may select an entrée and then select the side dishes themselves from the choices bar. Students will be encouraged to make a reimbursable meal. Menus can be found on School Café at <https://www.schoolcafe.com/SHAWNEEMISSION>. For allergy or specific dietary concerns, contact the school nurse. A medical form must be completed by a doctor for meal modifications.

What makes a reimbursable breakfast? A reimbursable breakfast must have a minimum of 3 items and one item must be ½ cup of fruit or fruit juice. These items come from three food components – fruit, grain and milk.

What makes a reimbursable lunch? A reimbursable lunch must have 3 full components with one of those being a ½ cup of fruit OR vegetable. The five food components offered at lunch are meat, grain, vegetable, fruit and milk.

A meal account is automatically set up for each student upon enrollment in SMSD. Parents are encouraged to pay for meals in advance by making prepayments into their student's meal account. Parents can monitor student's meal accounts by visiting <https://www.schoolcafe.com/SHAWNEEMISSION> and registering for an account. Parents will need their student's id number when setting up a SchoolCafe account.

Student's will be served a reimbursable meal whether their meal account balance is positive or negative. When going through the cafeteria line, students will be asked for their student ID number and their name to complete a meal transaction. A student may only receive one reimbursable breakfast and one reimbursable lunch daily at the student meal price. Second student meals are not allowed. Current prices for reimbursable meals can be found on the Food Service webpage on the Prices page. A chart with the cost of meals by month and the year is also available on the prices webpage. <https://www.smsd.org/about/departments/food-service>

In addition to reimbursable meals, students may purchase additional food & beverages ala carte using their meal account. See the Food Service web page for available items and prices. Students will not be permitted to purchase ala carte items if their account is negative. Payments to a student meal account can be made multiple ways.

- Send a check or cash to the school with the student to be given to the cashier.
- Pay online via eFunds – Choose Pay for Optional Fees to add funds to meal accounts.
- Pay by phone by calling Food Service office – 7am to 4pm – 913-993-9710

Households will receive automated phone calls for low account balances - \$8.00 for full price and \$2.00 for reduced priced meals. Households will receive automated phone calls for negative meal account balances.

Meal account balances (positive or negative) will follow the student each year within the district.

Board policy EE details the meal account guidelines. Twice a year, meal account balances over \$-75.00 will be turned over the collection's agency – December 31<sup>st</sup> and June 30<sup>th</sup>. Households will be given final notices via email with the opportunity to pay before being turned over.

### **Child Nutrition Meal Benefit Application for Free or Reduced Priced Meals**

Households are encouraged to complete a child nutrition meal benefit application to determine if they would qualify for free or reduced priced meals. Determination is based on income guidelines set by the USDA. Starting July 1, child nutrition meal benefit applications will be accepted online at <https://www.schoolcafe.com/SHAWNEEMISSION>. Processing the application can take up to 10 days. Families are responsible for any meals charged before the meal benefit application is approved. Qualifying for meal benefits allows a student to receive one breakfast and one lunch per day as well as other instructional fees may be waived or reduced.

SchoolCafè.com/SHAWNEEMISSION

Parents can create an account to:

- Apply/check status of meal benefit application
- View/print meal benefit application notifications
- View menus with nutrient and allergen information
- View child's account balance and purchases
- Set limits for ala carte purchases
- Set reminders for low account balances

## **HEALTH SERVICES**

1. Each school is served by a full-time nurse. If a student is injured or becomes ill at school, parents are notified.
2. Kansas law requires that a Certificate of Immunization form be completed for all students. As a substitute for the required Certificate of Immunization, a student may present proof of compliance with one of the alternatives specified by Kansas law. A completed Health History and Emergency Permit form is required at the time of initial enrollment and reviewed and updated annually as part of online verification. Physical examinations and dental checkups are recommended. A physical examination will be required of all students eight years old or younger who are entering a Kansas school for the first time.
3. All medication is to be kept in the nurse's office. School personnel, including school nurses, are not authorized to dispense any medication, including over-the-counter medication, without written permission from a parent or guardian. Many medications can be given at home before and after school. When this is not possible, medication to be administered at school should be brought directly to the nurse's office and must be accompanied by the following information:

### **(1) PRESCRIPTION MEDICATION**

Prescription medications must be sent to school in the original prescription container. The prescription label will serve as the written permission from the doctor. If the doctor has given samples of medicine, then a written note from the doctor is necessary and should include the name of the student, the name of the medication, and the dosage prescribed.

## (2) NON-PRESCRIPTION MEDICATION

These medications must be accompanied by a written note from the parent and should state the student's name, the reason for taking the medicine, the time the medication is to be given, the dosage prescribed and the number of days to be administered at school. These medications include over-the-counter allergy medicine, decongestants, cough syrup, ibuprofen (Advil), acetaminophen (Tylenol), cough drops, or other.

4. Any student who has a cast, crutches, sutures, or an incapacitating injury must bring a doctor's note detailing the amount of participation in school activities allowed.
5. All students are given individual hearing and vision tests at regular intervals during their elementary and secondary years. Parents are notified if the child is in need of additional examinations.
6. Parents are encouraged to make appointments for medical and dental services after school hours or on Saturdays.
7. Parents are encouraged to contact the school nurse for specific information regarding exclusion from school for various illnesses.

## INSTRUCTIONAL PROGRAM

### **Information About Your School**

During the early part of each year your school will host a Back-To-School night. At this meeting you will learn about the curriculum and requirements of each grade level. Please plan to attend this meeting. If you cannot attend, contact your school in order to receive the information.

### **Promotion, Retention, and Acceleration**

The rate of a child's progress through the school program is based upon his/her unique needs. The decision to promote, to retain, or to accelerate students is based on consideration of all facets of child development. Specific procedures will be followed when retaining or accelerating students. Parents will be involved in this process.

### **Special Education**

Special education offers a range of services designed to meet the individual needs of exceptional students. Special programs throughout the district serve the students through written individual education programs (IEP's) that include specific goals and objectives. Each school in the district has a multi-tiered system of supports by which the school and parent problem solves to meet the needs of students. Students who qualify for a special education program through this process will receive services as needed. Parents are involved in the process and the writing of the individual educational plan. Parents must give consent before placement in special education programs can be made.

### **Instructional Resource Fees**

Instructional Resource fees are assessed per board decision each year. Students are responsible for the care of resources and are assessed for lost or damaged resources.

## **INSURANCE**

The district does not carry health or accident insurance for students. An optional accident insurance plan is available through a private company at a nominal fee. Information about this plan is sent home in the fall and is made available to new students at the time of their enrollment.

## **USE OF CELL PHONE/PERSONAL ELECTRONIC DEVICES**

SMSD is committed to providing highly effective and consistent learning spaces across the district. During instructional time, the personal use of cell phones and other electronic devices that are not district-issued is prohibited unless explicitly permitted by school staff. Medical exemptions may be applied. Initial violations will fall under the Discipline Matrix as a Level 1 offense. Subsequent violations will result in progressive disciplinary action.

## **TRANSFER POLICY/PROCEDURE**

Unless otherwise specified in Board Policy JBCB, it is the policy of this school district that a student shall be required to attend the school designated for the attendance area in which the student resides. A student may be permitted to transfer to a school outside of the student's attendance area. Transfer guideline procedures will be followed when determining approval and denial of transfer requests.

### **In-District Students**

Please note the following schools are not accepting transfer requests for the 23-24 school year due to high enrollment: Briarwood, Brookridge, Corinth, Tomahawk (with the exception of transfers from Briarwood).

#### **For SMSD students currently enrolled in grades K-11 for the 22-23 school year:**

All In-District transfer requests will be submitted electronically using the Skyward Family Access system. The custom form will be available beginning March 1 at 12 a.m. and will close on April 30 at 11:59 p.m. Please note that any students CURRENTLY approved for transfer DO NOT need to reapply.

#### **For SMSD students entering Kindergarten for the 23-24 school year:**

All In-District transfer requests will be submitted electronically using the Skyward Family Access system. In order to complete the form, you MUST first complete the enrollment process in your home area school through the online enrollment portal. The custom form will be available beginning July 7 at 12 a.m. and must be completed by July 18 at 11:59 p.m. to be considered in the initial approval period. The form will remain open through August 1 and additional transfers will be granted as classroom space allows, with final notifications being made the week of August 2.

- New students in grades 1-6 enrolling in the district or current students in grades 1-6 moving within the district boundaries after the transfer window closes on April 30 are eligible to submit a transfer request outside of the transfer window by contacting the Office of Leadership and Learning at 913-993-6464.
- An employee hired after July 1 may submit a transfer request for their child directly to the Office of Leadership and Learning.

### **Out-of-District Students**

Beginning March 1, 2023, SMSD will accept Out-of-District transfer requests if your student resides in Kansas AND meets the “Good Standing” Requirements as listed on Page 2 of the [Transfer Procedures Handbook](#). If your student meets the listed criteria, please submit an Out-of-District transfer application on the SMSD website [here](#). You must provide documentation that your student meets the criteria for good standing in order to be considered for transfer. [Savanna Hubbard](#) will contact you regarding your request and the process and timeline moving forward. Families without Internet access may go to your home school or to The Center for Academic Achievement at 8200 W. 71st Street for assistance.

#### **Transfer considerations:**

Transfer decisions will be based on the date and time the custom form was completed, current enrollment numbers and good standing requirements at the time of review. Transfer requests are considered in the following order:

1. Siblings of current District Transfer students receive first priority consideration.
2. In-District students of employees will receive the second priority consideration.
3. In-District Transfers are reviewed first in the order they are received.
4. Remaining transfer requests are considered in the order they are received.

For students entering grades 1-12 for the 23-24 school year:

- Barring unforeseen circumstances, transfer decisions will be communicated by the Office of Leadership and Learning no later than June 19.

For students entering Kindergarten for the 23-24 school year:

- Barring unforeseen circumstances, initial transfer decisions will be communicated by the Office of Leadership and Learning the week of July 26 and any subsequent transfer notifications by the week of August 4.

## **In-District and Out-of-District Transfer Students**

For purposes of this policy, “parent” means the natural parents, adoptive parents, stepparents or foster parents. For purposes of this policy, “person acting as a parent” means guardians or conservators, a person liable by law to care for and support the child, a **person who has actual care and control of the child and provides a major portion of support or a person who has actual care and control of the child with written consent of a person who has legal custody of the child.**

## **In-District Transfer Student Enrollment**

In-District transfer students are resident students who want to attend a school outside of their attendance boundary (home-school). In-District students will be eligible based upon existing staff, class size, facility space/capacity/enrollment, and the availability of equipment and supplies. No allowance is made for transportation as it must be provided by the student or the family.

## **Out-of-District Student Enrollment**

Out-of-District students are those who do not meet the qualification of a resident student. Students in grades Pre-kindergarten through Grade 12 inclusive who are not legal residents of the school attendance area on the opening day of the school year, but whose parents present evidence of having signed a contract to buy, build, lease or rent a dwelling that is to be occupied by them sometime during the first semester, will be granted permission to begin the school year in the school attendance area in which they will reside.

When students move outside the district after the beginning of the school year and are in the fourth consecutive semester of enrollment as a resident, they may be allowed to finish the school year without tuition if the student is in good standing and if an application is completed and approved. If a student’s district residency is determined to be fraudulent, said student does not qualify for continuing non-resident enrollment and will be immediately withdrawn from the Shawnee Mission School District.

## **Continuing Enrollment for Transfer Students**

All transfer students in the Shawnee Mission Schools are expected to remain in good standing. Students determined not to be in “good standing” (academically, behaviorally or with regard to acceptable attendance levels), may be revoked at any major grading period (1st Quarter, 1st Semester, 3rd Quarter, 2nd Semester), and the student will be required to re-enroll in their home school. **Transfer students will not be required to apply for re-admittance annually.** Continuing transfer students will only continue to be accepted at the transferring school to the extent that staff, class size, facilities, equipment, and supplies are available.

## **“Good Standing” Requirements for Transfer Students**

All In-District and Out-of-District Transfer students must meet the following criteria:

- the student must be in good standing academically at the school he/she currently attends; “Good standing”, academically, is defined as maintaining no less than a C- in every course on every quarterly grade report. Academic standing must be verified by official school documents.

- the student must be a citizen in good standing at the school he/she currently attends; a citizen in “good standing” is defined as having no suspensions or expulsions during the student's school career; no office referrals during the previous two school years in the Shawnee Mission School District. The student must submit as part of his/her initial non-resident/transfer application, official school documents verifying he/she is a citizen in “good standing”.
- the student must demonstrate regular attendance habits; regular attendance habits is defined as no more than ten (10) days of absences during the previous school year (tardies to school or class may accumulate as absences); student attendance must be verified by official school attendance records.