

Family Handbook

2022-23

Welcome!

Dear Citizens of the World Kansas City Families,

Citizens of the World Kansas City ("CWCKC") is so happy you are here! As we enter our seventh year of operation, we are focused on improving and enhancing the educational experience of the nearly 450 students in grades K-8 attending CWCKC this academic year.

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, and particularly this year, brings growth and change. We expect to learn and grow in our understanding of what will make our 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. 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 in 2022-23. We welcome the chance to get to know your child and hope that you will participate in the community with great frequency in whatever way is comfortable for you. Thank you for all you do to help us grow. Our community is stronger because of you.

Sincerely,

Dr. Danielle Miles
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. CWCKC'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. SEL is as important as traditional academic subjects and necessary for the world in which we live.

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 prepared to thrive in the pluralistic society.

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 computation. Art, music, physical education, social-emotional development and other disciplines all have an important place in our

schools and development of our children. Extending our focus to these pursuits will help develop a lifelong passion for learning and 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 and 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.

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 are 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 school 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 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.

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 more prepared 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. 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 interaction 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 might 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 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, siblings of students currently enrolled, children of full-time faculty/staff, 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. Requests for enrollment received after the Lottery Deadline will still be given an enrollment preference and will be slotted into the waitlist at the end of the appropriate preference group. 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 3:30pm. 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 email dismissalchanges@cwckansascity.org before 3:00 pm.

Annual Calendar

The annual calendar can be found on our website at <https://www.cwckansascity.org/school-calendar.html#/>

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 at our Broadway campus:

AM: 7:00-7:45am- Students may eat breakfast in the MPR, then proceed to classrooms.

PM: 3:45-6:00pm- Afterschool ACE

Students may only attend the ACE Program if they are registered and paid up-to-date through Parent Portal on Infinite Campus.

The ACE Program offers three components of programming to serve children and families:

ACE Care

This includes time for open play, snack time, homework help, and creative 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 Program activities are taught and supervised by our own ACE staff members who participate in training 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. Clubs might include Chorus, Computer Programming, Dance, Book Club, Fitness, Karate, Spanish Language and Culture, and more. Offerings are based upon family input and interest. ACE Club offerings are taught by CWCKC faculty, staff, and community members.

ACE Supper

Free dinner will be served to all students in attendance at the ACE Program at 4:30pm.

ACE Program Fees and Due Dates

- The ACE Program will have 270 spots Kindergarten-8th grade. We will reserve students on a first-come basis.
- Fees for ACE are as follows:
 - There is an initial one-time family registration fee of \$30, which will cover ACE fees for August.
 - Fees are based on status for the free-reduced lunch program.

- Full pay= \$165 per month for the first student
- FRL (Free and Reduced Status) pay= \$100 per month for the first student
- Each additional student= \$65 per student
- Limited scholarships will be available (more information to come).
- Fees for ACE need to be paid on the 25th of each month **prior** to the month of service. For example, September fees will be due on August 25th.
- First payment is due on August 25th.
- Fees are a flat rate regardless of the time spent at ACE.
- Students **must** be admitted into the program to attend ACE. We will also maintain a waitlist for any students over the 270 spots. The waitlist will be reviewed monthly.
- Lack of payment will result in a drop from the program.
- Late pickups after 6pm will result in a drop from the program.

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

At CWCKC, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance from all students. Excellent attendance defined as attending school on time, all day, every day. These students are more able to learn, integrate effectively with their peers, and to settle comfortably into the rhythm 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. By making school a priority you will take a critical step in supporting your child's education.

CWCKC has an individual student goal of 95% attendance. To be most successful, academically, socially, and emotionally, children need to attend school 95% of the time. This allows for the reality that across the school year, a student might have 8-9 days of excused absences – such as getting sick, a necessary appointment, or an emergency in the family. All remaining days the child can participate in the full breadth of the school day – from morning meeting to closing circle – in order to be immersed deeply in the educational and social/emotional experiences.

CWCKC has a school-wide attendance goal of 90/90, which means 90% of students are in attendance at least 90% of the time. Our progress toward this goal is reported monthly to the Board of Directors. In addition, our attendance rate – which is calculated by including both late arrivals and absences – is used to determine our annual school-wide performance scores and funding from the state of Missouri. Higher attendance school-wide equates to higher scores for the school and more funds for important resources. It also means a more stable learning environment for all our students and more opportunities to achieve.

Daily Attendance

Attendance at CWCKC is measured by the number of minutes per day a child is at school. Much of CWCKC's state funding is based on the number of minutes each day students are in school. The school loses funding for every absence – even if the absence is excused. For these reasons, it is imperative that families take attendance seriously. Each student's quarter progress report will report the total minutes of school missed as a result of late arrival, early dismissal and absences, and the resulting attendance rate.

When a student misses a day of school, a parent or guardian must inform the school by calling the front desk or contacting the student's teacher. Students who are absent more than three (3) consecutive days because of illness must provide a doctor's note upon return to school.

NOTE: CWCKC understands that sometimes life interferes with the best-laid plans to get students to school. We encourage parents or guardians who are struggling to get their students to school to contact the Director of Student Support for support.

*(Director of Student Support, Johanna Chambers;
johanna.chambers@cwckkansascity.org)*

Late Arrivals

The school day begins at 8 a.m. Students arriving after 8 a.m. must be signed into school at the front desk by a parent or guardian before going to class. Minutes of lost learning are documented and considered into the student's and school's overall attendance rate. Students arriving late miss important announcements at the start of the day and their entrance into the classroom can create a distraction to the learning environment.

Early Pick-Ups

The school day ends at 3:30 p.m. Families are reminded to schedule any appointments or other scheduled activities after school. Students who need to be picked up early must be signed out at the front desk. Office personnel may request state identification

or driver's license to confirm to the identity of the adult. Early pick-ups are recorded and tracked by the school's attendance system and incorporated into the student and school's overall attendance rate. Please refrain from scheduling appointments or picking children up early from school for family convenience. Early pick-ups disrupt the class and interfere with the learning of all students. Chronic early pick-ups will be addressed by the school counselors and/or school leadership.

Excessive Absences

School attendance is measured by the amount of time a student is in school. An average school week includes 2100 minutes, so a student with excellent attendance would be present for at least 1995 minutes (95%). This student would be meeting and exceeding our goal of 90% attendance. Students who fall below a 90% attendance rate are missing important learning and opportunities for critical skills development.

When a student's attendance rate falls below 90%, school staff begin engaging families to improve daily attendance. Our goal is to work with families to make it possible for students to be on time and at school every day. For students below a 90% attendance rate, we will take the following actions:

Below 90% attendance	A letter is automatically sent to the home explaining the school's attendance policy and outlining the student's attendance rate to date. A phone call with the school counselor is required. The family is informed of various support mechanisms in place to support families in getting students to school such as opportunities to carpool. Improvement in the attendance rate is expected within one month's time or further steps will be taken, as outlined below.
Below 80% attendance	Parents or guardians are required to attend an in-person meeting with school staff to discuss attendance challenges. Weekly attendance reports will be sent home until improvement is seen. Students whose attendance rate falls below 80% and do not show improvement within one month's time are missing significant portions of learning and holding a seat that another student could fill. If attendance is not improved, CWCKC will consider reporting a concern of educational neglect.

For any student whose attendance creates disruption to the classroom (arriving late or leaving early) or who is unable to keep up with their grade-level work, CWCKC reserves the right to take additional action to ensure a positive learning environment for all students.

Excused vs. Unexcused

Even though every absence is calculated into the overall attendance rate, they must still be reported to the state as “Excused” or “Unexcused.” Every absence is recorded in the school attendance system as Excused or Unexcused.

What is Excused?

- Illness and/or hospitalization, parent/guardian verified
- Medically documented illness (documentation from a doctor is required after 3 consecutive days of absence)
- Documented dental, mental health, or medical appointment
- Religious observance
- School-related activities in which the student is participating
- Serious illness or death of immediate family member (mother, father, sibling, grandparent)
- Mandatory court date
- Other circumstances with prior approval of administrator

The parent or guardian MUST contact the school by phone, and in some cases in writing, in order for these absences to be considered an “excused” absence. Any other absence is considered “unexcused.”

All work missed due to absence should be made up by the student within a reasonable time or the student risks not receiving credit for the missed work. It is the family's responsibility to make arrangements with the teacher for make-up work.

To participate in an extracurricular or after school activity, a student must be in attendance on the school day of the activity. This includes but is not limited to specials, clubs, team sports, school performances, school events, and student-led conferences.

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 ensuring that children are well fed with nutritious and balanced meals and snacks throughout the day.

- Every student has access to our breakfast program.
- Every student will take part in a snack break during the day. Students may relax, enjoy a snack, and listen to a read-aloud story from their teacher.
- Every student will have lunch in our multi-purpose room. Students have the option of eating our hot lunch or bringing a lunch from home.
- Students who stay after school in our ACE Program will receive a sack dinner at 4:30; which must be served and eaten on site.

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

Meals: Breakfast, Lunch, and Dinner

Families may purchase breakfast or lunch for their student. All students 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 are 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 website.

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

Breakfast costs \$2.50/meal and must be ordered by the week for \$12.50 total.

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

(We will offer milk purchases daily. 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.)

Dinner will be served daily to all students who are still in attendance at the ACE after school program at 4:30pm. Supper is provided to all students free of charge by the

Child and Adult Care Food Program for At-Risk After School Programs and this program requires the dinner to be eaten on site instead of taken home.

Snacks

Students will eat snacks daily. Snacks packed and brought from home should be packed separately from all other items, in a bag or small lunch box. Snacks should be a small, healthy serving of one item and some water to drink. Please do not pack a full meal for snack time.

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.

Only water should be sent for a snack drink. Do not send juice or carbonated beverages. In addition, snacks are 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 students 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.

Citizens of the World Charter Schools Meal Charge Policy

I. PURPOSE OF POLICY:

The purpose of this policy is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department. The goals of this standard of practice are:

- To treat all students with dignity in the serving line regarding meal accounts
- To support positive situations with district staff, district business policies, student and parent/guardian to the maximum extent possible
- To encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student

- To establish a consistent district policy regarding charges and collection of charges

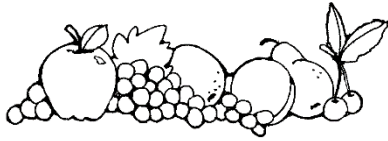
II. SCOPE OF RESPONSIBILITY:

- The food service department, Operations Manager: Responsible for maintaining charge records and notifying the student's parent/guardian.
- The Parent/Guardian: Immediate payment

III. ADMINISTRATION

1. Families are encouraged to apply for free and reduced price meal benefit. Any family that falls into a negative balance will receive a written notification to encourage them to apply for free or reduced price meal benefits.
2. Families are encouraged to pre-pay for meals. Money is accepted in the school office daily for payments. Payments are also accepted online in the Parent Portal using Infinite Campus.
3. Families will be notified of the school Unpaid Meal Charge Policy in writing before the school year begins and with each new transfer student. This policy will also be posted on the Food Service Website.
4. **All students:** Monthly email notices will be sent to parent/guardian. These notices will include total amount due or account balance, itemized charges for Breakfast, Lunch and/or ACE and any payment received and recorded on the student's account.
 - a. Calls on delinquent accounts will be made to try to collect payment.
 - b. All delinquent accounts at the beginning of May of the current school year will be subject to collections for payment.
 - c. A child will never be denied a meal, or provided with alternate meals, regardless of their account balance.
5. Households struggling to pay back a negative balance will be put on a long-term payment plan. Unpaid meal charges may be carried over at the end of the school year (i.e., beyond June 30) as a delinquent debt and collection efforts may continue into the new school year. This allows CWCKC to work with individual families to establish longer repayment plans and to continue pursuing collection efforts when children change schools. When local officials determine further collection efforts for delinquent debt are useless or too costly, the debt must be reclassified as "bad debt."
6. Uncollected Meals debt is covered by the School General Fund.

CWCKC Healthy Snack List



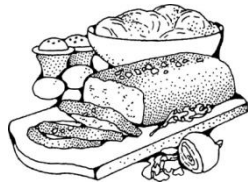
Fruits

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



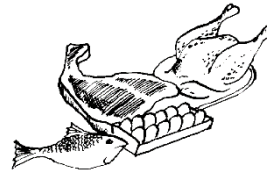
Vegetables

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 CWCKC, 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:

- Eliminate family struggles in the morning around 'what to wear',
- Ensure students 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 students to focus on more meaningful avenues for self-expression

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 student'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.
- Citizens of the World spirit wear



Pants / Skirts

- Solid tan or black colored 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 logos or stitching
- Citizens of the World spirit wear



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

Citizens of the World – Kansas City

Family Handbook, 2022-23

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. If the problem persists, 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 comprised 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. 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-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. Fountas & Pinnell assessments are also utilized throughout the primary grades for internal evaluation and measurements.

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 Head of School/Dean, 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 the 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 (including smart watches) 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 impact others. When a child acts in thoughtless or harmful ways, the entire Citizens of the World community is impacted. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for reflection and growth. Our philosophy towards social-emotional education and discipline focuses on responses to misbehavior that are educative, logical, and that emphasize restoring disruptions in relationships 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 and is committed to creating an environment that is Trauma Invested and that uses discipline to build skills within students rather than use punishment as an external means for control over behavior. CWCKC uses the Response to Intervention approach to guide the implementation of supports for students with behavioral and/or social and emotional needs. Our primary SEL curriculum is Conscious Discipline, however other aligned practices may also be used.

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. 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 skills to support emotional regulation, conflict management, and anti-bullying strategies as they build community in their classroom and in the school.

Commitment to Anti-Racism

We believe that all children have a right to access the high quality education provided at CWCKC. We are committed to eliminating practices that perpetuate the disproportionate discipline of students of color and students with disabilities. Through ongoing anti-racist work that will include but not be limited to data collection, ongoing examination of our disciplinary practices, and a commitment to learning and growing as a staff around issues of cultural competency and racial bias, we will actively work toward closing the exclusionary discipline gap in our school.

Expected Conduct

Every member of our school community, including staff, students, and families, contributes to the creation of a safe, joyful learning environment. The following conduct is expected of all students and staff in the classrooms, buildings, school campuses, on transportation provided by the school and at any school-sponsored event or at after-school functions:

1. All students, teachers, administrators, school personnel and parents/caregivers will treat every person with respect and compassion, regardless of race, ethnicity, class, gender, ability, medical condition, status or performance.
2. All students, teachers, administrators, school personnel, and parents/caregivers shall work to guarantee and protect the health, safety and welfare of every person regardless of race, ethnicity, class, gender, ability or status.
3. All students, teachers, administrators, school personnel, and parents/caregivers shall take responsibility for recognizing, resisting, preventing and reporting the bullying of any student by other students, teachers, administrators, and school personnel. The school shall provide a safe place where students can report bullying. In addition, students shall have the right to file this report with a person of the student's choice, such as an educator, guidance counselor, nurse or administrator.
4. The privacy of every person shall be respected and protected.
5. Teachers and administrators will be committed to ongoing learning through professional development opportunities to deepen their knowledge and skills in order to better serve students educational, social, and emotional needs, build strong relationships with the students and their families, and to deliver high quality education that each student is entitled to.
6. Students, teachers, and school personnel shall come to school and to class on time and ready, willing and able to engage effectively in the educational process.

7. When a student does not understand what the teacher is doing or is asking students to do, the student shall in an appropriate manner ask the teacher to explain or clarify what the teacher is doing or is asking students to do. The teacher shall respect this inquiry and in an appropriate manner seek to explain or clarify what the teacher is doing or is asking students to do. Teachers shall ensure that the classroom is a safe space for students to inquire as a foundation for the learning process.
8. When a student behaves in an inappropriate manner on school grounds or at a school event the teachers and administrators shall provide intervention and support to assist the student to address the behavior rather than focusing on separation and exclusion from school.
9. Students and or parents shall have the right to reach out for support from appropriate school personnel to assist them in dealing with what may be the causes of their behavior or academic issues. The school shall have the corresponding duty to provide appropriate personnel and locations on the campus where students can obtain the support and assistance needed.

Discipline Policy

The vast majority of discipline issues that arise in the primary grades will be addressed using emotional regulation strategies such as using the "safe place", conflict resolution and mediation with the support of an adult, and when appropriate, students will have the opportunity to repair relationships with those who were affected by the behavior. When a consequence is deemed necessary, consequences will be natural and logical. When circumstances require more than what is described above, the following guidelines have been put into place. Please see Appendix A at for the detailed discipline policy and Appendix B for the most up-to-date behavior support 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 a 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.

Any parent desiring to volunteer in a capacity that will be unsupervised with students (such as teaching an ACE Club alone) will also be required to complete a fingerprint-based background check through the MACHS system; more information on that process will be provided upon request.

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.

During the first week of school, each teacher will clarify and set expectations on frequency and method(s) of communication (newsletters, class website, emails, text, and/or calls) they plan to utilize for their class.

Additionally, CWC Kansas City will send out 1-2 school-wide newsletter communications – both in the student's classroom folder and digitally via email. Any communication that needs to be sent out urgently (i.e. a school closure, student safety issue) will be sent through our Student Information System via email and text to the email addresses and phone numbers the school has on file. Please be sure the school always has your most up-to-date contact information.

Teacher/Head of School or Dean 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 Dean/Head of School outside of the instructional school day. Meetings can be scheduled directly with the individual, or by contacting the Main Office.

Family Council Meetings

The Family Council will be composed 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 Head of School/Dean 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 (816-499-8000) regarding the following:

- Attendance
- Dismissal
- Before and After School Program

- Hot Lunch Program
- School Calendar
- Other questions or ideas

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

When deciding to close school for inclement weather, CWC Kansas City will generally follow the lead of the Kansas City Public School District. However, CWC Kansas City

reserves the right to still make our own decision.

When KCPS announces their decision, CWC Kansas City will announce and communicate our decision as well. We will post on our website and Facebook page, report to ABC-CBS-NBC, and send email/texts to our staff and parents. We will use the most updated contact list, please ensure the school always has the correct email/phone number(s) on file.

Generally speaking, we will wait for the decision from KCPS before making a decision for CWC.

- If KCPS is closed and we follow suit, we will communicate as soon as we are aware of their decision and confirm our own.
- If KCPS is closed and we will still stay open, we will communicate as soon as we are aware of their decision and confirm our own.
- If KCPS is on a delayed start schedule, we will communicate our open/close status as soon as we are aware of their decision and confirm our own.
- If KCPS is either open, or is very late (in our opinion) to announce a closure, we may still decide to close regardless, and we will communicate that decision as soon as we have made it.

These decisions are almost always made outside of normal school hours; therefore, please do not call, email, or message the school or specific employees and expect an immediate response – we will communicate a decision utilizing all of the above methods as soon as the decision is made.

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 Head of School 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 Head of School 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 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 Head of School, 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

1. Missouri Course Access & Virtual School Program

As required by Missouri statute, any student under the age of twenty-one in grades kindergarten through twelve shall be allowed to enroll in Missouri course access and virtual school program courses of his or her choice as part of the student's annual course load each year or a full-time virtual school option.

CWC Kansas City shall pay the costs associated with the course or courses if:

1. The student is enrolled full-time in and has attended, for at least one semester immediately prior to enrolling in the Missouri course access and virtual school program, a public school except if the student has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the community the previous semester; and
2. CWC Kansas City approves the student's enrollment in a Missouri course access and virtual school program course or courses. If CWC Kansas City disapproves the student's enrollment, CWC Kansas City shall provide the reason in writing and it shall be for "good cause." The student's family shall be notified they have a right to appeal to the charter school governing body during a governing body meeting. The family of the student shall be given an opportunity to present their reasons for their child or children to enroll in the Missouri course access and virtual school program and the charter school shall provide its "good cause" justification for denial. The family and the charter school shall also provide their reasons in writing and these documents shall be entered into the official minutes of the meeting of the governing body. The charter school governing body shall issue their decision in writing within thirty calendar days and then an appeal may be made to the department of elementary and secondary education. The department of elementary and secondary education shall provide a final enrollment decision within seven calendar days. Good cause shall be defined as "a determination that doing so is not in the best educational interest of the student."

CWC Kansas City shall inform parents of their child's right to participate in the Missouri course access and virtual school program. There shall be information available in the parent handbook, registration documents and on CWC Kansas City's website.

CWC Kansas City shall pay the content provider directly on a pro rata monthly basis based on the student's completion of assignments and assessments. CWC Kansas City shall not pay more than the market necessary costs but in no case shall pay more than fourteen percent of the state adequacy target as defined in RSMo 163.011, as calculated at the end of the most recent school year for any single, year-long course and nor more than seven percent of the state adequacy target for any single semester equivalent course.

If a student is a candidate for A+ tuition reimbursement, CWC Kansas City shall attribute no less than ninety-five percent attendance to any such student who has completed a virtual course.

Pursuant to rules to be promulgated by the department of elementary and secondary education, CWC Kansas City shall allow the following:

1. If a student transfers into CWC Kansas City while enrolled in a Missouri course access and virtual school program course or full time virtual school, the student shall continue to be enrolled in such course or school.
2. When a student transfers into CWC Kansas City, credits previously gained through successful passage of approved courses under the Missouri course access and virtual school program shall be accepted by CWC Kansas City.

CWC Kansas City shall monitor student progress and success, and take into account the department of elementary and secondary education's and provider's recommendations regarding a student's enrollment in the program. CWC Kansas City may terminate or alter the course offering if it is found the course or full-time virtual school is not meeting the educational needs of the students enrolled in the course.

CWC Kansas City shall monitor student progress and success, and course or full-time virtual school quality, and annually provide feedback to the department of elementary and secondary education regarding course quality.

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 disciplinary procedures for students who violate these rules. In general, discipline is designed to teach skills, such as self-regulation and taking responsibility for actions, that are necessary to learn, participate in a school community and beyond. The goal of discipline at CWCKC is for students to internalize these skills which will positively impact the students throughout their lives. Disciplinary actions will take into consideration the behavior itself, the impact on the student's environment, the student's developmental level and grade level, and the student's previous discipline history, as well as other relevant factors. Consequences will be natural and/or logical as much as possible and, when appropriate, will involve reparation and repair between the student and all impacted parties. CWCKC will rely on discipline practices that are aligned with Conscious Discipline, Trauma Informed Practices, and restorative practices. The intent of all discipline at CWCKC is to teach appropriate behavior, rather than to punish for inappropriate behavior.

The disciplinary process may include due consideration of student support services that may be available through the school, other public entities, or community organizations. When students are consistently unable to function safely in school with the supports available, when feasible, CWC Kansas City prefers to reassign students to alternative, therapeutic 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 Head of School 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.

Policies are written in accordance with the Safe Schools Act. For more information visit <https://dese.mo.gov/governmental-affairs/legislation/safe-schools-act>.

Enforcement

The Head of School and Deans are 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 Head of School/Dean. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All CWCKC staff is required to enforce CWCKC 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 CWCKC staff shall annually receive instruction related to the specific contents of the CWCKC'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 Head of School/Dean 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 student who has breached school rules or expectations, those affected by the conduct, and any 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. The school social workers 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.

Procedures for Addressing Breaches of Discipline Policies: Consequences, Interventions and Supports

CWCKC is working to transform the school Discipline Policies as part of its effort to align our response to inappropriate behavior to what we know about how children internalize discipline and learn new skills. Traditionally when a student violates a school discipline code the student is regarded as a “perpetrator” from whom a “punishment” must be exacted to do justice. CWCKC's amended policies will require a mindset shift in our staff and family community. CWCKC believes these changes in practices will result in a reduction in the incidence of infractions and will teach students lifelong skills that will benefit individual students, the school community, and the community at large. Should I say something about the school to prison pipeline??

CWCKC recognizes that professional development for teachers, administrators and other school personnel will be a critical part of how we implement and manage the transformation to new approaches outlined in these policies.

Therefore, CWCKC will focus on new approaches to problem-solving. **Response to Intervention, Conscious Discipline** and **restorative practices**, described below, are the pillars of our new approach to problem-solving in the educational process. They are rooted in the beliefs that all behavior communicates a need and that discipline must be taught and developed and not imposed on students. The new approach values every student as an individual as well as fairness and justice in the disposition of disputes. The goal is to keep students in school where they can learn, participate in their classroom and school community. Key factors in effective discipline are providing opportunities to sustain relationships in the context of discipline through opportunities for reparation, problem solving, and conflict resolution. CWCKC is committed to avoiding the use of exclusionary discipline practices, except where required by law.

At the same time, students, parents, educators and administrators must understand that the CWCKC will hold students accountable for their conduct and that the consequences are appropriate to the nature and extent of the breach of the Conduct Policies.

Response to Intervention

Response to Intervention (RTI) is a three-tier system of support used to identify students with learning and behavior needs. Tier 1 interventions include interventions that apply to the entire class or school. An example of a Tier 1 intervention is social and emotional learning activities that are built into a classroom's schedule. Tier 2 interventions are small group interventions for students who need support beyond what is available to the entire class or school population. An example of a Tier 2 intervention is a social skills group for students who are struggling with conflict resolution. Tier 3 interventions are individualized for students who need support beyond what is available in a full classroom and small group settings. Examples of Tier 3 interventions are counseling and a modified schedule.

Through data collection, intervention, assessment of progress and revised practice, the Student Support Team is able to make recommendations for interventions, accommodations, and services that will decrease behavioral challenges and improve student success.

Conscious Discipline

Conscious Discipline is an evidence-based, trauma-informed approach to behavior management in the classroom. Using an understanding of brain science, Conscious Discipline teaches both adults and children how to regulate emotions, resolve conflict, and create an empathic and emotionally safe school environment where all children can learn. It is built on three principles: 1) Controlling and changing ourselves is possible and has a profound impact on others, 2) Connectedness governs behavior, and 3) Conflict is an opportunity to teach.

Conscious Discipline is a Tier 1 Intervention which will support our students' social and emotional learning and facilitate a safe learning environment for all students. With an understanding that all behavior is an expression of a need, Conscious Discipline will guide decision making around assessing students' needs and putting necessary supports in place.

Conscious Discipline teaches both students and adults 7 important skills that are crucial to creating a healthy school family. They are composure, assertiveness, encouragement, choices, empathy, positive intent, and consequences. Conscious Discipline incorporates routines, structures, and rituals to support each skill, which will be woven throughout students' school day, regardless of grade level.

During the 2020-21 School year faculty and staff will continue regular training on Conscious Discipline, and the training will inform the ways classroom teachers will create a supportive environment for all learners.

Restorative Practices

Restorative Justice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. It views "harm" as a fracturing of relationships vs. a behavior that must be punished.

Practices rooted in Restorative Justice are designed to create a culture which is inclusive, builds fair processes into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through Restorative Practices members of the school community will:

- Have an opportunity to be heard
- Understand the greater impact of one's actions
- Learn to take responsibility
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community
- Participate in Connection and Restorative Circles
 - Used for team building and problem solving. These circles enable a group to get to know each other, build inclusion, and allow for development of mutual respect, trust, sharing, and concern.
 - When there is harm in the community, circles play an active role in addressing the harm and making things right.
- Participate in Restorative Conferences
 - Involves those who have acknowledged causing harm meeting with those they have harmed to seek understanding and perspective and come to an agreement that will repair the harm.

Restorative practices can strengthen the school community and reduce the incidences of wrongdoing and recidivism in the future. In addition, it assists both students and adults to learn how to solve problems and disputes without resort to violence or to the remedy of separating and excluding people from the community.

During the 2020-2021 school year we will begin the process of learning and integrating restorative practices into our school culture as well as in our responses to inappropriate behavior in school. We are in the beginning stages of this work, and we recognize that using restorative practices will require ongoing learning and a commitment from the whole school community.

In School Behavior Support

The Safe Place

The safe place is a physical location in the classroom that serves as a self-regulation learning center. It is equipped with tools for calming and self-regulation and it provides the opportunity for children to voluntarily remove themselves from the group in order to become calm and maintain control when they are experiencing intense feelings. The safe place is not used as a consequence or time out, but is a positive space that reinforces the social and emotional skills students learn and practice throughout their day.

Response Team

If a student becomes physically aggressive, elopes from the classroom, or is otherwise significantly disrupting the learning of other students, a trained response team member is called to coach and support the student. The goal is to provide the student with the support and prompting they need to become regulated and to be able to return to the class when calm and ready to learn. This may involve assisting the student through the five steps of regulation in the safe place, helping with problem solving, temporarily removing the student from the classroom to facilitate emotional regulation, and, when appropriate, supporting the student through the process of making repair with students and adults impacted by the behavior. Response Team members will work to address behavior issues without removing students from the classroom as much as possible. Response team is not available during after school or before care.

Teach and Protect Room

If a student becomes physically unsafe or elopes from the classroom and is unable to regulate safely and/or in a reasonable amount of time, they may need to be escorted to the Teach and Protect classroom. This room is supervised by individuals with specialized training in providing emotional and behavioral support for students who need additional time. Teach and Protect coaches will give the student time and space until the student is able to return to class ready to learn. This may involve practicing weak and/or missing skills, offering encouragement, making a plan for checking back with the student, etc.

Teach and Protect is not available during after school or before care.

Crisis Prevention

Key staff members are trained in the Mandt System to protect staff and students should a person be in crisis. The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the

behavior of an individual poses a threat of harm to themselves and/or others. The focus of The Mandt System is on building healthy relationships between all the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled “challenging.”

Definitions of Discipline Practices

CWC strives to minimize using suspension to address behavior challenges. However, there are instances when it is appropriate to utilize suspension based on the unique circumstances of the infraction. If a child is suspended outside of school, it will be mandatory to arrange a meeting with our Student Support Team. As much as possible, suspension will only be used in cases of serious behavior infractions that impact the safety of our students and/or staff. When a suspension is over, a student may return to school after meeting only after a family meeting. During the meeting, a consequence and repair plan will be created.

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 Head of School/Dean 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 Head of School/Dean 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 Head of School/Dean 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 Head of School/Dean, 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.

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 Head of School shall also notify the appropriate law enforcement agency if a

student is discovered to possess a controlled substance or weapon in violation of the school policy.

In addition, the Head of School 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 Head of School/Dean, 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 Head of School 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 Student 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension; restitution if appropriate.

b. Subsequent Offense: 1-10 days out-of-school suspension, referral for long term 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, 1-10 days out-of-school suspension, referral for long term suspension.

ii. Subsequent Offense: In-school suspension, 1-10 days out-of-school suspension, referral for long term 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. 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:

- Physical, emotional, or verbal aggression.
- A pattern of behavior repeated over time.
- An imbalance of power or strength, real or perceived.

a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

b. Subsequent Offense: Head of School/Dean/Student conference, detention, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension, or expulsion.

4. 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.

5. Dishonesty – Any act of lying, whether verbal or written, including forgery.

a. First Offense: Nullification of forged document. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support.

b. Subsequent Offense: Nullification of forged document. Head of School/Dean/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension or expulsion.

6. Disrespect to Staff– Willful or continued willful disobedience of a directive or request by a CWCKC staff member or disrespectful verbal, written, pictorial, or symbolic language or gesture that is directed at a CWCKC staff member and that is rude, vulgar, defiant, in violation of school policy or considered inappropriate in educational settings.

a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

b. Subsequent Offense: Head of School/Dean/Student conference, detention, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

7. 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 school 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.

- a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension.
- b. Subsequent Offense: Head of School/Dean/Student conference, in-school consequences as determined by Student Support Team, detention, in-school suspension, or 1-10 days out-of-school suspension.

8. 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, in-school suspension or 1-10 days out-of-school suspension.
- ii. Subsequent Offense: 1-10 days out-of-school suspension, referral for long term 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, in-school suspension, 1-10 days out-of-school suspension.
- ii. Subsequent Offense: 1-10 days out-of-school suspension, referral for long term 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.

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

- a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- b. Subsequent Offense: Head of School/Dean/Student conference, detention, in-school-suspension, 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

10. Failure to Meet Conditions of Suspension – Coming within 1,000 feet of any CWCKC campus 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, 1-10 days out-of-school suspension, referral for long term suspension, or expulsion.
- b. Subsequent Offense: Verbal warning, 1-10 days out-of-school suspension, referral for long term suspension, or expulsion.

11. 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. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- b. Subsequent Offense: Restitution. Head of School/Dean/Student

conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension, or expulsion.

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

a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

13. 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension, or expulsion.

14. 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

15. Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

- a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

16. 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- ii. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

ii. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

17. 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension.

b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

18. Technology Misconduct

a. Unauthorized use of cellular telephones, personal computers, or unauthorized use of electronic devices during instructional time.

i. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

ii. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

b. Attempting, regardless of success, to gain unauthorized access to

technology system or information; to use school technology to connect to other systems in evasion of the physical limitations of the remote system; to copy school files without authorization; to interfere with the ability of others to utilize school technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or using school technology; or to evade or disable a filtering/blocking device.

i. First Offense: Restitution. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

ii. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term 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 school technology.

i. First Offense: Restitution. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

ii. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

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

a. First Offense: Return of or restitution for property. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.

b. Subsequent Offense: Return of or restitution for property. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school

suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

20. 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 school, 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension.

b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

21. 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. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, in-school suspension, or 1-10 days out-of-school suspension.

b. Subsequent Offense: Confiscation of tobacco product. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

22. 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: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support.
- b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support.

23. Unauthorized Entry - Entering or assisting any other person to enter a school 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 school facility through an unauthorized entrance; assisting unauthorized persons to enter a school facility through any entrance.

- a. First Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- b. Subsequent Offense: Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

24. 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. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension.
- b. Subsequent Offense: Restitution. Head of School/Dean/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, detention, in-school suspension, or 1-10 days out-of-school suspension, referral for long term suspension or expulsion.

25. 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: Head of School/Dean/Student conference, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension or expulsion.
 - ii. Subsequent Offense: 1-10 days out-of-school suspension, referral for long term 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 Executive director.
 - 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, Head of School, 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, Head of School, 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.

