

TEAM & FAMILY HANDBOOK

2020-2021 School Year



Welcome Letter

Dear Parents and Guardians of Kansas City KIPPsters,

Welcome to our 13th year. This marks a very special year for us a school system because our Team and Family now includes college graduates!

This year we are making some changes to increase the quality of learning time for our students. The first big change is that we will have Science instruction K-8 that happens daily. Our Science teachers spend time over the summer learning about a new Science curriculum and they are ready and excited to share that learning with students this school year. Another change that students will benefit from this year is Power Club K-8. During Power Club students will get to explore other interests such as Yoga, Spanish, Chess, Games and so much more.

The culture of our school will always remain focused on protecting learning time and developing students who understand how to bounce back after mistakes or difficult times in their life. This year we added in more clarity about how our students qualify for field trips, POWER days, and End of Year trips. Our KIPPsters work really hard and we want them to know and experience that hard work pays off.

In closing, I just want to say how exciting it is to be part of this team and family. I am so grateful that you are willing, ready, excited and committed to making this the best school in the country. We are starting this school year with a wait list over of over 300 students. Please know that my door is always open either through meetings at the school, phone calls, emails, texts, or written notes. Our team of parents, students, teachers, board members and community members are strong and ready for the challenges ahead.

Thank you,

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Table of Contents

Student Code of Conduct (Grades K-8)

Corrective Disciplinary Consequences

Promotion and Retention Policy

Student Uniforms

Enrollment and Attendance Policy

Grading

Potential Risk of Suicide Policy

Activity Fee

Family Involvement

High School Placement Meetings

Parent/Guardian Concerns

Telephone Use

Calling Teachers on Their Cell Phones

Damaged Property

School Meals

School Closing

Visitors

Internet Safety Policy

Family Education and Rights and Privacy Act

Transportation

Student Health and Safety

Section 504 of the Rehabilitation Act of 1973

Every Student Succeeds Act

Homeless Information

Notice of Non-Discrimination

Complaint Procedure

Student Code of Conduct (Grades K-8)

This Student Code of Conduct (SCC) has been designed to provide a positive, safe learning environment in order for student learning to be maximized. It has been designed to be used as an instructional and corrective tool. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations of all KIPP KC campuses are high and the SCC is designed to give students the best chance to be prepared for college and a career as well as to feel safe and happy at school.

The SCC is not intended to address the entire spectrum of student behavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address student misconduct that is not specifically included in this discipline policy. This code applies to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles funded by KIPP KC, while participating on any team or group representing the school or attending such an activity, at all school-sponsored events, and while using the school network or any computer or IT Devices. This code also applies to conduct which takes place on school grounds or school property; on the way to and from school; on school buses and at bus stops; and at school activities whenever and wherever they may take place. In addition, the school reserves the right to impose disciplinary consequences for any student's conduct (whenever and wherever it may occur) if such conduct is prejudicial to good order and discipline in the schools or tends to impair the morale or good conduct of the pupils. Finally, the school board has authorized the immediate removal of a pupil upon a finding by the principal, Executive Director, or school board that the pupil poses a threat of harm to such pupil or others, as evidenced by the prior conduct of such pupil.

Elementary School: Grades K-4th

We believe a student's elementary school years provide a foundational experience for students to cultivate powerful, universal, yet simple values, and the habits of mind and action that align to those values. The academic program we offer, the discipline we teach, even the dress code we ask of students are all connected by and are supportive of our shared values. Upholding our values ensures strength for our school community.

Our Values: Grades K-4th

At KIPP Elementary, the values we highlight and cultivate are connected to the word "power" in part because we were founded on the idea that "Knowledge is Power"-- by this we mean that a child's knowledge, of all kinds, contributes to their ability to navigate the challenges of life and find success.

Why POWER Values

The values we teach are based on the research of Seligman and Duckworth around character strengths that contribute to success in life. These values are meant to encourage a growth mindset in each of our students while being easy to remember and apply to everyday situations. The POWER values are Purpose, Ownership, Wonder, Excellence, and Relationships.

P: Purpose -- *We show Purpose* when we clarify and work toward achieving our goals no matter how big or small. We show Purpose when we work to change the way things are for the better.

O: Ownership -- *We show Ownership* when we take responsibility for our actions as well as what happens to us. We show Ownership not just by saying "Sorry", but by changing our actions for the better.

W: Wonder -- *We show Wonder* when we are curious, ask questions, and seek knowledge in books, experience, and conversation. We show Wonder when, even in failure, we see the opportunity to learn something.

E: Excellence -- *We show Excellence* when, despite challenge, we hold ourselves to constant improvement and to hitting the highest bar possible. We show Excellence not just by succeeding, but by always improving.

R: Relationships -- *We show Relationships* when we use kind and safe words, take kind and safe actions, and listen to others with an open mind and heart. We show Relationships when, like a true team and family, we put "we" before "me".

How we teach & reinforce the POWER Values

We explicitly teach what the POWER values mean, and derive all expectations throughout the building from the question, "What does it look like to live the POWER values here?" By connecting our expectations for values, we aim to help students build the habits of mind and action that they need for success in any academic environment, and for life beyond school. Some illustrative examples of how we draw our expectations from our values follow:

Hallways -- in the hallway we walk since we want to live the value of Relationships (this value includes keeping others safe).

Classroom -- in the classroom, we listen to our teacher (Relationships) and try to do the assignment even when it is hard (Excellence).

Cafeteria -- in the cafeteria, we don't throw food (Relationships, Excellence), and when it is time to clean up we do our job as best we can and as thoroughly as we can (Purpose).

Living these values through actions not only contributes to a student's personal well being and success, but also to the well being and success of our school community. We believe in teaching and reinforcing the POWER values by modeling values-aligned actions, practicing and discussing them, and giving feedback to students throughout their day in the school building.

Reinforcement through Recognition

We want our students to feel seen and heard, and for their contributions to the community to be recognized. Recognizing students for actions that align to the POWER value is one way to help them find personal success, as well as to help build a strong community in our school. We use a variety of ways to recognize students:

Daily

- Private Shout outs -- e.g., note from a teacher to a student
- Positive calls home
- Positive notes in Dojo -- Dojo is our system to communicate with parents.
- Earning Dojo Points -- teachers can add points along with positive notes

Weekly

- Public Shout outs -- e.g., shout outs during class-wide or school-wide gatherings
- School Store -- students can use their Dojo points to earn prizes at the school store

Monthly

- Student of the Month -- students displaying outstanding commitment to the values are voted on by their teachers
- Principal Lunch -- Once monthly, the students of the month earn lunch with the principal.

Quarterly

- Quarterly POWER Day -- a field trip taken for all students that have upheld their agreements around coming to school and being a positive part of the school community
- Quarterly POWER Value Awards -- Small awards are given for actions aligned to the POWER values
- Parent Conferences -- we discuss behavior in reference to the values

Discipline: Grades K-4th

When we talk about “Discipline” we mean cultivating habits that will support future success -- we believe that the habits of success can be derived from understanding and acting out the POWER values. When we take “Disciplinary Action” for a student, the goal is to ensure the well-being of the school community, but also to remind students of actions that are best, in the long term, for their personal success.

We expect mistakes

We know students will make mistakes. In such cases, we will redirect students in the moment and whenever possible leverage fair and logical consequences (in the moment and/or afterward). This is how we build awareness of and reinforce actions that align with our POWER values.

Disciplinary Steps - Responding to Behavior

Mistakes are learning opportunities. When a student makes mistakes, our first goal is to remind, or “redirect” students toward actions that align with our POWER values. To redirect students, we believe in using methods that are least invasive to a lesson and that uphold the value of Relationships as much as possible. Redirection can help students learn by doing. So can facing logical consequences. What follows describes the steps we take in using mistakes to help students learn the POWER values.

Step 1: Redirection

The first, and most common, way we respond student behavior is to redirect students by restating the expectation, for example, “Kurt, raise your hand to be called on.” Other common ways we redirect students are

- Using proximity (reminding students of the expectation simply with a teacher’s presence)
- Using Non-verbal gestures (looking in the direction of the student, finger to lips, etc)
- Anonymous redirection (“I’m waiting on 2 students to step into line”)

Step 2: Losing a Dojo Point

When restating/reminding of the expectation does not work, we leverage a point system to communicate that a behavior is not in alignment with our values. We say, “You have lost a point” and log the lost point in a point system called Class Dojo. These points are visible to parents through Class Dojo’s app, which we encourage all parents to carry and monitor on their phone. This same system is also used to log positive points, which are earned through demonstrating actions aligned with our values.

Step 3: Removal from Lesson or Classroom

When redirection, leveraging our points system proves ineffective at changing a behavior, a student may be removed from the lesson. The following are possible ways that a student can be removed from the lesson. These are listed from least invasive to most invasive, but our teachers must make a judgment about which to use given the severity of the behavior. See also “Logical Consequences” below.

Safe Seat / Time out: Teachers may first ask a student to change their seat for 5 min or so in order to distance themselves from a distraction and to think about the expectation that was not being met.

Buddy room: We employ a “Buddy Room” system where students not meeting expectations in one room can take a time out in another classroom. This time out is a short term assignment, generally for 10 mins or less.

Removal from classroom: In extreme cases, a member of the school leadership or a behavior specialist will escort the student to our Resiliency Room. While in the Resiliency Room, the behavior specialist will

first work to ensure the student is emotionally regulated (e.g., by encouraging the student to exercise, breathe, do a puzzle, interact with a face chart, or relax in comfortable seating). The behavior specialist will then process with the student, with the goal of returning to a shared understanding of our values and what they look like in terms of actions within our school.

Step 4: Parent Pickup

We make every attempt with our abilities to keep students at school. In the event that a student is harmful to themselves, others, or becomes destructive to school property, we may request a parent to pick up the student from school. This decision is not made lightly and will always indicate that we have exhausted other possibilities.

Behaviors Requiring Parent Pickup: We cannot list all behaviors that warrant parent pickup, but we can say that our intention is to only request parent pickup when we have exhausted other avenues. That said, what follows are uncommon behaviors that, depending on severity, could require the school to request parent pickup:

- Physical conflict
- Leaving adult supervision
- Making threats to physical harm
- Refusal to follow directions once removed from the classroom and under the supervision of the assistant principal, behavior specialist, or principal
- Throwing, picking up, or intentionally knocking over furniture, or other destruction of property such as slamming a door hard enough that it breaks

Logical Consequences

We believe that students learn best from mistakes when they are guided to confront the logical consequences of their actions. Logical consequences are an additional layer to any “Disciplinary Actions”, and their purpose is to reinforce choices that are aligned to our POWER values -- for both the good of the student and the good of our school community.

Examples of Logical Consequences:

Here is a non-exhaustive list of logical consequences that could be used for behaviors we have seen in our building. The logical consequence is described, and any possible connection to Discipline Steps is also described.

Running in the hallway → Go back, walk & have brief discussion about keeping our hallways safe. Depending the severity, a teacher may issue a lost Dojo point.

Dangerous misuse of scissors → Loss of scissors & brief discussion about how that violates our value of Relationships. Depending on severity, the student may be directed to sit apart from other students for a short time and lose a Dojo point.

Bad language → Apology to the other person & brief discussion about impact on our community. Depending on age, the student may be asked to write a letter acknowledging impact on others and violation of our value of Relationships.

Stealing from the snack basket → Temporary loss of classroom job, apology & discussion with teacher. The student may also need to call home with the teacher’s supervision.

Disrupting a testing session by talking repeatedly → Discussion with teacher about impact on self and others; discussion may happen during time less preferable to student (you took time from others, so we’ll spend time elsewhere reflecting on that impact). Depending the severity, the student may also lose a Dojo point and could be removed from the lesson or classroom.

Communication Home About Behavior

Teachers use Class Dojo to log and communicate with parents about positive and negative behavior observed at school. Parents carry the application on their phone and can use the application to send messages to teachers. Students earn points for acting in accordance with our values (purpose, ownership, wonder, excellence, relationships, or “POWER values”).

Points are lost when a student breaks one of the school wide rules of 1) Safety, 2) Kindness, 3) Responsibility. Examples include:

- Using unkind words
- Being unkind with body (pushing to get into line, for example)
- Being unsafe with materials (e.g., scissors, pencils, etc)
- Disruption of the classroom (being irresponsible with class time)
- Failure to follow clear directions (being irresponsible with teammates’ or teachers’ time)

Communication with families about student behavior growth is vital to the students’ academic growth. Points that are lost should be discussed between parent and student. In the event that a student’s behavior goes far outside what is acceptable, we may request immediate parent involvement.

Community Damaging Behaviors and Range and Disciplinary Action (Elementary)

Our goal is to handle behavior in the classroom. However, some behaviors will be immediately reported to school administration, who will decide appropriate disciplinary consequences on a case by case basis. Decisions around disciplinary action for these “Community Damaging Behaviors” will be made using the table below. Our goal is to be as consistent as possible, while also taking into considering two factors (Severity and Precedence). We will keep track of precedence (repeated behavior) and “escalate” the disciplinary action as described below:

Severity - We will ask, “How harmful was the student behavior?” Although both pushing and pushing to the ground are examples of Physical Conflict, the latter is more severe and will come with a more serious disciplinary action, all other things being equal.

Precedence - We will ask, “How many times previously has the same student exhibited similar community damaging behavior?” A student that leaves the classroom without permission the first time might receive a call home. The second time, the student will receive a more serious disciplinary action. In other words, **repeated behaviors will lead to escalating disciplinary action.** This “escalation” will result in moving from the left to right in the following list of disciplinary action (until the maximum disciplinary action for that behavior is reached):

Parent contact, In School Suspension (ISS), Out of School Suspension (OSS), Expulsion.

Community Damaging Behaviors and Disciplinary Actions*

**All Disciplinary actions made in consideration of 1) Severity and 2) Precedence

If a student commits one of these Community Damaging Behaviors...	The school's immediate action will be...	And, if the behavior is repeated or severe...	...Up to a maximum action of:
Repeating any of the "Community Damaging Behaviors" on this table	The "Immediate Action" will be "escalated"	Continual "escalation" of disciplinary action for the same offense	Expulsion
Extreme and 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 the behavior specialist	Parent Contact	Parent Pickup, ISS, OSS, and/or Parent Meeting	3 day OSS
Improper use of school's technology	Parent Contact & Loss of technology privilege	ISS, OSS, and/or Parent Meeting	3 day OSS
Leaving class or campus without permission	Parent Contact	ISS, OSS, and/or Parent Meeting	3 day OSS
Throwing / tipping heavy or dangerous objects, including furniture	Parent Contact	ISS, OSS, and/or Parent Meeting	5 day OSS
Cheating or Academic Dishonesty	Parent Contact	Parent Meeting	Parent Meeting
Threatening a staff member or visitor verbally, in writing, or on the internet	Parent Contact	ISS, OSS, and/or Parent Meeting	10 day OSS
Bullying/Harassment of students or staff; including sexual and internet harassment	Parent Contact	ISS, OSS, and/or Parent Meeting	10 day OSS
Physical Conflict	Parent Pickup	ISS, OSS, and/or Parent Meeting	Expulsion
Theft	Parent Contact and Return / Repayment for what was stolen	ISS, OSS, and/or Parent Meeting	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.
Removal from in school suspension	Parent Pickup	OSS and/or Parent Meeting	5 Day OSS
Using social media while at school	Parent Contact	ISS, OSS, and/or Parent Meeting	3 day OSS and Parent Meeting
Possession of Tobacco, Alcohol or Illegal drugs/substances	5 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	5 day OSS
Gang-related activity	1 day OSS	Multiple Day OSS and Parent Meeting	Referral for Expulsion
Vandalism	Repair of or Payment of repairs	ISS, OSS, and/or Parent Meeting	Referral for Expulsion
Arson	10 Day OSS/Police Report	NA	Referral for Expulsion
Possession of a dangerous weapon including but not limited to firearms, knives	See section on Gun-Free Schools Act	NA	Expulsion and Police Report

Communication & Grading: Grades K-4th

Communication Home

We aim to communicate with families and students in multiple modes to provide up-to-date information regarding student progress in order to best partner with families. The main modes of communication include but are not limited to:

Daily

Class Dojo - This is an application that is carried on a parent's phone or via website. It enables easy communication about academic and behavior progress.

Infinite Campus: Parents are able to access the live gradebook at any time through the Infinite Campus system. The Front Office (816-241-3994) can assist with sign up for the system at any time.

Weekly

Grade Level Newsletter - This is a newsletter that is sent out via Class Dojo or email. It provides relevant updates for each grade level as well as recognition of student progress.

Snapshots: To keep students and families informed of their child's progress, each month students will receive an update of their grades, Dojo Points, and attendance. If parents or students have questions about any of the data on the snapshot they are encouraged to contact the student's advisor or the teacher directly.

End of Quarter

Report Cards: At the end of each quarter, we will mail home report cards to families. They are also available for pick-up at any time in the front office.

Parent Conferences: At the end of the first and third quarter we will hold parent conferences with families. Conferences are mandatory for all families. The purpose of parent conferences is to set goals, monitor progress towards goals and celebrate success. Conferences are led by the students with teachers present and available for the conference as well.

Grading

Providing grades to students is one way we communicate about progress. Students receive official grades on a quarterly basis.

Components of Grades

Grades are primarily based on homework and classwork, as well as core assessments we use to evaluate student learning. Grades are intended to be a reflection of a student's mastery of content. A student's overall grade is calculated based on the following percentages:

20% Assessments - This category includes weekly and quarterly level assessments.

80% Other - This "other" includes important daily classwork, homework, & exit tickets. Teachers will grade a minimum of 1 assignment per week.

Grading Scale

The criteria used to determine grades for assignments is as follows:

Criteria for Assignment	Grade on Assignment	Corresponding Percentage on Assessment of Grade Level Standard
Skill or knowledge demonstrated on assignment <u>exceeds</u> grade level standard	4 = Exceeding	80-100%
Skill or knowledge demonstrated on assignment <u>satisfies</u> grade level standard	3 = Satisfying	70-79%
Skill or knowledge demonstrated on assignment <u>is nearing</u> grade level standard <u>and effort is evident</u>	2 = Progressing	50-69%
Skill or knowledge demonstrated assignment is <u>far below</u> grade level standard <u>yet effort is evident</u>	1 = Needs Improvement	<50%
Effort is lacking	0 = Unsatisfactory	(Test Left Blank, or similar)

Elementary Student Uniforms

At KIPP we wear a uniform consisting of a KIPP polo (tucked in), Khaki bottoms, and comfortable close-toed shoes.

Why Uniforms?

We value students being able to express themselves and their creativity. It is therefore reasonable to ask why we have a uniform expectation at all. The KIPP Elementary dress code is meant to provide an opportunity to practice and talk about our POWER values. For example, our value of Relationships means we act as a team. A uniform is a small part of that. As another example, keeping our uniform clean and tucked in provides a small example of holding ourselves to a high bar (a demonstration of Excellence).

Finally, the uniform we wear enables all teachers to easily identify KIPPsters. This is helpful during our regular school day, and provides a measure of safety in easily identifying our students when we are off campus.

The Uniform Policy - Grades K-4th

The following agreements about our uniform were written to balance 3 important ideas: 1) We are a team and we express that, in part, through what we wear, 2) Kids need opportunities for self-expression, and 3) Parents know what is best for their children.

- In short, our uniform is: 1. KIPP Polo, tucked in; 2. Khaki colored bottoms; 3. Close-toed shoes.

Component	Agreements about the Uniform
Shirt	Students will wear an unaltered KIPP Endeavor polo shirt . The Polo should be tucked in at all times. Families may purchase shirts from the front office or online at shopkipp.com/kc . They come in Blue or Green. Students may wear a short or long-sleeved t-shirt under their uniform polo, although writing should not be visible through the KIPP polo.
Belt	A belt is encouraged but not required. We appreciate parents helping to determine if a belt will be helpful or a distraction / hindrance to using the bathroom in an emergency.
Bottoms	Any of the following are acceptable in Khaki color: Pants, Shorts, Skirts, Skorts.
Sweatshirt	Students may choose to purchase a KIPP sweatshirt to wear over their uniform . When in the building, students may only wear a KIPP sweatshirt over their tucked-in uniform polo.
Coats	Coats, non-school sweatshirts, or other outerwear are not permitted to be worn in school other than as students enter the building or exit the building. At all other times during the day a student's outerwear must be left in their cubby.
Shoes & Socks	Closed-toe shoes must be worn at all times. We participate in PE and recess in the shoes we bring to school, so we appreciate parents helping decide a shoe their child can run and learn in comfortably and safely.

Middle School Overview of Values, Expectations, & Student Code of Conduct (Grades 5-8)

Character Values

At KIPP knowledge is POWER. We believe each of our KIPPsters can become powerful individuals. It is important that our KIPPsters gain knowledge and grow through their middle school years to embrace who they are as individuals. We want our KIPPsters to understand their personal power and the way power works in the world. Our POWER value includes 5 words that are based on the research of Seligman and Duckworth around the character strengths that are needed to be successful in life. They are meant to encourage a growth mindset in each of our students while being relatively easy to remember and teach.

P: Purpose

We are clear about the purpose behind our actions and we take pride in achieving our goals and fulfilling our purpose. (Purpose)

O: Ownership

We are grateful for the opportunity to take responsibility for what happens to us and the people on our team. (Pride)

W: Wonder

We are curious about the world and appreciate the miracles of nature and human culture and love learning and asking questions. (Love of Learning)

E: Excellence

We are fearless competitors and are not afraid to be measured against a standard of excellence because it helps us create our best work. (Growth, Rigor)

R: Relationships

We value our team and family and build strong relationships that make us and other better through empathy and listening. (Teamwork)

Merits

All merits are worth a value of one, three or five. Students earn merits by displaying exemplary behavior. The value of the merit depends on the behavior. Merits do not cancel out demerits. However, they should be used to reinforce positive actions that are improving and pushing our learning community to be not just mediocre but excellent. Celebrations, shout-outs, and positive narration should be active parts of a teacher's classroom management system. Merits may be given during all times of the day and are not limited to the classroom setting. Teams will also use their discretion to create new merits as needed throughout the year to recognize positive behavior.

Student Recognition

Throughout the year we will work to celebrate student success through various field trips, dress down days, and activities.

- **Grade Level Quarterly Celebrations:** Every quarter the grade level teams will plan a time to come together with families to recognize the achievement of students from that quarter including honor, attendance, and other highlights of achievement.
- **POWER Days:** Students have the opportunity to earn a field trip at the end of each quarter. To qualify for the trip students must have zero days of suspension that quarter, have completed all their detentions, be passing all classes, and meet our school-wide attendance metric.
- **End-of-Year Trips:** Same qualifications as POWER Days however an appeal process will be put in place for students who do not qualify only because of suspensions.
- **Dress Down Days:** After NWEA, F&P, and MAP testing, and weeks with strong attendance, students may earn Dress Down days. They will receive a notice prior indicating that they have earned it and what the requirements are.

Communication Systems - Student Conduct

We aim to communicate with families and students in multiple modes to provide up-to-date information regarding student conduct in order to best partner with families. The main modes of communication include but are not limited to:

- **Snapshots:** To keep students and families informed of their child's progress, each week students will receive a print out of their grades, merits, detentions, and attendance. If parents or students have questions about any of the data on the snapshot they are encouraged to contact the student's advisor or the teacher directly.
- **LiveSchool:** Parents are able to access the live merit and demerit totals at any time through the Live School app. The Front Office (816-241-3994) can assist with sign up for the system at any time.
- **Phone Calls/Texts:** Any time a student receives 25+ demerits in a week, has received an ISS or OSS consequence the parent or guardian will be notified first by phone call and then receive a follow-up text if necessary. *Email communication is also possible if the parent or guardian states that as a preferred method.*
- **Written Documentation:** In the event that a student reaches 25+ demerits in a week, or has received an ISS or OSS consequence, written documentation is available for parents and guardians upon request.

Demerits

A student can be assigned demerits for a rule infraction (refer to the list below). A demerit is a non-personal, non-threatening reminder issued by the teacher so that a student can quickly correct their behavior. Any infraction deserving more than the demerits will be referred to the Dean of Students and can be found on the "Unacceptable Behavior" Chart. See below for a list of demerits and values.

Tier 1 - Value = 1 Demerit

The following list of demerits will be administered the first time the behavior is observed. They are basic rules and expectations that help us have a safe, calm and clean school that is focused on learning. The behaviors are easily avoidable for students who prioritize their learning.

Demerit	Definition and Explanation	Rationale
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Unprepared	Showing up to class or a meeting without the necessary materials to be successful in that class. Can include but is not limited to: writing utensil, binder, folder, book, calculator.	Middle school students need to develop the habits to be organized now so they can be successful in high school. When students arrive in class unprepared they waste learning time searching for materials rather than maximizing their time.
Food (Gum)	<p>Gum that is either being chewed or in the possession of a student is not permissible at the school.</p> <p>No food or drink items can be taken outside of the designated eating space. All items must be thrown away at the end of lunch or breakfast time. Unflavored water in a clear bottle is the only thing students may have with them outside of breakfast or lunch time. The only exception to this policy is if it has been given to you by a teacher with clear directions of when to eat the item.</p>	<p>Gum makes our school unclean and doesn't look/sound professional.</p> <p>Food can be a distraction during learning time. It also can make our school look dirty and attract pests.</p>
Cafeteria Manners	<p>Includes any inappropriate behaviors related to food items such as throwing food, pouring milk on a tray or another student, playing with food, etc.</p> <p><i>Please note that students who are not meeting expectations in the cafeteria will receive a NFD.</i></p>	Lunchtime is for eating and while it is important to socialize, in order to feed several kids in a short amount of time, the cafeteria needs to be orderly. In addition, disorder at lunch leads to losing learning time in the classroom.
Hallway Manners	Grabbing, touching, or pulling another student while walking. Running, skipping, jumping, and excessive noise.	Hallways should be safe and joyful, but not disruptive or chaotic.
Not Cleaning Up	This includes leaving any item on the table or floor in your area anywhere in the school. Teachers will be responsible for knowing where students sit at lunch or breakfast to hold students accountable to cleanliness.	This is our space and we want to keep it clean and nice.
Tardy	Tardy is if you are not in your assigned seat/spot when a meeting/class begins. (e.g., First meeting of school, all classes, etc.) This will be aligned to the grade level or school-wide policy.	Attendance in every class for every minute is absolutely essential to the learning process. It is also disruptive to others when someone enters late.

Roaming	<p>Roaming is when a student or group of students remains in a space longer than 2 minutes instead of reporting to their designated location.</p> <p>Roaming can also be when a student enters a classroom, office, or space without the permission of an adult. It violates the safety and trust of our community.</p>	It is unsafe to be in any location without the permission of an adult. It also wastes valuable learning time.
Unsafe Behavior	Unsafe behaviors can be defined as but not limited to: jumping on other students, jumping to hit door frames, or running.	These behaviors disrupt classes and hallways, affect students' mindsets and can lead to injury or larger issues.
Unprofessional Communication	<p>Any non-verbal actions including eye rolling, obscene hand and body gestures, lip or teeth smacking that is directed at adults and peers. This includes yelling and making loud noises in the hallway.</p> <p>Any verbal actions that have negative tone, volume, setting, or language that is directed at adults or peers that doesn't significantly disrupt the learning environment</p>	These behaviors are unprofessional and disrespectful. They interrupt the learning environment and lead to bigger peer issues if not addressed immediately.
Profanity	Any verbal or written profanity that is used in a social situation.	Using profanity is unprofessional and does not contribute to the joy of learning.
Dress Code	<p>Dress code violations include no uniform shirt, wrong uniform pants, no belt, wrong uniform shoes, inappropriate length/tightness/color/material of uniform pants.</p> <p>Other dress code violations and things that can be quickly fixed: untucked shirt, jewelry, headwear of any kind, non-KIPP sweatshirt, etc.</p> <p><i>(Repeat offenders with dress code demerits will be addressed on the "Unacceptable Behavior Scale")</i></p>	Dress code expectations help remove distractions to maximize learning time. Students in dress code are comfortable in professional dress, which prepares them for college-prep high schools, college, and the workforce.
Not Following Directions	<p>Including but not limited to:</p> <ul style="list-style-type: none"> ● Playing with a non-school item ● Not sitting in SLANT ● Getting out of seat without permission ● Not using computer correctly in class 	When students do not follow directions, the teacher will use several different strategies to help the student meet the expectation. However, it is ultimately the student's responsibility to follow clear directions so that everyone can

		learn. We do not expect that students are perfect 100% of the time but rather own their mistakes and get back on track quickly.
Talking at inappropriate times	Talking at inappropriate times includes speaking when the expectation for the class is to be silent. Talking over a teacher when instruction is going on. Talking with peers and being disruptive to the learning environment.	Student voice is very important and we aim to provide our students with an opportunity to speak with peers during academic and social time. It is important that our students observe the class expectations regarding using their voices at appropriate times to ensure we have a learning environment where all students are able to learn.

Tier 2 - Value = 5 Demerits

Demerit	Definition and Explanation	Rationale
Automatic Detention	<ul style="list-style-type: none"> Being blatantly disrespectful towards an adult or other student. Using profanity directed at another person (adult or student) in a derogatory or threatening manner. Including but not limited to: any foul language, ethnic/racial/other slurs, similar sounding words that are used in the context of profanity or slurs directed at adults or peers. Repeated offenses directed at the same individual may be considered bullying. Play hitting, pushing or pulling students, tripping, or any rowdy behavior that could lead to a bigger issue. Walking out of class without permission. Skipping Class. Academic dishonesty. 	These behaviors are unprofessional and disrespectful. They do not create community and build up those in our school.

Disciplinary Actions

Action	Explanation	Rationale
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Demerit	<p>5 demerits in a week = 1 detention</p> <p>Merits do not cancel out demerits.</p>	<p>We believe in holding students accountable for all behavior both positive and negative. One does not cancel out the other. 5 demerits allows a student to not be perfect. We all make mistakes. How we learn from them is what builds character.</p>
Demerit Cycle	<p>Monday - Friday</p> <p>Every Monday morning students will receive a snapshot report from the previous week. It is their responsibility to show the report to their parents.</p>	<p>Each week is a fresh start for students.</p> <p>Students must have ownership over the weekend to show their parents their report and make a plan for the upcoming week to figure out when/how they are going to complete detentions.</p>
Disciplinary Removals	<p>Disciplinary removals are worth zero demerits. The consequence for being removed from class is missing learning time.</p> <p>Removal from class can occur when a student needs to be escorted from class due to a series of poor choices that have significantly disrupted the learning of the class. The Behavior Specialist and/or an administrator will take steps to help the student process and refocus.</p>	<p>Disciplinary removals occur when the student has greatly disrupted the learning environment. Teachers will follow up with students after each removal to help support them in making better choices the next time. Removals are not additional demerits because the student already has a consequence: missing learning time.</p>

Detention	<p>1 detention = 1 hour of time</p> <p>We will offer between 1-5 hours of detention each week. Students will be able to opt into lunch detention or after school detention. Failure to complete at least 1 hour of detention that next week will result in mandatory lunch detention for 3 days the following week or one day suspension.</p> <p>Students who complete tutoring after school with a teacher or advisor will be given credit for detention hours.</p> <p>Parents/Students have the option to decide what day/time works best for their schedule.</p>	<p>We want to hold students accountable for their behavior while still assigning age appropriate consequences. Parents have varying schedules and we want to work with them while still holding students accountable for behavior. In the event that they can't complete all earned detentions in one week they will still be required to complete all earned in the following weeks.</p>
25+ Demerits	<p>When a student makes enough choices in one week to receive 25 or more demerits they will move to a separate leveled discipline system. They will continue to earn demerits while also having additional support from the school and from their family. If this occurs, a meeting with the Assistant Principal will be required, among other potential consequences and actions. These actions could include, but are not limited to; individual student success plan, in-school alternative learning environment, and out of school suspensions.</p>	<p>We want all students to be in school and learning. This means we provide opportunities in school to build student skills and success; however we know that to achieve that goal we sometimes need to partner with parents to improve behavioral and academic outcomes.</p>
Suspension	<p>Any offense committed from the "Unacceptable Behavior Chart" below.</p>	<p>Students who have repeatedly earned demerits are violating our school culture. We want to ensure that the learning environment is protected and we must address students who are preventing learning from happening.</p>

Community Damaging Unacceptable Behavior Range and Consequences

The following behaviors are beyond the scope of routine classroom management and will be reported by staff members to the assistant principal or principal. It will ultimately be the decision of those administrators to determine the minimum versus maximum consequence based on previous offenses and the situation's circumstances. In all cases, disciplinary consequences will be determined on a case-by-case basis and may be increased, decreased, or modified at the discretion of the school.

Unacceptable Behavior		Range of Disciplinary Action
Failure to complete at least 1 hour of detention	Min	Lunch Detention
	Max	1 day OSS
Repeated violations of dress codes	Min	Parent Meeting and Detention
	Max	1 day OSS
Improper use of school's technology	Min	Detention
	Max	3 day OSS and Parent Meeting
Using social media while at school	Min	1 day OSS
	Max	5 days OSS
Leaving class or campus without permission	Min	Detention
	Max	10 day OSS
Cheating or Academic Dishonesty	Min	Detention, Parent Conference and loss of credit for assignment/test
	Max	Detention and 5 days OSS
Possession of Tobacco, Alcohol or Illegal drugs/substances	Min	10 day OSS
	Max	Police Report, Referral for Expulsion
Possession of Lighter or Matches	Min	Detention and Confiscation
	Max	5 day OSS
Threatening a staff member or visitor verbally, in writing, or on the internet	Min	Parent Conference, Detention and/or 1 OSS
	Max	10 day OSS
Bullying/Harassment of students or staff; including sexual and internet harassment	Min	Parent Conference; 1 Day OSS
	Max	10 day OSS
Arson	Min	10 Day OSS/Police Report
	Max	Referral for Expulsion
Assault/Battery	Min	10 Day OSS
	Max	Referral for Expulsion

Physical Conflict / Fighting	Min	10 Day OSS
	Max	Referral for Expulsion
Gang-related activity	Min	5 day OSS
	Max	Referral for Expulsion
Theft/Robbery	Min	Automatic Detention
	Max	Referral for Expulsion
Vandalism	Min	1 day OSS, Payment of repairs
	Max	Referral for Expulsion
Unsafe with / throwing objects or furniture	Min	1 Day OSS
	Max	5 Day OSS
Possession of a dangerous weapon including but not limited to firearms, knives, toy guns	Min	See section on Gun-Free Schools Act, p. ____.
	Max	Referral for Expulsion/Police Report
Repeated violations of the Student Discipline Policy and/or over 20 days of suspension	Min	5 day OSS
	Max	Referral for Expulsion
Removal from in school suspension (ISS)	Min	Parent Pick Up
	Max	5 Day OSS

Middle School (5-8) Uniform

KIPP Endeavor Academy dress code is meant to help students now and in future endeavors. There are three basic principles that have guided the creation of these uniform expectations.

Team: KIPP Endeavor Academy dress code is meant to help students feel like they are part of a team and encourage students to focus on academics instead of their clothing. Teammates are powerful allies; wearing a uniform helps students understand that a group of people working toward a goal can have a significant impact.

College Prep High Schools: The mission of all KIPP schools is for students to go to and through college. We have aligned our dress code whenever possible with the three most highly attended, by our KIPPsters, college prep high schools in Kansas City. We want our students to feel confident as they enter high school and part of that is being socially and academically prepared. We want students to be used to a strict, predictable uniform as they enter high school.

Self-Management: The student uniform at KIPP Endeavor Academy requires self-management. Preparing for school each day requires intentional preparation and organization. The uniform provides a way for students to start every day practicing a habit of self-care because they spend time making sure they are ready, have what they need, and feel comfortable coming to school to do their best.

The KIPP Endeavor Academy dress code is non-negotiable. The dress code is strictly enforced starting at the brown doors (entrance to the school). Warnings are not issued. Students must be in uniform in order to be in class learning with their team. Students not in uniform will be provided the missing or required items so that they can attend class. They will have to fulfill the consequences listed in the Student Code of Conduct section of the handbook.

Bottoms

Color	Khaki
Format	<u>Pants</u> : Students should wear full length pants in grades 5-8 <u>Skirts or Skorts</u> : Skirts and skorts must be knee length or longer and no slits.
Fit	<ul style="list-style-type: none"> ● Bottoms must not be too baggy or too tight nor torn or frayed. ● Bottoms must be worn at or between hip and waist level. ● Other clothing must not be visible under pants.
Prohibited Items	Capri pants Spandex Pants (<i>some pants might contain spandex but do not fit tight to the body</i>) Corduroys Rubber bands around pant legs Shorts Joggers Leggings Jeggings

Tops

Polo	Students must wear an unaltered KIPP Endeavor polo shirt every day. Families may purchase shirts from the front office. <ul style="list-style-type: none"> ● Blue or Green polos can be purchased by any students at any grade level ● Black polos are given to students that earn their first high school acceptance. Black polos cannot be worn by any other students other than 8th graders that have been accepted to high school.
Sweatshirt	Students may choose to purchase a KIPP sweatshirt to wear over their uniform. When in the building, students may only wear a KIPP sweatshirt over their tucked-in uniform polo. Athletes and Band students are allowed to wear school-issued jackets at the Athletic Director's discretion.

Undershirt	Students may wear a short-sleeved or long sleeve t-shirt under their uniform polo. Color does not matter but writing should not be visible through the KIPP polo. The long sleeved shirt must be a solid color with no writing on the shirt.
Style	Shirts must be tucked in at all times
Coats, non-KIPP jackets and sweaters	Coats, non-school sweatshirts, or any other outerwear are not permitted to be worn in school other than as students enter the building or exit the building. All other times during the day a student's outerwear must be left in their locker.

Shoes, Socks, Belts

Shoes	<p>Black shoes are required. All parts of the shoe must be black and must cover the entire foot. The sole and any logos need to be black. The heel of the shoe should not exceed 1".</p> <p>Shoes that ARE allowed:</p> <ul style="list-style-type: none"> ● Black soled athletic shoes with a black logo ● Ballerina flats ● Standard black leather dress shoes ● Sperry's ● Vans ● Toms <p>Shoes that are PROHIBITED:</p> <ul style="list-style-type: none"> ● Crocs ● Sandals or Slides ● Stilettos ● Timberlands
Socks/ Tights	<ul style="list-style-type: none"> ● Socks can be any color or any pattern ● Tights can only be white, black, navy, gray or tan. No writing or designs. ● Joggers and leggings are not permitted under skirts.
Belts	<p>Black only, no other colors can be on the belt other than black.</p> <ul style="list-style-type: none"> ● Designs, sparkles, beads, sequins, studs, are permitted.

Jewelry and Make-up

Earrings	Studs or hoops should not be bigger than a dime.
Piercings	Visible body piercings or tongue piercings or Band-Aids covering piercings are <u>not</u> permitted.
Make-up and hair care	Make-up, perfume, lotion, body sprays or any other cosmetics are never to be applied anywhere but bathrooms. Hair is not to be combed or brushed during class time.

Wrist Wear	<ul style="list-style-type: none"> ● Only one watch on either wrist is permitted. If the watch causes a distraction (beeping during class, playing games, etc) it will be taken and a parent will have to pick it up. Smart watches are prohibited. ● One hair-tie can be worn on either wrist but not both. ● The following items are prohibited: bangles, bracelets, plastic bands, slogan bands, and any item that is not a wristwatch, hair-tie, or medically required. ● No smartwatches are available
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Hair, Head and Body Accessories

Head Coverings	<p>No hats or other head coverings are permitted. The following list is PROHIBITED:</p> <ul style="list-style-type: none"> ● Hairnets or sleeping bonnets/rags ● Winter headbands ● Bandanas ● Decorative bands worn in the middle of the forehead <p>*except where mandated by religious requirements.</p>
Tattoos	No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.
Distracting Clothing	No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted.
Neck wear	The only item permitted to be worn around the neck is a necklace. Scarves, neckties and bowties are not allowed.

Middle School (5-8) Electronics Policy

Students should be 100% focused on learning while at school. Electronics can be distracting to all students in the classroom. Electronic is defined as any cell phones, headphones, smartwatches, earbuds, etc. that are visible (even in pockets) or audible at any time during the school day without direct main office or administrative permission and supervision. Staff should not charge or hold a student's phone. All devices should be locked in lockers for the entirety of the school day. They should not be on your person during the school day. Only once you are outside of the school students may take out electronics.

In the event that a student is using their electronic device without permission, they will be asked to turn it into the staff member. The staff member will then give the confiscated item to the Assistant Principal for safekeeping until the end of day. If a student repeatedly has electronics out at the school a family member will be asked to come up and pick up the confiscated items so that the school can better partner with the family around solutions moving forward.

Middle School Grading Policy

Grades will be made up of two categories: Homework/Classwork Practice (80%), and Tests (20%). Specific assignments within those categories will be determined with the various content areas. The school year is broken into four grading periods (quarters). At the end of each quarter, students will receive a report card. Teachers assign a minimum of two graded classwork/homework assignments per week and they communicate those with students at the beginning of the week. See below for descriptions of what could be included in each category:

- **Homework/Classwork Practice:** set of problems on paper or google class, reading log or annotations of reading pages, online practice, exit tickets, or participation
- **Tests:** end of unit or interim assessments, quizzes, or mid-unit assessments
 - Note: Our EOU assessments are rigorous and intended to prepare students for high stakes assessments such as MAP and the ACT. We believe that because of this it is important to curve our grading on assessments.

GPAs:

High School and college acceptance relies heavily on student GPAs. GPAs are calculated based on the average number of grade points earned for all classes students have taken in middle school. We always celebrate GPAs quarterly to recognize achievement.

3.7 and above	Principal's Honor Roll
3.0 and above	Honor Roll

Grading Scale:

98-100	A+	4.3	Students receiving an 'A' demonstrate a deep mastery of the content and skills that have been taught.
93-97	A	4.0	
90-92	A-	3.7	
87-89	B+	3.3	Students receiving a 'B' demonstrate a solid mastery of the content and skills taught
83-86	B	3.0	
80-82	B-	2.7	
77-79	C+	2.3	Students receiving a 'C' have some skill or content deficits. The quality of their work is average and meets the requirements.
73-76	C	2.0	
70-72	C-	1.7	
67-69	D+	1.3	Students receiving a 'D' have some significant skill or content deficits.
63-66	D	1.0	
60-62	D-	0.7	

59 & below	F	0.0	Students receiving an 'F' have significant skill or content deficits. These deficits require additional instructional resources and student effort. Students with "F" grades may be candidates for retention.
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Communication Systems - Grades

We aim to communicate with families and students in multiple modes to provide up-to-date information regarding academic progress in order to best partner with families. The main modes of communication include but are not limited to:

- **Report Cards:** At the end of each quarter, we will mail home report cards to families. They are also available for pick-up at any time in the front office.
- **Parent Conferences:** At the end of the first and third quarter we will hold parent conferences with families. Conferences are mandatory for all families. The purpose of parent conferences is to set goals, monitor progress towards goals and celebrate success. Conferences are led by the students with teachers present to answer questions and celebrate student achievement.
- **Snapshots:** To keep students and families informed of their child's progress, each week students will receive a print out of their grades, merits, detentions, and attendance. If parents or students have questions about any of the data on the snapshot they are encouraged to contact the student's advisor or the teacher directly.
- **Infinite Campus:** Parents are able to access the live gradebook at any time through the Infinite Campus system. The Front Office (816-241-3994) can assist with sign up for the system at any time.

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 the scholar'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 Student and Family Handbook and at the discretion of the school's administration team.

What is 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 Dean of Students is hereby identified as the individual to receive and investigate reports of bullying. The Dean of Students shall identify one or more certified staff members that are authorized to receive and investigate reports of bullying in the Dean of Students' absence or at the Dean of Students' 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 Dean of Students 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 Dean of Students 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

Within two school days of receiving a report of bullying, the Dean of Students 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 Dean of Students 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 Dean of Students 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 Dean of Students will document the report in the appropriate student records. All reports will be kept confidential in accordance with state and federal law.

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

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with KIPP Kansas City's behavior guide. 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 Dean of Students 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

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

The Dean of Students 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 Dean of Students, 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:

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

School counselors, social workers, 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 Dean of Students and/or designee. The Dean of Students 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 Dean of Students 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.

Corrective Disciplinary Consequences

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 Executive Director or the Executive Director's 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 Executive Director or the Executive Director's 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 Executive Director or the Executive Director's 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

The School Leader may suspend a student for up to ten (10) school days. The Executive Director may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below.

In the event that the School Leader recommends a suspension greater than 10 days, the School Leader shall impose the 10-day suspension and shall make a recommendation to the Executive Director for additional suspension.

1. Before suspending a student, the School Leader or 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; and (c) give the student an opportunity to present his or her version of the incident.
2. If the School Leader or Executive Director 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 by the School Leader must be reported, immediately and in writing, to the Executive Director, who may revoke the suspension, either part or in full, at any time.
6. If a student is suspended for more than ten (10) school days, the following rules also apply:

- The student, his or her parents, guardians or others having custodial care have a right to appeal the Executive Director's decision to the Board or a committee of the Board appointed by the Board chair.
- 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 Executive Director'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.
- All notices of appeal shall be transmitted, either by the appealing party or by the Executive Director, to the secretary of the Board. Oral notices, if made to the Executive Director, shall be reduced to writing and communicated to the secretary of the Board.
- The Executive Director, 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 Executive Director, and the reasons for the action.
- 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.
- Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Suspensions For More Than 180 School Days and Expulsions

Only the 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 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.)
- 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 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.

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

Student Discipline Hearings

The 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 discipline 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 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 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 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 is a manifestation of his or her disability. The IEP 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.

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. However, such students receiving services will still receive educational services to enable the student to participate in the general education curriculum and to progress toward meeting the goals set out in the student’s IEP as required by applicable law.

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. **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 School Leader, 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.

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.

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.

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.

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:

1. The student is under the direct supervision of the student's parent, legal guardian or custodian.

2. 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.
3. The student is in an alternative school that is located within 1,000 feet of a public school.
4. 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.

Suspension from School 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).

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.

Promotion and Retention Policy

Students must meet requirements in all of the following areas to be promoted to the next grade level. Only students who have completed all 8th grade promotion requirements are eligible to receive a certificate and participate in Advancement Ceremonies.

Passing all classes with a D or higher (Grades 5-8 ONLY)
All detentions must be completed. (Grades 5-8 ONLY)
Fewer than 20 suspension days.
<i>KIPP and the family, as partners, may consider retention for the following reasons:</i> <ol style="list-style-type: none"><i>1. Attendance - 20 Days Absent (excused or unexcused)</i><i>2. Social Emotional Development</i><i>3. F & P Reading level 2 or more years below grade level</i><i>4. "D" grades in multiple classes</i>

Enrollment and Attendance Policy

Steps to Enroll:

1. Parent / Guardian must fill out application. A complete application 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)
2. If the student is accepted based on enrollment numbers, the office manager will schedule parent orientation. Enrollment is **not complete** until a parent/guardian attends a parent orientation meeting to fill out all remaining paperwork.

Records Requests

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

If a parent/guardian requests to withdraw their student the school will notify all teachers and finalize grades. The student will be dropped from KIPP’s student information system. 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 that request will be filled within five business days from receiving the request in writing. The student’s grades will be finalized and the student will be dropped from KIPP’s student information system. A parent/guardian does not need to fill out withdraw paperwork at KIPP if they have requested records be sent to the new school.

Attendance THIS WILL REMAIN THE ATTENDANCE POLICY UNTIL WE HAVE ADDITIONAL GUIDANCE FROM THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION ON HOW ATTENDANCE WILL BE CALCULATED BY THE STATE.

Attendance is a critical component in the success of students and the school. Our goal at KIPP Endeavor 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.

Definitions

Excused Absence

Absences due to an illness, court appearance, funeral of family member, suspension from school, verifiable family emergency, 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.

Unexcused Absence

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.

Tardiness /Early Departure

Students who arrive after 8:35 or are picked up before 4:15 will be marked for a Tardy/Early Departure. This can occur when a student is late in the morning or leaves early in the afternoon.

Procedures

As a courtesy, we ask that parents call the office before 9:00 am if their student is going to be absent that day. A student is required to provide written documentation for all excused absences upon returning to school. 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 21 hours of absence from school in a semester, a call will be made to the student's home to discuss the student's attendance. KIPP Endeavor considers three (3) days of absence in a semester to be excessive unless unusual circumstances are present.
2. Upon 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 49 hours of absence from school in a semester, a parent/guardian conference with school leadership will be held either in person or at the student's home.
4. After ten (10) consecutive days 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.

For excused absences and absences due to suspension, make up work must be allowed and generally students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, he/she would have to turn in make-up work by the second day after he/she returns.

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 if they are unable to find alternative transportation.

Early dismissals or late arrivals: 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 must 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.
2. The student must make up all missed work, including points in gym class.
3. Only early dismissals or late arrivals for verified doctor's appointments will count as excused absences in class or gym. All others are considered unexcused. Doctor's notes should be brought upon arrival to school.

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.

4. Implement interventions based on level of risk.

5. 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.

Family Involvement

Research demonstrates that the more involved parents or guardians are in their child's education, the better that child will perform in school. We ask for parent/guardian support both in school and at home. In addition to what's outlined in the Commitment to Excellence, parents participate in the school in the following ways:

- High School Placement Meetings
- Volunteering at school events
- Parent Notes
- Recruitment
- Parent/Guardian Signatures

High School Placement Meetings

KTC is part of the broader KIPP approach that empowers KIPPsters and their families with the knowledge, resources, and support to climb the mountain to and through college.

KTC will assist KIPP students identify and apply to college preparatory high schools in the Kansas City Area; both public and private. KTC will stay connected with KIPPsters throughout high school, and assist alumni with College Readiness, College Persistence, and Career Readiness.

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 Dean of Students.

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 Endeavor Academy, 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.

Telephone Use

Students will only be allowed to use the 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 in order to not disrupt school activities. This cell phone 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 can only be turned over to that student's parent or guardian. The office will label and store any confiscated phones. Parents will need to come to school to retrieve the phone. The school is not liable for any cell phone brought to school; students are completely responsible for their cell phones.

Calling Teachers on Their Cell Phones

Students and/or Parents/Guardians may call teachers on their cell phones from 5:00 – 9:00p.m. Monday through Friday evenings. Students and/or Parents/Guardians may also call teachers on Sundays between 5:00-9:00pm

Damaged Property

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

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

KIPP Endeavor students, who misuse, break, damage, steal, or lose KIPP Endeavor 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.

School Meals

For the 2019-20 school year, KIPP Endeavor Academy 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 Endeavor Academy, 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. For the 2017-2018 school year, those who qualify for reduced lunch will have to pay a price of .25 cents for breakfast meals, and .25 cents for lunch meals. Those you do not qualify for free or reduced meals will have to pay a price of \$1.00 for breakfast meals, and \$1.00 for lunch meals.

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 a 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 the Office Manager and fill out the necessary forms.****

School Closing

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 KCMO School District, though we use a different transportation vendor and sometimes 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 Endeavor staff will be dismissed to get home safely as well.

Visitors

All KIPP Endeavor Academy visitors must report to the front office and sign-in. Also during sign in every visitor must show identification, sign-in at the front office, and complete a "Parent Visitors Guidelines" form. Any suspicious visitors should be reported to the Dean of Students and/or front office staff.

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.

Internet Safety Policy

It is the policy of KIPP Endeavor Academy 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)].

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

Technology Protection Measure

KIPP Endeavor 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 Endeavor shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

KIPP Endeavor 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 Endeavor 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 Endeavor network privileges and accounts, and/or legal action. To keep the KIPP Endeavor 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.

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 No Child Left Behind Act (20 USC §7908) 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.

Inspect, upon request and before administration or use –

1. Protected information surveys of scholars;
2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
3. 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.

Transportation

THIS WILL REMAIN THE TRANSPORTATION POLICY UNTIL WE HAVE ADDITIONAL GUIDANCE FROM APPLE BUS COMPANY, COUNTY AND LOCAL HEALTH DEPARTMENTS ON TRANSPORTATION GUIDELINES.

Students Riding the Bus

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

- 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 (joking around or serious) will not be tolerated.

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.

In general, the following will occur when a student doesn't meet bus expectations:

- First time - conference with student and a call/letter home to the parent
- Second time- 1 day suspension (k-4) and up to 5 days suspended off the bus (5-8)
- Third time- Up to 10 days suspended off the bus
- Fourth time - Up to 40 days suspended off the bus
- Fifth time- Suspended from bus transportation for the remainder of the year

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

Transportation Changes

Parents must provide notification to the Front Office if their child is to ride home on a different bus with another student or if they are going to be parent pickup for a day. If notification is not provided, then the

student will not be able to ride a different bus. All transportation changes must be requested before 3:30pm; the front office cannot make changes after this time.

Student Health and Safety

Immunization

State 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 Endeavor must have a copy of each Immunization Card or Exemption on file.

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 Endeavor 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 Endeavor 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
 - a. The type of medication, dosage, and time of administration, and
 2. The medicine is in its original packaging with the prescription label.

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

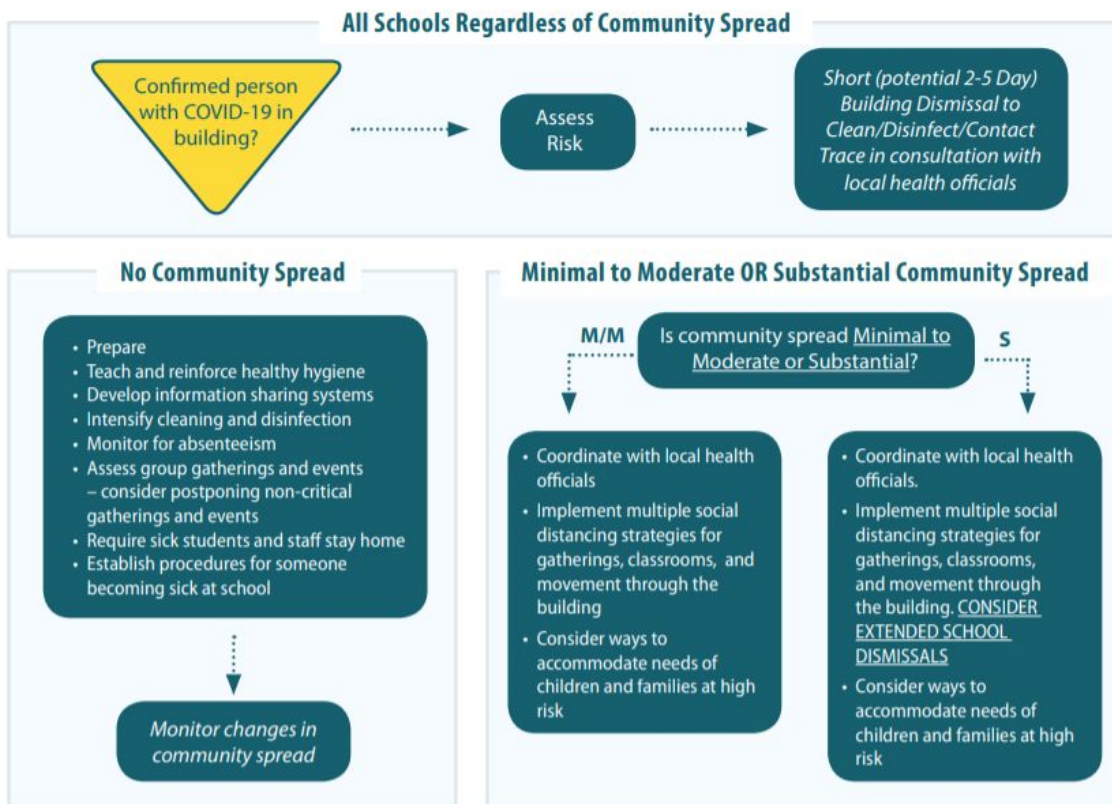
- Ibuprofen (used for stomach cramps, headaches, or any other pain)
- Pepto-Bismol tablets (used for upset stomachs or nausea)
- Benadryl (used for allergy related issues)
- Eye drops (used for dry, irritated eyes)

Covid Symptom Scenarios for Students and Staff		
If you have:	Only A fever of 100.4 or greater	Check temp at least 2x/day, Return 72 hours after you're fever free

	A fever of 100.4 or greater and one other symptom (cough, rash, sore throat, fast breathing, chills, headache, lost of taste)	Stay home for 10 days and attempt to take a Covid-19 test. You may return to school/work prior to 10 days if you are fever free and have proof of a negative covid test. <i>(If your student is displaying one of the symptoms and it is seasonal allergies or other we will need a doctor's note stating they are not covid symptoms)</i>
	No fever and any two other symptoms (running nose, cough, rash, sore throat, fast breathing, chills, headache, lost of taste)	Stay home for at least 72 hours and until you're symptom free for 24 hrs or have a negative covid test. <i>(If your student is displaying one of the symptoms and it is seasonal allergies or other we will need a doctor's note stating they are not covid symptoms)</i>
	Positive COVID test	See chart below. School will report to KC Health Department and close school based on their recommendation. All families will be notified. Student or teachers should return based on guidance from their healthcare provider

- If a student displays any symptoms during the day they will be quarantined in our health room located in the front of the building until a parent/guardian can pick them up. The above chart would then be followed based on symptoms
- Depending on case counts in different areas within and outside the country we might ask teachers and students to quarantine. We will follow the KC Health Department's guidance

School Decision Tree



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 of 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 Endeavor Academy Charter School
Kansas City, Missouri

TABLE OF CONTENTS- ADMINISTRATIVE GUIDELINES

Introduction

Eligibility for Section 504 Plans
Determining Eligibility for Protection Under Section 504
Notice to Conduct 504 Meeting
504 Plan
Progress Monitoring
Frequency of Review of 504 Plans
Transition Guidelines
Terminating a 504 Plan
Grievance Process
Disciplining a 504 Student
Frequently Asked Questions

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 Endeavor Academy receives federal money, KIPP Endeavor Academy is covered by Section 504. KIPP Endeavor Academy also does not discriminate against anyone because he or she is associated with someone who is disabled. In addition, it is the KIPP Endeavor Academy'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 insuring Section 504 compliance rests with the building Principal or Principal's designee. Mr. Jeremiah Hartley, the 504/SPED Coordinator, coordinates KIPP Endeavor Academy's compliance with Section 504. He 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 evaluation 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 Endeavor Academy or from the principal or principal's designee.

A. The referral is directed to the building principal or principal's designee who is responsible for the implementation of 504 procedures in the school.

B. The Principal or 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 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 case manager will respond to a request for a 504 evaluation within a reasonable time, not to exceed 15 school days from the date of the parents' request.

1. 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 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.

2. If the team intends to conduct an evaluation, the 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 Endeavor Academy'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 Endeavor Academy'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.

ANNUAL REVIEW

The 504 Plan must be reviewed and rewritten (if necessary) on at least an annual basis. 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 form 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 Endeavor Academy 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.

(a) “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.

(b) “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:

- 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.

- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - Whether your student's teacher is teaching in the field of discipline of the certification of the Teacher.
 - Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:
- 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.
 - 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 Show-Me 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:

- Support instructional practices that address the challenging state standards and create a school environment conducive to high achievement in the academic subjects
- Support LEA and School-wide Plans
- Draw on other available resources
- Where appropriate, include strategies for developing curriculum and teaching methods that integrate academic and vocational instruction
- 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:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school;
- 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
- 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:

- Involve parents in the joint development of the CSIP and in the process of school improvement;
- Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
- 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;
- 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;
- 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
- 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:

- 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;
- 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;
- 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;
- Provide parents of participating children:
- Timely information about Title I programs;
- 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;
- An interpretation of the school's annual performance report;
- 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;
- 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 Show-Me Standards.

The school-parent compact **must**:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
- 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.
- Describe opportunities for parents and teachers to communicate on an ongoing basis including, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed in relation to their child's achievement
- Frequent reports to parents on the progress of their child
- 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**:

- Provide assistance to participating parents with such topics as:
 1. Understanding the Show-Me Standards, the MAP test and local assessments
 2. Understanding how to monitor a child's progress
 3. Knowing how to work with teachers to improve the performance of their child
- Provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate.
- 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.
- 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.
- 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.
- To the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues.
- Provide other reasonable support for Title I parental involvement activities as requested by parents.

The district and participating school **may**:

- Pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and trainings.
- Train parents to enhance the involvement of other parents
- Provide necessary literacy training if all other available sources of funding have been exhausted

- Arrange school meetings at a variety of times or other locations to maximize parental involvement and participation
- Adopt and implement model parent involvement approaches
- Establish a district-wide parent advisory council to advise on all Title I parent involvement matters
- 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 No Child Left Behind Act, 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 program.

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?

(Adapted from the McKinney-Vento Homeless Assistance Act of 2001 – Title X, Part C of the No Child Left Behind Act of 2001, Sec. 725)

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; or are awaiting foster-care placement.
 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 No Child Left Behind (NCLB) Act of 2001, every school district must designate a board-approved 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 homes 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:

<http://dese.mo.gov/divimprove/fedprog/discretionarygrant/homeless/complaint%20procedure.pdf>

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 Non-Discrimination

It is the policy of KIPP Endeavor Academy not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. No person shall be excluded from participation in, or be denied the benefits of, any service; or be subjected to discrimination because of race, color, national origin, religion, sex age, or disability.

To make a formal complaint that the Non-Discrimination Policy was violated, Complainant should prepare, sign and date a written statement of complaint.

Jeremiah Hartley, the 504/SPED Coordinator, coordinates KIPP Endeavor Academy's compliance with Section 504. He can be contacted at 2700 E. 18th Street, Suite 155B, Kansas City, MO 64127, 816-916-9750

All other complaints should be directed to school leader, Jana Cooper. She can be contacted at 2700 E. 18th Street, Suite 155B, Kansas City, MO 64127, 816-916-9750.

Complaint of Discrimination Policy & Procedure:

Inquiries or complaints regarding the Non-Discrimination Policy shall follow the procedures outlined below.

Any person who believes he or she has a valid basis for a complaint ("Complainant") shall discuss the concern with the person committing the offense and the building principal. If this reply is not acceptable to the complainant, or the Complainant is not comfortable addressing the concern at the school, he or she may initiate formal procedures. Inquiries, complaints and other communications related to the compliance addressed to appropriate KIPP personnel according to the grievance process below.

KIPP assures Complainants that throughout the Formal Grievance Procedure outlined below, it will take appropriate steps to prevent further harassment or and correct its effects, if necessary and applicable.

Formal Grievance Procedure

The forms to file a formal complaint and appeals as set forth below are available at KIPP's main office. The time-frames listed below may be modified by the mutual consent of the Complainant and KIPP.

Step 1: To make a formal complaint that the Non-Discrimination Policy was violated, Complainant should prepare, sign and date a written statement of complaint. Such complaints must be filed within thirty (30) days of the date of the alleged discriminatory action or within thirty (30) days of the date the complainant first became aware the act was discriminatory, whichever is later. Any complaints filed after this deadline may be considered at the discretion of the Compliance Coordinator in consultation with the School Leader.

Complaints will be investigated by a KIPP employee who is not involved in the complaint within sixty (60) days of the date the complaint is received. The individual or individuals accused of the alleged violation shall be provided notice of the accusations within (10) days of the receipt of the complaint. During the initial investigation, the Complainant and the individual or individuals accused will have the opportunity to present additional evidence, including witnesses, to the investigator. A written response will be provided to complainant within five (5) business days after the investigation is concluded. The response shall contain information about any remedial action taken, if applicable. The individual or individuals accused of the alleged violation shall also receive written notice within five (5) business days after the investigation is concluded of the outcome of the investigation as well as any remedial action taken, if applicable.

Step 2: If the Complainant or the Individual or Individuals accused of the violation wishes to appeal this decision, he or she may submit a signed statement of appeal to the School Leader, Mrs. Cooper, within five (5) business days after receipt of initial response to the complaint. The School Leader or her designee shall meet with all parties involved, provide an opportunity to submit additional evidence, including the opportunity to present witnesses, and investigate further if necessary within thirty (30) days of the receipt of the appeal. The School Leader will respond in writing to the complaint within five (5) business days after the investigation is completed. The response shall contain information about any remedial action taken, if applicable. The individual or individuals accused of the alleged violation shall also receive written notice within five (5) business days after the investigation is concluded of the outcome of the investigation as well as any remedial action taken, if applicable.

Step 3: If Complainant remains unsatisfied, he or she may further appeal through a signed, written statement to the KIPPKC Head of Schools within five (5) business days of his/her receipt of the School Leader's response in Step 2. In an attempt to resolve the complaint, the Head of Schools may meet with the concerned parties and their representatives within fifteen (15) days of the receipt of such an appeal. The Complainant and the Individual or Individuals accused of the violation shall have the opportunity to provide additional evidence, including the opportunity to present witnesses, either at a meeting of the KIPP Endeavor Board, or in a session with the Head of Schools. A copy of the Head of Schools's disposition of the appeal shall be sent by to each concerned party within ten (10) business days of this meeting, and shall include information about any remedial action taken, if applicable.

Step 4: If, at this point, the Complaint has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, US Department of Education. The right of a person to a prompt and equitable resolution of the filed complaint will not be impaired by the person's pursuit of other remedies, such as the filing of a nondiscrimination complaint with the responsible federal department or agency. Using KIPP's grievance procedure is not a prerequisite to the pursuit of other remedies, including filing a complaint with the Office of Civil Rights.

Office for Civil Rights: Missouri
Kansas City Office
Office for Civil Rights

U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302
Telephone: 816-268-0550
FAX: 816-823-1404; TDD: 877-521-2172
Email: OCR.KansasCity@ed.gov

Complaint Procedure

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

Resolution of concerns should always start with the person with whom you have a concern. If the problem or conflict is unresolved, it is essential that the school leader be included in the process of resolving concerns.

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 school leader. 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 school leader 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 school leaders' decision, the complainant may petition the KIPPKC 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, 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 Schools's decision shall be final.

COMPLAINT AGAINST AN EMPLOYEE OF KIPP ENDEAVOR ACADEMY

TO: Board of Directors
ATTN: Board Chair
KIPP Endeavor Academy
2700 East 18th Street
Kansas City, MO 64127

FROM:

Name(s): _____

Address: _____

Telephone: (Home) _____
(Work) _____

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: Endeavor Academy's Complaint Procedure and Policy 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 school leader, 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.)



Handbook Addendum
Returning to School
2020-2021

Table of Contents

Introduction	3
Reaching a decision	3
According to the Center for Disease Control	4
Families Selecting 100% in-person learning	4
Universal Precautions Recommended by the CDC	5
General Safety Protocols as KIPP KC	5
Building Visitors	8
New Bell Times	9
Families Selecting 100% online learning	10
Response Levels	10
Additional Critical information	11
Social Emotional Learning	11
Switching Learning Mode	12
Symptoms, Exposure and COVID-19 Testing	12
School Calendar	14
No School On Fridays	15
Action Items	15

Introduction

As KIPP and schools across the nation transition into the 2020-2021 school year, many unknowns remain that present teachers, students and families uncertainty. However, we all know our community needs KIPP to be ready to reopen whether that is in-person or from a distance. This is a moment when each of us will unite with one another to ensure that students re-enter schools with safety as a top priority so that learning and social-emotional growth can continue.

Since closure back in March 2020, we have done a great deal of reflecting and planning at KIPP. This time has served as a great reminder of the role that schools play in ensuring an equitable education for all students. It has also been a great reminder that families and educators must work together in partnership for students to find and live their purpose. Reopening our schools is going to involve significant changes for all of us. Some of those challenges are unknown to us even as we put forward a plan in this document. We also must understand there will be circumstances that are less than ideal, for which grace will be necessary to do what is in the best interest of our students, staff, and community.

Although we must make sacrifices to ensure the safety of our students and staff, we are even more committed to living our mission no matter the circumstances. **As we prepare to open our schools again, we plan to offer our families the option to choose from a traditional 100% in-person teaching-and-learning model OR a 100% virtual/remote education platform.** If there is an escalation of incidents of COVID-19 transmission, we will transition to 100% virtual instruction. More information about these decisions and the considerations influencing them can be found in this guide. KIPP is looking forward to working in collaboration with families and the community as our school begins for the 2020-2021 academic year.

This addendum will evolve and change based on the needs of our community and recommendations from the CDC, local, state and national health departments.

Reaching a decision

At KIPP we have been working to reach a decision about a reopening plan since we were forced into closure during Spring 2020. The bullets below outline the steps taken to reach the decision to offer two models for next year: 100% virtual or 100% in-person.

- Reading the following resources and allowing them to guide our safety protocols
 - [Center for Disease Control](#) produced recommendations
 - [Guidance for Cleaning](#)
 - [School Decision Tree](#)
 - Monitoring recommendations and statistics produced by the [World Health Organization](#)
 - [American Academy of Pediatrics](#) recommendations for re-opening
 - [Chris Joffe's guidelines](#) for clearing and safety equipment
 - [Missouri School Board](#) Association guide for reopening

- Communication with KIPP Foundation and Charter School Leaders across Missouri to learn about what other schools are planning for next school year
- Survey to parents and teachers, one time in May and one time in June
- Board committee meetings and two board meetings in June - we added a meeting because we needed more time to make this decision
- More than 50 planning meetings with school leadership teams and the regional team

Ultimately the decision came down to 3 main factors, recognizing that all of the options are less than ideal.

1. Parents should have the power to decide what is best for their child and their family.
2. Data and research shows that we can offer 100% online and 100% in-person safely and effectively.
3. Running a hybrid model (in which students learn in-person *and* virtually at different points during the week) would spread our resources too thin, teachers and students would suffer, and likely we would all be confused as those plans were prohibitively complicated.

According to the Center for Disease Control

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as hand-washing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this guide. Fortunately, there are a number of actions school staff can take to help lower the risk of exposure to and the spread of COVID-19 during school sessions and activities (Centers for Disease Control and Prevention [CDC], 2020).

One of the actions that can be taken to help lower the risk of exposure is the use of face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be repeatedly reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings (CDC, 2020).

Families Selecting 100% in-person learning

The information in this section applies mostly to parents that are thinking of selecting the 100% in-person model.

Universal Precautions Recommended by the CDC

Hand Washing Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place or after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry. Avoid touching your eyes, nose and mouth with unwashed hands.

Physical Distancing Avoid close contact by putting an appropriate distance between yourself and others. Remember that some people without symptoms may be able to spread the virus. Keeping an appropriate distance from others is especially important for people who are at higher risk of getting very sick.

Masks and Face Shields Cover your mouth and nose with a cloth face cover or plastic face shield when around others. You could spread COVID-19 to others even if you do not feel sick. Everyone should wear a mask or shield when they have to go out in public, for example to the grocery store or to pick up other necessities. Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance. The cloth face cover or plastic shield is meant to protect other people in case you are infected. Do NOT use a facemask meant for a healthcare worker.

Cover Coughs and Sneezes If you are in a private setting and do not have your cloth face covering, remember to always cover your mouth and nose with tissue when you cough or sneeze or use the inside of your elbow. Throw used tissues in the trash. Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with hand sanitizer that contains at least 60% alcohol.

Clean and Disinfect Clean AND disinfect frequently touched surfaces throughout the day. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets and sinks. Use detergent or soap and water prior to disinfection. Then, use a household disinfectant. Most common EPA-registered household disinfectants work well.

General Safety Protocols as KIPP KC

On the first day of school and throughout the first two weeks, these new safety procedures will be taught and practiced in all of our classrooms. Parental support and reinforcement of these new measures will be critical in providing the safest possible environment for our students. We appreciate your assistance.

Face Coverings for Staff- Staff will be required to wear face masks or shields most of the school day. During teaching they can just wear a face shield. During plan times and meetings when they are around others and in common spaces they will wear face masks. If staff are alone in their room or office they can have their face covering off. All PPE will be provided unless a staff member wishes

to provide their own PPE. Staff members are certainly able to wear both the face mask and face shield at all times. (One or the other must be worn when in a room or space with another person.

Face Coverings for Students- Students will also be asked to wear a cloth mask or shield during most of the school day, especially when social distancing is difficult. Students are welcome to provide their own appropriate masks/shields. However, KIPP has also purchased masks/shields for students that will be available each day of school. KIPP will provide the reusable masks that students can pick up at the beginning of each day and return at the end of each day. KIPP will ensure a clean, reusable cloth face masks are available each day. Students in grades K-2 will be provided face shields and they can choose to either wear a face shield or face mask, whichever is more comfortable for them.

There are times during the day in which masks cannot be worn by students: breakfast, lunch, band and some activities in PE. We will ensure that students remain 6 feet apart during these activities.

Temperature Checks- All students and staff will be checked for body temperature status upon entry to the school each day. If they are in the normal range, they will be allowed to enter the building based on established procedures. If a student or staff member registers a temperature that reaches the CDC defined level of concern (100.4 degrees or higher), they will be directed to a designated area away from others. The student or staff member will then be given a second temperature screening with a different thermometer. If the second temperature check is also 100.4 degrees or higher, the student or staff member will not be allowed to stay on campus. In the case of students, a parent will be contacted and asked to come and pick up their child to be taken home. The student should be picked up by a parent within an hour of being contacted if possible. Staff members will be directed to leave campus.

Water- Students will be provided a KIPP water bottle that will be sanitized and filled each night after school and then dropped off to their homeroom class each morning. Students should not bring their own water bottle to school. Additionally, all water fountains have been converted to safe water dispensers that are no touch. Students and staff will not use the water fountains to drink from with their mouth, they will only be used to refill their water bottles.

Hand Washing- We will be promoting the use of hand washing and hand sanitization throughout the day by having scheduled breaks for students to wash their hands. Additionally, we have installed hands-free sinks, soap dispensers and dryers in bathrooms. We have also placed hands-free hand sanitizer in common areas throughout the building.

Supplies- We will limit the use of community supplies that are difficult to disinfect in the classroom or at recess. Students will have their own supplies to leave at school. Students will also have their own device, either chromebook or iPad.

Large Group Assemblies/Meetings- There will be no assemblies or large group meetings allowed during the school day. When we have these celebrations they will take place on zoom or other platforms to ensure safety and that all students can participate.

Breakfast and Lunch- Students will eat in classrooms and in the lunchroom to ensure 6 feet apart since face coverings will not be worn. Food service employees will continue to be intentional with their selection of food and communication with teachers to ensure students with food allergies are

not exposed to foods to which they are allergic. Please ensure that you are following any guidelines set forth by the school and classroom teacher as they relate to student allergies.

We will also use the following safely protocols during breakfast and lunch:

- Desks will be disinfected between each student usage.
- Students will wash or sanitize their hands prior to eating.
- Breakfast and lunch will both be “take-all or take-nothing.” There will be no choices and no snacks sold during breakfast and lunch.
- All food will be prepared in the school kitchen in accordance with national school lunch standards.
- Meal substitutions and seating accommodations will be made for students with food allergies/intolerances or religious preferences based on medical forms on file.
- In addition to normal sanitizing procedures, the kitchen will be disinfected before-and-after food preparation shifts.
- Students that bring their own breakfast and lunch need to bring it in a hard case or disposable bag. Students cannot bring soft, cloth lunch boxes.

Recess- The school will develop a recess schedule that limits the number of students on the playground or within a specific area of the playground. Appropriate social distancing will be maintained.

Arrival and Dismissal- Arrival and dismissal can be challenging with large numbers of students congregating, making it difficult to socially distance. This year, due to the anticipated slower entry into the building resulting from increased safety protocols, KIPP will utilize two entrance points to reduce congestion. Students will enter either the main entrance or the playground entrance depending on how they arrive at school. Signs will be placed outside as a reminder for students to socially distance themselves from their peers while entering the building or standing outside.

Before and After Care- There are many safety challenges that before and after school care present. At this time we are not able to ensure safety during before and after care. Therefore, at this time, we are not able to offer before and after school care. Once the school year gets started and we implement all of these above safety guidelines with success, we will reevaluate to see if we can safely provide this service that we know some families depend on.

Transportation- Riding the bus may be a necessary mode of transportation for some students; however riding the bus does come with added risk to COVID-19 exposure. **Parents and guardians are highly encouraged to bring their children to school if possible.** KIPP and Apple Bus have established protocols to reduce, but not eliminate, the chances of COVID-19 transmission while on the bus. KIPP KC behavior expectations and bus policies regarding bus behavior are all located in our Team and Family Handbook and will be followed. This section is just to clarify and highlight bus safety related to COVID-19

- Buses will be limited to no more than 30 students per bus.
- Members of the same family may sit two to a seat. Single riders will sit in a seat by themselves.
- Apple Bus may, if available, at times have human monitors on buses to enhance safety. These will be Apple Bus employees.

- All students riding the bus will be required to wear a face mask or face shield and practice social distancing while on the bus to and from school. Failure or refusal to practice appropriate distancing and/or wear a face covering may result in loss of bus riding privileges.
- Throughout the pandemic, drivers and monitors will be required to wear face masks and gloves.
- Buses will be cleaned and disinfected at regular intervals. Touch surfaces on the bus such as handrails and seats will be disinfected after every route.
- To limit student-to-student contact, students will enter the bus and sit in assigned seats.
- Drivers and/or monitors will remind students of safe riding practices. Signage will also be on the bus to remind students about safe practices with regard to the pandemic.

There will only be about 330 available seats for transportation this year in order to make buses as safe as possible. It is much safer to transport your student(s) to and from school. We will have a protocol for determining need with regards to transportation. There is a shortage of buses and bus drivers across the country because of the new safety regulations.

Social Distancing in Classroom- We have hired a consultant to give us information about how many students can safely fit into each classroom, being separated by 3-6 feet while wearing face coverings. The amount of students will vary depending on which model parents select and the square footage of each room. We cannot guarantee that students will be 6 feet apart; we can guarantee that they will be 3 feet apart, when seated. Our early predictions suggest that 20 students will be in a classroom.

Building Visitors

What should I do if I need to come to the school for any reason?

We strongly encourage you to do as much communication and business as you can via email or the phone, without coming to the school. If you need to come to the school for any reason you must have an appointment. The Front Office phone number is 816-241-3994.

How do I pick my student up early from school?

Please call the front office when you arrive at school and let the office know that you need your child to be checked out early. A staff member will come to the door and ask that you sign the student out. Please stay in your car the entire time. Please ring the buzzer outside of the KIPP building if you do not have a phone to call the school. Please wear a mask in order to keep our staff and students safe.

The school day has started and my child is late. Should I walk him/her into the office?

If you are bringing your child to school after the start of the day, you should walk up to the school and ring the buzzer. A staff member will meet you at the door so that you can appropriately sign your student in and they can have their temperature taken.

Can I observe my child's classroom? As we work to limit the number of adults in school during this pandemic, we will not be allowing parents/ guardians to observe in classrooms at this time. We look forward to returning to previous observation protocols in the near future.

Can I attend school parties or have lunch with my child? Unfortunately, to limit the number of adults in the building/classroom, we will temporarily discontinue allowing parent volunteers at school parties. Nor will visitors be allowed to eat lunch with students. Meals will be served in classrooms with limited space. We look forward to returning to our normal procedures once we are through the pandemic period.

School Partnership/Vendor Visitors We have many community partnerships with organizations that offer systems of support to our school. A few examples include: Teacher For America, Truman Behavioral Health and Kansas City Teacher Residency. As a general rule, individuals that support these programs will also not be permitted into the building. Each organization will work with the Executive Director on a case by case basis to determine if their contact in the building is necessary. While in the building all visitors must comply with our visitor regulations around temperature checks, registering their visit and wearing a mask. Additionally, we have many alumni that like to be on campus for service projects, visiting the KTC office or saying hello to former teachers. They will also not be allowed to visit campus next school year.

New Bell Times

KIPP staff will arrive at their school's huddle no later than 8:00 a.m. All staff members will need to enter through the front office doors. Each staff member will undergo a temperature check prior to advancing so keep that in mind when planning to be on time.

Students will be allowed to enter the building starting at 8:15 a.m. and will have temperatures checked at either the main entrance or the playground entrance, based on how they arrived on campus. If temperatures fall below the defined level of concern, students will proceed directly to their first hour classrooms. The tardy bell will ring at 9:00 a.m., allowing for a full 45 minutes to enter students into the building safely. Students will NOT be permitted to enter and wait in the lobby or in the building because this will create a safety risk.

As with lunch, breakfast will be served in a combination of lunchroom and classrooms to ensure 6 feet distances. Breakfast service will begin at 8:15 and continue until 9:00.

Dismissal will begin at 4:00pm and buses will roll from the KIPP Parking Lot at 4:30. Parents that are picking up will give their name from their car to a KIPP staff member and then a KIPP staff member will walk your child to meet you at your car.

Additional considerations for families include: Parking lots will be more crowded than usual, please allow for extra time to drop students off. If possible, drive your child to/from school each day to reduce the number of students riding the bus. Please show patience with employees as they implement new protocols. Arrival and dismissal procedures (i.e., temperature screening in a.m.) may initially take more time than in previous years. Please do not get out of your car to approach and talk to staff members during arrival or dismissal; they play a vital role in keeping all students safe.

If arriving by foot to pick up your student wait on the sidewalk by the playground. There will be a sign and dots to stand 6 feet away from other parents that are also picking up their children by walking. A KIPP staff member will come over to you to get your student(s)' name(s). Please wear a mask to keep other parents and our staff safe.

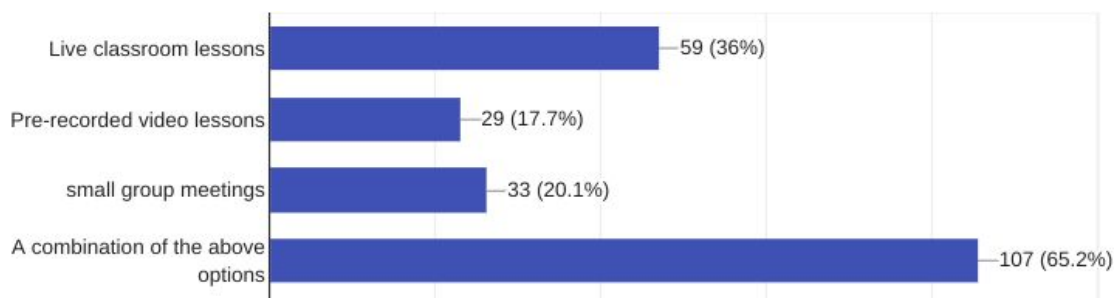
Families Selecting 100% online learning

If you do not feel comfortable sending your child back to school this fall, there will be a 100% Virtual option offered and you should choose this option. The goal is to partner with families to develop the best possible instructional delivery plan for students during this pandemic period.

How will my child learn some of the important standards that may have been difficult to learn through virtual education last spring? It is important to distinguish between online school and the emergency virtual learning that families experienced last spring. Our 100% Virtual Option will reflect the rigor, time commitment and format of traditional online courses. Students will experience a greater level of engagement with in-depth material, and instruction more reflective of a traditional in-person model.

Additionally, teachers will be collaborating to determine which standards that were taught in the Spring of 2020 that are crucial to student success at the next grade or course level and develop plans to ensure mastery and understanding during the first few weeks of school, re-teaching and reinforcing these standards when necessary for student learning progression.

Last, we will input the feedback we received from parents about our online learning in the Spring and over the Summer. Online learning will consist of live classroom instruction, pre-recorded video lessons, small group meetings, and 1:1 time with teachers.



Breakfast and Lunch Families that select 100% virtual will have access to 5 days of breakfast and lunch each week.

Technology All students will have their own device. In grades K-2 students will have an iPad and in grades 3-8 students will be provided a chromebook. Students and families are expected to care for the equipment and will sign a release. We will have a technology support line for parents, students and teachers to call if they need additional support.

Response Levels

We will use the chart below to determine if it is safe to return to work and school. The “opt-in” model described below is a model where parents choose either 100% in-person or 100% virtual learning for their students.

Decision Tree for Opening Levels			
	What has to be true in the KC community		What has to be true in the KIPP community
Completely virtual	KC is in "stay at home" or local health dept/mayor has closed schools	or	If we drop below 80% of staff (assigned to be in the building) feeling safe
Opt - in model	KC is not in a "stay at home" order	and	80%+ of staff (assigned to a role inside the building as of July 27) feel safe returning to work and school
All students and staff are in the building full time	KC is below 2 cases per 100k new cases of covid each week in Kansas City for four consecutive weeks	and	80%+ of all staff feel safe returning to work and school

Additional Critical information

This information would be of interest to all families and teachers regardless of which model is selected between 100% virtual or 100% in-person.

Social Emotional Learning

Social Emotional Learning is a critical component of educating the whole child. It is an even more significant component of next year's planning and programming. Focusing on social emotional learning will create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive even during times of uncertainty. Our Director of Student Services along with our Support Humans will lead the charge in ensuring Social Emotional Learning along with Trauma Informed Practices support both students and teachers as we return to school. There will be dedicated time for Social Emotional Learning in both the 100% virtual model and 100% in-personal model for all students.

- Provide support for staff regarding typical childhood reactions to stress and trauma.

- Prepare school and/or community based mental health supports for special populations and students who need support with emotional aspects of either in person or 100% virtual model
- School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic.
- Collaborate with teachers on activities to address student mental health and well-being upon return to school.
- Collaborate and support classroom teachers and other educators on how to talk to and support children during COVID-19 pandemic and distress they may be experiencing.
- Collaborate with community agencies on best practices.
- Provide classroom lessons on coping skills, school expectations, and structure around physical and emotional safety and physical distancing practices to help students re-adjust to a full school schedule.
- Support and shaping communication to families regarding updating information and how to support families talking with students
- Outreach to students and families who may be referred, interested, or benefit from additional support and assistance. Special considerations for outreach include; pre-existing mental health conditions, children with prior history of trauma or loss, and students who may be particularly sensitive to the disruptions in routines.
- We will be able to provide 1:1 counseling in-person and through teletherapy. Group counseling will not be possible in-person but will be available virtually.

Special Education and English Language Learners

KIPP KC is committed to ensuring all students with an Individualized Education Plan and/or have been identified as an English Language Learner will receive the same support regardless of the model. We will ensure that your student(s) have certified teachers in those areas and that they receive appropriate accommodations and support to complete the work, learn and grow. We will work directly with families to setup extra therapy services such as speech and language that can happen virtually, if that is what the parent feels most comfortable with for next school year.

IEP Meetings and ELL Exit meetings will be held virtually in order to comply with our visitor policy. We will ensure the family has the technology needed to participate in a virtual meeting.

Switching Learning Mode

Families that desire to switch from either 100% virtual to in-person or 100% in person to virtual will have opportunities to do so at the end of Quarter 1 and Quarter 2. We will set additional dates for the remainder of the year as we get into the year and see how our two models are working.

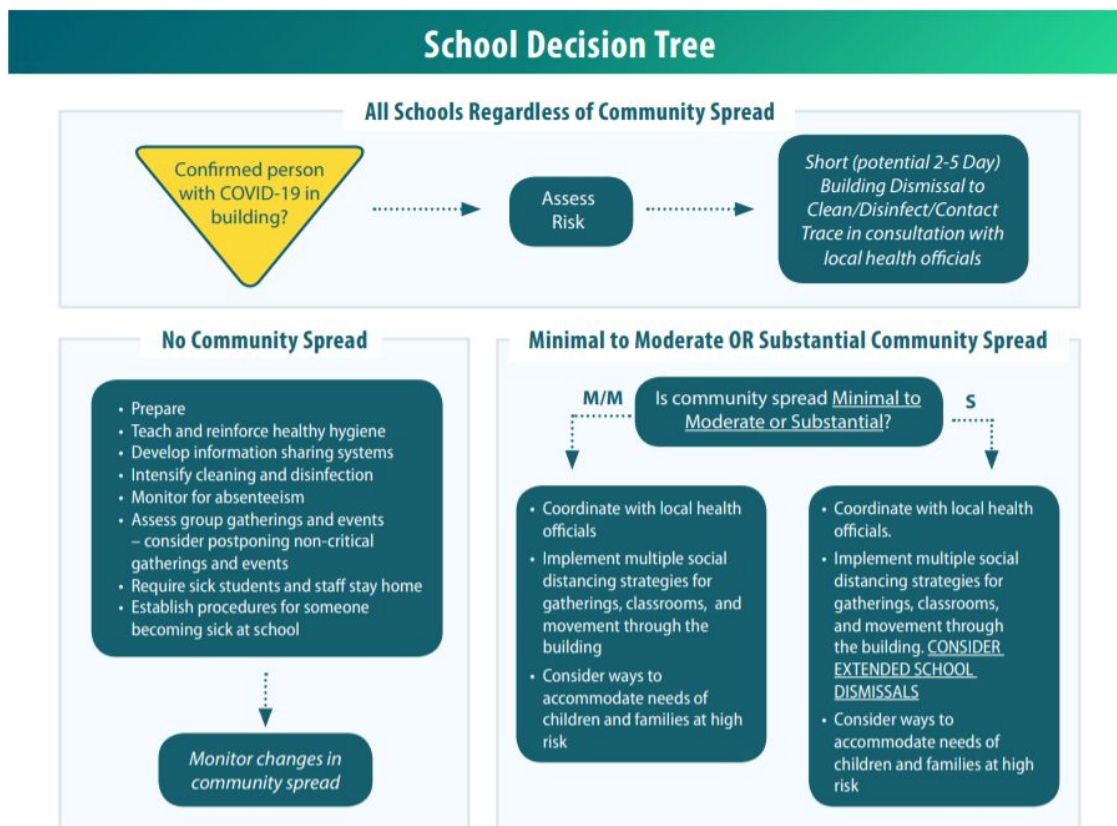
Quarter 1: Parents will be surveyed on October 8 and 9. Any changes will be discussed at conferences October 13 and 14. Students would start their new plan October 19.

Quarter 2: Parents will be surveyed prior to leaving at Winter Break. We will discuss changes during PD days in January and then students will start their new plan on January 6, 2021.

Symptoms, Exposure and COVID-19 Testing

Covid Symptom Scenarios for Students and Staff		
If you have:	Only A fever of 100.4 or greater	Check temp at least 2x/day, Return 72 hours after you're fever free
	A fever of 100.4 or greater and one other symptom (cough, rash, sore throat, fast breathing, chills, headache, loss of taste)	Stay home for 10 days and attempt to take a Covid-19 test. You may return to school/work prior to 10 days if you are fever free and have proof of a negative covid test. <i>(If your student is displaying one of the symptoms and it is seasonal allergies or other we will need a doctor's note stating they are not covid symptoms)</i>
	No fever and any two other symptoms (running nose, cough, rash, sore throat, fast breathing, chills, headache, lost of taste)	Stay home for at least 72 hours and until you're symptom free for 24 hrs or have a negative covid test. <i>(If your student is displaying one of the symptoms and it is seasonal allergies or other we will need a doctor's note stating they are not covid symptoms)</i>
	Positive COVID test	See chart below. School will report to KC Health Department and close school based on their recommendation. All families will be notified. Student or teachers should return based on guidance from their healthcare provider

- **If a student displays any symptoms during the day or arrives on the bus and has a positive temperature they will be quarantined in our health room located in the front of the building until a parent/guardian can pick them up. Parents should pick up students within the hour. The above chart would then be followed based on symptoms**
- Depending on case counts in different areas within and outside the country, we might ask teachers and students to quarantine. We will follow the KC Health Department's guidance.



Positive COVID-19 Test In the event that a student or staff member tests positive for COVID-19 they should report that to the KC Health Department and to KIPP. KIPP will also report to the KC Health Department and in accordance to the chart above follow the Health Department’s advice based on their assessment of community spread. A letter will be sent to all families, ensuring privacy to the staff or families, with a positive test. We will also likely be a total shut-down for 2-5 days. The individuals with a positive test will need to follow the advice of their medical professionals but must not return to KIPP any earlier than 14 school days.

Exposure to COVID-19 If you believe that you have been exposed to COVID-19, you must report it to the school; this is both for staff and students. Our school nurse will assess next steps and recommend an amount of time to self-quarantine and not be at school. All students and teachers that are healthy enough to do school work will have access to a device to continue working or learning from home. The State of Missouri Department and Elementary Education has not created policies yet on how attendance is to be reported or how this will impact both the student’s attendance record and the school’s attendance record. We are putting this policy in place in order to keep our community safe.

Travel If you are traveling anywhere outside of the Kansas City Metro area we are asking students and staff to report that to the school nurse. This will allow the school to watch areas to which members of our community have traveled for case counts and possible exposure. In the event that you have traveled to a place with high community spread, we will ask you to self-quarantine for a set amount of time to keep our KIPP KC community safe. All students and teachers that are healthy

enough to do school work will have access to a device to continue working or learning from home. At times we will publish cities or states for which, if you travel to those places, we will ask you to self-quarantine.

Symptoms that mirror COVID-19 In the chart above there are some symptoms that are similar to COVID-19 symptoms. One example of this could be seasonal allergies. In the event that your child does have symptoms that are in line with COVID-19 and a doctor has cleared them to be safe at school, please communicate with our school nurse. Students and staff can have the doctor's office fax over any clearance material to KIPP KC. Parents should not come to the office to hand in the paperwork to be in compliance with our visitor policy.

School Calendar

Parents and teachers will have until July 10, 2020 to select which model they are selecting by completing a reopening survey. The first day of School is August 17. During the week of August 10-14 we will be holding 1-on-1 conferences with all families. This will be for all families regardless of whether they have selected 100% in-person or 100% virtual. We want to continue building strong relationships with parents and families. We hope these meetings will help us all be on the same page and ease anxiety about going into the school year during an unprecedented situation. During these meetings we will go cover the following information:

- Uniform sales
- Technology checkout/Signing the agreement
- Learning Google Classroom
- Ensuring you have transportation information (car rider or bus rider)
- Going through the Team and Family Handbook
- Logging into and setting up accounts in Dojo, Infinite Campus, LiveSchool, and online learning platforms students will be using

No School On Fridays

We will not have school on Fridays for a variety of important reasons. We know that this creates a challenge for families. We also know that it is going to take more collaboration and professional development for all staff to ensure that we can safely have students in the building and support students in their learning. The primary reasons for this decision are:

- A necessary time for teachers to learn, develop and collaborate to ensure that all students are receiving the education we have promised you.
- At times we will use Fridays to assess students virtually and hold important community celebrations.
- There will be dedicated time on Fridays for teachers to call families and do 1:1 check-ins
- We will also use this day to train teachers on new safety protocols, should there need to be changes in practice

Student Handbook Acknowledgement Form

I understand and consent to the responsibilities outlined in the 2016-2017 KIPP Endeavor Team and Family Handbook. I understand and agree that my child will be held accountable for his or her behavior and consequences as outlined in this document. They will be held accountable at school, school-sponsored and school related activities, including school-sponsored travel. I understand that any student who violates the code of conduct is subject to disciplinary action as outlined in this Student Handbook. I further understand and consent to my parental responsibilities as outlined in this handbook.

Failure to sign this form does not remove my child's responsibility to abide by the stated policies. We acknowledge that we received a copy of the Student Handbook & Code of Conduct, and that we have read, understood, discussed, and agree to comply with all rules and policies.

Print Parent/Guardian Name: _____ Date _____

Signature Parent/Guardian Name: _____ Date _____

Print Student Name: _____ Date _____

Signature Student Name: _____ Date _____

