

Family Handbook

2018 - 2019

Welcome!

Dear Citizens of the World Kansas City Families,

Citizens of the World Kansas City ("CWCKC") is delighted to welcome you to our community of families for our third year, 2018-2019! Our community of families is what makes CWCKC an amazing school. Thank you for joining us and for contributing to our vibrant community.

This Handbook outlines the mission, core values, and policies that define the relationships and goals of our CWCKC community. It is designed to provide you with an overview of our approach to our work and details about our processes and guidelines. We hope that it will serve as a useful reference document for all CWCKC families throughout the year.

Each year brings growth and change, and we expect to learn and grow in our understanding of what will make our campus and school processes function best to serve our students. Thus, we recognize that this handbook reflects where we are right now – and will be updated across each step of our growth and development. However, our mission and model are established - - and these key pieces, along with our core values, will drive our decision making along the way. Among those values is a commitment to parent engagement, involvement, input, and participation. We value you and all you have to contribute. We strive to be clear and transparent in all our communications and welcome your ideas at any time.

We look forward to another successful year of learning and growth in 2018-2019. We're delighted for the chance to get to know your child and family - - and build a healthy, happy, supportive community of young Citizens of the World in Kansas City.

Sincerely,



Kristin L. Droege, Ph.D.
Executive Director

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Citizens of the World Kansas City Overview

Mission

The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.

Philosophical Foundations

CWC's work is undergirded by three philosophical foundations - Understanding, Connection, and Diversity - described below.

Understanding. Learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, which are reflective of students' current abilities and needs. Our theory of learning is comprised of three building blocks: constructivism, gradual release of responsibility, and data-driven instruction.

Connection. CWC's academic model supports and depends upon connections with self, one's community, and the world. Our model supports this development through social emotional learning (SEL), which we believe to be as integral to an excellent education as traditional academic subjects and, moreover, is necessary for the world that we live in.

Diversity. We believe that the diversity of our communities, and of the world at large, is a great strength. Through targeted outreach and recruitment, our schools are intentionally designed to reflect their surrounding communities and the larger society in terms of race, ethnicity and socioeconomic status. By learning, interacting, and growing in a diverse setting, our students are preparing to thrive in the pluralistic society they will soon join.

Our Learning Model

Our approach recognizes the importance of standardized tests while acknowledging that they reveal only a small part of the picture in determining overall student achievement.

We believe that children must be assessed and educated well beyond the traditional "core" intelligences of reading, writing and computing. Art, music, dance, physical

education, social-emotional development and other disciplines all have an important place in our schools and in the development of our children. Extending our focus to these pursuits will help develop a lifelong passion for learning and will give students a well-rounded education.

The learning model of Citizens of the World Charter Schools is based on Constructivism, a theory in which knowledge is built (or constructed) on earlier knowledge. We structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students will engage in learning processes that develop conceptual understanding as well as self-knowledge.

The following components help us bring this theory to life in each classroom:

Project-based learning: Project-based learning integrates skills and knowledge through meaningful projects that make abstract learning concepts concrete. As reflective learners, children connect what they learn to their own lives. Teachers strive to teach for understanding, ensuring that students internalize deeply what they learn and are, in turn, able to apply what they learn to new and different circumstances and contexts.

Low student-to-teacher ratios: In order to meet each child's learning needs and to allow for a variety of instructional methods, CWC Schools' staffing structure ensures a low student-to-teacher ratio. This allows for small-group instructional support from a teacher, while an assistant teacher may monitor independent work, lead partner games, or direct activities throughout the classroom.

Talent and leadership: Our students benefit from excellent educators at all levels. Our talented teaching faculty and school leaders enjoy regular professional development and tap into the shared resources and knowledge of sister schools throughout the CWC Schools network. Our teaching and leadership styles have been heavily influenced by the success of other high-performing schools, such as Larchmont Charter Schools in Los Angeles. Visiting schools around the country and speaking with other schools leaders allow us to draw from and build upon best practices no matter where they originate.

Diverse Learning Communities

Citizens of the World Charter Schools are built on the belief that the diversity of our communities, and of the world at large, is a great strength.

Through targeted outreach and recruitment, our schools are intentionally designed to reflect their surrounding communities and the larger society in terms of race, ethnicity

and socioeconomic status. By learning, interacting and growing in a diverse setting, our students are preparing to thrive in the pluralistic society they will soon join.

This model allows our students to form meaningful relationships with individuals of other races, cultures, and backgrounds. Studies have shown that students with these experiences are better able to live and work in diverse settings than those from more homogenous schools.

Recognition and appreciation of diverse cultures, perspectives and backgrounds are important themes in our curriculum, as well. A strategic selection of books, materials and lessons helps foster a continued curiosity about other cultures across the globe. Finally, encouraging and modeling positive, inclusive interactions among students and members of the full school community is a paramount priority for CWC Schools. Teachers help establish a respectful tone among all members of the classroom community by teaching students to value differences and resolve conflicts appropriately.

Data Informed Instruction

CWC Schools does not believe in “one size fits all” instruction.

To ensure our classrooms are challenging learning environments, we collect and analyze data that tells us what each student, class and school needs to reach their full potential.

Through our analysis, we can see whether students, groups of students and entire classes have mastered their coursework or if they are struggling and in what areas. Based on the trends, they will determine whether re-teaching a lesson to an entire classroom, an individual or whether tutoring is the best route.

Building Strong Communities

Citizens of the World Charter Schools seek to build within each school a true community of learners that values the varied strengths of each member.

Within our school communities, we depend on one another. For example, school leaders pair new parents with parents who have already been in a CWC school for more than a year. This support enables new parents to feel welcomed into the CWC Schools community, culture, and have others with whom to discuss questions and concerns.

Inside the classroom, instruction provides abundant opportunities for students to learn from each other and embrace authentic communication, responsible conflict resolution, and mutual respect. Our teaching faculty also forms an encouraging community of mutual support and talent development.

CWC Schools' community-building objectives are enhanced through service learning and community partnerships. Integrating community service with classroom instruction, service learning ties community projects to academic curriculum with clearly stated learning objectives linked to state standards. It also involves a period of reflection and analysis for students to discuss and share the lessons and experiences they've gained through their community work.

Engaged Parent Advocates

Citizens of the World Charter Schools consider parents to be essential partners in education, and we believe it's our responsibility to partner with all families within our schools.

Parental involvement is critical to student academic success, including higher grades and test scores, higher personal aspirations, and higher college enrollment. Investing our families in public education, and in each other, is also critical to long-term educational reform and the health of our communities.

We offer many ways for parents to get involved in our schools before they even open; in many ways, parents are our co-creators. Working alongside CWC School leaders, parents in New York, California, and Kansas City have volunteered countless hours toward recruitment, community outreach and school development.

After schools open, families are invited to regular school events, including education workshops and community-building activities. Teachers communicate frequently with parents about their child's progress, and parents are encouraged to be a regular presence at school locations, whether by attending performances, volunteering in the classroom, or participating in weekend beautification efforts. To maximize the opportunity to keep parents engaged, our school administrators do all they can to schedule parent conferences and community activities during non-work hours.

Contact Information

The school phone number is (816) 499-8000. School office hours are from 7:00 am to 5:00 pm. Please call this number to reach the school office. Calls cannot be transferred to teachers during instructional time. Parents wishing to speak with a staff member may

leave a voice message. Calls will be returned during the staff member's planning time or after school. Citizens of the World – Kansas City is located at 3435 Broadway in Kansas City, MO 64111.

School Policies and Procedures

Enrollment / Admissions

All children who reside within the Kansas City Public School District (KCPS) boundaries are eligible to enroll in CWC Kansas City's schools. CWC Kansas City does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

Priority for enrollment will be given to currently enrolled students, a small number of faculty, staff, and board member children, siblings of students currently enrolled, and all other eligible students within the geographic boundary preference.

Lottery Process

If CWC Kansas City Charter Schools receives more applications than there are seats available for any given grade level, we will hold a random lottery as required by law. Once the lottery is held, we will contact all families to notify them of their enrollment status. All applications received after the lottery deadline will be waitlisted by the date they are received. Accepted families will then be required to complete the enrollment paperwork. More information will be sent out via mail to accepted families regarding the enrollment process. Wait-listed applicants will not be carried over, held, or deferred year-to-year; all wait-listed applicants must reapply annually for admission and re-enter the lottery process.

Daily Schedule

At CWC Kansas City, we strive to create a schedule that works in harmony with children's developmental levels and needs. We seek to provide active learning experiences within longer blocks of time so that children can indulge their natural curiosity, maximize their attention spans through full body and mind engagement, and provide for the integration of experiences across the day and week. Through these strategies, we make understanding possible for all our diverse learners.

This is done through a daily schedule similar to the one shared below. Of course, variations occur based on many variables but the basic framework is reflected here:

	Sample Day in Kindergarten
8:00 – 8:30	Morning Welcome Meeting
8:30 – 9:45	Small Group Reading Instruction (with Read Aloud and Snack Break)
9:45 – 10:15	PE/Music/Yard Plan/Library/Centers
10:15 – 11:30	Math Centers and Activities
11:30 – 12:00	Recess
12:00 – 12:30	Lunch and Clean Up
12:30 – 1:00	Quiet Activities and Rest
1:00 – 3:00	Activities vary each day, including:
	Writers Workshop
	Science and Social Studies Projects
	Art Class, 1 / week for 1 hour
	Music Class, 2/week for 40 minutes
	PE, 2/week for 40 minutes
3:00 – 3:15	Wrap Up, Reflections, and Dismissal

Please note that the school day begins at 8:00am and ends at 3:15pm. Students must be in their classroom, ready to learn by 8:00am or they will be marked tardy. Children who are not attending the before school program should arrive no earlier than 7:45am. If there is a change in how your child will be getting home from school, please call the office as early as you can to ensure that the message gets to your child's teacher before dismissal.

Annual Calendar

The annual calendar can be found on our website at www.cwckansascity.org/School-Calendar and is also available on the protected Family Connections website at www.cwckcfamily.org.

ACE Before and After School Program

CWC Kansas City offers and manages its own program to care for our students before and after school hours. "ACE" - our After Class Enrichment program - is open from:

7:00 – 7:45am, at which time children can proceed to their classrooms;
And immediately following the 3:15 dismissal, until 6:00pm.

The ACE program offers three layers of programming to serve children and families:

ACE Care

This includes free play, snack time, homework help, and engaging, active, creative units and lessons linked to the themes and activities of the school program. Children might write and perform a play, design and build a city out of cardboard, or explore a new arts and crafts activity. All ACE Care activities are taught and supervised by our own ACE staff members who participate in trainings and professional development to ensure the ACE program operates with the same mission and core values as our outstanding school program.

ACE Clubs

Clubs provide a low-cost opportunity to extend learning from the school day for children seeking a little more. K-2nd grade clubs might include Chorus, Dance, Book Club, Fitness, Spanish Language and Culture, and more. Offerings are based upon family input and interest. ACE Club offerings are taught by CWC faculty, staff, and community members.

ACE Enrichments

Enrichments provide 10- to 12-week fee-based, enrichment classes offered by CWC faculty and community vendors. These classes expand beyond school offerings to sample other learning experiences. ACE Enrichments might include such activities as Mad Science, Karate, Piano Lessons, Computer Programming, and more. Offerings are based upon family input and interest.

All programs and services are offered on a sliding fee scale to ensure access to all families. Complete details and program policies are posted on the ACE portion of the cwckansascity.org website.

Arrival and Dismissal

At CWC Kansas City, maintaining a safe environment for the children is our top priority. To ensure our students and campus are safe during arrival and dismissal, we ask parents to assist us by following the procedures discussed in the Arrival and Dismissal communication which will be distributed prior to the first day of school.

Attendance

Students are most successful when they come to school every day. These students are more able to learn, integrate effectively with their peers, and to settle comfortably into

the rhythms and flow of the day. As a parent, your commitment to school attendance will send a message to your child that education is important to your family and that school is the key to learning and doing your best. By making school a priority, you will take a critical step in supporting your child's education. Every day counts!

Here's a list of things you can do to limit your child's absences:

1. Make sure your child is at school on time. Frequent tardiness often leads to frequent absences.
2. Limit the amount of time your child is absent due to appointments and other scheduled activities. Try to schedule appointments after school.
3. Plan ahead. Schedule family vacations during weekends or during school breaks. Please remember that family vacations are not an excused absence.
4. Create a restful environment to make sure your child gets plenty of sleep. It ensures that your child is refreshed and ready to go the next morning. Create a pattern of healthy routine care at home that includes sleep and access to healthy meals each day.
5. Please reach out to your child's teacher if your child is reluctant about coming to school. As your partner in education, the faculty will assist in determining possible causes.

Tardiness

A student will be counted tardy if they arrive to their classroom after 8:00am.

If a student is tardy, parents must bring him/her to the office for a tardy slip. Advanced notice to the school office/homeroom teacher of a tardy is appreciated.

If five tardies have been accumulated at any point during the school year the family will be contacted by the school in order to address the problem and seek a solution.

Excused Absences

Excused absences include the following circumstances.

1. A serious illness or if attendance in school would endanger a student's health or the health of others.
2. A serious illness or death in a student's immediate family
3. A court order or an order by a governmental agency mandating absence from school.
4. Observance of religious holidays.
5. Conditions rendering attendance impossible or hazardous to student health

or safety.

6. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parents or legal guardians deployment or during such parents or legal guardian leave.

If a student is absent from school, the student must bring an excuse from home the day the student returns, signed by the legal parent or guardian.

When the student is absent, the school will attempt to contact the parent to determine the cause of absence. However, the written excuse must be brought, whether or not a contact is made by phone.

All work missed due to excused absence must be made up by the student within a reasonable time. It is the family's responsibility to make arrangements with the teacher for make-up work.

In order to participate in an extracurricular or after school activity, a student must be in attendance on the school day of the activity.

For each absence beyond ten (10) days, students must bring an excuse from a doctor, dentist, health center, etc., or court for the absence(s) to be excused.

Unexcused Absences

Unexcused absences are considered a failure to attend school for reasons other than those listed above. Please note that documentation is required for all absences.

Nutrition

Good nutrition helps students show up at school prepared to learn. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. This means students will have more time in class, and students will have fewer interruptions in learning over the course of the school year. Additionally, students' behavior may improve and cause fewer disruptions in the classroom, creating a better learning environment for each student in the class. Studies find that improving the quality of students' diets leads to students being on task more often and in general that a higher quality diet is associated with healthier growth and cognitive development.

Nutrition at CWC Kansas City

Physical health is not only important in its own right, but a critical component of a child's healthy cognitive, social and emotional growth and development. Therefore, at CWCKC we focus on insuring that children are well fed with nutritious and balanced meals and snacks throughout the day.

- Every child has access to our breakfast program.
- Every child will take part in a snack break during morning reading period. Children will relax, enjoy a snack, and listen to a read-aloud story from their teacher.
- Every child will have lunch in our multi-purpose room. Children have the option of eating our hot lunch or bringing a lunch from home.
- Children who stay after school in our ACE program can either bring or receive a snack.

Please read this section carefully so that you understand the needs, opportunities, and requirements of each daily experience.

Meals: Breakfast, Lunch, and Supper

Families may purchase breakfast or lunch for their child. All children whose family qualifies based on their income will receive a free or reduced price meal through the National School Lunch Program. Applications for the NSLP are available on our website and can be completed and turned in to the office.

Our healthy breakfast and lunch is prepared by Joe Joe's Catering in Westport. Food is delivered to the school and served to children on a plate. Monthly menus will be posted on our CWCKC web site.

Lunch costs \$3.80/meal and must be ordered by the week for \$19.00 total.

Breakfast costs \$3.00/meal and must be ordered by the week for \$15.00 total.

Milk is included in the price of a meal OR can be purchased separately for \$0.50/carton.

(We will offer milk purchases on a daily basis. We will sell milk to students who have not ordered lunch until we run out, so please do your best to inform us in advance if you plan to purchase milk regularly.)

Supper will be served daily to all students who are still in attendance at the ACE after school program at 4:15pm. Supper is provided to all students free of charge by the Child and Adult Care Food Program for At-Risk After School Programs.

Snacks

Children will eat snack at midmorning. Snacks packed and brought from home should be packed separately from all other items, in a bag or small lunch box, so it can be carried by the child to his/her reading area. A morning snack should be a small, healthy serving of one item and some water to drink. Please do not pack a full meal for snack time. There is not adequate time or space to eat it, and lunchtime follows within 2 hours.

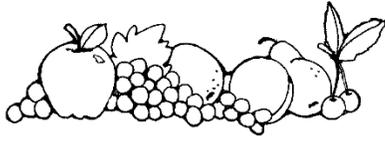
We are a healthy school and as such ask that children bring healthy foods if they bring lunch or snack. A list of nutritious, tasty, and easy to manage food ideas is below - - but we know there are many more! These are just some ideas to help get you thinking!

We discourage foods that contain high levels of sugar, salt, MSG, food coloring, and other additives. If a food is considered "dessert", please save it at home for after school or dinner. Candy, cookies, cake, pudding, and chocolate covered bars get eaten instead of the healthy foods you pack that are needed to nourish the mind and body for learning and playing!

Only water should be sent for a snack drink. Do not send juice or carbonated beverages. In addition, snack is eaten in the classroom and spills sometimes happen.

For health reasons, such as allergic conditions, DO NOT SEND ANY ITEMS CONTAINING PEANUTS. In addition, we will teach the children that food items may never be shared. This lesson will come within our curriculum to reinforce that this is an issue of kindness and consideration for others' well-being.

CWCKC Healthy Snack List



Fruits

apples – slices
bananas
blueberries
cantaloupe cubes
cherries
clementines
grapes- cut in half
kiwis - sliced
orange wedges
pomegranate seeds
strawberries
raspberries
watermelon cubes
raisins
dried fruit



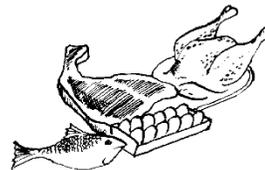
Vegetables

baby carrots
cucumber slices/sticks
grape tomatoes
red and yellow bell peppers – slices
sugar snap peas
edamame
guacamole
hummus
baba ganoush
white bean dip
salsa
avocado sliced
celery and dip



Grains

whole grain crackers
tortillas
corn chips
homemade popcorn
cereal bars
pretzels
honey wheat pretzels
snap-pea crisps
fruit/nut mix bars
granola bars
rice cakes
crisp flat breads



Proteins

yogurt – low sugar variety
turkey, ham, chicken - cubes/slices
cheese – slices/stick
almond butter and crackers/celery
tuna salad with crackers/celery

School Uniforms

At CWC Kansas City, we recognize that students need to come to school comfortable and ready for a day of learning. We believe that a school uniform assists in meeting that goal for all children. School uniforms can:

- Eliminate family struggles in the morning around 'what to wear',
- Ensure children are comfortable and able to focus on learning throughout the day,
- Create a simple and cost-effective clothing option for families,
- Reduce disparities in an economically diverse community,
- Encourage children to focus on more meaningful avenues for self-expression

As we begin our new school here in Kansas City, we were committed to ensuring parent feedback and voice in this important decision. At our first Family Council meeting in April 2016, we received parent input on the benefits, challenges, and specific preferences around school uniforms. We are grateful to the many families that took the time to share their thoughts and believe our final choice reflects parent opinions very closely.

Below is a visual description of the uniform for our school. The focus is on comfort throughout the day, options for warmer or colder weather, and ease of access/affordability for families. To ensure your child's comfort throughout the day, please make sure they are easily able to operate zippers, buttons, snaps, etc. on clothing. Different garments can be purchased at most major retail outlets – both department stores and discount stores.

Shirts

- Yellow, White, or Kelly Green solid colored polo shirt
- Long- or short-sleeved
- No logo or stitching
- Collar must be worn folded down
- Shirts may be tucked in or left out, but should fit appropriately and not be too tight or too long.
- Undershirts or t-shirts worn under the polo must be solid white.



Pants / Skirts

- Solid tan colored Khaki Pants, Shorts, Skirt, or Jumper
 - Worn at the waist
 - No low-rise, bagging, sagging, or dragging
 - Students opting to wear shorts underneath a skirt or jumper may do so if the shorts are khaki or white, and their length is shorter than the skirt.
 - “Skorts” that are khaki are an acceptable alternative to shorts or skirts.



Sweater/Sweatshirt

- Yellow, White, or Kelly Green solid color sweater or sweatshirt.
- V-neck, crew neck, or button down.
- No hoodies; No logos or stitching.



Shoes & Socks

- Closed toe, athletic shoes that are appropriate for recess, PE, and other safe movement
- No light-up or wheeled shoes
- White athletic socks, knee socks, tights, anklets, or running socks must be worn with shoes
- Boots may be worn to and from school as needed for weather related purposes, but students must wear athletic/tennis shoes during the school day

Consequences for Being Out of Uniform

We ask all CWC Kansas City students to participate by wearing the school uniform described each school day. Particularly in the primary years, it's important for family members to be supportive of the student in remaining consistent with expectations. In the event a student arrives at school out of uniform, school staff will support the child whenever possible by providing a temporary uniform item for the day. The family will be notified to ensure this won't become a repeat occurrence. A meeting will be convened to address the problem and find a solution.

Spirit Days and Other Dress Days

On occasion, the school or student council will offer the special opportunity to be part of a school or community event. These "out of uniform" days will always be preceded with written information sent home to families. Parents who aren't certain about the scheduling of these events are welcome to contact the office with any questions.

Classroom Procedures

Philosophical Approach and Goal

In support of our mission, CWC Kansas City employs the following instructional approaches and practices, drawing on our philosophical foundations. These approaches and practices do not stand alone, but rather influence each other, and teachers will draw on multiple strategies in planning, delivering and adjusting their instruction.

- **Project-Based Learning** integrates skills and knowledge through meaningful and fun projects that make abstract learning concepts concrete. In integrated projects, science and social studies concepts are brought to light through life-based activities that engage students in thinking, acting, and interacting with the real world.
- **Teaching for Understanding** is a framework developed by Project Zero at Harvard University. It is a process for teachers in developing curriculum that ensures connection between learning goals, learning activities, and assessments of understanding. These strategies help teachers take students beyond the mere mastery of facts to the ability to apply learning in new and unfamiliar contexts.
- **Differentiated/Personalized Learning** ensures that instruction is tailored and appropriate for students' current understandings, needs and personal experiences. Our teachers take the time to get to know each child as an individual and receive the support, data, and resources they need to adapt instruction and lessons to the needs of diverse learners so that students can connect what they learn to their own lives, making learning meaningful for all.
- **Gradual Release of Responsibility** presents a process in which the responsibility for learning is released from the teacher to the student. The gradual release of responsibility provides a process to help students become more independent.
- **Service Learning** is curriculum-based community service that integrates service with classroom instruction so that students can develop both a sense of responsibility and stronger connection with and for their surrounding community. Service-learning allows students to put to use what they are learning through the academic curriculum. Even the youngest students can offer service to their classrooms and schools.

Ultimately, our goal is for student "success" to include mastery of both content and emotions, so that students can meaningfully connect with each other, be part of any community, and courageously decide who they are in the world and how they want the world to be.

Student Assessment

Students are assessed regularly at CWC Kansas City utilizing measures that are efficient and effective and take little away from instructional time. Multiple measures are used at the beginning of the year and at the end of each trimester to determine a student's progress. Teachers utilize the results of assessments so that instruction can be individualized and differentiated to meet each child's needs.

Ongoing assessment is a crucial aspect to the running of an effective workshop-based classroom. CWC Kansas City values different forms of assessment, including: performance-based/rubric driven assessment, individualized assessment (1:1 interviews), whole group assessments, as well as more formal tests. Aligned to our educational philosophy, assessment should not only be compromised of "paper and pencil" traditional tests but should also encompass opportunities for students to exhibit what they know and be assessed in different creative manners as well.

Progress Reports and Parent Conferences

Students in the primary grades at CWC Kansas City will receive formal progress reports every trimester (3 times per school year). The progress report is designed to share information about student growth and learning across multiple areas of academic, social, and emotional development. In addition, families are asked to participate in student led conferences at the end of the first and second trimesters. Student led conferences provide an opportunity to support student growth and learning in the areas of goal setting, reflection, and developing a partnership between the student, the teacher and family to support ongoing growth. Further details about student led conferences will be shared at the beginning of the year and on back to school night. CWC Kansas City considers this a powerful piece of your child's school experience and we expect 100% participation from all families.

Standardized Testing

CWC Kansas City believes that standardized tests provide one small part of a complex picture that clarifies student understanding. While the school's educational strategy does not focus on testing, our students will take all standardized tests required by the state of Missouri. CWC Kansas City considers standardized test scores to provide a small, but important window into the achievement levels of students. CWC Kansas City intends to demonstrate progress on the aggregate results of a standards-based report for each grade level.

The Missouri Assessment Program (MAP) assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Grade-Citizens of the World – Kansas City
Family Handbook, 2018-2019

Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri. Grade level assessments begin at Grade 3.

All Citizens of the World schools also utilize the NWEA test for Math and English/Language Arts beginning in Kindergarten, to assist in determining student understanding and next steps for instruction.

Homework

At CWC Kansas City we believe homework builds a bridge between home and school to support student understanding, family awareness, and teacher insight into student needs. We believe homework should mirror the philosophies and strategies of our instructional program by offering meaningful and engaging learning and reinforcement of skills. In the primary grades, homework is offered as a weekly packet to accommodate family schedules. On average, we expect that primary grade children will spend 10-15 minutes on homework per night. In addition, we encourage every family to spend 15-20 minutes on family reading activities every evening. Further details about the expectations and requirements will come from teachers, and we encourage parents to share questions or concerns with the teachers throughout the year.

Inclusive Special Educational Opportunities

CWC Kansas City strives to meet the needs of all students, including those with disabilities. The school does not have a general curriculum for students with disabilities. Instead, it is the policy of CWC Kansas City to develop an individualized educational program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act.

Each IEP is designed to meet the unique needs of the student. In addition, IEPs will address the extent to which each student's disability affects his/her ability to access CWC Kansas City's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are non-disabled. However, students with disabilities may be educated separately from their general education peers when the nature or severity of the student's disability is such that adequate progress on the student's IEP goals require that they receive specialized instruction in a small group, individually, and/or in a uniquely structured environment that cannot be achieved satisfactorily in a regular educational environment with the use of supplementary aids and services.

CWC Kansas City will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan), the Principal, or other administrator, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

Field Trips

Field trips are an important component of the CWC Kansas City academic program and connect students' learning to authentic experiences off campus. Coupled with meaningful and relevant lesson objectives, a field trip experience can engage students in learning and leave a lasting imprint. Students gain meaningful, hands-on experiences, and tend to remember the "what" and "why" even after the class or subject matter has come to a close. Often, students are visual learners and a field trip lets them touch, feel, and listen to what they're learning about, helping them build on classroom instruction. They will gain a better understanding, and build cultural understanding and open-mindedness by being exposed to experiences outside of what they're used to.

Each year, CWC Kansas City teachers will plan several field trips that complement the curriculum. A permission slip must be signed by a parent in order for students to participate in each field trip. For each field trip scheduled, the teacher will send home a note requesting your permission and providing specific information pertaining to the trip, especially for those where traveling by bus is necessary.

Electronic Devices

Philosophy of Technology Usage in the Primary Grades

In the primary grades we believe there is benefit to use of technology to support learning. Students at CWC Kansas City will be provided with educational opportunities to utilize electronic devices under the supervision of a teacher. Use will always be guided by the Internet Use Policy. However, we also believe that in the primary years,

student learning is more dependent on active, engaging activities involving manipulatives and movement and peer interaction, so we will purposefully limit time on electronic devices.

Student Cell Phones & Personal Electronic Devices

We place our highest priority on personal safety and the ability to focus on learning while students are in our care at school. In order to ensure this for every child, the school will function as the liaison for all communication needed between students and families during the school day. Therefore we request that no child bring personal technology or cell phones to school. In the event a family believes it's necessary to bring an electronic device to school, it must be checked in at the office so it can be kept secure, and it must be checked out prior to the close of the office, or it will be securely kept until the next school day. Should any device be found in a student's possession during their time at school, it will be taken and stored securely in the office and the family will be contacted.

Student Discipline

Social and Emotional Development and Growth

CWC Kansas City is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable and courageous people who believe they really count. We do this work to not only cultivate students who can succeed academically but to create a new generation of world citizens that have invaluable leadership, problem-solving and peacemaking skills. With our focus on the social emotional aspects of learning, CWC Kansas City is fostering students to become aware of their role as essential members of our learning community. As part of this, CWC Kansas City's approach to social-emotional learning and our discipline framework and policies, as outlined below, are the crucial ingredients to the development of our larger positive culture. This describes all of the ways in which we proactively build this culture and engage students in this work as well as how CWC Kansas City approaches misbehavior, discipline and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. While our larger goal is to discourage misbehavior pre-emptively,

when it occurs, we use missteps as opportunities for learning and reflection.

Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educative and logical while always maintaining the emotional and physical safety for our whole community. CWC Kansas City utilizes site selected tools and curriculum to support social emotional development. Peacemaking, mindfulness, Council in Schools, Connected and Respected, Cool Tools, Transformative Classroom Management, and Responsive Classroom are just a few of the different programs/ models/ frameworks/ curricula in use.

Because of these beliefs and philosophies, specific time within our weekly schedule will be devoted to cultivating our school-wide social emotional development skills and positive culture and teaching a curriculum that develops the vocabulary, skills, and qualities of character within our students. At CWC Kansas City, students will be clearly taught peacemaking, conflict resolution skills/strategies, and anti-bullying tools. Through a mixture of conversation, scaffolded instruction and activities, role-playing, direct instruction and other authentic experiences, students will be given the opportunity to use and practice conflict resolution skills and strategies as they build community in their classroom and in the school.

Behavior Expectations and Discipline Guidelines

At CWC Kansas City we believe that students come to school to learn and grow, and one of the most complex areas of learning is in the area of appropriate social behaviors in a group setting. We believe that discipline should revolve around support for the gradual process for developing self-discipline which involves internalizing the value of the guidelines and expectations of behavior and learning to manage one's own emotions and impulses. We know that for young children this is a challenging and ongoing process, and our goal is to support it in developmentally appropriate ways and in partnership with families.

Our first goal is to ensure our children are safe at school, and are aware that they will be kept safe at school so they can relax and function at their highest level. Our second goal is to ensure that each child's learning and development can occur free of interruption. In order to create that environment, we have created a model of collaboration among our teachers that provides for the support and teamwork needed to ensure each individual child's needs are met while the learning of the group continues.

Discipline Policy

The vast majority of discipline issues that arise in the primary grades will be addressed using such techniques as chill breaks, reflection, conversation with an adult, and other

strategies in line with the social and emotional learning curriculum. When circumstances require more, the following guidelines have been put into place. Please see Appendix A at for the detailed discipline policy.

Family Involvement

Parent volunteerism is key to the success of any school, and is an important part of the CWC Kansas City school philosophy and vision. We are very committed to equitably engaging all of our families and finding a multitude of ways in which a student's family can engage in the school setting. We firmly believe that this will not only strengthen our school but have an invaluable positive impact on the children as well. In addition, participating in any number of our volunteer opportunities allows CWC Kansas City parents to connect to other members of our community.

At CWC Kansas City, we ask that all families contribute 40 hours per school year. Through this tremendous force of manpower we are able to extend the services we are able to offer students, support our teachers in ways that allow them to go above and beyond in their classroom instruction, and extend the curriculum opportunities for our students. We are tremendously grateful for everything that is made possible by the commitment made by our volunteers and families.

While parent engagement opportunities might change from year to year, we offer a wide range of classroom-based volunteer openings on consistent or drop-in basis, such as working on committees or volunteer squads. Parent and family volunteers assist us to:

1. Successfully plan events that raise money to support our school
2. Ensure our school's day-to-day routines function smoothly
3. Create a sense of community among the students and families at our school

CWC Kansas City welcomes parent involvement in the classroom, however we respect each individual teacher in determining and managing how best to utilize parent volunteers in his/her classroom. Volunteering in the classroom requires prior scheduling with the teacher in advance to both minimize disruption to class and ensure preparation of tasks for volunteers.

School Visits

CWC Kansas City welcomes the opportunity to have parents/guardians and community members visit the school. All appointments with school personnel must be made through the Main Office and approved by a school administrator at least 24 hours prior to the proposed visitation time. Our teachers' number one priority during the school day is to facilitate student learning. Visitors will not be allowed to interrupt the

learning process. Parents are welcome to observe in classrooms at any time as long as their presence does not create a disruption in teaching and learning. Upon entering the building, all visitors must report to the Main Office, sign in, wear the provided visitor pass while in the building, and sign out upon departure. Visitors may not possess weapons, including concealed weapons, on school property, on school transportation, or at any school function or activity sponsored or sanctioned by the school unless the visitor is an authorized law enforcement official or is otherwise authorized by school policy. CWC Kansas City reserves the right to deny school tours or school visits based on the best interests of students.

Background Clearance and Safety

CWC Kansas City encourages participation of parents and community members to volunteer in the school in order to serve as additional resources to the teachers and students. To ensure the safety of our students, prior to serving as a volunteer, each individual must satisfactorily pass a background check through the Missouri Family Care & Safety Registry.

To register for the FCSR, please complete the following steps:

- Visit: <https://webapp02.dhss.mo.gov/bsees/Main.aspx>
- Click "Registration" -> "Register Online"
- Click "Is A Person Registered?"
- Complete the fields shown and click "Search"
- If the number exists in the database, instructions will be shown to get that result to CWC Kansas City.
- If the number does not exist in the database, click "Continue"
- Search for "Citizens of the World Charter School – Kansas City." Click the checkbox, then "Continue."
- Check "Voluntary," then fill out the remaining fields, click "Continue."
- Fill out the payment screen (\$13.25 total), click "Continue."

Note: If your family qualifies for the National School Lunch Program, contact the School Office for an alternative method of no-cost registration with FCSR.

School Communication Strategies

Ongoing communication with families who are a part of the CWC Kansas City community is important and valued. In particular, ongoing two-way communication and partnership between teachers and parents is essential in providing a supportive learning environment for each child. Our team is committed to fostering multiple ways to connect and share information.

Family Council Meetings

The Family Council will be comprised of all the parents/guardians of enrolled students and will be led by two Co-Chairs. The Family Council creates a bridge between home and school. Family Council meetings have multiple purposes:

1. Engage families in topics that will help them to support their child's learning at home and at school
2. Discuss issues affecting the school, fundraising, and other school support activities,
3. Allow committees the opportunity to report on activities and make announcements to the larger community,
4. Build community among parents / guardians.

All parents will be encouraged to participate in the meetings and activities. The Family Council Co-Chairs and the Principal may work together to form other committees based on the needs of the school.

Family Council meetings will be open to all enrolled students' parents / guardians, with committees meeting outside of this structure, as needed, to perform their functions. The Council meetings will be held monthly at a time and location which allows maximum parent participation. Language support and translation will be provided as needed and childcare will be provided whenever possible.

Calling the office

CWC Kansas City's Main Office will function as the central communication hub for the school. Families are welcome to contact the office regarding the following:

- Attendance
- Dismissal
- Before and After School Program
- Hot Lunch Program
- School Calendar
- Other questions or ideas

Teacher/Principal Contact

Weekly homework and communications are sent home with students and include important notices from grade level teachers. Parents are encouraged to use this folder to communicate with teachers in order to ensure consistent, two-way communication.

To discuss formal concerns, parents should schedule a meeting with a teacher or the Principal outside of the instructional school day. Meetings can be scheduled directly with the individual, or by contacting the Main Office.

Parent and Student Complaints/Grievances

Resolution of Concerns

CWC Kansas City is committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. Parents and students are encouraged to first contact the staff member directly involved in a situation to discuss concerns and provide the opportunity for open communication and resolution of the issue. In-person communication is encouraged for these discussions to allow the best opportunity for understanding and a timely resolution. General concerns, not involving a specific person, may be addressed to the Office Manager.

If your concern is unresolved following direct communication and discussion, please contact the Principal or his/her designee to set up a meeting to further discuss and resolve the concern. If, after speaking with the Principal, your concern remains unresolved, the following process may be followed to submit a complaint in writing.

In all cases, CWC Kansas City prohibits retaliation against complainants. CWC Kansas City will make all reasonable attempts to keep information regarding written complaints, or appeals, confidential, except when necessary or appropriate to disclose information in order to investigate a situation that has occurred.

Written complaints will be directed to the Executive Director. The Executive Director will then determine if the matter can be handled at the school level, or if the issue will be taken to the Governing Board. If needed, either the Executive Director or the Board will meet with the complainant to discuss the facts and circumstances of which the complaint is based to help solve the issue. The determinations of the CWC Kansas City Board of Directors are final.

Student Health and Safety

Inclement Weather

CWC Kansas City may abide by school closures consistently with the Kansas City Public School District in cases of inclement weather.

Illness

We wish to keep all children at CWC Kansas City as healthy as possible. Please help us keep your child healthy by encouraging a full night of sleep and a healthy diet. Please keep your child at home if he/she shows signs of illness. The school will send a student home when it appears necessary. Children who have run a fever should be fever-free for 24 hours before returning to school.

Criteria for Staying Home / Being Sent Home

We ask that parents keep children home when they show signs of illness and follow the policies below before returning to school.

When your child becomes ill at school the office staff will contact you by phone. You need to come for your child as soon as possible or make arrangements with relatives or neighbors to take your child home.

Fever – Children will be excluded from school when there is fever of 99 degrees or greater. They may return after 24 hours at home and if free of fever without use of medication to control fever.

Vomiting/Diarrhea – Children will be excluded from school when there is vomiting or diarrhea. Students may return to school once no vomiting or diarrhea has occurred for at least 24 hours.

Pink Eye – Children will be excluded from school when they exhibit symptoms of Pink Eye (Conjunctivitis). They may return when the eye(s) are clear or when on medication for 24 hours.

Rashes – Children with rashes will be excluded from school. They may return when the rash is gone, or when a doctor's note with a diagnosis of the rash is returned to the school office, informing the school staff that the child is not contagious.

Head Lice – Children must be treated (parents must provide proof of treatment product) and nit free before returning to the classroom. Children found to have head lice while at school will be sent home.

Students prescribed an antibiotic for any reason must take the antibiotic for a full 24 hours before returning to school.

Communicable Diseases

CWC Kansas City recognizes its shared responsibility with families and the community to promote appropriate disease prevention procedures that are developmentally appropriate for the student's age. Accordingly, infectious disease prevention such as teaching about germs and hand washing will be the norm. Appropriate notices of any health risks will be shared with the school community when necessary.

Student Medications

The CWC Kansas City Main Office is responsible for overseeing the administration of medication to students attending the school during regular school hours. The office staff, Health Coordinator, or employee designated by the Principal may provide assistance with medication (this includes prescription or over-the-counter medication) only if all of the following requirements are met:

1. Prescription drugs must be in the original container, bear the name of the student, the name of the physician and the name of the pharmacy filing the prescription. Over-the-counter drugs must be maintained in the original container.
2. The appropriate approval form for medication must have been completed and signed by the parent or guardian for each medication.
3. The school nurse or other designated employee shall keep a written report of medication taken by the student.

CWC Kansas City reserves the right to refuse to administer certain types of medication (at the discretion of the Health Coordinator or other employee authorized by the Principal or other authorized school leader) when such administration could prove harmful to staff or student without proper training or direction of a doctor.

Student Self-Administration of Medicine

If a student is required to take medication prescribed by a physician or surgeon, during the regular school day, a detailed doctor's note with proper instructions is necessary. Designated staff will keep records of medication administered at school. CWC Kansas City will also return any surplus of medication upon completion of the regimen or prior to extended holidays/vacations.

For additional information, please see state requirement regarding student self-administration of medicine:

<http://www.moga.mo.gov/mostatutes/stathtml/16700006271.html>

Immunizations

All students attending CWC Kansas City are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with the Citizens of the World – Kansas City

state of Missouri immunization requirements will result in exclusion from school until proof of compliance is provided. Homeless children will be granted a temporary twenty-four (24) hour grace period within which to submit proof of compliance.

Drug Free School

CWCKC is committed to providing a healthy and positive learning environment. The use of drugs and alcohol by those on school grounds (staff, students, parents or guardians, visitors, etc.) is prohibited. Additionally, all CWCKC properties are smoke-free. Smoking of any kind, including electronic cigarettes, is also prohibited.

Mandated Reporting of Suspected Abuse or Neglect

In accordance with Missouri law, educators are legally obligated to report suspected truancy, child abuse, and neglect to the Missouri Children's Division.

Any CWC Kansas City official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately make a report via the Student Abuse Hotline to the Children's Division. The employee shall inform the Principal, whom shall inform the Executive Director that a report has been made and the Executive Director will keep the Board apprised of the status of the case.

An oral report shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Missouri Children's Division, or, in the absence of such agency, to an appropriate police authority or LEA attorney.

Emergency Preparedness

CWC Kansas City will cooperate fully with local emergency management preparedness authorities to develop and implement an emergency management preparedness program addressing man-made and natural disasters. Emergency drills will be practiced monthly with students and faculty for all potential emergencies, such as fire, tornado, earthquake, lock down, etc. **Specific details of the campus and communications system (including parent communication, emergency pick-up, and campus evacuation) will be provided to all families in writing.**

Additional Information

The following documents will be provided annually as addendums to the handbook and will be available on the school website, online Family Connections portal, and in hard copy in the school office:

- School Calendar
- Staff Roster and Contact Information
- Arrival and Dismissal Traffic Flow, Parking, Bus Transportation, and Carpool
- Campus Map
- Emergency Procedures
- Accidents & Injuries Forms
- Parent Notification Communication Systems
- National School Lunch Program Application

Appendix A – Discipline Policy

Discipline

Purpose

CWC Kansas City's discipline policy sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the school community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, the school system, other public entities, or community organizations. Where feasible, CWC Kansas City prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The intent of this policy will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance.

The Board authorizes the immediate removal of a student upon a finding by the Principal or designee that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

Enforcement

The Principal is responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the Principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the

classroom. All LEA staff is required to enforce LEA policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the LEA shall annually receive instruction related to the specific contents of the LEA's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

Investigation Process

When a violation of school rules is reported or suspected, the Principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Definitions of Disciplinary Methods

1. In-School Suspension - Defined as the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. The student may not attend or participate in extracurricular activities while assigned to in-school suspension.

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The Principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

2. Out-of-School Suspension - Defined as the removal of a student from school (or school bus) for one (1) to ten (10) school days. The Principal may impose

an out-of-school suspension of up to ten (10) school days. Schoolwork missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours.

3. Long-term suspension - Defined as the removal of a student from school (or school bus) for more than ten (10) school days but not beyond the current school semester. Only the Student Evidentiary Hearing Committee (defined below) or the school's governing board may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Student Evidentiary Hearing Committee or the school's governing board. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases, the Principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This does not apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

4. Expulsion - Defined as the removal of a student from school (or school bus) for a specified period of time beyond the current semester. Only the Student Evidentiary Hearing Committee or the school's governing board may impose expulsion.

A student who has been expelled may not attend any school within the LEA but may apply for readmission after six months.

5. Alternative School - A student who is removed from his/her local school for more than ten (10) school days may be allowed to attend an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. The student may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.
6. Probation - Probation means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found guilty of certain offenses may be placed on probation by the Principal, a local formal hearing officer, the Student Evidentiary Hearing Committee, the Disciplinary Action Review Committee, or the school's governing board. Violation of a local school or school system rule while on probation may result in further disciplinary action, including a possible referral to the Student Evidentiary Hearing Committee.
7. Restrictions on School Activities - Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, [including the prom or graduation exercises] if these occur during the period of

suspension or expulsion. A parent or guardian may, for good cause, petition the school leader for permission for the student to participate in school-sponsored activities. If denied permission by the school leader, the parent or guardian may appeal to the school's governing board. The Board's decision shall be final.

Offenses and Consequences

Reporting to Law Enforcement

It is the policy of CWC Kansas City to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the LEA is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.023, .024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.
17. Harassment under § 565.090, RSMo.
18. Stalking under § 565.225, RSMo.

The Principal shall also notify the appropriate law enforcement agency if a student is discovered to possess a controlled substance or weapon in violation of the LEA's

policy.

In addition, the Principal 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 Principal, designee, other administrators, or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any of the following offenses a serious violation of the school's policy and must be documented in the student's discipline record in accordance with law:

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 for more than ten (10) school days.

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 superintendent or designee. Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity shall not be allowed to be within 1,000 feet of any public school in the LEA unless one of the following conditions exist:

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

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 Principal of the school that suspended the student.

The student is in an alternative school that is located within 1,000 feet of a public school in the LEA.

The student resides within 1,000 feet of a public school in the LEA and is on the property of his or her residence.

If a student violates this prohibition he or she may be subject to additional discipline, including suspension or expulsion, in accordance with the offense, Failure to Meet Conditions of Suspension, listed below.

Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential

consequences for violation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

1. Arson - Starting or attempting to start a fire or causing or attempting to cause an explosion.
 - a. First Offense: Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion; restitution if appropriate.
 - b. Subsequent Offense: 1-180 days out-of-school suspension or expulsion; restitution if appropriate.

2. Assault –
 - a. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.
 - i. First Offense: Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
 - ii. Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.
 - b. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.
 - i. First Offense: Expulsion.

3. Automobile/Vehicle Misuse – Discourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.
 - a. First Offense: Principal/Student conference, suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
 - b. Subsequent Offense: Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

4. Bullying – Intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, cyber-bullying, and exclusion from a peer group.

More specifically, bullying is a particular category of aggressive behavior that

- includes the following three components:
- a. Aggressive behavior that involves unwanted, negative actions.
 - b. A pattern of behavior repeated over time.
 - c. An imbalance of power or strength, real or perceived.
- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
5. Bus or Transportation Misconduct– Any offense committed by a student on, while waiting for, or entering transportation provided by or through the school shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.
6. Dishonesty – Any act of lying, whether verbal or written, including forgery.
- a. First Offense: Nullification of forged document. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-10 days out-of-school suspension.
 - b. Subsequent Offense: Nullification of forged document. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
7. Disrespect to Staff– Willful or continued willful disobedience of a directive or request by a LEA staff member or disrespectful verbal, written, pictorial, or symbolic language or gesture that is directed at a LEA staff member and that is rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings.
- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-10 days out-of-school suspension.
 - b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

8. Disruptive Conduct or Speech – Verbal, written, pictorial or symbolic language or gesture that is directed at any person and that is disrespectful, rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension, or expulsion.

9. Drugs/Alcohol

- a. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.
- i. First Offense: Principal/Student conference, in-school suspension or 1-180 days out-of-school suspension.
 - ii. Subsequent Offense: 1-180 days out-of-school suspension or expulsion.
- b. Possession, use of, or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.
- i. First Offense: Principal/Student conference, in-school suspension, 1-180 days out-of-school suspension.
 - ii. Subsequent Offense: 1-180 days out-of-school suspension or expulsion.
- c. Sale, purchase, transfer or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.
- i. First Offense: Expulsion.

10. Extortion – Threatening or intimidating any person for the purpose of obtaining money or anything of value.

- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension,

or 1-180 days out-of-school suspension.

- b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

11. Failure to Meet Conditions of Suspension – Coming within 1,000 feet of any public school in the LEA while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity. (See section of this regulation entitled, Prohibition against being on or near School Property during Suspension.)

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy.

- a. First Offense: Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
- b. Subsequent Offense: Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

12. False Alarms (see also Threats or Verbal Assaults) – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of school property.

- a. First Offense: Restitution. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
- b. Subsequent Offense: Restitution. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

13. Fighting (see also, Assault) – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
- b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

14. Harassment/Discrimination – Use of verbal, written or symbolic language based on race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of illegal harassment include, but are not limited to, graffiti, display of written material or pictures, name calling, slurs, jokes, gestures, threatening, intimidating or hostile acts, theft or damage to property.
- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
15. Hazing – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, 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 occur even when all students involved are willing participants.
- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
16. Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.
- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

17. Sexual Harassment/Discrimination

- a. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.
 - i. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - ii. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
- b. Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether or not the touching occurred through or under clothing.
 - i. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

18. Sexual Misconduct – Exposing of body parts to another individual including, but not limited to, possession, transfer or exposure of images, electronic or otherwise, of the body parts or sexually explicit images of oneself or others, and/or initiating or participating in an act of a sexual nature.

- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
- b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

19. Technology Misconduct

- a. Unauthorized use of cellular telephones, personal computers, or unauthorized use of electronic devices during instructional time.
 - i. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - ii. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
- b. Attempting, regardless of success, to gain unauthorized access to technology system or information; to use LEA technology to connect to other systems in evasion of the physical limitations of the remote system; to copy LEA files without authorization; to interfere with the ability of others to utilize LEA technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or using LEA technology; or to evade or disable a filtering/blocking device.
 - i. First Offense: Restitution. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - ii. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
- c. Violation other than those listed in (b) or of Board policy EHB and regulation EHB-R, administrative procedures or etiquette rules governing student use of LEA technology.
 - i. First Offense: Restitution. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - ii. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

20. Theft - Including theft, attempted theft or knowing possession of stolen property.

- a. First Offense: Return of or restitution for property. Principal/Student conference, in-school consequences as determined by Student

Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.

- b. Subsequent Offense: Return of or restitution for property. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

21. Threats or Verbal Assault - Verbal, written, pictorial or symbolic language and/or gestures creating a reasonable fear of physical injury or causing school property damage. Threats by students, whether made on campus or off school grounds, which constitute a "true threat" against the LEA, its students or employees, will be immediately reported to law enforcement officials and will subject the student to suspension and a possible referral for expulsion. The definition of "true threat" shall be construed in accordance with applicable law and encompasses those statements that a reasonable recipient would view as a serious threat of violence or death.

- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
- b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

22. Tobacco - Defined as possession and/or use of any tobacco products on school grounds, school transportation or at any school activity.

- a. First Offense: Confiscation of tobacco product. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
- b. Subsequent Offense: Confiscation of tobacco product. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.

23. Truancy - Defined as absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension.
- b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension.

24. Unauthorized Entry - Entering or assisting any other person to enter a LEA facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a LEA facility through an unauthorized entrance; assisting unauthorized persons to enter a LEA facility through any entrance.
- a. First Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - b. Subsequent Offense: Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
25. Vandalism - Defined as the willful damaging or the attempt to cause damage to real or personal property belonging to the school, staff or students.
- a. First Offense: Restitution. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension.
 - b. Subsequent Offense: Restitution. Principal/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
26. Weapons
- a. Defined as the possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo, which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.
 - i. First Offense: Principal/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
 - ii. Subsequent Offense: 1-180 days out-of-school suspension or expulsion.
 - b. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2)
 - i. First Offense: One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
 - ii. Subsequent Offense: Expulsion.

Federal Guidelines Information for Parents - ESSA

At CWCKC, these goals are achieved through the work of our Family Council, Family Engagement Coordinator in coordination with the broader Family Engagement Team, Principal, Executive Director, and Governing Board throughout the year.

Parental and Family Involvement Policy

Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112 (Title I.A LEA plan), establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

- Involve parents and family members in jointly developing the local educational agency plan.
- Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education
- Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying
- Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- Strategies to support successful school and family interactions
- Use the findings of such evaluation in subparagraph to design evidence-based

strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section

- Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

At CWCKC, these goals are achieved through the work of our Family Council, Family Engagement Coordinator in coordination with the broader Family Engagement Team, Principal, Executive Director, and Governing Board throughout the year.

School-Parent Compact

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT—As a component of the school-level parent and family engagement policy, CWC Kansas City served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the CWC Kansas City staff, and students will share the responsibility for improved student academic achievement and the means by which CWC Kansas City and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—

- CWC Kansas City responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum
- Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
- Frequent reports to parents on their children's progress
- Reasonable access to CWC Kansas City staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Ensuring regular two-way, meaningful communication between family members and CWC Kansas City staff, and, to the extent practicable, in a language that family members can understand.

Parent's Right to Know Professional Qualifications of Teachers and Paraprofessionals

At the beginning of each school year, CWC Kansas City receives funds under Title I shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and CWC Kansas City will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

Whether the student's teacher—

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived
- Is teaching in the field of discipline of the certification of the teacher
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Missouri Department of Elementary and Secondary Education Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA).

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?
The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.