

KIPP:KC



STUDENT HANDBOOK

2024-2025





Welcome Letter



Dear KIPP KC Team & Family,

Welcome to the 2024-2025 school year at KIPP KC! I am thrilled to have each of you as part of our incredible community and excited to share our theme for the year: "Joyful Excellence – Courageously Together." This theme captures the spirit of unity, perseverance, and joyfulness that we aim to bring into everything we do.

At KIPP KC, we believe that excellence is a journey we embark on with joy and determination. This year, we will focus on finding joy in our learning experiences, celebrating our successes, and embracing the challenges that help us grow. We want our students to not only achieve academic success but also to enjoy the process of learning, discovering new passions, and developing lifelong skills.

"Courageously Together" signifies our commitment to supporting one another through every step of our journey. We understand that challenges may arise, but by standing together, we can overcome any obstacle. Our strength comes from our unity, and we are dedicated to creating a safe, inclusive, and supportive environment where every student and family feels valued and heard.

As we begin this new academic year, I encourage our KIPPsters to bring their curiosity, enthusiasm, and unique talents to school every day. Families, your involvement and support are crucial to our success, and we are grateful for your partnership. Together, we will create a community where excellence is achieved with joy, and every achievement is a shared celebration.

Thank you for being a part of the KIPP KC family. I am honored to lead such an inspiring group of students, families, and educators, and I look forward to the amazing things we will accomplish together this year.

Here's to a year of Joyful Excellence, achieved Courageously Together!

With gratitude and excitement,

Dayna Sanders, Ed.S.

Executive Director

KIPP Kansas City

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About this Handbook

This Student Handbook is designed to provide students and families with essential information about KIPP Kansas City Public Schools, including policies, procedures, and expectations. It is important to familiarize yourself with the contents of this handbook as it outlines the rights and responsibilities of all students.

Purpose

- To outline school policies and procedures.
- To establish clear expectations for student behavior and academic performance.
- To provide information about academic programs and support services.
- To inform students of their rights and responsibilities under KIPP Kansas City Public Schools policies.
- To foster a positive and supportive learning environment.

Organization

This handbook is organized into sections for easy reference. Each section covers specific areas of school life, such as academics, student conduct, attendance, and student services.

Changes and Additions

Changes may be made to reflect new policies, procedures, or legal requirements. Updated versions of the handbook will be available on our website: www.kippkc.org.

KIPP KC Roots & History

KIPP Kansas City Public Schools is part of a nationwide network of free, open-enrollment, college-preparatory charter schools dedicated to preparing students in educationally underserved communities for success in college and life. Our strength as a region serves as a catalyst for empowerment, change and hope. Founded in 1994 as a program for fifth graders in Houston, Texas, KIPP has grown into a network serving over 100,000 students across 20 states and the District of Columbia. As a national leader in the movement to provide all children with exemplary education regardless of their zip code, KIPP focuses on developing both the academic and character skills necessary for college graduation and lifelong success. We have made a sacred promise to our students—known as Little KIPPsters—to help them positively impact their communities and lead fulfilled lives.

Founded in 2007, KIPP Kansas City Public Schools began with KIPP Endeavor Academy, serving approximately 31 fifth-grade students. Today, we educate approximately 1,000 students from Pre-K through 12th grade, with our community continuing to expand. Together with families and communities, we strive to create joyful, academically excellent schools that equip students with the skills and confidence to pursue their chosen paths—whether college, career, or beyond—so they can lead fulfilling lives and contribute to a more just world. Located in the historic 18th and Vine District, we are part of a national network of free, open-enrollment, college-preparatory charter schools with a proven track record of preparing students in underserved communities for success in life.

Vision

Every child grows up free to create the future they want for themselves and their communities.

Mission

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose- college, career, and beyond- so they can lead fulfilling lives and build a more just world.

Our Core

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

Equity Statement

KIPP Kansas City Public Schools acknowledges the deep-seated legacies of racism, sexism, and other forms of discrimination within our educational system that have historically disadvantaged students of color, students with disabilities, multilingual students, and other marginalized groups. We are committed to rectifying these injustices and ensuring an equitable, high-quality learning environment for all students, regardless of gender, gender identity, race, ethnicity, religion, ability status, or family background.

Under the visionary leadership and direction of our new Executive Director, Dayna Sanders, KIPP Kansas City is dedicated to courageously building safer school environments that move away from exclusionary discipline practices. Over the next five years, we are committed to implementing strategic measures aimed at fostering equity and fairness throughout our community:

- **Implicit Bias Training:** Mandatory for all new hires as part of our comprehensive onboarding process.
- **Culture of Care:** Emphasis on trauma-informed practices to support the emotional and psychological well-being of our students.
- **Restorative Practices:** Adoption of restorative discipline and behavior change interventions to foster a constructive and supportive school culture.
- **Policy on Suspensions:** Elimination of suspensions for students in grades K-5, except in extreme circumstances, to ensure more inclusive disciplinary actions.

We ensure that due process is maintained in disciplinary proceedings. Before issuing an out-of-school suspension, the student will have the opportunity to understand the allegations and respond.

Parents/caregivers are notified by phone and in writing, with the option to request a conference with school administrators to discuss the matter further. Upon their return, students are allowed to complete missed schoolwork, quizzes, tests, or exams for full credit, ensuring their academic progress is uninterrupted.

KIPP Kansas City is committed to continually reviewing and updating our Code of Conduct to eliminate any oppressive, outdated, or inequitable practices that marginalize our students or their families. Our goal is to foster an inclusive and equitable educational environment that reflects our community's diversity and strengths.

KIPP KC Board Meetings

Board meetings are held on Zoom. The public has a right to attend. We post scheduled meetings and agendas on the KIPP KC website at <https://www.kippkc.org/>.

Enrollment Process

We welcome all pre-K to 12th grade students within the Kansas City, Missouri boundaries to apply to KIPP KC.

Steps to Enroll

1. Parent / Guardian must fill out application.
2. Once a student is offered a spot off the waitlist, they have 2 days (48 hours) to accept the offer
3. Parent/Guardian must complete registration in Infinite Campus Parent Portal within one week which includes:
 - a. Signed “release of cumulative records form”
 - b. Student immunization records
 - c. Student Birth Certificate
 - d. Proof of Residency
 - e. Student Social Security Card (only if applicable)
4. Other steps may include:
 - a. Student orientation
 - b. Attending enrollment office hours to complete required paperwork

Once school starts, a student has 3 days to secure their seat. The only way to do so requires attending school. If a student is fully enrolled and does not attend school within 3 days of being fully enrolled without an approved, amended start date on file, the student will be withdrawn and their seat will be filled by the next student on the waitlist. In order for a student to secure a seat after being withdrawn is to reapply and go through the enrollment process again.

Special Circumstances

If a student is dropped from the KIPP KC roster due to a parent withdrawal, low attendance, or other special circumstance, we require the family to reapply. An exception to this is if a student is stopped out. Reasons for a stop out include but are not limited to: long-term illness or hospitalization, extended and communicated stay out of town, incarceration, or if a student qualifies under McKinney-Vento.

If a student is withdrawn they are not eligible for team sports. They are eligible for summer school **ONLY** if they are unable to attend summer school at their new district (requires documentation).

KIPP KC reserves the right to revoke enrollment if a student is no longer living in the district (within KCPS boundary lines).

Records Requests

The parent/guardian must have access to records in accordance with FERPA.

If a parent/guardian requests to withdraw their student, they must send a written email or letter to the school front office requesting the withdrawal in writing. The school operations team will notify all teachers and finalize grades. The student will be dropped from KIPP's student information system (SIS). Parents/guardians should note that most schools will not accept records brought in but rather would like a faxed copy from the school.

If at any time the school receives a records request from another school or district for a student to be transferred, the front office will confirm with a parent/guardian, ask for that request in writing, and schedule an exit interview with the parent. The exit interview will prompt the records request to be filled within five business days. The student's grades will be finalized and the student will be dropped from KIPP's student information system.

A parent/guardian is required to fill out withdrawal paperwork or send a written request to the front office indicating where they plan to send their child to school in order to withdraw their student from KIPP. Parent must also complete an exit interview with a member of the school operations team.

Attendance Policy

Attendance is a critical component in the success of students and the school. Our goal at KIPP KC is that all students maintain a 95% attendance rate each year throughout their entire career at KIPP. The following policies have been established in order to ensure this goal is met.

Excused Absences

Absences due to an illness, funeral of a family member, suspension from school, verifiable family emergency, court appearance, or other reason as determined by the school administrator. Documentation must be provided to the school when the student returns.

Absences for sickness due to illness that exceed two days require a doctor's note. These types of absences will not result in disciplinary action or count towards the 5 absence limit per semester.

If a student misses the bus because the bus company did not pick up the student, we will verify with the bus company and then count the absence as excused. If a student misses the bus for any other reason it is an unexcused absence and they are required to find alternative transportation.

Unexcused Absences

Absences that do not meet the requirement to be considered excused and/or were not supported with the appropriate documentation or parent phone call/letter.

Absences & Missing Consecutive Days

We ask that parents call the office before 8:15am (Elementary/Middle) or 7:08 (High School) if their student is going to be absent that day. A parent or guardian is required to provide official communication for an absence to be considered excused. Failure to bring written documentation within 2 days will result in the absence being marked as unexcused. The following actions will be taken when a student is absent:

1. Upon three (days) or more than 20 hours of absence from school in a semester, a phone call will be made to the student's home to discuss the student's attendance. KIPP KC considers three (3) days of absence in a semester to be excessive unless unusual circumstances are present.
2. Upon five (days) or 35 hours of absence from school in a semester, a letter will be mailed to the student's home addressing the attendance problem and outlining the next steps should additional absences occur.
3. Upon seven (days) or 49 hours of absence from school in a semester, a parent/guardian conference with school leadership will be held either in person or via phone.
4. After ten (10) consecutive days or more than 70 hours of absences, excused or unexcused, a referral will be made to Kansas City's Truancy Court and a letter will be sent to parents regarding such notification. The student will also be dropped from KIPP KC. The student can reapply but would follow the normal enrollment process and go to the bottom of the waiting list, if applicable, for that grade level.

Tardies, Late Arrival, and Early Dismissal

- Elementary and Middle School: Students who arrive after 8:33 a.m. or are picked up before 4:03pm will be marked for a Tardy/Early Departure
- High School: Students who arrive after 7:18 a.m. or picked up before 2:48 p.m. will be marked Tardy/Early Pickup.

If at all possible, students must make medical or other appointments after school hours or on weekends. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. A legal guardian or individual named in the enrollment packet and documented in Infinite Campus must walk into the school to sign the student out of school. If the individual is named on the enrollment packet but not recognized by staff we will ask for identification.
 - a. An exception to this rule is if the student is 18. Students over the age of 18 are able to sign themselves out; however, they are not permitted to sign siblings or family members out.
2. The student must complete all missed work.
3. Only early dismissals or late arrivals for verified doctor's appointments or other named engagements (see above) will count as excused absences. All others are considered unexcused. Doctor's notes should be brought upon arrival to school.

Early Drop Off, Late Pick Up

Families are required to follow our school start and end times when dropping off and picking up their student. Students who are dropped off at school earlier than fifteen minutes prior to the start of school or picked up later than fifteen minutes after dismissal will be marked as early drop off and late pick up. Each time this happens the family will be contacted by the front office and reminded of our policy. If a student reaches three (3) early drop off or late pick-ups, the family will be required to sign the student up for Campfire before/after care.

School Closing for Weather or Other Reasons

In the event of bad weather, KIPP school closings will be listed on KMBC, Fox 4, and KCTV 5, and on the school's Facebook page. The school will also send out an automated message informing you that the school has been closed or delayed. Generally, we follow the same guidelines on school closings as the Kansas City Public Schools District, although we reserve the right to come to a different decision than the district.

Once the school day has started, school may be dismissed early due to bad weather. If school is dismissed early due to bad weather, you will receive an automated message from the school at least 2 hours in advance. Please make sure your child has a key to get in his or her home or someone is available to pick your child up as the KIPP KC staff will be dismissed to get home safely as well.

Promotion / Retention Policy

Elementary School (Kindergarten - 5th grade)

Three factors are considered for elementary promotion decisions: overall reading proficiency (as measured by the DIBELS screener), grade-level standard mastery, as cited on the report card and a student's total score on Light's Retention Scale.

1. Reading Proficiency Expectations: Students who are reading more than half a year below grade level by the end of the academic year are candidates for retention in their current grade.
2. Grade Level Standard Mastery Expectations: Students who pass fewer than 3 out of 4 core classes are candidates for retention in their current grade. Passing is considered earning an average of 70% mastery or higher on grade level prioritize standards.
3. Light's Retention Scale: If either of the criteria listed above are met, the school and family will conduct a Light's Retention scale assessment for the student. This research based tool takes into consideration many aspects of the student and their school experiences. It will be used as a tool to determine if retention is likely to have a positive impact on the student's long term academic outcomes.

Parents or Guardians of students who are in jeopardy of being retained (candidate for retention) will receive notice of this possibility in writing within 30 days of the end of first semester and again within 10 days of the end of Q3. Parents will be notified of the schools final recommendation within 10 days of the conclusion of the school year.

Middle School (6th - 8th Grade)

Three factors are considered for middle school promotion decisions: overall reading proficiency (as measured by DIBELS or iReady assessment), mastery of grade level standards and a student's attendance.

1. Reading Proficiency Expectations: Students who are reading more than half a year below grade level by the end of the academic year are candidates for retention in their current grade.
2. Grade Level Standard Mastery Expectations: Students who pass fewer than 2 out of 3 core classes are candidates for retention in their current grade. Passing is considered earning an average of 70% mastery or higher on grade level prioritize standards.
3. Attendance Expectations: Students are expected to be at school 95% of the time, students with lower than 95% attendance are candidates for retention.

Parents or Guardians of students who are in jeopardy of being retained (candidate for retention) will receive notice of this possibility in writing within 30 days of the end of first semester and again within 10 days of the end of Q3. Parents will be notified of the schools final recommendation within 10 days of the conclusion of the school year.

High School (9th - 12th Grades)

To be promoted to the next grade at the end of a school year, a student at KIPP KC Legacy High School must earn the number of credits indicated below. Any student who does not earn the credits indicated below is a candidate for retention in the current grade. Students retain all FULL credits earned with a passing grade and are eligible to enroll in the next course in the subject sequence but are considered a member of the grade they are retained in for all other purposes.

To Grade	Requirements for Promotion (after Summer Credit Recovery Session)
10	5 credits, including 1 English or 1 mathematics
11	12 credits, including 2 English and any combination of 2 mathematics and/or science
12	18 credits, including 3 English, 2 math, and 1 science

High School students may make up previously unearned credits (“credit recovery”) in two ways:

- A student may make up one credit during summer “Credit Recovery”
- A student may make up additional credit during the regular academic year by replacing one elective with an academic course

Parents or Guardians of students who are in jeopardy of being retained (candidate for retention) will receive notice of this possibility in writing within 30 days of the end of first semester and again within 10 days of the end of Q3. Parents will be notified of the schools final recommendation within 10 days of the conclusion of the school year.

Transportation

Students Riding the Bus

It is very important that students follow the rules of the bus. These rules are designed to make sure students make it to and from school safely:

- Students must stay seated in their (whether chosen or assigned) seat until they arrive at school or their stop. They may not stand up.
- Students must speak respectfully to the driver and one another and at a conversational level (voice level 1 or 2). They cannot scream on the bus.
- Students may not eat on the bus. Eating on the bus presents a choking hazard.
- Students need to keep their hands and feet to themselves. Fighting (including play fighting) will not be tolerated.

Suspension from School-Offered Transportation

A student may be suspended from school transportation by the School Leader or a staff member designated by the School Leader as the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parent(s) or guardian(s).

The following consequences will be given for bus write ups. When there is doubt as to what happened on the bus, Apple Bus will provide video confirmation of the incident. In any of the below cases, a student may be suspended from using bus transportation for a longer period of time based on the severity of the incident. Write-ups for students on the first or second level will reset at semester.

- First offense - Warning (phone call or written communication to families and student)
- Second offense - 1 day suspension off the bus
- Third offense - 5 days suspended off the bus
- Fourth offense - Suspension for the remainder of that school year

Missouri Safe Schools Act violations are applicable on the bus or any other KIPP provided transportation.

Students who are assigned a bus route are expected to ride that route every day they are present. If the student is not going to ride for any reason, families should communicate with the drivers at the stop in person or via First Act. If a student is a no-show, the driver will communicate with the school operations team who will contact the family to confirm ridership. If the student is a no-call, no-show for 5 consecutive days, the family will be notified that this student is dropped from the route.

Students Who Walk or Take Public Transportation

KIPPsters are allowed to walk home or take public transportation with or without a parent or guardian present. If you would like your students to walk, please contact our front office to give permission for them to walk. You can indicate to the front office whether a student has permission to walk just once or on an ongoing basis

Parent/Guardian Acknowledgment For Students Walking Home

- I understand that my student will leave school at the end of the school day and is not allowed to loiter on campus.
- I understand that it is my responsibility to provide afternoon transportation arrangements for my student including picking up my student from school and having them walk home or use public transportation. I have discussed steps my student should take if someone is bothering them, including places of refuge along the way (e.g. restaurant or office to ask for help).
- I understand that this permission is sought for the benefit of my family on a purely voluntary basis and that we assume all inherent risk. Once my student leaves campus, I will not hold the school, its board members, employees, authorizer, or volunteers liable in the event an accident, injury, or other harm may occur.
- I understand that KIPP Kansas City Public Schools' responsibility for my student ends when they are signed out on the daily roster (if applicable) or leave campus in accordance with end-of-school-day protocols.

Students Driving Themselves to School

Students who are 16 years old and hold a valid Missouri State Driver's License are permitted to drive themselves to school. They must park in street parking (not in the staff lot) and must park legally. KIPP KC does not assume responsibility for any damages to student property and reserves the right to search a student's car if probable cause exists.

Transportation Changes

Parents must provide notification to the Front Office to change their KIPPsters method of transportation. If notification is not provided, then the student will not be able to ride a different bus/go home via any other method than what is on file. All transportation changes must be requested before 2:30pm for Endeavor and 130 for Legacy; the front office cannot make changes after this time.

School Meals

For the 2024-2025 school year, KIPP KC is a Community Eligibility Provision (CEP) school. Breakfast and lunch will be provided to all students free of charge each day. There is no need to fill out a form in order for your student to access free meals. If KIPP KC loses its CEP status, all families will be required to fill out a federal free/reduced lunch form. Families who qualify will receive free/reduced pricing for breakfast and lunch.

Students are not required to eat school meals. Families may choose to have their children eat breakfast at home and/or send a bag lunch. Students will not be allowed to leave campus to get lunch or make phone calls to have lunch delivered to the school. All students who choose to eat school lunch must have each item that is offered for that particular meal on their meal tray, but students will not be required to eat each food item on their tray.

Students with food allergies and/or special dietary needs must see Front Office Staff and fill out necessary forms.

Visitors

All KIPP KC visitors must report to the front office and sign-in and follow the sign-in procedure. Every visitor must show identification, sign-in at the front office, and complete a “Parent Visitors Guidelines” form.

At KIPP KC we define a visitor as anyone that wants to come and observe our school in action around learning and culture. We do not view a visitor as someone that wants to meet with specific teachers or leaders in the building and have a conversation with them. Those meetings must be scheduled in advance to ensure the learning process is protected.

Any suspicious visitors should be reported to school administration and the front office staff.

Student Behavior and Discipline

Notice of Regulations

The KIPP KC school’s leadership shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Positive Behavior Support Systems

KIPP Kansas City is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

- **Multi-tiered Systems of Support (MTSS):** MTSS focuses on the whole child and creates a tiered system of support that takes into account not just academic or behavioral needs, but also the impact of the environment on these needs.
- **Trauma-Informed Practices:** We recognize the real impact trauma has on individual students and our broader community. KIPP KC Public Schools strives to use trauma-informed practices, including creating classrooms that are predictable and consistent, so that our students' environment is a safe space for learning.
- **Restorative Practices (RP):** RP promotes positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change. KIPP KC is committed to enhancing our practices and has outlined specific guidance on how we plan to implement improvements moving forward. *For more details about our restorative practices, please refer to the relevant sections on pages 16-19.*
- **Social-Emotional Learning (SEL):** Our approach to Social and Emotional Learning (SEL) is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. KIPP KC will be moving forward with a KIPP KC-wide Pre-K-12 adoption and roll out of SEL principles and programming. Our Social and Emotional Learning Program is a key element in advancing our equity efforts at KIPP KC, by ensuring each scholar is receiving the types and appropriate level of support they need to reach their potential.

KIPP KC is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each KIPP KC scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

KIPP KC Public Schools utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the KIPP KC School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Alternatives to Suspension

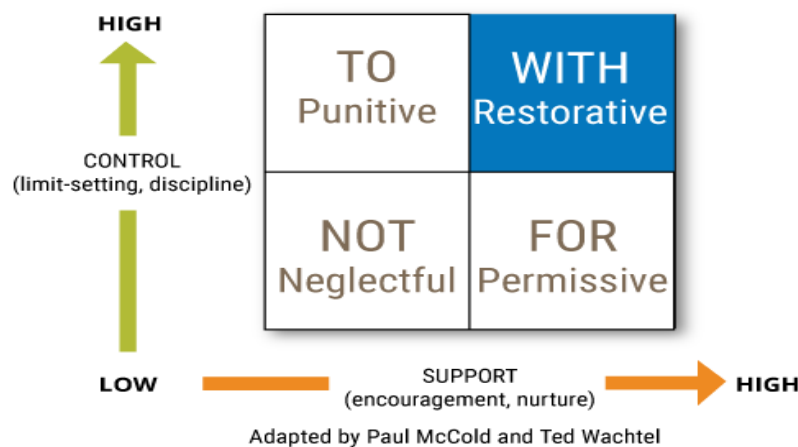
Suspension shall be imposed only when restorative practices have been unsuccessful in addressing student misconduct. However, in cases where a student's behavior poses an immediate danger to themselves or others, as determined by the Head of Schools or the Head of Schools designee, suspension may be imposed on a first offense.

At the discretion of an administrator, a student can complete any combination of (but not limited to) the following alternatives to suspension listed below:

- Family Meeting or Shadow
- Community Service
- In-school suspension (ISS)

Restorative Justice Interventions

At KIPP KC, we utilize the "WITH" methodology as outlined in the Social Discipline Window, often referred to as the Restorative approach. This strategy prioritizes Restorative Practices, which are instrumental in fostering community engagement and enhancing problem-solving skills. Instead of centering on rules and punitive measures when conflicts arise, our approach shifts the focus towards nurturing relationships and emphasizing reparative actions. This ensures that every individual is supported and empowered within our community.



Proactive Interventions at KIPP KC

At KIPP KC, we are dedicated to fostering a restorative community, prioritizing relationships and collective well-being over punitive measures. This commitment is embodied in the following key practices:

1. **Restorative Classroom Temperature Checks:** We begin each class by assessing the emotional climate, asking learners to rate their feelings on a scale from 1-10, with an optional explanation. This helps us understand and adjust the energy level needed for the day. Staff members are encouraged to connect with any student rating below a "5," as these scores could indicate their emotional readiness and potential stress responses.
2. **Mindfulness:** We engage in activities designed to center attention in the present, such as Restorative Yoga, Mindfulness Monday, and Gratefulness Minutes. These practices help students maintain focus and manage stress effectively.
3. **Collaborative Class Agreements:** Using the "WITH" approach, teachers and students together establish classroom norms, fostering a sense of ownership and responsibility.
4. **Classroom Circles:** This includes culture building, opinion sharing, and curriculum review, using a structured circle process with agreed-upon norms and a centerpiece for focused discussions.
5. **Circle Training:** Planned to be conducted by school leadership or consultancy services, this training is a key project targeting a two-year completion timeframe to deepen our restorative practice skills.

Additional interventions include:

- **Teacher-Learner/Restorative Conversations:** These can be formal or informal, where teachers engage learners in reflecting on their actions and feelings.
- **Check-In/Check Out (CICO):** Learners start their day setting goals with a mentor, and end it by reviewing achievements, fostering self-regulation and accountability.
- **Cool-Down Space:** Learners can use a designated space to manage emotional dysregulation, learning to recognize and respond to their emotional states constructively.
- **Restorative Justice Mediation and Group Conferences:** These are structured forums where affected parties come together to resolve conflicts and plan corrective actions collectively.
- **In-Class Restorative Circles and Problem Solving Anchor Charts:** These tools help manage classroom dynamics and address issues collaboratively.
- **Community/Neighborhood Accountability Board:** Involving broader community stakeholders, this process addresses more significant incidents, focusing on comprehensive community-based resolutions.

Trauma Informed Interventions

At KIPP KC, we are dedicated to becoming a trauma-sensitive school, fully committed to implementing trauma-informed interventions as a cornerstone of our educational practices. Our goal is to not only reduce problem behaviors and emotional difficulties among our learners but also to enhance their positive and productive functioning. By addressing the behavioral health needs of our learners proactively, rather than reactively, we increase the resources available to promote their educational goals.

In a non-trauma-informed system, the typical response to issues might involve disciplinary actions and blame, asking "What's wrong with you?" However, our trauma-informed approach prioritizes holding individuals

accountable while providing the necessary space and time to explore "What happened to you?" This method ensures that we do not compound existing trauma with additional guilt.

Aligned with the guidelines set forth by the Substance Abuse and Mental Health Services Administration (SAMHSA), our trauma-informed system adheres to the four critical R's:

- **Realize:** We recognize the widespread impact of trauma and understand the potential pathways for recovery.
- **Recognize:** We are vigilant in identifying the signs and symptoms of trauma in our learners, families, staff, and others involved with our system.
- **Respond:** Our response involves integrating knowledge about trauma into our policies, procedures, and practices, ensuring a comprehensive and sensitive approach.
- **Resist Re-traumatization:** We are committed to actions and policies that actively avoid causing further trauma.

Embracing these principles, KIPP KC aims to foster a supportive and effective learning environment where every member of our community can thrive.

Student Code of Conduct

This section of the Code of Student Conduct does not encompass all possible forms of student behavior. School staff maintain the discretion to address misconduct that is not explicitly detailed in this discipline policy. This code applies to student actions during school hours, before and after school, on school property, during travel on school-funded vehicles, while representing or participating in school-affiliated activities, at all school-sponsored events, and when utilizing school network resources or IT devices.

KIPP Kansas City reserves the right to administer disciplinary consequences for any student behavior, regardless of when or where it occurs, if such behavior undermines the proper order and discipline in schools or negatively impacts the morale or behavior of the students.

Under the leadership and direction of the principal, Executive Director, or school board, a student may be immediately removed if deemed a threat to themselves or others, based on their prior conduct.

The Code of Student Conduct is designed to promote responsible behavior, respect for others' rights, and support the smooth operation of all school activities. Behaviors not listed but detrimental to the school environment will fall under the jurisdiction of the classroom teacher and/or principal. Students with special needs, including those with disabilities, IEPs, or Section 504 Accommodation Plans, are disciplined in accordance with federal and state laws and district policies, as detailed in this handbook.

Disciplinary measures for learners in our Pre-K program comply with Missouri childcare licensing, state childcare accreditation standards, and district policies, as outlined in this handbook.

Scope of Authority

The provisions of this Code of Student Conduct apply in situations including, but not limited to:

- Activities on school property.
- Travel on school buses or other district transportation.

- Off-site school-sponsored activities.
- Commutes to and from school, including waits for school or public transportation, especially if the behavior disrupts school operations.
- Off-campus behavior that poses a safety threat or disrupts the educational environment.
- Behavior on social media that threatens safety or disrupts the educational climate.

Off-campus activities unrelated to school that negatively affect the educational environment may also lead to school interventions. KIPP KC reserves the right to seek restitution for damaged, destroyed, or stolen property.

Supervision of Learners

All school personnel responsible for learner supervision are tasked with supporting physical and psychological safety. They are authorized to address any disruptive behavior at school, on school property, on school buses, or during school-sponsored activities. In extreme cases, reasonable physical force may be used as a last resort to prevent injury to any individual, including the disruptive student.

Disciplinary Action

We teach and reinforce expectations in the classroom. However, the following community damaging behaviors will be reported to school administration, who will decide appropriate disciplinary consequences on a case by case basis, using the following as a guide.

Behavior	Minimum Disciplinary Action	Escalation for Repeat or Severe Behavior	Maximum Disciplinary Action
Using social media while at school	Parent Contact	ISS, OSS, and/or Parent Meeting	3 day OSS and Parent Meeting
Leaving class or campus without permission	Parent Contact	Parent Pickup, ISS, OSS, and/or Parent Meeting	3 day OSS
Cheating or Academic Dishonesty	Parent Contact	Parent Meeting	1 day OSS
Bullying (see section in this handbook); Instigating an argument/fight; Harassment of students or staff; including sexual and internet harassment; Sending sexually explicit messages via text or internet	Parent Contact	Parent Pickup, ISS, OSS, and/or Parent Meeting	10 day OSS
Threatening a student, staff member, or visitor verbally, in writing, or on the internet	Parent Contact	ISS, OSS, and/or Parent Meeting	10 day OSS
Threatening or implying a threat to the campus safety or the school community, involving danger to life (including online). This includes false threats: bomb threats, threats of gun violence, or terrorism of any kind.	Immediate Parent Contact & Notifying Authorities	ISS, OSS	Expulsion
Improper use of school's technology	Parent Contact & Loss of technology privilege	ISS, OSS, and/or Parent Meeting	3 day OSS
Throwing / tipping heavy or dangerous objects, including furniture	Parent contact & Repair of or Payment for repairs	ISS, OSS, and/or Parent Meeting	5 day OSS

Physical Conflict	Parent Pickup	ISS, OSS, and/or Parent Meeting	Expulsion
Removal from in school suspension / recovery room	Parent Pickup	OSS and/or Parent Meeting	5 Day OSS
Theft	Parent Contact and Return / Repayment for what was stolen	ISS, OSS, and/or Parent Meeting	Expulsion
Vandalism	Parent contact & Repair of or Payment for repairs	ISS, OSS, and/or Parent Meeting	Referral for Expulsion
Possession of a toy gun, knife, or other similar object	Parent contact and Confiscation of toy	ISS, OSS, and/or Parent Meeting	Expulsion. See section on Gun-Free Schools Act.
Arson	10 Day OSS/Police Report	NA	Referral for Expulsion
Gang-related activity	Parent Contact	Multiple Day OSS and Parent Meeting	Referral for Expulsion
Possession of Tobacco, Alcohol, Marijuana or any Controlled or Illegal drugs/substances	1 day OSS and Parent Meeting	5+ day OSS and Parent Meeting	Referral for Expulsion
Possession of Lighter or Matches	Parent Contact and Confiscation of materials	OSS and Parent Meeting	10 day OSS
Possession of a dangerous weapon including but not limited to firearms, knives	Immediate OSS and Investigation See section on Gun-Free Schools Act	NA	Expulsion and Police Report
Extreme or prolonged defiance of basic expectations to be safe with self and others, after removal from teacher's room and under the supervision of administration or behavior specialist	Parent Contact	Parent Pickup, ISS, OSS, and/or Parent Meeting	3 day OSS
Repeating any behaviors on this table	Escalation of disciplinary level	Escalation of disciplinary level	Expulsion

Student Searches

KIPP KC, being an educational institution, reserves the right by Missouri state law, to search a student's property and person if reasonable suspicion exists that a policy or law has been violated. In the event of a required student search, KIPP staff will notify the Assistant Principal/Dean of Culture, designated administrator and Principal. The Assistant Principal/Dean of Culture or staff designee will follow our policy of contacting family and requesting security to complete a student search with another admin in the room. The parent or guardian is able to stay on the phone during the search. However, a search may be conducted regardless of whether security is available to conduct it or a parent is available. Finally, students have no expectation of privacy in any KIPP KC locker or other property.

Suspension and Expulsion Procedures

The following procedures apply to all students. However, additional procedures for discipline for students with disabilities are sometimes required, as discussed in Regulation V of the Missouri State Plan.

KIPP believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and procedures of the school. This observance of school policies, rules and procedures is essential for permitting others to learn at school.

Therefore, the administration may exclude a student from school because of violation of school rules and procedures, conduct which materially or substantially disrupts the rights of others to an education, or conduct which endangers the student, other students or the property of the school. Furthermore, if a student poses a threat to self or others, as evidenced by the prior conduct of such student, the administration may immediately remove the student from school. Such actions will be taken in accordance with due process and with due regard for the welfare of both the student and the school.

The terms "suspension" and "removal" refer to an exclusion from school that will not exceed a specific period of time and shall be subject to the due process procedures set forth for "suspensions" in this policy. The term "expulsion" refers to exclusion for an indefinite period.

The school may honor suspensions and expulsions from another in-state or out-of- state school district including a private, charter or parochial school or school district pursuant to law. If a pupil is attempting to enroll in KIPP during a suspension or expulsion from another in-state or out-of-state school district including a private, charter or parochial school or school district, a conference with the Head of Schools or the Head's of Schools designee may be held to consider if the conduct of the pupil would have resulted in a suspension or expulsion at KIPP. Upon a determination by the Head of Schools or the Heads of Schools designee that such conduct would have resulted in a suspension or expulsion in KIPP, the school may honor such suspension or expulsion from another school or district. Upon a determination by the Head of Schools or the Heads of Schools designee that such conduct would not have resulted in a suspension or expulsion in KIPP, the school shall not honor such suspension or expulsion.

Suspensions

A school leader may impose a suspension for a student for a period of up to 10 days. In the event that the School Leader recommends a suspension greater than 10 days, the School Leader shall impose a 10-day suspension and shall make a recommendation to the Head of Schools for additional suspension.

1. Before suspending a student, the School Leader or Head of Schools must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension; and (c) give the student an opportunity to present his or her version of the incident.
2. If the School Leader or Head of Schools concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individuals with Disabilities Education Act (IDEA) as amended or Section 504 of the Rehabilitation Act, additional procedural safeguards described in the policy dealing with the discipline of students with disabilities apply.
3. The School Leader should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate. In many cases, the School Leader may decide not to suspend a student unless conferences (between the teacher, student and School Leader and/or between the parent, student and School Leader) have been held and have failed to change the student's behavior.

4. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.
5. Any suspension initiated by the School Leader must be immediately reported, in writing, to the Head of Schools for approval prior to its finalization. The Head of Schools retains the authority to revoke the suspension, either partially or entirely, at any time.
6. If a student is suspended for more than ten (10) school days, the following rules also apply:
 - a. The student, his or her parents, guardians or others having custodial care have a right to appeal the Head of School's decision to the Board or a committee of the Board appointed by the Board chair.
 - b. If the student gives notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the Head of School's judgment, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. The notice of appeal must state with specificity the reasons for the appeal.
 - c. All notices of appeal shall be transmitted, either by the appealing party or by the Head of Schools, to the secretary of the Board. Oral notices, if made to the Head of Schools, shall be reduced to writing and communicated to the secretary of the Board.
 - d. The Head of Schools, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts relating to the suspension, the action taken by the Head of Schools, and the reasons for the action.
 - e. Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by regular mail and certified mail, the appealing party of the date, time and place of the hearing and of the right to counsel (at the student's/parent's expense), to call witnesses, and to present evidence at the hearing.
 - f. Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Suspensions of More than 180 School Days and Expulsions

Only the Executive Director or Board may expel a student or suspend a student for more than 180 school days. The applicable procedures are outlined below.

1. Before recommending to the Executive Director or Board that a student be expelled or suspended for more than 180 school days, the Executive Director must:
 - a. Tell the student, either orally or in writing, what misconduct he or she is accused of;
 - b. If the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension/expulsion; and
 - c. Give the student an opportunity to present his or her version of the incident.
2. If the Executive Director concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)
3. The Executive Director will recommend to the Board that the student be expelled or suspended for more than 180 school days. The Executive Director may also immediately suspend the student for up to 180 school days. Only the Executive Director or Board can expel a student. Upon receipt of the Executive

Director's recommendation, the Board will follow the procedures described in the section of this policy dealing with student disciplinary hearings.

4. If the student is expelled, he or she may later apply to the Executive Director and Board for readmission. Only the Executive Director and Board can readmit an expelled student.

Student Discipline Hearings

The Executive Director and Board of Directors may originate student discipline hearings upon recommendation of the Executive Director. In such cases, the Board of Directors will review the Executive Director's report and determine whether to conduct a disciplinary hearing. In addition, student discipline hearings also will be held upon written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the Executive Director or designee, the parent or guardian waives, in writing, the right to an expulsion hearing.

In all hearings, whether initiated by the Executive Director, Board of Directors or by appeal, the following procedures will be adhered to:

1. The student and the parents/guardians will be advised of the charges against the student; their right to a Board hearing; the date, time and place of the hearing; their right to counsel at the student's/parent's expense; and their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be made by certified mail, addressed to the student's parents or guardians. The Board shall make a good-faith effort to have the parents or guardians present at the hearing.
2. Prior to the Board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parents/guardians will be provided with copies of the documents to be introduced at the hearing by the administration.
3. The hearing will be closed unless the Board decides otherwise. The hearing will only be open with parental consent. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, his or her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the Board of Directors shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time; or to expel the student; and the Board may impose additional conditions on the re-admission of the student. The administration or its counsel, by direction of the Board of Education, shall promptly prepare and transmit to the parents/guardians written notice of the decision.

Remedial Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence" as defined in § 160.261.2, R.S.Mo., a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal

jurisdiction, care, custody or control of the student. School officials shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. This requirement applies to enrolling students transferring from another school as well, regardless of whether the “act of school violence” was committed at a public or charter school or at a private school in Missouri, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Discipline of Students with Disabilities

It is the goal of KIPP KC to provide a safe and productive learning environment for all students. The school does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the school in highest regard. Students with disabilities will be disciplined in accordance with the discipline code applicable to all students, subject to the modifications mandated by law. All students, including those with disabilities, will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

The school will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

The Board delegates to the Executive Director or designee the authority to seek the removal of a student with a disability as allowed by federal or state law to an alternative educational setting through the state hearing process or to seek a court injunction ordering removal or a different educational placement.

Change of Placement

School personnel will determine on a case-by-case basis, consistent with the IDEA, Section 504 and their implementing regulations, whether a change in placement has occurred when a student is suspended due to a violation of the Code of Conduct.

Manifestation Determination

For any disciplinary action that will result in a change in placement if proposed against a student receiving services under IDEA or Section 504, the IEP or 504 team shall be convened. No later than ten (10) school days after the date on which the decision was made to change the student’s placement, the IEP team shall determine whether the student’s behavior constitutes a pattern. If a pattern is determined, the IEP or 504 team shall then examine if the conduct in question is a manifestation of the student’s disability. The IEP or 504 team will determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
2. If the conduct in question was the direct result of KIPP’s failure to implement the IEP or 504 Plan.

Services During Suspension

On the 11th day and all subsequent days resulting in a change of placement, regardless of whether or not the conduct is a manifestation of the disability, students will continue to receive educational services to enable participation in the general education curriculum and to ensure progress continues toward meeting the goals set out in the student’s IEP as required by applicable law.

Discipline Options-Behavior Unrelated to Disability

If the conduct is determined to be unrelated to the disability for which the student is receiving services, disciplinary options, including suspension, removal or expulsion applicable to students without disabilities, may be applied to students with special needs in the same manner in which they would be applied to students without disabilities.

Discipline Options-Behavior Related to Disability

If the behavior is determined to be a manifestation of the disability, no long-term suspension or expulsion can be implemented. The IEP team may modify the student's placement or IEP as appropriate, for educational, not disciplinary reasons. In addition, the IEP team will either conduct a functional behavior assessment and implement a behavioral intervention plan or review the existing behavioral intervention plan and modify it as necessary.

The Executive Director or designee will provide all school employees training on violence prevention, the school's discipline code and the legal requirements for disciplining students with disabilities. The Board delegates to the Executive Director or designee the authority to contact the school's legal counsel for legal advice or training on the school's responsibilities.

Prohibition Against Being On Or Near School Property During Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the Executive Director or designee.

1. Any student who is suspended for any offenses listed in § 160.261, R.S.Mo., or any act of violence or drug-related activity defined above as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school unless one (1) of the following conditions exist:
2. The student is under the direct supervision of the student's parent, legal guardian or custodian.
3. The student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing, to the School Leader of the school that suspended the student.
4. The student is in an alternative school that is located within 1,000 feet of a public school.
5. The student resides within 1,000 feet of a public school and is on the property of his or her residence.

If a student violates this prohibition he or she may be further suspended or expelled.

Cell Phone / Telephone Use

Students will only be allowed to use the office phone or staff member's phone in an emergency situation. A teacher or staff member must be present at the time of the phone call.

If parents/guardians feel that their child needs to bring his or her cell phone to school for safety reasons, it is the student's responsibility to turn off the cell phone and put it in their locker/cubby/follow school procedure (e.g., Yondr pouches) in order to not disrupt school activities.

Cell phones may not be used during school hours for any reason. If a student's cell phone rings or is seen by a staff member during the school day, it will be taken and may be held until turned over to that student's parent

or guardian. The school is not liable for any cell phone brought to school; students are completely responsible for their cell phones.

Technology Issued by KIPP KC

Students may be issued technology by KIPP KC including but not limited to chromebooks, iPads, or headphones. All families are required to sign the Technology Agreement upon the start of each school year or upon enrollment if starting after the first day of school. Please see the Technology Agreement for more specific information regarding technology fees and usage policies including but not limited to damaged and stolen devices.

Damaged Property

KIPP KC reserves its right to recover the value of its property or technology resources from a KIPP KC student to the full extent authorized by law.

A KIPP KC student who misuses, breaks, damages, steals, or loses the property of KIPP KC will be held responsible for the recovery of the property or item. KIPP KC requires the student and his or her family to pay at least half the cost of the item or property. The remaining portion of the payment can be accounted for through the completion of community service. The student and/or their family members may complete community service hours for KIPP KC at the rate of \$25.00 per service hour until the remaining cost of the bill is paid.

KIPP KC students, who misuse, break, damage, steal, or lose KIPP KC property may face further disciplinary action, up to and including expulsion. Disciplinary action in these circumstances will be determined on a case-by-case basis.

Student Discipline - Reporting

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of school. No code can be expected to list each and every offense that may result in disciplinary action. However, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or an aggravated circumstance of any offense or an action involving a combination of offenses, may result in disciplinary consequences that extend beyond this code of conduct as determined by the Principal, Executive Director and/or Board of Directors. In extraordinary circumstances where the minimum consequence is judged by the Executive Director or designee to be manifestly unfair or not in the interest of the school, the Executive Director or designee may reduce the consequences listed in this policy, as allowed by law.

Documentation in Student's Discipline Record

The School Leader, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any offense that constitutes a "serious violation" of the discipline policy or constitutes an act of violence must be documented in the student's discipline record in accordance with law. For purposes of this section, "acts of violence" shall include but not be limited to exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property, including a school bus in service on behalf of the district, or while involved in school

activities. A “serious violation of the discipline policy” is one or more of the following acts if committed by a student enrolled in the school:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension.

Student Dress Code

KIPP KC’s dress code promotes a focused learning environment. If KIPP KC administrators determine that a student’s clothing is distracting to the learning environment, they will be asked to either contact home or change into clothes provided by the school.

Category	Grades pk-8	Grades 9-12
Tops	<ul style="list-style-type: none"> • Blue KIPP Polo • A solid color T-shirt or turtleneck may be worn under the polo • No jackets after arrival or before dismissal 	<ul style="list-style-type: none"> • Students should have their body covered from "shoulders to knees" • No crop tops, spaghetti straps, or tube tops
Bottoms	<ul style="list-style-type: none"> • Solid khaki bottoms or blue jeans 	<ul style="list-style-type: none"> • No sagging • No short shorts/skirts, large rips above the knee in jeans • All shorts and skirts must pass the “fingertips test”.
Belts & Accessories	<ul style="list-style-type: none"> • Belts are not required but strongly encouraged for grades 4th through 8th 	<ul style="list-style-type: none"> • Jewelry and accessories should not be distracting to learning
Footwear	<ul style="list-style-type: none"> • Comfortable, supportive footwear required • Open-toed shoes are not allowed (no Crocs, slides, slippers, etc) • Velcro shoes are encouraged for young children who can’t tie shoes 	<ul style="list-style-type: none"> • Footwear should not be distracting to learning
Headwear	<ul style="list-style-type: none"> • No bandanas, baseball hats, bonnets, stocking caps, or durags • No hoods in the building • Religious head covering such as Hijabs are permitted 	<ul style="list-style-type: none"> • No hoods in class
Other	<ul style="list-style-type: none"> • Students should have their body covered from "shoulders to knees" with no undergarments visible • No pajamas, short shorts/skirts, large rips in jeans or khakis, no sagging • Jewelry, accessories, etc., must not be distracting to learning 	<ul style="list-style-type: none"> • No items that depict or promote gangs, violence and/or drugs • Students in P.E. will dress down before class and will need athletic shoes • On certain days, we ask that students dress up for school events and career opportunities, such as interviews

Bullying

KIPP Kansas City Public Schools are committed to maintaining an environment that will not accept any form of bullying, whether it be adult to adult, young person to young person, adult to young person, or young person to adult. KIPP prohibits all forms of bullying.

Grounds for disciplinary action may apply whenever a pupil's prohibited behavior is reasonably related to school activities and when that conduct is prejudicial to good order and discipline in the schools or tends to impair the morale or good conduct of the pupils. As a result, it is important to understand that scholars may receive consequences at school for conduct that occurs off of the school campus and outside of school hours, including, for example, for conduct related to the use of social media. Scholars found to be in violation of this policy are subject to disciplinary action according to the Student and Family Handbook and at the discretion of the school's administration team.

Definitions of Bullying

"Bullying" means intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school.

Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus. "Cyberbullying" means bullying as defined in this subsection through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

Bullying or bullying behavior includes intimidation or harassment that causes a reasonable scholar to fear for his or her physical safety or property. Bullying can also be categorized, but not limited to, the following:

Physical

Assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing things, blocking i.e. preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

Verbal

Racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offense, comments about size, appearance, odor, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumors or any other comments designed to be hurtful or used to intimidate.

Written

Any insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another individual.

Interference with another individual

Theft, extortion, vandalism, defacing of property, ruling games, blackmail or any other activity designed to intimidate or hurt.

Psychological pressure and silent bullying

Social exclusion, rude gestures, lying, slander, passing or starting rumors, name calling, reorganizing or pressurizing friendship groups or any other activity designed to intimidate or hurt an individual.

Cyber bullying

Emailing or texting or using any form of social media about a person or to a person, spreading rumors or defacing or corrupting work.

Racist bullying

Name-calling, incitement, making comments about a person's country or culture or appearance, commenting on parents, spreading rumors.

Homophobic bullying

Name-calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents or other relations/friends, spreading rumors.

Subtle bullying

Looking at a person in a particular way, swearing at or about a person.

Incitement of others

To become involved e.g. by blackmailing, excluding, or threatening behaviors.

Designated Officials

The Assistant Principal of Culture is hereby identified as the individual to receive and investigate reports of bullying. The Assistant Principal of Culture shall identify one or more certified staff members that are authorized to receive and investigate reports of bullying in the Assistant Principal of Culture's absence or at the Assistant Principal of Culture's discretion.

Reporting Bullying

School employees and substitutes are expected to intervene to prevent and/or address acts of student bullying. In addition, they are to report the incident to the Assistant Principal of Culture, Principal, and/or designee for further investigation and action. Any school employee or substitute who witnesses or has firsthand knowledge of bullying of a student must report the incident to the Assistant Principal of Culture and/or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal and/or designee.

Investigation of Bullying

Within two school days of receiving a report of bullying, the Assistant Principal of Culture and/or designee will initiate an investigation of the incident.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the Assistant Principal of Culture and/or designee will determine whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with KIPP's student behavior guide. The Assistant Principal of Culture and/or designee will generate a written report of the investigation and findings and send a copy of the completed report to the Executive Director. The Assistant Principal of Culture will document the report in the appropriate student records. All reports will be kept confidential in accordance with state and federal law.

The Assistant Principal of Culture or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences for Bullying

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with KIPP Kansas City's Conduct Code. The school will also contact law enforcement when required by law and/or notify social media companies of inappropriate online activity when applicable.

Even in situations where the school does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the school, the Assistant Principal of Culture may take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on school grounds or at school activities, notifying the appropriate staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

KIPP employees and substitutes who violate this policy will be subject to appropriate disciplinary action up to and including possible termination. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication - Bullying

The school shall annually notify students, parents/guardians, district employees, substitutes, and volunteers about this policy and KIPP Kansas City's prohibition against bullying.

Training and Education - Bullying

The Assistant Principal of Culture or designee will provide information and appropriate training designed to assist employees, substitutes, and volunteers who have significant contact with students in identifying, preventing, and responding to incidents of bullying.

The school will provide education and information about bullying and this policy to students annually. The Assistant Principal of Culture, in consultation with school counselors and other appropriate school employees, will determine the best methods for providing this information to students.

In addition to educating students about the content of this policy, the school will inform students of:

- The procedure for reporting bullying.
- The harmful effects of bullying.
- Any initiatives the school has created to address bullying, including student peer-to-peer initiatives.
- The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, or other appropriate school staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Hazing

In order to promote a safe learning environment for all students, KIPP Kansas City prohibits all forms of hazing.

For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme humiliation or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing inhalation or consumption of any food, liquor, drug, tobacco product, or other substance; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing can occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the school and legitimately related to the purpose of the organization.

KIPP Kansas City staff, coaches, sponsors and volunteers will not permit, condone or tolerate any form of hazing or plan, direct, encourage, assist in, engage in or participate in any activity that involves hazing. School staff will report incidents of hazing to the Assistant Principal of Culture and/or designee. The Assistant Principal of Culture and/or designee shall promptly investigate all complaints of hazing and administer appropriate

discipline to all individuals who violate this policy. School employees who violate this policy will be subject to appropriate disciplinary action up to and including termination.

Students participating in or encouraging inappropriate conduct will be disciplined in accordance with the student behavior guide. The district will report hazing incidents to law enforcement when required by law. Students who have been subjected to hazing are instructed to promptly report such incidents to a school official.

The Assistant Principal of Culture and/or designee will provide appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing.

The school shall annually notify students, parents/guardians, school employees and substitutes about this policy and KIPP Kansas City's prohibition against hazing.

Missouri Safe Schools Act

By state law, school administrators are required to report acts of school violence to teachers and other school personnel with a need to know. "Need to know" is defined to mean school personnel who are directly responsible for the student's education or otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. School administrators will report to the appropriate law enforcement agency, as soon as possible, any of the following crimes or any act which if committed by an adult would be one of the following crimes if committed on school property, including but not limited to actions on any school bus in service on behalf of KIPP or while involved in school activities:

- First Degree Murder under 565.020, R.S.Mo.;
- Second Degree Murder under 565.021, R.S.Mo.;
- Kidnapping in the first degree under 565.110, R.S.Mo.;
- First Degree Assault under 565.050, R.S.Mo.;
- Rape in the first degree under 566.030, R.S.Mo.;
- Sodomy in the first degree under 566.060, R.S.Mo.;
- Burglary in the first degree under 569.160, R.S.Mo.;
- Burglary in the second degree under 569.170, R.S.Mo.;
- Robbery in the first degree under 570.023, R.S.Mo.;
- Manufacturing of a controlled substance under 579.055, R.S.Mo.;
- Delivery of a controlled substance under 579.020, R.S.Mo.;
- Arson in the first degree under 569.040, R.S.Mo.;
- Voluntary Manslaughter under 565.023, R.S.Mo.;
- Involuntary Manslaughter in the first degree under 565.024, R.S.Mo., or involuntary manslaughter in the second degree under 565.027, R.S.Mo.;
- Second Degree Assault under 565.052, R.S.Mo.;
- Rape in the second degree under 566.031, R.S.Mo.;
- Kidnapping in the second degree under 565.120, R.S.Mo.;
- Property Damage in the first degree under 569.100, R.S.Mo.;
- The Possession of a Weapon under Chapter 571, R.S.Mo.;
- Child Molestation in the first, second, or third degree under 566.067, 566.068, or 566.069, R.S.Mo.;
- Sodomy in the second degree under 566.061, R.S.Mo.;

- Sexual Misconduct involving a child under 566.083, R.S.Mo.;
- Sexual Abuse in the first degree under 566.100, R.S.Mo.;
- Harassment in the first degree under 565.090, R.S.Mo.; or
- Stalking in the first degree under 565.225, R.S.Mo.

The appropriate law enforcement agency will be notified in all situations where a student's conduct violates state law or municipal ordinances. KIPP will fully cooperate in any investigation.

The School Leader shall also notify the appropriate law enforcement agency and Executive Director if a student is discovered to possess a controlled substance or weapon in violation of the school's policy.

In addition, the Executive Director shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the school is aware is under the jurisdiction of the court.

Gun-Free Schools Act

The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School administrators, however, may modify this suspension requirement on a case-by-case basis.

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons. In order to maintain the safety of the educational community, KIPP will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school property. No student may possess a weapon on school property at any time

School property is defined as: property utilized, supervised, rented, leased, or controlled, and bus stops, by the school including but not limited to the school playground, parking lots, school buses, and bus stops, and any property on which any school activity takes place.

A weapon is defined to mean one or more the following:

1. A firearm as defined in 18 U.S.C. 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projective weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in 571.010, R.S.Mo
3. A dangerous weapon as defined in 18. U.S.C. § 930 (g) (2).
4. All knives and any instrument or device used or designed to be used to threaten or assault, whether for attack or defense
5. Any object designed to look like or imitate a device as described in 1-4

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in # 1 or # 2 above on school property or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate

legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the Executive Director to the Board.

Students who bring or possess weapons as defined in # 3, # 4 and # 5 and not otherwise included in # 1 and # 2 will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

Arrest

Police may be called to arrest students if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to; involvement in a physical altercation or for bringing weapons or illegal substances of any kind to the school. A weapon is defined as anything that can inflict harm including, but not limited to; a firearm, a stick, brass knuckles, a knife, box cutters, bullets, screwdrivers, saws, metal pipes, b.b. guns, toy guns, slingshots, or broken bottles. A campus official must call the parents immediately before or after the police are called.

Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the Principal (or designee). The Principal or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The Principal (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police department. In addition the student who is charged with possession and/or use of a weapon shall be subject to immediate suspension from school and may face expulsion.

Corporal Punishment Policy

Corporal punishment is defined as the use of physical force as a method of correcting student behavior. KIPP employees and volunteers are prohibited from administering corporal punishment to KIPP students and from causing such punishment to be administered. Staff members are permitted to use the amount of physical restraint of a student deemed reasonably necessary to prevent a student from hurting himself/herself, or to protect other students from injury, or to protect the teacher's own safety, or to prevent destruction of property.

Potential Risk of Suicide Policy

KIPP KC believes that school staff members are in a unique position to assist students and staff members in dealing with threats of suicide. KIPP KC wishes to ensure that appropriate awareness and prevention programs are implemented and continued within the school. Indicators and warning signs of suicide must always be taken seriously, and intervention should be immediate. Based on the level of risk assessed, different interventions may be put into place.

All school employees have the responsibility to act upon information regarding attempted, threatened, or suspected suicidal acts by following district procedures. In addition, school employees are required by law to make a formal contact with designated school personnel, i.e. the School Counselor, School Social Worker, or designated building administrator; as outlined in the regulations. They shall also communicate the information to a parent/guardian and refer them to the appropriate agency or professional services. Costs of these services are the responsibility of the parent/guardian/family member.

The issue of confidentiality does not apply in the event of a life-threatening situation or other emergency if knowledge of the information is necessary to protect the health or safety of the student or others.

The following regulation is established for guidance of staff members in recognizing the student who contemplates completing suicide and how to respond to threatened or attempted suicide.

1. Any indication of a potential suicide, whether personally witnessed or received report from another, must be taken seriously and must be reported to a staff member trained in administering the Risk Screening Form and Risk Assessment (Counselor, Social Worker, or Administrator).
2. The student will not be left alone at any time before an assessment is completed.
3. Risk screening form and assessment (when applicable) is completed by a professional School Counselor, School Social Worker, or designated building administrator.

The risk screening and assessment form is not a diagnostic tool since suicide is a behavior rather than a medical diagnosis. These tools are also not predictive, as there is no tool that has been demonstrated to predict suicide. Rather, screening forms and assessments are semi-structured instruments that the a professional conducting assessments can follow to ensure that common risk factors known to be associated with suicide in young people have been assessed. The tools provide the professional conducting the assessment with an overview, allowing this person to make a best judgement call as to the level of risk for imminent suicide. Furthermore, the risk screening and assessment provide documentation to be shared with outside mental health professionals for the purposes of evaluating the student's level of safety and providing support.

1. Implement interventions based on level of risk.
2. Follow up:
 - Contact parents/guardians and external mental health organizations (if applicable).
 - Provide consultation on safety plan with parents/guardians outside of school environment. Efforts will be made to assist parents/guardians with identifying community resources that provide appropriate support services.
 - Plan for student's transition back to school.
 - Collaboration in development of safety plan, support systems, coping skills, risk management, and any changes to medication/services (when applicable).
 - If applicable, professional conducting assessment will notify appropriate school staff of safety concerns and recommended supports.

Internet Safety Policy

It is the policy of KIPP KC to:

1. Take measures to prevent user access and transmission of inappropriate material via the Internet utilizing KIPP technology resources;
2. Take measures to prevent unauthorized access and other unlawful online activity;
3. Take measures to prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

5. This policy applies to all KIPP community members, including: students, teachers, staff, and designated contractual or temporary staff.

Technology Protection Measure

KIPP KC shall filter all Internet traffic originating from its KIPP location to ensure it is appropriate for minors and in compliance with all local, state, and federal mandates. KIPP KC shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

KIPP KC shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- Manual blocking and unblocking of sites based on requests with legitimate educational purposes
- Application of appropriate licensing information
- Selection/de-selection of website categories deemed appropriate or inappropriate by KIPP leadership
- Review and analysis of usage and filtering logs
- Communication with specific school leadership concerning data and reports generated through the content filtering system

Monitoring and Supervision of Students

KIPP KC staff members that are responsible for allocating technology resources for student use, should supervise and monitor appropriate usage of technology resources - especially Internet access - in accordance with the Children's Internet Protection Act.

This includes, but is not limited to:

- Logging and reporting of KIPP technology resource usage, especially Internet access;
- In-classroom monitoring of student use of technology resources;
- Follow-up meetings with students and/or parents concerning student use of technology resources

Education of Minors

School staff members responsible for allocating KIPP technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior utilizing KIPP technology resources. This instruction is conducted on a case-by-case basis to individual students. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of KIPP technology resources while avoiding inappropriate content.

Violation of Policy

Any violation or abuse of this Policy is just cause for disciplinary action, up to and including dismissal, removal of all KIPP KC network privileges and accounts, and/or legal action. To keep the KIPP KC technology resources and property safe, viable, effective, and user friendly, all KIPP community members must cooperate, and show responsibility, when using this policy. KIPP reserves the right to update this policy and/or to change the technology protection measure at any time, with or without notice.

Missouri Course Access and Virtual School Program (MOCAP) Guidance

In accordance with Missouri state law, parents/guardians may enroll their child in virtual courses offered by the Department of Elementary and Secondary Education (DESE) and as part of the Missouri virtual course program under Section 167.670, RSMo. KIPP KC does not offer full-time online services.

While the district will no longer provide services for full-time online learners, families are welcome to enroll through a Missouri Course Access Program (MOCAP) online vendor. Enrollment with an approved state vendor is paid by the state and free to the family. As outlined in Missouri House Bill 1552, students who enroll as a full time online student with a MOCAP vendor will no longer be enrolled at KIPP KC.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records.

These rights are:

1. The right to inspect and review the scholar's education records within 45 days of the day the School receives a request for access. Parents or eligible scholars should submit to the School Leader a written request that identifies the record(s) they wish to inspect. The School Leader will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.
2. The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA. Parents or eligible scholars may ask the School to amend a record that they believe is inaccurate or misleading. To amend a record the parent or eligible scholar should write the School Leader, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible scholar, the School will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.
3. Scholars have the right to privacy of personally identifiable information in his or her education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would

otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, transportation contractor, food service contractor or therapist); a parent or scholar serving on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. FERPA also requires that KIPP Kansas City Public Schools, with certain exceptions, obtain parents' written consent prior to the disclosure of personally identifiable information from their children's education records. However, KIPP Kansas City Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised KIPP to the contrary in accordance with KIPP procedures. The primary purpose of directory information is to allow KIPP Kansas City to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your scholar's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; *and*
- Sports activity sheets, such as for basketball, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture apparel or accessories or publish yearbooks. In addition, KIPP is generally required by the federal Every Student Succeeds Act of 2015 <http://www.ed.gov/essa?src=rn> to make available to military recruiters and post-secondary institutions the names, addresses and telephone listings of secondary school scholars. However, scholars or their parents may request KIPP not to provide their own name, address and telephone listing. KIPP will comply with such a request, which should be made in writing and directed to the School Leader.

If you do not want KIPP Kansas City Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the School Leader in writing by August 31st each school year. KIPP Kansas City Public Schools has designated the following information as directory information:

- Scholar's name
- Photograph
- Date and place of birth

- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Honors, recognitions and awards received
- The most recent educational agency or institution attended Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's SSN, in whole or in part, cannot be used for this purpose.)

PPRA- Protection of Pupil Rights Amendment

PPRA (Protection of Pupil Rights Amendment) affords parents and scholars who are 18 or emancipated minors (eligible scholars) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before scholars are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

1. Political affiliations or beliefs of the scholar or scholar’s parent;
2. Mental or psychological problems of the scholar or scholar’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the scholar or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a scholar out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.
4. Inspect, upon request and before administration or use –
5. Protected information surveys of scholars;
6. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
7. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law. KIPP Kansas City Public Schools will develop policies, in consultation with parents, regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. KIPP Kansas City Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. KIPP Kansas City Public Schools will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. KIPP Kansas City Public Schools will make this notification to parents at the beginning of the school year if KIPP has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Requests For Student Records

All student records will be kept on file with the Office Manager. If a parent verbally requests a copy of their child's records or if another school requests a copy of a student's records it may take up to five business days for the request to be honored. Student records will only be released to legal guardians.

Student Health and Safety

Immunization

Missouri law requires that all children entering elementary school be immunized against Diphtheria, Tetanus, Pertussis, Polio, Measles, and Rubella. Each family needs to supply a copy of their child's Immunization Card or a copy of their Immunization Exemption. KIPP KC must have a copy of each Immunization Card or Exemption on file.

- Medical exemption: A child will be considered exempt from the immunization requirements upon certification by a licensed physician that either such immunization would seriously endanger the child's health or life or that the child has documentation of disease or laboratory evidence of immunity to the disease. A medical immunization exemption card, signed by a physician, must be on file with the school immunization health record. The medical immunization exemption card does not need to be renewed annually.

- Religious exemption: A child will be considered exempt from immunization requirements if a parent/guardian objects on the basis the immunization violates his/her religious belief. The religious immunization exemption card does not need to be renewed annually.

Illness During School Hours

If a child becomes ill or injured during the school day, and is not well enough to stay in class, the parent/guardian will be called to pick the child up. Students who go home with a fever need to stay home until the fever breaks (at least 24 hours). It is necessary to have updated emergency contact numbers on file in the school office in case we are unable to reach the parents or guardians.

If a child needs to take prescribed medicine, please see the requirements below.

Administration of Medicine

KIPP KC students should not be in possession of any medication, nor take any medications, during the regular school day or on school premises on their own. KIPP KC administers appropriate medications to students only with the written consent of the parent. The first dose of any new medication will not be administered by school personnel.

If students require a prescribed medication, KIPP staff on campus can administer medicine if:

1. There is a *written* request from the parent which includes
 - The type of medication, dosage, and time of administration, and
2. The medicine is in its original packaging with the prescription label.

KIPP KC will administer the following non-prescription medicines to your child with written permission from a parent:

- Ibuprofen (used for stomach cramps, headaches, or any other pain)
- Pepto-Bismol tablets (used for upset stomachs or nausea)
- Benadryl (used for allergy related issues)
- Eye drops (used for dry, irritated eyes)

Reporting Child Abuse

All staff must follow state policies on reporting suspected abuse or neglect. In Missouri, all school workers must *immediately* report abuse or neglect if they have reasonable cause to suspect that a child has been or may be subjected to abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect.

All school personnel are considered mandatory reporters of suspected abuse and/or neglect.

Once you become aware that a student may be the victim of abuse or neglect, *you must*:

1. Notify the School Leader
2. Call Abuse Hotline together with the School Leader

3. Complete a report

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandatory reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor offense. Falsely reporting information to the hotline is also a misdemeanor offense.

All employees are to have immediate and unrestricted access to communication technology necessary to make an immediate report, and are temporarily relieved of other work duties for such time as is required to make the report.

When calling the hotline, you must provide the following information (or as much as is known): the name, birthdate, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm).

If a report is taken (the intake worker will inform you of this over the phone), a case worker will inform you of the next steps you must take.

Definitions

Physical Abuse: When a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent "creates a substantial risk of physical injury" by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as "deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering." When reporting physical abuse, it is also important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

Sexual Abuse: When a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively. When a student attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the School Leader.

Neglect: Failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for the child's well-being. Victims of neglect shall also include any victims of sex trafficking or severe forms trafficking as those terms are defined in 22 U.S.C. 78 Section 7102(9)-(10).

Section 504 of the Rehabilitation Act of 1973

Administrative Guidelines, KIPP KC Charter School, Kansas City, Missouri

Introduction

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a federal law that prohibits discrimination in any program or activity receiving federal financial assistance. It provides, in part, that *“No otherwise qualified individual with a disability . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”*

Because KIPP KC receives federal money, KIPP KC is covered by Section 504. KIPP KC also does not discriminate against anyone because he or she is associated with someone who is disabled. In addition, it is the KIPP KC 's responsibility to identify and evaluate students who, within the intent of Section 504, need specially designed instruction or services so that those students may receive free appropriate public education.

At each school, the responsibility for ensuring Section 504 compliance rests with the building Principal or Principal's designee. Rachel Phelps, the 504 Coordinator, coordinates KIPP KC 's compliance with Section 504. She can be contacted at 2700 E. 18th Street, Suite 155B, Kansas City, MO 64127, 816-838-1808.

Eligibility For Section 504 Plans

An appropriate education for a Section 504 eligible student may require the provision of specific accommodations and related services in order to meet the needs of the student. Student referrals for consideration under Section 504 of the 1973 Rehabilitation Act are to be reviewed using this process and accompanying forms. The following procedures are implemented at the building level with regard to compliance with 504 regulations. *All completed student forms pertaining to Section 504 are to be maintained in a lockable central office file. Forms should not be kept in a student's cumulative file.*

Referring Students For 504 Evaluations

The school has an obligation to identify students with disabilities. This includes the obligation to conduct an evaluation of any student who, because of a disability, needs or is believed to need special education or related services, including students with qualifying health conditions. When a student is suspected to be in need of accommodations under Section 504, an evaluation must be conducted by a team to determine the student's eligibility. A request for the eligibility determination can be made by anyone, but most frequently such requests are made by a student's parent, teacher, counselor, or nurse. A copy of the 504 referral form can be obtained from the 504 Coordinator for KIPP KC or from the principal or principal's designee.

- A. The referral is directed to the building social worker or principal's designee who is responsible for the implementation of 504 procedures in the school.
- B. The School Social Worker or principal's designee will identify individuals to become part of the student's 504 Team and assign a case manager to coordinate the referral and communicate with the parent(s).
 1. The 504 Team charged to make such a decision will include individuals knowledgeable about the needs of the student, the data being reviewed, and appropriate accommodation options. This team can include (but is not limited to) parents/guardians, teachers, problem solving team members, counselors, related service providers, nurses, other school staff and administrators, and staff from community agencies. Parents/guardians should be included in this process whenever

possible. The team's role is to determine whether the student will be evaluated for a 504 Plan, evaluate the student to determine whether he or she is eligible for a 504 Plan (when applicable), and develop a 504 Plan (when applicable).

2. The staff member assigned to be the 504 case manager should be the individual who is in the most favorable position to address the area of concern, contact the parent(s), and monitor the implementation of the process for the student.
3. The Principal will monitor the composition of the 504 Team to ensure that qualified personnel participate.

- C. The 504 case manager will respond to a request for a 504 evaluation/eligibility determination within a reasonable time, not to exceed 15 school days from the date of the parents' request.

If the school members of the 504 Team are not certain a 504 evaluation is needed, the case manager will prepare a letter informing the parent(s) that the 504 Team will meet to discuss the need for evaluation. In addition to the letter, the 504 case manager will complete the Notice to Conduct the 504 Meeting form and send it to the parent(s) along with the Notice of Parent and Student Rights and the Receipt for Notice of Parents and Student Rights.

If the team intends to conduct an evaluation, the 504 case manager will complete the Notice to Conduct a 504 Evaluation. This notice indicates the reason for the 504 evaluation. Current Office of Civil Rights (OCR) guidelines require that a school district obtain parental consent to evaluate a student and send parents prior notice of a Section 504 eligibility meeting. Parents should be fully informed regarding their child's rights and safeguards under Section 504. When the Notice to Conduct a 504 Evaluation form is sent home, it should be accompanied with the Notice of Parents and Student Rights form and the Receipt for 504 Notice of Parents and Student Rights form. The case manager is responsible for obtaining a signed Receipt from the parents.

Conducting An Evaluation

There are timelines by which the 504 evaluation must be completed and certain information should be considered when conducting the evaluation.

- A. 504 Teams will complete evaluations within 60 school days of the request, unless more time is needed and written notice is given to the parent or student requesting evaluation. The written notice must identify the reason more time is needed.
- B. If the student requesting a 504 evaluation was first evaluated to determine eligibility for special education, the 504 evaluation will be completed in an expedited manner, within 30 school days of the date the student was determined not to be eligible for special education or the request for a 504 evaluation, whichever is later, unless more time is needed and written notice is given to the parent or student requesting evaluation. The written notice must identify the reason more time is needed.
- C. Parents/students may review education records at any time before, during, or after a 504 evaluation.
- D. Section 504 evaluations are not intended to be as comprehensive as a special education evaluation. However, in every case the school team needs to investigate the specific concern that triggered the

student review request. Information that might be considered includes (but is not limited to) grades, attendance reports, behavior plans, review requests, cumulative file information, psychological evaluations, medical information observations, and standardized testing information. The school team may administer and use other formal and informal measures as deemed necessary. Best practice is to include parents in the evaluation process and to consider any information they provide in addition to the other items already identified.

Steps For Determining 504 Plan Eligibility

1. Determining Whether a Student Has a Disability: For a student to be considered for a Section 504 Plan the student must meet three criteria. The three criteria are: (a) **Has a physical or mental impairment** (b) **which substantially limits**, (c) **one or more of the student's major life activities**. It is important to understand that all three criteria must apply to a student before the team considers whether that student requires accommodations to access KIPP KC 's programs and activities. (As is stated below, Section 504 also applies to a student who has a record of having such an impairment, or is regarded as having such an impairment.) Additional detail on each of the three criteria is as follows:

- a. Physical or Mental Impairment:** A physical or mental impairment is defined as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems – neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine – or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. These criteria do not limit eligibility to specific diseases or categories of medical conditions. The law was intentionally written this way so that the range of diseases or medical conditions that might be considered for Section 504 eligibility is not limited. It should also be noted that a medical diagnosis does not automatically make a child eligible under Section 504, and that a medical diagnosis is not a prerequisite to Section 504 eligibility. See FAQ's below, #2 and #3.
- b. Substantially limits:** To be disabled under Section 504, the student's mental or physical impairment must **substantially limit** one or more major life activities. Minor or moderate limitations are not sufficient for a student to be eligible under 504. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Substantial limitation is not defined in Section 504 or the 2008 ADAAA [*Americans with Disabilities Act Amendments Act of 2008*]. In the 2008 ADAAA, Congress stated that the phrase "substantially limits" must be interpreted consistently with the findings and purposes of the 2008 Amendments. *Pursuant to the 2008 ADAAA, an impairment does not have to prevent or severely or significantly restrict a major life activity in order to be considered substantially limiting. Accordingly, substantially limited means less than "significantly restricted."* The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative[1] effects of mitigating measures[2] such as the following: medication; medical supplies, equipment, or appliances; low-vision devices (which do not include ordinary eye-glasses

or contact lenses); prosthetics, including limbs and devices; hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable accommodations; auxiliary aids or services;[3] learned behavioral or adaptive neurological modifications; the acquisition or modification of equipment or devices; and other similar services and actions. For example, a student who uses an inhaler to manage her asthma would still qualify as an individual with a disability under Section 504 if, without the use of the inhaler, the asthma would substantially limit one or more of the student's major life activities, including but not limited to, the major life activity of breathing. Similarly a student who uses a hearing aid to amplify sound would still qualify as an individual with a disability under Section 504 if, without the use of the hearing aid, the hearing loss would substantially limit the major life activity of hearing. The ameliorative effects of ordinary eyeglasses or contact lenses can be considered in determining whether an impairment substantially limits a major life activity.

- c. Major life activities:** Major life activities, as defined by Section 504 and the 2008 ADAAA, include – but are not limited to – activities such as walking, sitting, reaching, seeing, hearing, speaking, breathing, learning, working, caring for one's self, bending, standing, lifting, thinking, concentrating, reading, eating, sleeping, communicating, interacting with others and performing manual tasks. Pursuant to the 2008 ADAAA, major life activities also include the operation of a major bodily function, including, but not limited to, the immune system, normal cell growth, normal skin growth, cardiovascular functions, genitourinary functions, hemic functions, lymphatic functions, musculoskeletal functions, special sense organ functions, digestive functions, bowel functions, bladder functions, neurological functions, brain functions, the respiratory system, the reproductive system, the circulatory system and the endocrine system.

An impairment that substantially limits one major life activity does not need to limit other major life activities for the student to be considered disabled.

To be disabled under Section 504, the student's mental or physical impairment must **substantially limit** one or more major life activities. Minor or moderate limitations are not sufficient for a student to be eligible under 504. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

In addition to students who have a physical or mental impairment that substantially limits one or more major life activities, Section 504 also applies to a student who has a record of having such an impairment, or is regarded as having such an impairment.

- d. Temporary Impairments:** Temporary impairments may be covered by 504 if the impairment is substantially limiting and if it is of sufficient duration. A transitory and minor impairment, however, is not a disability. A transitory impairment is one with an actual or expected duration of six months or less. The District can voluntarily accommodate a student's transitory and minor impairment without violating the "regarded as" definition of disability.

- 2. Review Existing Data and/or Collect Data and Conduct Necessary Observations and Assessments:** If existing data is insufficient to determine whether a student is in need of accommodations to access KIPP

KC 's programs and activities, the team can conduct additional observations and/or assessments to obtain the necessary data.

3. **504 Evaluation Report:** The 504 Evaluation Report form will be completed to indicate the findings of the team as to the student's eligibility for a Section 504 Plan. A 504 meeting will be held to discuss the 504 Evaluation Report and a copy of the report will be provided to the parent(s).
4. **Develop a Draft 504 Plan:** If the school members of the team believe that the student's impairment substantially limits a major life activity they should draft a proposed 504 Plan that outlines the necessary accommodations for the student. If the student is suspected to be eligible for special education under the IDEA, the 504 Team will initiate a referral for a comprehensive special education evaluation. When drafting a 504 Plan, the focus is to determine what policies, procedures, practices or rules require modification so that the student can gain equal access to the district's programs and activities. The 504 Team should consider all available relevant information, drawing upon a variety of sources, including, but not limited to, assessments conducted by the district's professional staff.

Since 504 is expected to be managed within the domain of general education, when students require academic accommodations the plan will usually pertain to the teacher's instruction or to general rules applicable to students in the classroom. Accommodations for field trips, extracurricular activities, and other programs sponsored by the school district must also be included if the student requires such accommodations to gain equal access to them.

Notice To Conduct A 504 Meeting

A 504 Evaluation Report and any draft 504 Plan should be reviewed at a 504 meeting. The case manager is responsible for scheduling a meeting at a time that is mutually convenient for the team and the student's parents. Once a meeting date is selected the case manager should send to parents the Notice To Conduct a 504 Meeting form at least 10 calendar days before the meeting will be held, whenever possible. If parents cannot attend a meeting, every effort should be made to reschedule. If several attempts to reschedule the meeting are unsuccessful, the team may meet without parents present.

Along with the Notice, the case manager should, if possible, send home a copy of the draft 504 Evaluation Report and draft 504 Plan several days ahead of the meeting.. These documents may also be presented for the first time at the 504 meeting.

504 Plan

Once the draft 504 Plan is reviewed and changes are made at the 504 meeting, team members, including the parent(s) will sign the 504 Plan. A copy of the signed plan will be distributed to all faculty members who work with the student. After the case manager reviews the plan and the necessary accommodations with the team's faculty members, each such faculty member will sign the Documentation of 504 Plan Distribution form.

Progress Monitoring

All faculty members responsible for implementing accommodations for a student must evaluate the effectiveness of the accommodations on a semester basis using the Progress Monitoring Form.

Re-Evaluation and Review

504 case managers will conduct reviews on an annual basis with the 504 team including parents/guardians. 504 reevaluations will be conducted when certain conditions or circumstances warrant one (i.e., when a student's needs have changed; 504 services are not successful; a request is made for a 504 meeting; a change in school is upcoming, etc.). For re-evaluations: The case manager must schedule a meeting and send the Notice to Conduct 504 Meeting form to the parent(s). Individual accommodations included in the plan may be reviewed more frequently at the discretion of the individual implementing the plan in concert with the parent and the student (when appropriate). The Progress Monitoring/Annual Review process should be used for team reviews to determine continued eligibility.

Frequency Of Re-Evaluating Student's Needs

At least once every three years and also before any significant change in the 504 Plan is made, the 504 Team, which includes the parent(s), should re-evaluate the student's needs. All evaluation information should be maintained with the student's 504 Plan in a lockable office file (separate from the cumulative file folder).

Transition Guidelines

For students with disabilities it is essential that transitions be made as smooth as possible. Clear communication between sending and receiving schools is essential for successful transitions of students with 504 Plans. The consequences of poor communication/transition of 504 materials between the sending and receiving schools are numerous and include such things as inappropriate student accommodations, dissatisfied students, parents, teachers, and administrators as well as legal proceedings against the district. For this reason, special care should be given to preparing each of the student's learning and school-sponsored environments for success. When a student is moving from grade to grade, level to level (elementary to middle; middle to high school), or from one school to another it is recommended that the following steps are taken:

If moving from grade to grade within the same building:

- Evaluate the student's next learning environment.
- Establish a planning meeting with the student's current and next teacher or teachers prior to the transition.
- Include other appropriate team members in the planning meeting (including parents and the students, if appropriate).
- Rewrite/revise the plan to make it relevant for the next learning environment.

If moving from level to level or transferring to another building: Each level (elementary, middle, and high school) designs plans that reflect the way in which that school level operates. Consequently, 504 Plans developed at an elementary school will include accommodations that will be somewhat different from those at a middle school. Therefore, it may be necessary for a receiving school to redesign a 504 Plan once teachers and administrators have the chance to get to know the student. The transition plan is the responsibility of the receiving school.

The current school should provide a copy of the current 504 Plan to the appropriate school personnel at the next level. The case manager at the new level will contact the parents to review the student's needs and apprise them of the transition process. If it is apparent that the disabling condition will warrant the continuation of a 504 Plan, the school team should rewrite the plan and implement it upon the student's entry into the next level. If the receiving team questions whether a continuation of a 504 Plan is warranted, a meeting needs to be

arranged to review the plan to make the final determination with the input of the parents and, if appropriate, the student.

In circumstances where there is question or concern about the need for a 504 Plan at the next level, the new case manager should request that the faculty monitor the student's academic performance and access to district programs and activities closely during the first few weeks of attendance in the new school. A 504 Plan should be re-written at any time during this transition phase that the need becomes apparent.

Terminating A 504 Plan

If the school team determines that there is no longer a need for a 504 Plan, the Progress Monitoring/Annual Review form should be completed. If a parent withdraws consent for a 504 Plan, case manager must require that the parent do so in writing and respond in writing that their withdrawal of consent was received and accommodations will cease as of a specific date.

Grievance Process

For issues pertaining to implementation of Section 504 which cannot be resolved at the building level, a grievance procedure is provided. Students who are denied eligibility for a 504 Plan or who are not satisfied with the contents of a 504 Plan may contact the Section 504 Coordinator, who will reconsider the decision. The Grievance Form is to be completed and sent to the Section 504 Coordinator within five (5) school days of the decision being appealed. The review by the Section 504 Coordinator may include a meeting with the student, a meeting with other members of the 504 evaluation team, as appropriate, and a review of the file and supporting documentation. The Section 504 Coordinator may also meet with other district staff members who have information about the student. Based on this review, the Section 504 Coordinator will make a determination in writing to grant or deny the appeal, within ten school days of the filing of the appeal.

If a student/parent is not satisfied with the Section 504 Coordinator's decision, the student/parent can request review by an impartial hearing officer. This request must be in writing, state the reasons for the appeal and be made within five (5) school days of the Section 504 Coordinator's decision. The district will arrange for an independent hearing officer to hear the appeal. The student is entitled to have his or her parents or guardians participate in the hearing and to be represented by counsel.

If either the district or the student is not satisfied with the hearing officer's decision, there is a right to appeal to federal court. Parents can also lodge a complaint with the Regional Office of Civil Rights at any point during the grievance process or subsequent appeals.

Disciplining A 504 Student

As with special education students who are subject to IDEA, a student with a 504 Plan may not be suspended for more than 10 days unless a manifestation determination meeting is first held, to determine if the student's misconduct is related to the student's disability. Likewise, a manifestation determination *may* be required if the student is to be suspended for less than 10 days, but that proposed suspension in combination with prior suspensions would result in total suspensions of more than 10 days during the school year.

In deciding whether a manifestation determination is required under those circumstances, school personnel must consider the length of each suspension, the proximity of the suspensions to one another, the nature of the

misconduct giving rise to each suspension, and the total amount of time the student has been or will be excluded from school. If, after considering these factors, school personnel conclude that the proposed suspension will amount to a “pattern of exclusion,” then a manifestation determination is required.

As with IDEA, if the student’s misconduct is found to be a manifestation of the student’s disability, the student cannot be suspended for more than 10 school days. The major difference between IDEA and 504 is that if a student with a 504 Plan commits an infraction that is not a manifestation of his or her disability, and is suspended for more than 10 school days, there is no obligation to provide any educational services to the student with the 504 Plan during the suspension. It is vitally important, however, that the student with the 504 Plan be punished no more severely than a non-disabled student would be punished under the same circumstances.

Manifestation Determination

Who makes the manifestation determination for a student on a 504 Plan and what information is included in this process?

Those involved in a manifestation determination meeting need to be knowledgeable about the student and the meaning of the data being reviewed. When possible, it is beneficial to convene those individuals who designed the student’s 504 Plan. When this is not possible, teachers, parents, health professionals, counselors, etc. can serve on the team that makes a manifestation determination provided they have knowledge of the student and the data being reviewed. The Office for Civil Rights indicates that those making the manifestation determination must have available information that professionals would require when making such a decision. Examples might include attendance and academic records, psychological evaluation data, behavior plans, discipline records, staff observations, annotative records, etc. It is important that the information considered is recent enough to afford an understanding of the student’s current behavior.

Frequently Asked Questions

1. Are there any impairments that automatically qualify as a disability under Section 504?

No. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504. However, mental or physical impairments are broadly defined and include any physiological disorder or condition or any mental or psychological disorder, whether formally diagnosed or not. The Americans with Disabilities Act (ADA) Amendments Act of 2008 emphasized that the definition of “disability” under Section 504 and Title II of the ADA should be interpreted broadly. The U.S. Department of Education’s Office for Civil Rights (OCR), which is charged with the responsibility to enforce Section 504, has stated that while there are no per se disabilities under Section 504, the nature of many impairments is such that in virtually every case, a determination in favor of finding a student with the impairment eligible under Section 504 should be made. For example, according to OCR, a school district should not need or require extensive documentation or analysis to determine that a child with diabetes, bipolar disorder, or autism qualifies as a student with a disability under Section 504.

2. Can a medical diagnosis constitute an evaluation for purposes of determining whether a student is eligible for a 504 Plan?

No. A physician's medical diagnosis is to be considered among other sources in evaluating a student with an impairment or believed to have an impairment that substantially limits a major life activity. Other sources include, but are not limited to, assessments administered by the district, teacher recommendations, physical condition, social and cultural background, adaptive behavior, parent input, and outside evaluations provided by parent(s).

3. Does a medical diagnosis automatically mean the student qualifies for a 504 Plan?

No. A medical diagnosis does not automatically guarantee a student a 504 Plan. The impairment must substantially limit a major life activity. If the impairment does not in any way limit the student's ability to learn or perform another major life activity, or results in only a minor limitation, the student would not qualify for a 504 Plan.

4. How should the district view a temporary impairment?

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. This must be resolved on a case-by-case basis, taking into consideration the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the student. A transitory and minor impairment is not a disability. A transitory impairment is defined as an impairment with an actual or expected duration of six months or less.

5. Is an impairment that is episodic or in remission a disability under Section 504?

Yes, if the impairment might substantially limit a major life activity when active. A 504 Team will develop a 504 Plan for the student that contains accommodations available to the student when the impairment is active.

6. Are there situations when it is inappropriate to offer a 504 Plan?

Yes! Whether a student has a disability that may entitle him or her to a 504 Plan is always decided by evaluating and determining that all three criteria are met: (a) the student must have a physical or mental impairment; (b) that mental or physical impairment must be substantially limiting of (c) one or more major life activities. If any of the three criteria is missing or if there is no impact on the student's access to school programs or services because of the disability, do not create a 504 Plan for the student. Keep in mind that while a 504 Plan might not be appropriate, other kinds of plans may be appropriate.

Here are some of the common misuses of the 504 review request process:

- A parent and/or doctor presents the school with a disability diagnosis and a 504 Plan is written without first determining if the disability causes substantial limitation of a major life activity.
- A student is placed on a 504 Plan solely because the parent wants the student to have additional time on college qualifying examinations (e.g. ACT, SAT).
- A student fails to qualify for special education support and is automatically signed up for a 504 Plan without first qualifying him based on Section 504 criteria.
- A student has an IEP.

- A student is automatically placed on a 504 Plan when the student no longer qualifies for special education services without first qualifying him based on the three Section 504 criteria, which are different from special education criteria.
- A student is placed on a 504 Plan as an alternative way to receive special education services because the parent refuses to “label” a student by consenting to the student’s placement in a special education program.

7. What should you do if a transferring student has a 504 Plan created by another school district?

If a student with a disability transfers into KIPP KC with a 504 Plan developed by another school district, a 504 Team should review the plan and supporting documentation. If a group of persons, including those knowledgeable about the meaning of evaluation data and knowledgeable about available accommodations determines the 504 Plan is appropriate, the 504 Plan must be implemented. If the 504 Team determines the plan is inappropriate, the evaluation process should be initiated.

8. Are Other Students Protected By Section 504?

Yes. Students who do not qualify for a 504 Plan may still be protected by Section 504. The law prohibits discrimination against students who have a record of an impairment or are regarded as having an impairment.

- **“Has a record of such an impairment”** means that a person has a history of, or has been misclassified (by a recipient of federal funding) as having a mental or physical impairment that substantially limits one or more major life activities.
- **“Is regarded as having an impairment”** means that an individual has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient (of federal funds) as constituting such a limitation; or has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment.

Thus, in the case of “has a record of” and “is regarded as having”, individuals receive Section 504 protection not necessarily because they have a qualifying disability, but to protect them from being injured by the prejudiced or stereotypical attitudes of others. Schools have no obligation to identify these students or provide them with a Section 504 Plan. However, schools are prohibited from discriminating against these students in all programs and activities.

Every Student Succeeds Act

1. Ameliorative is defined as “to make or become better, more bearable, or more satisfactory; improve; meliorate.”
2. A mitigating measure is a device or practice that a person uses to correct for or reduce the effects of the mental or physical impairment.
3. Auxiliary aids and services include (a) qualifying interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments; and (b) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments.

Every Student Succeeds Act

Parent Right To Know

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

1. Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether your student's teacher is teaching under emergency or other provisional status
3. through which State qualification or licensing criteria have been waived.
4. Whether your student's teacher is teaching in the field of discipline of the certification of the Teacher.
5. Whether your child is provided services by paraprofessionals and, if so, their qualifications.
6. In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:
7. Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
8. Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

High Quality Professional Development

Each LEA receiving Title I funds must provide high quality professional development to improve the teaching of academic subjects, with the primary goal being to enable all children to meet the Missouri Learning Standards. The professional development activities must be designed by principals, teachers and other school staff. Title I funds used for professional development purposes may be combined with funds provided under Title II.A and other sources to provide professional development for Title I staff.

The professional development activities must:

1. Support instructional practices that address the challenging state standards and create a school environment conducive to high achievement in the academic subjects
2. Support LEA and School-wide Plans
3. Draw on other available resources
4. Where appropriate, include strategies for developing curriculum and teaching methods that integrate academic and vocational instruction
5. Include strategies for identifying and eliminating gender and racial bias in instructional materials, methods and practices; and coordinate with the LEA's plan for professional development.

Parent Involvement

Programs, activities, and procedures for the involvement of parents/guardians must be implemented in order for a LEA to receive a Title I allocation. Parental involvement shall include participation of parents in ongoing and meaningful communication about student academic learning and other school activities, ensuring that parents/guardians:

1. Play an integral role in assisting their child's learning;
2. Are encouraged to be actively involved in their child's education at school;
3. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. Are notified of the Adequate Yearly Progress (AYP) status of their child's school building.

Lea Parent Involvement Policy

Each LEA must have a written parent involvement policy jointly developed with, agreed with, and distributed to parents of participating children. The policy must be approved by the LEA board of education and should describe how the LEA will meet the six requirements to build parents' capacity:

1. Involve parents in the joint development of the CSIP and in the process of school improvement;
2. Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
3. Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents;
4. Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it) and Title III language instructional programs;
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; use the findings of the evaluation to design strategies for more effective parental involvement; revise, if necessary, parent involvement policies; *and*
6. Involve parents in the activities of the Title I-served schools.

If the LEA has a policy apart from Title I that involves all parents, that policy may be amended to meet these requirements.

School Parent Involvement Plan

In addition to the LEA policy, each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan must be updated periodically to meet the changing needs of parents and the school and be in a format and language readily understood by parents and LEA personnel. If the building already has a plan for involving all parents, that plan may be revised to meet the federal requirements.

For LEAs with allocations over \$500,000, one percent of the allocation is budgeted and used for parent involvement activities, including promoting family literacy and parenting skills; 95% of the one percent is distributed to the buildings.

The written plan must address all of the following requirements and must be distributed to parents. Strategies for Communication (Policy Involvement)--Each building **must**:

1. Hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved;
2. Offer a flexible number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parent involvement policy and the joint development of the school-wide plan;
4. Provide parents of participating children:
 - a. Timely information about Title I programs;
 - b. A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
 - c. An interpretation of the school's annual performance report;
5. If requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children and timely responses to the suggestions made by parents that have been offered in the meetings;
6. Include comments from parents of participating children who find any aspect of the school-wide plan unsatisfactory when it is submitted to the LEA.

Shared Responsibilities For High Student Academic Achievement

As a component of the school-level Title I parental involvement plan, each school participating in Title I must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Missouri Learning Standards.

The school-parent compact **must**:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
2. Describe how parents will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and TV viewing; volunteering in their child's classroom; participating, as appropriate, in decisions relating to the education of their child; and positive use of extracurricular time.
3. Describe opportunities for parents and teachers to communicate on an ongoing basis including, at a minimum
4. Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed in relation to their child's achievement
5. Frequent reports to parents on the progress of their child
6. Reasonable access to staff and opportunities to volunteer, participate, and observe in their child's classroom.

Expanding Opportunities For Involvement

To ensure effective involvement of parents and to support a partnership with the Title I school, parents, and the community to improve student academic achievement, each district and participating school **must**:

1. Provide assistance to participating parents with such topics as:
 - a. Understanding the Show-Me Standards, the MAP test and local assessments
 - b. Understanding how to monitor a child's progress
 - c. Knowing how to work with teachers to improve the performance of their child
2. Provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate.
3. Educate, with parental assistance, all school personnel in valuing parent contributions, communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school.
4. Coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Practical Parenting Partnerships, public preschool programs.
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and language they can understand.
6. To the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues.
7. Provide other reasonable support for Title I parental involvement activities as requested by parents.

The district and participating school **may**:

1. Pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and trainings.
2. Train parents to enhance the involvement of other parents.
3. Provide necessary literacy training if all other available sources of funding have been exhausted.
4. Arrange school meetings at a variety of times or other locations to maximize parental involvement and participation.
5. Adopt and implement model parent involvement approaches
6. Establish a district-wide parent advisory council to advise on all Title I parent involvement matters
7. Develop appropriate roles for community organizations and businesses in parent involvement activities.

Accessibility

To the extent that is practical, LEAs and schools must provide full opportunities for the participation of LEP parents, parents with disabilities and migrant parents. Facilities used for parent involvement activities should be accessible to all parents. To allow greater parent participation, Title I funds may be used , if needed, for transportation to the activities and for child care.

Neglected Programs

Any LEA in which a locally administered facility for neglected children is located will receive from DESE the Annual Survey of children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I, ESEA (Form MO 500-0294). This form , completed by the administrative officer of the facility.

Comprehensive School Involvement Program

LEA applying for funding through the Consolidated Federal Programs Application must integrate the intended uses of federal funds covered under these programs into their Comprehensive School Improvement Plan (CSIP) required under Missouri School Improvement Program (MSIP). This will help ensure long-range planning for use of the federal funds and targeting the funding to the LEA's identified needs. At the objective level, LEA's must identify the MSIP Standard and then at the strategy level identify the funding source.

The CSIP satisfies the ESEA requirement that LEA's provide a description of how each program will be used to meet identified needs.

Supplementing State And Local Funds

Under the Every Student Succeeds Act of 2015 <http://www.ed.gov/essa?src=rn> , all federal funds must be used only to supplement, not supplant, the funds that would be available from non-federal sources in the absence of these funds. The LEA must maintain the level of state and local funding in participating schools it would have maintained had the federal funds not been available.

Information That Must Be Provided To Parents Of Limited English Proficient Students

Notices and Information LEAs with Title I, Part A-funded language instruction educational programs must provide to parents of limited English proficient students:

LEAs using Title I, Part A funds to provide a language instruction educational program (as defined in Part C of Title III of the ESEA) must provide the following information to a parent or parents of limited English proficient children identified for participation or participating in such a program:

- The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- The child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is or will be participating will meet the educational strengths and needs of their child;
- How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements of the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for the program if Title I, Part A funds are used for children in secondary schools;
- In the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP) under the Individuals with Disabilities Education Act (IDEA) or the child's individualized services under Section 504 of the Rehabilitation Act of 1973 (section 504);

- Information pertaining to parental rights, including written guidance:
 1. Detailing the option that parents have a right to decline enrollment in a language instructional program and to choose another program or method of instruction if available;
 2. Detailing the right that parents have to remove their child immediately from the program upon the parents' request; and
 3. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- These notice requirements also apply to a language instruction educational program funded under Part A of Title III. [Section 3303, ESEA.]

The notice and information provided must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(g)(2), ESEA]

LEAs must provide the above information to parents not later than 30 days after the beginning of the school year for those children identified before the beginning of the school year as limited English proficient. For children identified after the beginning of the school year as limited English proficient, LEAs must provide the above information to parents within the first 2 weeks of the child being placed in a language instruction educational program.

In addition, if a language instruction educational program has not made progress on the annual measurable achievement objectives under section 3122 of the ESEA, the eligible entity using the Title I, Part A funds must provide separate notification to parents of a child identified for participation in, or participating in, that program to inform them of that failure not later than 30 days after the failure occurs. [*Section 1112(g)(1), (2), and (3), ESEA.*]

Parental Information And Rescue Center

Local educational agencies (LEAs) or buildings that receive Title I.A funds **must** assist parents and parental organizations by informing them of the PIRCs and their purpose. The LEA or building might want to use the link below to go to Missouri's PIRCs' website to include more specific information for their area. Documentation of notifications need to be kept on file.

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent programs.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and Limited English Proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>

Homeless Information

Who Is Homeless?

The term *homeless children and youths* –

- Means individuals who lack a fixed, regular and adequate nighttime residence.
- Includes:
 1. Children and youths who are sharing the housing of others due to a loss of housing, an economic hardship or a similar reason; are living in motels, hotels, trailer parks or campgrounds due to a lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations for human beings.
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 4. Migratory children who qualify as homeless for the purposes of this definition because the children are living in circumstances described in clauses 1 through 3.

If the residence is not fixed, regular, and adequate, it is considered a homeless situation.

Educational Rights

Under the McKinney-Vento Act, children in homeless situations have:

1. The right to immediate enrollment in school even if they lack the paperwork normally required for enrollment.
2. The right to attend school at their school of origin (if feasible and requested by the parent) or at the school in the attendance area where the family or youth is currently residing.

3. The right to receive transportation to the school of origin if requested by the parent.
4. The right to services comparable to those received by housed schoolmates including transportation and supplemental educational services.
5. The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
6. The right to have their rights posted in all schools and in other places in the community.

Homeless Coordinator

In accordance with the Every Student Succeeds Act of 2015 <http://www.ed.gov/essa?src=rn> , every school district must designate a board-approved homeless coordinator. The Executive Director is responsible for appointing the Homelessness Coordinator. The Homeless Coordinator is the Director of Student Services. The Director of Student Services will receive training on serving as the Homeless Coordinator.

Homeless coordinators shall ensure that:

1. Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless children and youths enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency.
3. Homeless families, children and youths receive educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, as well as referrals to health-care services, dental services, mental health services and other appropriate services.
4. Parents or Guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful ways to participate in the education of their children.
5. Public notices of the educational rights of homeless children and youths are disseminated where such children and youths receive services under this act (schools, family shelters, soup kitchens, and other appropriate places).
6. Enrollment disputes are mediated in accordance with all guidelines set forth in the act.
7. Parents or guardians of homeless children or youths, and any unaccompanied youths, are fully informed of all transportation services (including transportation to the school of origin) as described in the act, and are assisted in accessing transportation to the school that is selected in accordance with the act.

School Of Best Interest

The McKinney-Vento Act requires that a child or youth experiencing homelessness attend the school that is in his or her best interest. There are two choices of schools for students in homeless situations – the school of origin and the school of residency. The school of origin is the school the child attended when permanently housed or the school in which the child was last enrolled. The school of residency is the school that serves the area where the child or youth is currently physically dwelling. For example, this could include the school that serves the community where a homeless shelter is located or where a child or youth is doubling-up with friends or relatives.

When determining the school of best interest, a homeless child or youth should, to the extent feasible, remain in the school of origin unless doing so is contrary to the wishes of the parent or guardian (or the wishes of the

unaccompanied youth). If a school district believes it is in a child's or youth's best interest to enroll in a school other than the school of origin or the school of choice, the district must provide a written explanation of its decision to the parent, guardian or unaccompanied youth along with a statement regarding the right to appeal the placement decision.

Enrollment

The McKinney-Vento Act requires the immediate enrollment of homeless children and youths even if a child or youth is unable to produce the records normally required for enrollment, such as previous academic records, immunization and medical records, proof of residency, birth certificate, or other documentation. Upon enrollment, it is the responsibility of the school district's homeless coordinator to ensure that documentation normally required for enrollment is gathered and submitted in a timely manner.

Transportation

School districts must provide transportation for homeless children and youths to the school of best interest. When two school districts are involved (the school of residency and school of origin), the cost of transporting a student who is homeless is shared equally between the districts. School districts must provide transportation to students in homeless situations during the resolution of any pending disputes. While disputes over enrollment, school placement or transportation arrangements are being resolved, a student must be transported to the parents' or unaccompanied youth's school of choice.

Factors For Selection

Factors for school selection include:

1. Special needs for the homeless child
2. Continuity of instruction
3. Length of stay in the homeless family's new location
4. Distance and time needed to transport the child to and from school

Dispute Resolution

If a student is sent to a school other than the school of origin or the school requested by a parent or guardian, the school district must provide a written explanation of both its decision and the right to appeal – whether the parent or guardian does or does not dispute the placement.

If a conflict arises between the parent or guardian and the school district about the enrollment or placement of a homeless child or youth, a written explanation of the district's decision must be provided to the parent, guardian or unaccompanied youth. A written explanation of the district's decision must also be provided if a parent, guardian or unaccompanied youth disputes a school placement or enrollment decision.

Whenever a dispute occurs, the student must be admitted immediately to the school of choice while the dispute is being resolved. The school must refer the student, parent or guardian to the homeless coordinator to carry out the dispute-resolution process as expeditiously as possible. Homeless coordinators must ensure that the dispute-resolution process is followed for unaccompanied youths.

A copy of the Standard Complaint Resolution Process can be found online at:

<https://dese.mo.gov/media/pdf/homeless-dispute-resolution-8-19>

Services And Opportunities

Children and youths in homeless situations are entitled to services comparable to those offered to other students. These include, but are not limited to, services for children and youths with disabilities, programs for students with limited English proficiency, vocational and technical education programs, and programs for gifted and talented students. Children and youths who are homeless are also eligible for school nutrition programs sponsored by the U.S. Department of Agriculture and for services under Title I of the Elementary and Secondary Education Act that targets students most at risk of failing in school.

Missouri Department of Elementary and Secondary Education
Grants and Resources
P.O. Box 480
Jefferson City, MO 65102-0480
Email: webreplyimprfdg@dese.mo.gov
<http://dese.mo.gov/divimprove/fedprog/discretionarygrants/homeless>

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to: Jefferson State Office Building, Civil Rights Compliance (Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

Call Missouri's Homeless Coordinator at (573) 522-8763

Notice of Nondiscrimination Policy

KIPP KC does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to KIPP KC Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights <https://ocrportal.hhs.gov/ocr/smartscreen/main.jsf>, or both. KIPP KC Title IX Coordinator is Head of Talent, 2700 E. 18th Street, jcook@kippkc.org, and 3164093102

KIPP KC'S nondiscrimination policy and grievance procedures can be located at www.kippkc.org or otherwise in the Regional Office located at 2700 E. 18th Street, Kansas City, MO 64127.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the link included on website or at the Regional Office.

The 2024 amendments require each recipient to prominently include all elements of its notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form

that it makes available to people entitled to notice, or which are otherwise used in connection with the recruitment of students or employees.

Notice of Nondiscrimination

KIPP KC prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at www.kippkc.org

Parent/Guardian Concerns

If parents/guardians have concerns or disagreements with staff, we ask that they discuss the matter first with the appropriate staff member and attempt to resolve their disagreement through discussion. If after meeting with the staff member the parent/guardian is still concerned, then they should reach out to the Assistant Principal or Principal.

If the issue is not resolved to the satisfaction of the parties involved, the parent/guardian may then consult the Complaint Policy and Procedures document at the back of this handbook.

At KIPP KC, we strive to create and maintain a supportive family atmosphere. If any individual is disrespectful or rude to anyone on KIPP's campus, that individual may be restricted from our campus in the future.

Complaint Procedure

The following complaint procedure outlines the steps to be used by parents or guardians who have concerns about the actions of a teacher, staff member, or principal at KIPP KC. We encourage families and staff to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to KIPP KC.

Step 1: Contact the teacher or staff member involved. Try to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt order at the school.

Step 2: If the concern is not resolved in Step 1, contact the principal. Be prepared to give details about the concern and steps that have been taken to resolve the problem. The principal and the complainant shall attempt to resolve the dispute informally.

Step 3: If the problem is not resolved informally, the principal will set up a formal meeting to discuss the issue with the involved parties within 30 days. The school leader shall consider all the facts and arrive at a resolution of the complaint.

Step 4: If the complainant is dissatisfied with the principal's decision, the complainant may petition the KIPP KC Head of Schools in writing. The Head of Schools shall determine how best to resolve the matter and send written confirmation of such resolution to the complainant. To reach such resolution, the Head of Schools, if deemed necessary, may (1) contact the complainant by phone to discuss the complaint; and/or (2) issue a

request to meet with the complainant to discuss the complaint in person; and/or (3) ask the complainant to present his or her complaint during the public commentary of a board meeting.

Step 5: The Head of Schools shall attempt to resolve the matter within 30 days of receipt of the complaint, and shall send the complainant written confirmation of the resolution. The Head of School's decision shall be final

Complaints Against an Employee of KIPP KC

Formal Letter Template

TO: Head of Schools
KIPP KC
2700 East 18th Street
Kansas City, MO 64127

FROM: Name(s):
Address:
Telephone:
Student Name(s):

I understand that a copy of the complaint will be provided to the employee(s) immediately upon receipt of the complaint.

**Note: Please refer to KIPP KC 's Complaint Procedure before contacting the Head of Schools. The Head of Schools will not get involved until the complainant has attempted to resolve the issue with the principal, as outlined in Steps 1 through 4.*

Name of person(s) against whom the complaint is made: _____

Nature of complaint: (This should be a description in your own words of the grounds of your complaint, including all names, dates and places necessary for a complete understanding of your complaint. You may use additional pages if needed.):

(Signature)

Date

KIPP Kansas City PreK-12th Grade School-Parent-Student Compact 2024-2025

KIPP Kansas City, and the parents of students participating in Title I.A activities, services, and programs, agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities

KIPP Kansas City and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows
 - Retain appropriately certified principals and teachers,
 - Provide instruction, materials, and high-quality professional development which incorporates the latest research, and
 - Maintain a safe and positive school climate.
- Hold two parent-teacher conferences each year to;
 - Discuss the child's progress/grades during the first quarter,
 - Discuss this compact as it relates to the child's achievement, and
 - Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows;
 - Weekly packet from the classroom teacher,
 - Monthly suggestions from the classroom teacher,
 - Mid-quarter report mailed from the school, and
 - Quarterly grade cards/reports sent home by the school.
- Be accessible to parents through;
 - Phone calls or person-to-person meetings,
 - Scheduled consultation before, during, or after school, and
 - Scheduled school or home visits.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows;
 - Listen to children read,
 - Help with classroom decorations, art projects, etc.,
 - Present a program on your culture, a different country, etc., and
 - Assist with holiday programs or parties, educational trips, etc.

Parent Responsibilities

- I, as a parent, will support my child's learning in the following ways:
- Encourage my child to show positive school behavior in alignment with our KIPP KC Values.
- Embrace the KIPP KC Brave and Belonging Culture by ensuring my student meets the dress code standards daily,
- Ensure my child completes their homework and encourage them to read daily,
- Monitor my child's screen time and online activity and support the school's cell phone expectations,

- Volunteer in my child's classroom/school and attend Fall and Spring Conferences,
- Support and communicate regularly regarding extracurricular activities, sports, clubs, as needed,
- Stay informed about my child's education by reading all communications from the school and responding appropriately,
- Make every effort for my child to achieve 90% attendance, or better,
- Ensure my child arrives at the bus stop and school on time every day and remains in class until dismissal.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will:

- Attend school every day possible and be ready to learn,
- Wear my uniform and/or meet KIPP KC's dress code every day,
- Give my best effort on all classwork, homework, and assessments,
- Be respectful toward others,
- Do my homework every day and ask for help when I need it,
- Read at least 30 minutes every day outside of school time, and
- Give all notes and information from my school to my parent/guardian daily.

(Principal Signature)

Date

(Teacher Signature)

Date

(Parent/Guardian Signature)

Date

(Student Signature)

Date

Media Release Policy and Consent Form

KIPP Kansas City values the privacy of our students and their families while recognizing the benefits of participating in media-related activities that highlight the achievements and events within our schools. To ensure transparency and respect for individual preferences, the following policy outlines the guidelines for media releases involving our students:

- **Media Consent:**
 - At the beginning of each academic year, or upon enrollment, parents/guardians will be provided with a Media Release Form. This form explains the nature of media exposure which might include photographs, video, and audio recordings that may be used in press releases, promotional materials, and other publications by KIPP Kansas City.
 - By signing the Media Release Form, parents/guardians grant KIPP Kansas City permission to use such media materials featuring their child for educational, promotional, advertising, or other purposes.
 - The consent covers the use of these materials by KIPP Kansas City and its affiliates in both print and digital media formats.
- **Right to Opt-Out:**
 - Parents/guardians who do not wish their child to be featured in any media can opt-out by not signing the Media Release Form. It is important that parents/guardians understand that opting out means their child will not be included in group photographs or recordings that are intended for public release.
 - Should there be specific activities or events during the school year that involve media coverage, additional notifications will be sent out, allowing parents/guardians to reaffirm their choice to opt-out if they previously signed the media release.
- **Protection of Student Information:**
 - KIPP Kansas City is committed to upholding the privacy of our students. No personal information, such as names, addresses, or contact details, will be disclosed in any media formats without explicit additional consent from the parents/guardians, except where required by law or in situations where the information is considered directory information under FERPA regulations.
- **Withdrawal of Consent:**
 - Consent can be withdrawn at any time by the parents/guardians in writing. Upon receipt of the withdrawal, KIPP Kansas City will cease to use the student's image in new materials going forward; however, it is important to note that materials already published or created cannot be recalled.
- **Use of Student Work:**
 - Student work may be featured as part of media materials to showcase the educational activities and achievements at KIPP Kansas City. The same rules of consent apply to the use of any student work.

KIPP Kansas City Public Media Release Consent Form

KIPP Kansas City is dedicated to showcasing and celebrating the achievements of our students – including awards, competitions, human interest stories, and other events that spotlight the many successes occurring within our

school district. When opportunities arise for students to be featured in media-related projects, only those with completed releases will be eligible.

Please complete, sign, and return this media release form to your child's school.

Media Consent Declaration:

I, the undersigned, hereby grant permission for _____ (name of student) to appear in media formats such as radio, photographs, or video recordings for use in news stories, promotional materials, and other publications representing or about KIPP Kansas City. This release authorizes the use of these media for legitimate non-profit, non-commercial purposes by KIPP Kansas City, affiliated news organizations, or agencies working with KIPP Kansas City.

I waive any rights to inspect or approve the finished media content prior to its use and release KIPP Kansas City and its employees from all liabilities that may arise from the use of such media. This consent is effective until formally revoked in writing.

Consent Withdrawal:

To withdraw consent, a written notice must be provided to the school administration.

Signatures:

(Parent/Guardian Signature)

Date

OR

(Student Signature - if 18 or over)

Date

This form ensures that the use of students' images and achievements in media publications is managed respectfully and in accordance with the preferences of the students and their families.