



**2025-26**

# **PIPER**

## **STUDENT HANDBOOK** *EARLY CHILDHOOD CENTER*

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## Introduction

### Piper USD 203 Mission Statement

The mission of Piper USD 203 is to provide each student with quality instruction, learning opportunities and a safe educational environment which inspires academic success, personal excellence and responsible citizenship.

#### District Vision Statement

Building the future one child at a time.

#### PECC School Core Values

Love, Integrity, Trust, Exploration, Inclusion

## School Information

### Eligibility, Enrollment, and Waitlist

According to the Kansas Department of Education, a 3-year-old is a child who is three years of age on or before August 31, 2025. A 4-year-old is a child who is four years of age on or before August 31, 2025. Students are age-eligible for kindergarten (5- years-old on or before August 31 of the current school year).

Enrollment is open to all children who are eligible to attend the Piper USD 203 school district, and must be age 3 or 4 before August 31 of the year of the enrollment. In addition to your child's birth certificate, three forms of proof of residency will be required upon enrollment.

1. Documentation of home ownership in the name of the caregiver.
2. Documentation of a rental or lease of residential property in the name of the parent/caregiver that includes landlord contact information and the names of all tenants living in the residence;
3. Property tax statement in the name of the caregiver;
4. Proof of BPU or ATMOS utility service to the residential property in the name of the caregiver;
5. Driver's License with current address of home owner and/or parent and/or guardian with residency in Piper School attendance boundaries; or
6. Court Order or other Official documentation of the prospective student's custodial status;
7. Verification by a school official employed by USD 203.

\*Submission of birth certificate and 3 different proofs of residency is required for **each** student **every** school year, regardless of prior year's enrollment.

A waiting list will be maintained for families seeking a spot in the PreK program. If and when an opening occurs, the family at the top of the waiting list will be called. If they are no longer interested, then we will call the next in line.

See [School Board Policy JBC - Enrollment](#) for the full policy.

Children who are "homeless" as defined by Kansas law will be admitted as resident students. Additional information may be found at our website: [www.piperschools.com](http://www.piperschools.com). Click on district and then district documents to access our JBC enrollment policy in the district policy index book.

### **Changes to home address, phone number, or email address**

Please notify the school office immediately of any changes of phone number, home address, email address, place of employment, emergency contact, doctor, etc. It is important that we have the name and phone number of someone who can take responsibility for your child in case you cannot be reached.

### **School Hours**

The Piper Early Childhood program is a five-day a week program.

<b>3 year old</b>	<b>Half Day Morning Session M-Th</b>	<b>Full Day M-Th</b>
	Doors open to students- 8:00 a.m.  Class start time 8:10 a.m.-11:00 a.m.	Doors open to students- 8:00 a.m.  Class start time 8:10 a.m.-3:10 p.m.
	<b>Half Day Morning Session Late Start Fridays</b>	<b>Full Day Late Start Fridays</b>
	Doors open to students - 8:40 a.m.  Class start time 8:50 a.m.-11:00 a.m.	Doors open to students- 8:40 a.m.  Class start time 8:50 a.m.-3:10 p.m.

<b>4 year old</b>	<b>Half Day Afternoon Session M-Th</b>	<b>Full Day M-Th</b>
	Doors open to students- 12:10 p.m.  Class start time-12:20 p.m.-3:10 p.m.	Doors open to students- 8:00 a.m. Class start time- 8:10 a.m.-3:10 p.m.
	<b>Half Day Afternoon Session Late Start Fridays</b>	<b>Full Day Late Start Fridays</b>
	Doors open to students- 12:50 p.m. Class start time- 1:00 p.m.-3:10 p.m.	Doors open at 8:40 a.m. Class start time- 8:50 a.m.-3:10 p.m.

*Please note that when the district has scheduled half days, the PreK will not be in attendance.*

### **Tuition Fees**

Fees for the Piper Pre-K 3 and 4 year old full day classes: \$570.00/mo

Fees for the Piper Pre-K 3 and 4 year old half day classes: \$310.00/mo

Fees are accrued regardless of a child's absences. Failure to pay fees due by the end of the month will lead to your child being dismissed from the program. Late fee reminder emails will go home on the 15<sup>th</sup> of each month.

## **Lunch Fees**

Principals will send an email with food service account balances that are negative more than \$50 on the 15th and 30th of each month.

## **Additional Required Forms:**

- Health assessment completed and signed by the child's healthcare provider within the past year.
- Up-to-date vaccination record or medical or religious exemption letter
- Medication Consent form- any medication that should be administered by school personnel requires appropriate documentation from the parent and/or healthcare provider prior to administration of medication.

## **Checking In At The Office**

For the safety of our students, any adult entering the building must have their government issued ID scanned through our Raptor system, and wear their issued ID sticker while visiting or volunteering.

## **Transportation**

DS Bus Lines provides transportation to and from school according to a contracted agreement with the Piper School District. Bus transportation is provided for students enrolled in the 4 year old program at the beginning and end of the day- there is no mid-day bus service. Buses carry only P4 students, and are equipped with seat belts/harnesses. Transportation forms must be submitted in Skyward before your child may ride the bus. If you have any questions regarding bus transportation, please call DS Bus Lines at 913-721-9019.

An adult must be visible at the bus stop at drop-off. **In the event that a responsible party is not present to receive your child at the bus stop, they will be returned to the school.** Per Piper Early Childhood Center policy: The first time the child is returned to the school there will be a written warning. The second time the child is returned to the school there will be a \$25 fee applied to your Skyward account. The third time the student is returned to the school there will be termination of bus services.

Please make sure the office is informed of alternate pick-up plans no later than 10:30 a.m. for morning sessions and 2:30 p.m. for the afternoon and all day sessions.

## **Car Riders**

Per Kansas state law, children ages 3-5 are required by law to be secured in an age-appropriate car seat when arriving to and leaving from school. Upon arrival, please have your child unbuckled and ready to exit the vehicle (coats & backpacks on).

## **Y CLUB (BEFORE AND AFTER SCHOOL)**

Before and after school care is offered at a cost for Piper Early Childhood students. For more information about guidelines and cost, please contact YMCA at 816-360-3390 or online at <https://kansascityymca.org/programs/before-and-after-school>.

- Y Club follows the Piper School District calendar and will be available every day school is in session.

- Available for Piper students in PreK through 5th Grade.
- Before school care offered 6:30 am to school start time.
- After school care offered from school dismissal until 6:00 pm.

### **Birthday Party Invitations and Treats**

Birthday invitations may only be distributed at school if the student's entire class is invited. All treats must be pre-packaged or made in a commercial bakery.

### **School Pictures**

Individual student yearbook pictures are taken early in the fall semester with class pictures taken in the spring. Appropriate information will be sent home with students prior to picture dates.

A Photo Release Form was included in the enrollment documents. Parents may grant or refuse permission for student photos or videos to be published in school publications, media outlets such as local newspapers, social media, or on the internet.

### **Nap Policy**

Our Pre-K program provides a designated daily rest period after lunch to support young learners' development. Each child will have a personal nap mat or cot in a quiet environment with soft lighting and calming music. While napping is encouraged, children who do not sleep must remain on their mats for quiet rest. Personal comfort items, such as a small blanket are permitted to help children feel secure. Staff will supervise throughout the nap period to ensure a safe and peaceful experience. As nap time ends, children will be gently awakened and guided into afternoon activities to ensure a smooth transition. \*If a child is unable to adhere to these expectations, the school has the right to consider half-day programming for the student.

### **Emergency School Closing**

Student safety is our first consideration. When weather conditions or emergency situations warrant it, school will be closed if the situation is not expected to improve in a short time. The district office will send an automated telephone call, email, text, and place the closing announcement on social media platforms.



# PIPER USD 203

## INCLEMENT WEATHER PROCEDURES 2024-25

<p><b>PLAN</b></p> <p><b>A</b></p>	<p><b><u>NO SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>All District facilities are closed including Y-Care</li> </ul>	<p><b><u>PARENTS &amp; STUDENTS</u></b></p> <ul style="list-style-type: none"> <li>Students will not report to school</li> <li>Decisions on activities will be made later in the day</li> </ul>	<p><b><u>FOR STAFF</u></b></p> <ul style="list-style-type: none"> <li>No certified or classified staff report to work               <ul style="list-style-type: none"> <li>Facilities staff on call per direction of supervisor</li> </ul> </li> </ul>
<p><b>PLAN</b></p> <p><b>B</b></p>	<p><b><u>NO SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>All District Schools closed</li> <li>Y-Care is in session (unless otherwise communicated)</li> </ul>	<p><b><u>PARENTS &amp; STUDENTS</u></b></p> <ul style="list-style-type: none"> <li>Students will not report to school</li> <li>Decisions on activities will be made later in the day</li> </ul>	<p><b><u>FOR STAFF</u></b></p> <ul style="list-style-type: none"> <li>Only 12-month employees and building administrators report to work</li> </ul>
<p><b>PLAN</b></p> <p><b>C</b></p>	<p><b><u>TWO-HOUR DELAY</u></b></p> <ul style="list-style-type: none"> <li>All District schools and facilities will open on a two-hour delay</li> <li>Y-Care will begin on a two-hour delay (unless otherwise communicated)</li> </ul>	<p><b><u>PARENTS &amp; STUDENTS</u></b></p> <ul style="list-style-type: none"> <li>Students report to school two-hours after normal start time</li> <li>No morning Pre-K</li> <li>Decisions on activities will be made later in the day</li> </ul>	<p><b><u>FOR STAFF</u></b></p> <ul style="list-style-type: none"> <li>Administrative staff report at normal time</li> <li>Certified staff report two hours after normal staff time</li> <li>Classified staff:               <ul style="list-style-type: none"> <li>Facilities staff defer to supervisor</li> <li>Food service staff defer to supervisor</li> <li>All other classified staff report two hours after normal time</li> </ul> </li> </ul>

### **Safety**

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.

### **Custody Arrangements**

Unless there is a documented court order that prevents a biological parent from seeing their child during the school day or from picking them up from school, administrators are to allow both biological parents 100% access to their child(ren) no matter what custody paperwork they may provide. State statute is as following:

- Chapter 21. - CRIMES AND PUNISHMENTS
- Article 34. - CRIMES AGAINST PERSONS
- 21-3422 Interference with parental custody.

### **Parental Involvement**

A strong partnership between the Piper Early Childhood Education Center program and parents/guardians is of primary importance to the healthy development of the children. A key factor in this partnership is communication. Teachers will be in communication with parents/guardians through notes, newsletters, phone calls, and parent/teacher conferences. Some opportunities for parent involvement include: class parties, school-wide events, and special project days.

### **Site Council**

As part of the School Improvement process, every school has a Site Council made up of interested patrons, parents, and staff members. The council is an advisory body only, not a decision-making body. If you are interested in participating, please contact your building principal for meeting dates and times.



# PIPER

## USD 203

Dear Piper USD 203 Volunteer,

Thank you for volunteering and being part of Piper USD 203. Your time, energy and participation is valued. Please remember to be:

- CONFIDENTIAL because it is very important that what is observed in the school remains confidential. Student behavior or performance is not to be discussed with other parents or passed along in the community. Videos or photos of other students are not permitted.
- FLEXIBLE in responding to the needs of students.
- FRIENDLY because with a smile and thank you, you can make an impact!
- HONEST in your approach and attitude which will aid in developing trust.
- PATIENT when working with students because when they are having difficulty, they do not need additional pressure.
- RESPECTFUL by treating individuals in the same manner you wish to be treated.

Volunteer Printed First and Last Name

Volunteer Signature

Date

## Health Services

The following regulations and guidelines were established in an attempt to maintain a safe and healthy environment for all students. Health services will be provided by the school nurse or qualified designee which primarily includes assessments, screenings, administration of medications and first aid to sick or injured students.

### Nurse Office

Students who become ill at school must report to the health room.

- Students must check out from the health room if leaving school early, related to illness. Parent/Guardian will be notified by the school nurse or school secretary.
- The use of cell phones to contact parents during the school day regarding illness is discouraged.
- Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.
  - For students found with "living lice," parents will be notified and informed their child can either stay at school for the remainder of the day OR that the parent can come pick them up. Students may be asked to come back into the health office for reassessment.

Students will be excluded from school when displaying one or more of these symptoms:

- Temperature of 100 degrees or greater
- Undiagnosed rash
- Vomiting
- Persistent diarrhea
- Nurse judgment based upon physical assessment.

Parents will be notified of all significant injuries at school and appropriate actions will be taken.

### Sick Child Pick-Up Policy

If a child becomes ill during the school day, a parent or guardian will be notified by the school nurse. The child must be picked up within one hour of the call to ensure their comfort and the well-being of others.

### Returning To School After Illness

- Students should be fever-free without the use of fever-reducing medication for 24 hours before returning to school.
- Students should be free of continuous and disruptive coughing.
- Students should remain at home for 24 hours after cessation of vomiting or diarrhea.

A doctor's note stating that the student may return to school should be presented after any infectious illness or after three consecutive days unless otherwise advised by administration. Doctor's note should include a release or activity restrictions and it will be filed in the student's health record. Activity restrictions or recommendations should include the physician's contact information and an end date.

## **Chronic Health Conditions/Allergies**

Parent/Guardian will notify the school of any chronic health conditions and specific allergies by completing the Medical Information/Consent to Treat form that is listed as required information during enrollment each year for new and returning students. Notification is given to individual teachers and appropriate staff for students with known allergies and chronic health conditions.

## **Immunizations**

It is the responsibility of the parent/guardian of every student enrolling in the district to furnish satisfactory evidence of up-to-date immunizations as mandated by Kansas Law on or before September 30. A list of the required and recommended immunizations can be found on our website. An acceptable statement of medical or religious exemption must be on file for unvaccinated students who will be excluded from school in times of disease outbreaks.

It is the responsibility of the parent/guardian of every student enrolling in the district to furnish satisfactory evidence of current immunizations. Written documentation of vaccinations must be from a medical provider, health department, or school. Students who are medically or religiously exempt from immunizations may be excluded from school if there is an outbreak of a vaccine preventable disease for which they are not immunized. Students will need to receive any vaccinations needed to be compliant with state requirements by September 30 or will be excluded from school.

See Kansas State Immunization Requirements K.A.R. 28-1-20

<https://www.kdhe.ks.gov/DocumentCenter/View/21272/2022-2023-School-Requirement-K-12-PDF>

Medical exemptions must be completed annually by a licensed physician. Religious exemptions may be in the form of a letter signed by a parent/guardian.

[https://resources.finalseite.net/images/v1525785381/smsdorg/gvbh46e5fe314k11loqm/KCI\\_formB.pdf](https://resources.finalseite.net/images/v1525785381/smsdorg/gvbh46e5fe314k11loqm/KCI_formB.pdf)

## **Medications**

The school cooperates with parents in giving students needed medications with the following guidelines enforced:

- Students are **not** permitted to carry and self-administer medications (non-prescription or prescription) during the school day unless proper authorization is granted.
- The appropriate medication form (Prescription, Non-prescription, and Self-administration) should be completed and signed by parent/guardian and healthcare provider (if required). All medication forms are available in the school office or can be downloaded from the district's website.
- All non-prescription medications should be in the original container, clearly marked as to the medication contained therein and with directions.
- Prescription medicines should be marked with the name of medication, amount of a single dosage, name of physician, dates and times to be given.

## **Physicals**

All students must have a Kansas physical health record.

Students less than 9 years of age entering a Kansas school for the first time must present a health assessment (physical) in accordance with Kansas Statute 72-5214.

### **Toilet Training**

All students enrolling in the 4 year old program must be completely “toilet trained”. A child is considered not toilet trained if the student urinates or has a bowel movement in his/her pants 3 or more times in one week.

If enrolled in the 3 year old program, there will be a 6 week grace period from the start of school to help families finalize toilet training. If a student is determined to not be toilet trained by the end of the grace period, the student's enrollment may be discontinued.

### **Allergies**

If your child has allergies and you have provided the district with the meal modification plan and appropriate physician forms, your child will be provided a meal that accommodates their allergies.

### **Eating**

Breakfast can be ordered in advance via a link sent by the principal.

Snacks and lunch will be served family style. Students will be offered one hot lunch option along with fruit, vegetables, and milk. If your child has food preferences, it is your responsibility to determine if the day's option is appropriate or not. Full day students have the option to bring their own home lunch. You can view the menu and specific nutritional information on [www.piperschools.com](http://www.piperschools.com).

The school will provide one snack daily. Those students enrolled in the full day program will also provide an additional snack. All provided foods must be prepackaged and commercially prepared.

## **Nutrition and Wellness Environment Policy** **at Piper Early Childhood Center**

At our school we encourage healthy eating and wellness habits. The following areas are important and are implemented at Piper Early Childhood Center. The written policy will be included in our family handbook and posted on our website yearly.

- The Smarter Mealtimes Scorecard will be submitted at least once per year.
- Family style meals will be provided using child sized serving utensils.
- Our daily schedule promotes a relaxed and adequate period for meals and snacks. Children will have ample time to eat and practice social interaction skills such as having a conversation.
- Food is not used as an incentive or punishment and children are not punished or rewarded for what they choose to eat. Food is not withheld as punishment and children are not forced to eat foods as a prerequisite to receiving an item or completing an activity.

- The school nurse will instruct children in proper hand washing techniques at the beginning of each year and at semester. Both children and staff wash their hands before and after meals and snacks.
- Menus are available and shared for staff and parents. Children have opportunities to provide input on the food and menus.
- Children are given the opportunity to be involved in mealtime through age appropriate activities such as setting the table, preparing food and cleaning up after meals (stacking chairs, etc.). Our district menu for Piper Early Childhood Center is tailored to our students' preferences and provides a variety of food choices.
- Screen time is limited to no more than 30 minutes per week for children two and older and never during mealtimes.
- Children have the opportunity to see, identify, taste, and enjoy a variety of foods that are culturally significant and/or locally grown. Our curriculum Connect 4 Learning includes these activities during the exploring the senses unit.
- Our school has a fruit and vegetable garden that children have an opportunity to work in (planting, weeding, watering, and harvesting.) Each class has their own garden bed to tend, while the entire school shares the harvest.
- Garden-focused nutrition education includes hands-on activities (cooking, food prep, and taste testing). Our curriculum, Connect 4 Learning has a unit in the spring that encompasses gardening and nutrition.
- Fundraising activities involving children and families support a healthy environment. We participate in the APEX 'Fun Run' in which students collect pledges per lap. Along with the exercise, students learn lifelong integrity skills.

## Academic Programs

### **ACCREDITATION**

Piper schools are accredited by the State of Kansas. As part of an ongoing school improvement process, each school develops goals and strategies to reach those goals.

District Goal 1: Future Ready Success for All

District Goal 2: Connected Culture Among All

District Goal 3: Fiscal Responsibility & Effective Systems

District Goal 4: Human Capital

All Piper School District Graduates Will Achieve Cognitive, Personal, And Interpersonal Excellence as outlined by the Piper Portrait of a Graduate:

- Critical Thinking And Problem Solving
- Social, Global And Cross-Cultural Skills
- Initiative And Self-Direction
- Communication
- Resilience And Social And Emotional Well-Being
- Creativity And Innovation

## **Curriculum Overview**

The 3 and 4 year old curriculum is based on the Kansas Early Learning Standards ([www.ksde.edu](http://www.ksde.edu)). We implement a program called Connect 4 Learning that is aligned to the KELS. Our curriculum encompasses physical and self-help skills, social-emotional development (including engagement and personal social skills) communication and literacy (including oral language, phonological awareness, alphabet knowledge, print awareness and writing) and general mathematical knowledge (including emergent numeracy, approaches to learning, and problem solving.)

Our school embraces the benefits of learning outside the classroom as well.

All families upon enrollment will complete the Ages and Stages Questionnaire Social Emotional 2 (ASQ-SE2). All students will be screened by staff using the Speed Dial 4 upon entry into the program.

## **Special Education**

The Piper School district provides special education services to students who meet qualifications. Contact the building principal for more information.

## **Section 504 Plan**

The district adheres to Section 504 of the Rehabilitation Act of 1973. Contact the principal for qualifying information.

## **English for Speakers of Other Languages (ESOL)**

The English for Speakers of Other Languages (ESOL) program provides assistance to children who need support to become proficient English language learners. All families are required to complete and submit a Home Language Survey annually during enrollment to determine needs for this program.

## **Discipline**

Our staff uses a four-to-one ratio of positive praise to redirections. Students are taught and encouraged to use problem-solving strategies, as well as self-regulation using the Zones of Regulation; however, the staff will intervene with constructive methods if necessary.

## Piper Early Childhood Center Expectation Matrix

	Arrival/ Dismissal	Hallway	Restroom	Breakfast/ Snack	Lunchroom	Group Time	Centers
<b><i>I will be safe</i></b>	<ul style="list-style-type: none"> <li>Walk safely to and from my classroom</li> <li>Calm body</li> </ul>	<ul style="list-style-type: none"> <li>Use walking feet</li> <li>Eyes forward</li> <li>Stay with my class</li> </ul>	<ul style="list-style-type: none"> <li>Use walking feet</li> <li>Keep water in the sink</li> </ul>	<ul style="list-style-type: none"> <li>Calm body</li> <li>Eat and drink my own items</li> <li>Pass the bowl with 2 hands</li> </ul>	<ul style="list-style-type: none"> <li>Use walking feet</li> <li>Eat and drink my own items</li> <li>Pass the food with two hands</li> </ul>	<ul style="list-style-type: none"> <li>Stay in my own space</li> <li>Calm Body</li> </ul>	<ul style="list-style-type: none"> <li>Use walking feet</li> <li>Use gentle hands and feet</li> </ul>
<b><i>I will be respectful</i></b>	<ul style="list-style-type: none"> <li>Quiet Voice</li> <li>Listening Ears</li> </ul>	<ul style="list-style-type: none"> <li>Use an inside voice</li> <li>Follow my teacher's directions</li> </ul>	<ul style="list-style-type: none"> <li>2+2: 2 pumps of soap and 2 paper towels</li> <li>1 person in stall</li> <li>Keep my body private</li> </ul>	<ul style="list-style-type: none"> <li>Stay in my own space</li> <li>Use an inside voice</li> <li>Clean my area</li> </ul>	<ul style="list-style-type: none"> <li>Stay in my own space</li> <li>Ask a teacher before getting out of seat</li> <li>Use Inside Voice</li> <li>Clean my area</li> <li>Throw away my trash</li> </ul>	<ul style="list-style-type: none"> <li>Eyes watching</li> <li>Ears listening</li> <li>Voices quiet</li> </ul>	<ul style="list-style-type: none"> <li>Treat materials gently</li> <li>Use an inside voice</li> <li>Keep classroom neat</li> </ul>
<b><i>I will be kind</i></b>	<ul style="list-style-type: none"> <li>Wait patiently to be greeted or dismissed by my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in my space</li> </ul>	<ul style="list-style-type: none"> <li>Stay in my own space</li> </ul>	<ul style="list-style-type: none"> <li>Chew and swallow before I talk</li> <li>Say please and thank-you</li> </ul>	<ul style="list-style-type: none"> <li>Chew and Swallow before I talk</li> <li>Say Please and Thank You</li> <li>Wait patiently for teacher to dismiss y</li> </ul>	<ul style="list-style-type: none"> <li>Wait my turn</li> <li>Try my best</li> </ul>	<ul style="list-style-type: none"> <li>Be a friend</li> </ul>

### Civility Policy

#### Civility in the Workplace GAARA

The Board of Education believes a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The Board commits the District in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The District expects this value to be manifested in the daily behavior of all constituents and stakeholders. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students, employees, and stakeholders. Uncivil conduct on district property or at district-sponsored activities by District personnel, parents, volunteers, contractors or visitors is prohibited.

In support of this policy, the Board of Education expects all District personnel, parents,

volunteers, contractors, visitors and community stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgement in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language
- Model respectful problem-solving
- Reduce actions or behaviors which might provoke fear, anger, frustration, and alienation;
- Use clear, concise, and courteous verbal and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed;
- Seek to understand others' points of view and cultural perceptions.

For the purpose of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene, or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs;
- GAAEA-2
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location or remaining in a classroom or school area after a teacher or administrator in authority has directed on to leave, or other similar disruptive conduct;
- Disrupting or threatening to disrupt school/office operations;
- Threatening the health and safety of students or staff;
- Willfully causing property damage.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as:

- The ideas are presented in a respectful manner and at a time and place that are appropriate;
- Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process;
- Regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, probation, or administrative leave.

Addressing Uncivil Conduct:

- Cite this policy and notify the other person that they are ending the conversation or the interaction and remove themselves from the situation (i.e. ending a phone call, walking out of the room, or requesting the other individual leave the room);
- If an individual refuses to leave upon request or returns before the applicable period of time, the Superintendent, principal, or administrative designee may notify law enforcement officials.
- Request an appropriate administrator to conduct a private conference with all parties of concern;

- Persons who observe uncivil behavior have an obligation to report the uncivil behavior to an administrator;
- Administrators have an obligation to address reports of uncivil behavior;
- No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

\*Please utilize the Communication Matrix (located at the conclusion of this policy) to begin all discussions with the most relevant Piper School District Staff

### **Resolution of Complaints/Grievances**

The following steps are proper procedures to be followed by persons with questions or complaints regarding the operation of Piper Early Childhood Center and Piper school district.

PIPER EARLY CHILDHOOD CENTER						
<b>COMMUNICATION MATRIX</b>						
Parents/Patrons should use the matrix below to address questions or concerns. Issues should be addressed beginning at level 1. If the issue cannot be resolved, it is appropriate to move to the next level with the inquiry.						
Areas of Concern	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Academics, Curriculum, Instruction & Assessment	Teacher	Stasi Willmon Principal	Dr. John Nguyen Asst. Superintendent	Dr. Jessica Dain Superintendent	Board of Education	
Activities & Athletics	Sponsor	Stasi Willmon Principal	Dr. Jessica Dain Superintendent	Board of Education		
Discipline	Teacher	Stasi Willmon Principal	Dr. Jessica Dain Superintendent	Board of Education		
Facilities	Stasi Willmon Principal	Mike Williams Director of Facilities	Dr. Jessica Dain Superintendent	Board of Education		
Food Service	School Kitchen Manager	Kitty Mullins Director of Food Service	Regan Agre Student Information Specialist	Kim Buckner Director of Business	Dr. Jessica Dain Superintendent	Board of Education
General Concerns	Teacher	Stasi Willmon Principal	District Level Directors	Dr. Jessica Dain Superintendent	Board of Education	
Guidance, Social Emotional Learning & Mental Health	Teacher	Stasi Willmon Principal	Dr. John Nguyen Asst. Superintendent	Dr. Jessica Dain Superintendent	Board of Education	
Maintenance & Grounds	Stasi Willmon Principal	Mike Williams Director of Facilities	Dr. Jessica Dain Superintendent	Board of Education		
Special Education	Teacher	Stasi Willmon Principal	Diane Fleming Special Education Coordinator	Darcey Bast Director of Student Services	Dr. Jessica Dain Superintendent	Board of Education
Transportation	Stasi Willmon Principal	DS Bus Lines Director of Transportation	Kim Buckner Director of Business	Dr. Jessica Dain Superintendent	Board of Education	
504	Stasi Willmon Principal	Darcey Bast Director of Student Services	Dr. Jessica Dain Superintendent	Board of Education		

### **Emergency Safety Interventions ESI**

The use of seclusion or physical restraint is considered to be an “emergency safety intervention (ESI)” and shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. For detailed information go to our website and click [ESI Procedures](#).

### **Policy on Reporting Child Abuse and Neglect**

Piper USD 203 follows K.S.A. 38-2223 that provides whenever teachers, school administrators or other employees of a school have reason to suspect that a child has been harmed as a result of physical, mental, or emotional abuse or neglect or sexual abuse, they shall promptly report the matter to the Department of Children and Families (DCF). USD 203’s normal process is for a report to be made to the building principal or the counselor who is then responsible for making the required report to DCF

### **Racial and Disability Harassment**

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment, on the basis of race, color, national origin, or disability. Discrimination or harassment on the basis of race, color, or national origin (“racial harassment”) or on the basis of disability (“disability harassment”) shall not be tolerated in the school district. Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

### **Sexual Harassment**

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, including sexual harassment. Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment of employees or students of the district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

### **Notice of Non-discrimination**

Piper USD 203 does not discriminate on the basis of race, national origin, religion, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated as the Federal Compliance Coordinator to handle inquiries regarding the non-discrimination policies:

Dr. Jessica Dain, Superintendent  
Piper USD 203  
3130 North 122<sup>nd</sup> Street Leavenworth Road  
Kansas City, Kansas 66109  
913-721-2088