

NORTHEAST HIGH SCHOOL

KANSAS CITY PUBLIC SCHOOLS

415 Van Brunt Blvd. Kansas City, MO 64124

816-418-3300, Office

Home of “VIKING NATION”

2022-2023

Student Handbook

Dr. Waymond Ervin

Principal

Andrew Monrean

Vice-Principal

Rheanna Egli

Vice-Principal

Terence Dillard

Vice-Principal

District Information & Leadership

Manny Abarca Kansas City Public Schools School Board Member Sub District 3	Dr. Jennifer Collier Kansas City Public Schools Interim Superintendent	Dr. Derald Davis Kansas City Public Schools Interim Deputy Superintendent of Schools	Dr. Lloyd Jackson Kansas City Public Schools Asst. Supt. of Schools
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KCPS: Purpose

The purpose of Kansas City Public Schools (KCPS) is to provide a quality education that prepares all of our students, regardless of background or circumstances, for success in college, career and life. We will produce scholars who are high-achieving critical thinkers, prepared to succeed in a constantly changing world and engaged in improving their communities. KCPS will accomplish this goal by providing teachers with the appropriate training, resources and support they need to develop the whole child.

KCPS: Mission

The mission of KCPS is to achieve, in a way that is unencumbered by excuses, our vision for education by ensuring that all children benefit from teaching and learning. The school district will do this through:

- Inquiry-based instruction that involves active-learning, and is project-oriented, collaborative, and facilitated by meaningful professional development
- Successful instructional settings where teachers continually coach each child to develop a deep understanding and educational proficiency, while meeting all Adequate Yearly Progress goals
- Cooperative planning among principals and teachers to ensure attainment of district goals
- Substantial autonomy to each learning community

KCPS: Vision

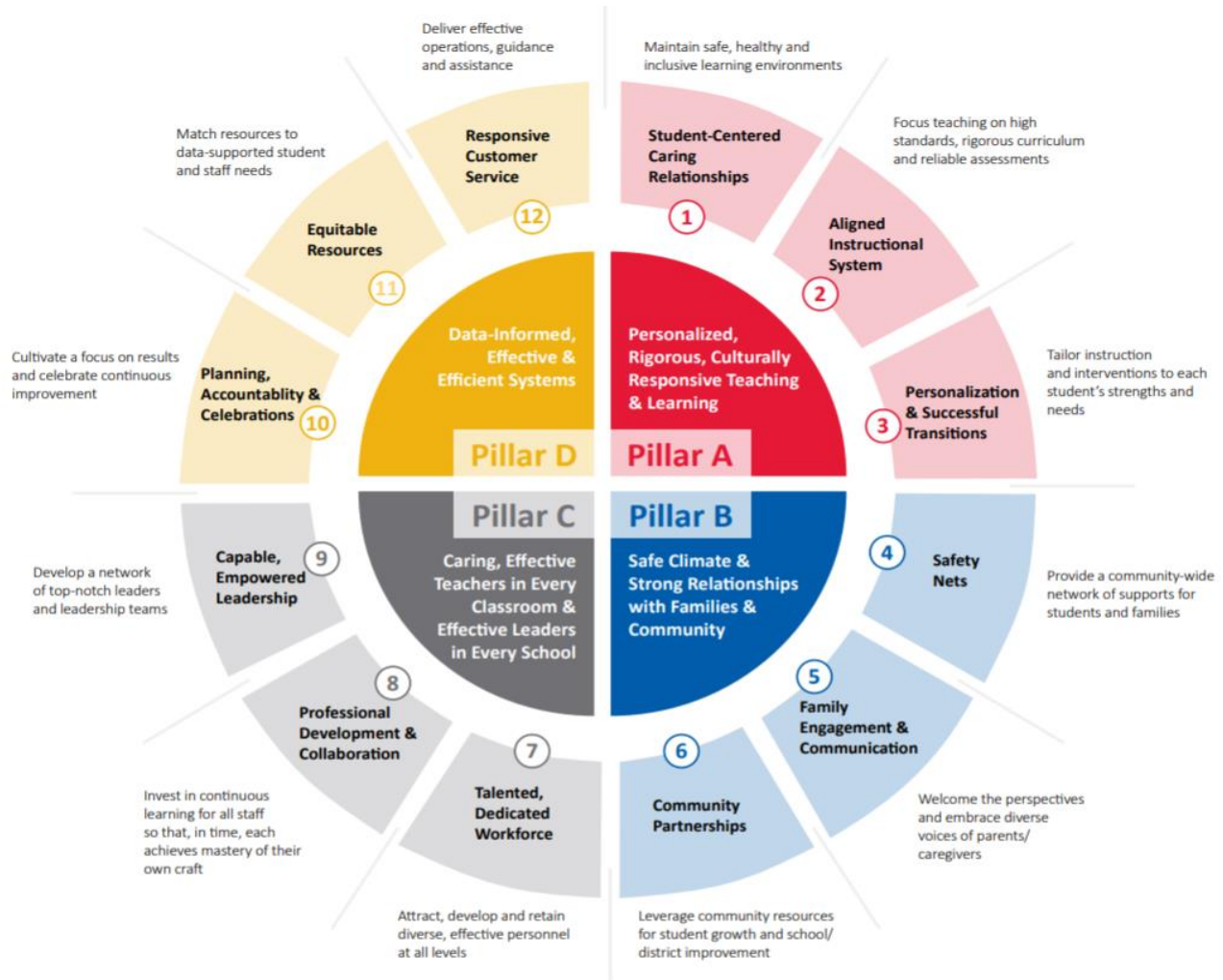
KCPS envisions its schools as places where every student will develop a deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-supporting employment, contribute to the civic well-being of the community, and have the opportunity for a rewarding and fulfilling life.

KCPS: Core Values

- Provide quality education for our students
- Prepare students to be college and career-ready
- Energize leaders
- Empower teachers
- Engage our parents and community
- Advocate on behalf of all students

Kansas City Public Schools Strategic Priorities and Four Pillars

A Roadmap for Student Growth and Success



The Four Pillars are the building blocks of what we must do well to achieve the outcomes for students; i.e., they are the means to the ends. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Pillar A focuses on **"TEACHING & LEARNING,"** the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

Pillar B recognizes that **"SCHOOLS CAN'T DO IT ALONE."** It promotes trust, open communication and healthy partnerships with families and community.

Pillar C emphasizes **"INVESTING IN PEOPLE"** by attracting, developing and retaining high-caliber staff at all levels.

Pillar D champions **"MANAGING THE WHOLE"** by creating mission-focused structures and processes that will facilitate effective and efficient operations and continuous improvement.

Northeast High School Leadership

Dr. Waymond Ervin Northeast High School Principal	Rheanna Egli Northeast High School Vice Principal 9 th Grade	Terence Dillard Northeast High School Vice Principal 10 th Grade	Andrew Monrean Northeast High School Vice Principal 11-12 th Grade
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Mission, Vision, Beliefs & Values

Mission Statement:

The mission of the Northeast High School is to collaboratively increase the academic and performance achievement of each scholar while enhancing their social development and their promise as global citizens.

Vision Statement:

“Northeast High School is a student-centered college and career readiness campus dedicated to ensuring a competitive education and transforming diverse scholars into eternal learners, productive citizens, and social aware leaders in their communities.”

Beliefs & Values:

Education is the shared responsibility of the school, student, parent, and community.

Education works best when there is mutual respect between teachers, parents, students, and the community.

The school environment meets the academic, social emotional, and physical needs of each Viking Learner by stimulating the desire to explore and make relevant all educational experiences for Viking Learners. Preparation for college and career decisions and higher education is essential to the future success of every Viking Learner.

Viking Nation Staff Members will embrace building positive relationships with learners to foster a sense of belonging, cultivating innovative thinking, by implementing the AVID and PBS model frameworks.

The Viking Nation School community respects, protects, and celebrates the diversity, talents, and potential of every Viking Learner.



2022-2023 185-day School Calendar

FOR MORE INFORMATION FOLLOW US ON OUR SOCIAL MEDIA    @KCPublicSchools

2022

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

- 9 Teachers Return
- 9-19 Teacher PD/Prep Days
- 22 First Day for Students

First Semester: August 22 - January 13
First Quarter: August 22 - October 21

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

- 21 First Quarter Ends
- 24 Second Quarter Begins
- 26 1st Quarter Grades Due
- 27 Teacher Work Day (No School for Students)
- 28 Parent/teacher Conferences (No School for Students)

Second Quarter: October 24 - January 13

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER

- 21-25 No School - Fall Break
- 30 Midterm Exams

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER

- 2 Midterm Progress Reports
- 19- JAN 1 Winter Break

2023

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

- 2 Teachers Return .5 PLC / .5 Workday (No School for Students)
- 3 Students Return
- 13 Second Quarter Ends
- 16 Holiday - MLK Day
- 17 1st Day of 2nd Semester/ 3rd Quarter
- 19 2nd Q/Semester Grades Due
- 23 Report Cards Available
- Second Semester: January 17 - May 26
- Third Quarter: January 17 - March 28

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

FEBRUARY

- 14 Midterm Exams
- 17 Parent-Teacher Collaboration 10 am - 6 pm (No School for Students)
- 20 Holiday - President's Day

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH

- 20-24 Spring Break
- 28 Third Quarter Ends
- 29 Fourth Quarter Begins

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL

- 3 Third Quarter Grades Due
- 7 Spring Holiday
- 26 Midterm Exams

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY

- 1 Midterm Grades Due
- 5 Senior Grades Due
- 26 Fourth Quarter / Final Grades Due Last Day for Students & Teachers (.5 day for students)

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE

- 5 First Day of Summer Academy
- 19 Juneteenth Holiday
- 20 First Day of Summer Academy if 10 snow days are used

Northeast High School Bell Schedule

Time	Odd/Even
7:20 – 8:40	1/2
8:45 – 10:05	3/4
10:10 – 10:50	Advisory
10:55 – 12:55	5/6
11:05 – 11:35	A Lunch
11:45 – 12:15	B Lunch
12:25 – 12:55	C Lunch
1:00 – 2:20	7/8

Freshman year checklist

Fall–Winter

College planning

- ☐ Learn the high school courses required by colleges
- ☐ Meet with your high school counselor for advice on your college plan
- ☐ Identify your interests, likes and dislikes—to help focus on your goals

Extracurricular activities

- ☐ Join a club or try out for a sports team
- ☐ Volunteer for something you find important

Spring

Academics

- ☐ Refocus your study habits and finish the year strong (<https://tinyurl.com/hs-studyskills>)
- ☐ Keep up your grades—colleges look at your grade point average (GPA)
- ☐ Set your sophomore class schedule with your counselor to include honors or Advanced Placement (AP) classes
- ☐ Create your four-year academic plan with your counselor

Career exploration

- ☐ Start searching for summer programs (e.g., academic, work, volunteer, travel)
- ☐ Spend a day at work with a family member, friend, or community member and learn about their job
- ☐ Attend career fairs or career day at your school or in your community

College exploration

- ☐ Attend local college fairs in your area or at your school
- ☐ Talk to current college students about their path to college and college life
- ☐ Try virtual campus tours (<https://campustours.com>)

Summer

Prepare for summer

- ☐ Participate in an enrichment program that expands your knowledge
- ☐ Get a job—many important skills are developed in work environments
- ☐ Volunteer with an organization you find interesting
- ☐ Apply for a service learning program
- ☐ Prepare for sophomore year by doing summer reading
- ☐ Visit college campuses

Money management

- ☐ Open a bank account and save money for college
- ☐ Take a financial education course online (www.fdic.gov/consumers/consumer/moneysmart/young.html)
- ☐ Talk to your parents or guardians about a college savings plan



The Freshman Year Checklist is part of the 2019-2020 *Opportunities Preparing for College Guide and Workbook*. This free college planning publication provides students and families with important information and tools to guide their pursuit of postsecondary education. These books are available in English and Spanish. Full PDFs of each *Opportunities* booklet can be downloaded at www.ecmc.org/opportunities.

Sophomore year checklist

Fall–Winter

Time management

- ☐ Learn how to make the most efficient use of your time
- ☐ Use SMART goals to keep you on task (www.studyright.net/wp-content/uploads/2013/01/SMART-Goals-Tracker.pdf)
- ☐ Include down time in your schedule

College entrance exams

- ☐ College placement test preparation
- ☐ Take the PSAT (Pre-SAT) to help prepare you for the SAT (www.khanacademy.org/test-prep/sat)
- ☐ Take the PLAN (Pre-ACT) to help prepare you for the ACT (www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-academy.html)

Spring

Academics

- ☐ Keep up your grades—colleges look at your grade point average (GPA)
- ☐ Review your four-year academic plan with your counselor
- ☐ Plan rigorous academic courses for your junior year
- ☐ Review your four-year academic plan with your counselor
 - ☐ Enroll in Honors, Advanced Placement (AP) or International Baccalaureate (IB) courses, which may earn college credit
 - ☐ Take college courses while in high school and earn both high school and college credit (known as dual/concurrent enrollment)

Extracurricular activities

- ☐ Join a club or try out for a sports team
- ☐ Volunteer for something you find important
- ☐ Explore summer opportunities—be mindful of application deadlines

Career exploration

- ☐ Seek summer opportunities to work or volunteer in your field of interest
- ☐ Take an interest inventory—it expands your ideas for careers you may enjoy (<https://bigfuture.collegeboard.org/explore-careers>)
- ☐ Have conversations with counselors, teachers, family and community members about their career paths and what they studied in college

College search

- ☐ Visit campuses—think about size, location and academic programs
- ☐ Attend local college fairs in your area (www.nacacfairs.org/attend/national-college-fairs)
- ☐ Try online college fairs and virtual campus tours (<https://campustours.com>)
- ☐ Use an online search engine to find colleges (<http://bigfuture.collegeboard.org>)
- ☐ Try virtual tours (<https://campustours.com>)

Summer

Prepare for summer

- ☐ Create a summer reading list from teacher recommendations
- ☐ Confirm your summer plans (e.g., work, academic enrichment programs, summer workshops, service learning, travel, camps, internship, campus tours)

Money management

- ☐ Learn about types of scholarships and grants (www.finaid.org, www.studentaid.gov)
- ☐ Take a financial education course (www.fdic.gov/consumers/consumer/moneysmart/young.html)
- ☐ Use the tools found on the College Affordability and Transparency Center website (<https://collegecost.ed.gov>) to compare and estimate your college costs
- ☐ Research Net Price Calculators on the websites of colleges and universities that appeal to you



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Junior year checklist

Fall–Winter

College planning

- ☐ Meet with your college counselor about your coursework and college plans
- ☐ Become or stay involved in extracurricular activities
- ☐ Check college websites for admission requirements
- ☐ Create a professional email address to use when applying for scholarships, registering for college entrance exams, and completing college applications
- ☐ Attend college fairs and/or college information events
- ☐ Meet with college and university admissions recruiters when they visit your high school

College search

- ☐ Tour local campuses and visit non-local colleges during winter and spring breaks; consider campus size, location and academic programs
- ☐ Try online college fairs and virtual campus tours (www.collegeweeklive.com, <https://campustours.com>)
- ☐ Use college search sites to explore your college options (www.cappex.com)
- ☐ Prepare your college list, and sort by reach, match and safety schools

Career exploration

- ☐ Attend a local career fair and/or a career technical education fair
- ☐ Take an online career inventory to help connect your interests and skills with a career (<https://bigfuture.collegeboard.org/explore-careers>)
- ☐ Make a list of careers that may interest you and research the education level required for each profession
- ☐ Talk with professionals in careers you are curious about and ask about their work
- ☐ Enhance skills that would be useful in a career of interest through your extracurricular activities

Spring

College entrance exams

- ☐ Register and take your first college entrance exam during spring semester so you can take it again fall of senior year, if you want
- ☐ SAT, with essay option SAT (www.collegeboard.com); free SAT test prep help (www.khanacademy.org)
- ☐ ACT, with essay option ACT (www.actstudent.org); free ACT test prep help (<https://academy.act.org>)
- ☐ Subject tests, recommended by some colleges for certain majors (<https://collegereadiness.collegeboard.org/sat-subject-tests>)

Academics

- ☐ Prepare for Advanced Placement (AP) and International Baccalaureate (IB) exams
- ☐ Plan your senior year schedule with your counselor
- ☐ Review your college preparation coursework and GPA with a college advisor
- ☐ Create a list of teachers, coaches and other mentors who will be able to write personalized letters of recommendation

Prepare for summer

- ☐ Apply for summer jobs or internships
- ☐ Seek volunteer opportunities in your field of interest
- ☐ Register for community college courses and earn college credit while in high school, also referred to as concurrent/dual enrollment
- ☐ Review your SAT/ACT test scores to determine if retesting is needed
- ☐ Plan a test preparation schedule if you plan to retake the exams (www.khanacademy.org, <https://academy.act.org>)



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Senior year checklist

Fall

College planning

- ☐ Attend college information nights in your community
- ☐ Check college websites for applications, deadlines, financial aid and housing information
- ☐ Ask your counselor to evaluate your transcript for high school graduation and college eligibility
- ☐ Register to take or retake college entrance exams
 - ☐ SAT, with essay option SAT (www.collegeboard.com)
 - ☐ ACT, with essay option ACT (www.actstudent.org)
- ☐ Keep your test scores, resume and transcript organized to help in completing college applications
- ☐ Ask teachers and counselors for any required or optional letters of recommendation
- ☐ Finalize portfolios, audition materials or writing samples as required for each application
- ☐ Get feedback from a college advisor, teacher, or parent/guardian and complete revisions of all applications and essays

Financial aid

- ☐ Review the financial aid application process and timeline required by the colleges on your list
- ☐ Register for an FSA ID, which serves as your FAFSA e-signature; student's parents/guardians must also register for an FSA ID (<https://fsaid.ed.gov>)
- ☐ File the Free Application for Federal Student Aid (FAFSA), which opens on October 1 (www.fafsa.gov)
 - ☐ Information from the 2018 tax year will be used for the entering class of 2020 as they apply for financial aid in the 2020-2021 academic year
- ☐ Attend financial aid workshops in your community for help completing the FAFSA
- ☐ Be aware that private schools may require additional financial information from the CSS/Financial Aid PROFILE (www.collegeboard.com/profile)
- ☐ Check your state financial aid websites for more information about in-state financial aid opportunities for undocumented and DACA students
- ☐ Search and apply for scholarships (www.fastweb.com, <https://bigfuture.collegeboard.org>)
- ☐ Review your Student Aid Report (SAR) once FAFSA has been processed and make any needed corrections

Winter

College application follow-up

- ☐ Check your email frequently for additional information colleges might request within their timeline
- ☐ Send your mid-year transcript to colleges that request them
- ☐ Continue scholarship searches over winter break and continue to submit applications

Spring

Academics

- ☐ Keep up your grades—college admissions are conditional and can be rescinded if you do not continue academic excellence
- ☐ Check with the colleges where you have applied before considering dropping a senior year class; colleges expect you to complete all of the high school courses you listed as "in progress" on your admissions application
- ☐ Take your Advanced Placement (AP) and/or International Baccalaureate (IB) exams

Best college and financial fit

- ☐ Check your email or college admissions portal for admission decision notification
- ☐ Visit campuses that most interest you during admitted-student's day or before
- ☐ Carefully review your financial aid offer for each campus where you have received admissions and compare each offer; ask a college advisor for help in clarifying your financial aid offers
- ☐ Finalize your financial aid; accept your financial aid award or work with the college's financial aid office to adjust it
- ☐ Discuss your options with your parents/guardians (refer to worksheet on page 5)
- ☐ Call financial aid offices to answer questions or update them on any changes to your family's financial situation
- ☐ If you'll be attending a four-year college, notify and place a deposit at the college of your choice by Decision Day (May 1)—congratulations!

(Continued on back)



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HELPFUL TELEPHONE NUMBERS & OTHER INFORMATION

Homeless Student/Youth Program (KCPS Office) 816-418-8640

Mid-America Assistance Coalition 816-561-2727

Homeless Hotline 816-474-4599

Suicide Prevention Hotline 800-273-8255

United Way 816-472-4289 - National Runaway Hotline 800-786-2929

Youth Crisis and Runaway Hotline 800-786-2929

Family Violence Hotline 816-465-5463

MOCSA (Metro Org. to Counter Sexual Assault) 816-531-0233

CAPA (Child Abuse Prevention Association) 816-252-8388

Parenting Classes 816-252-8388 - Kansas City Free Health Clinic 816-753-5144

Alcoholics Anonymous (AA) 816-471-7229

Tips Hotline 816-471-7229

National Cocaine Hotline 1-800-Cocaine

Alcohol Hotline 1-800-Alcohol

VIOLENCE PROTECTION HOTLINE

Call Toll-Free 1-866-748-7047 or 1-800-621-4673

E-Mail School.Violence@dss.mo.gov

Text To 847411 use keyword "Reportit"

School Violence Hotline website SchoolViolenceHotline.com

HOW TO STUDY AND DO WELL IN SCHOOL

Ask teachers for specific suggestions about how to study. There are certain techniques that vary among subjects, and teachers know special methods that will help to remember and to understand difficult material. **ALWAYS** believe in yourself and strive to learn something new from every academic endeavor.

HOW TO TAKE TESTS

- If your basic preparation during the course has been adequate, you should feel confident. DO NOT plan to “cram” the night before. Review your notes, reread the material and get a good night’s sleep.
- Be sure you have adequate pencils, erasers, pen, ruler, paper, etc., so you will not be distracted due to a lack of equipment. Go to the restroom and get a drink of water before the test, if possible.
- After the test has been distributed, and verbal instructions given, look it over quickly but carefully. Find out exactly what is wanted. Check on the number of questions to be answered. Are there any choices? Are there any specific instructions as to how the answers should be prepared or how the papers should be marked?
- Answer the questions that you know, then the next-easiest ones, etc. DO NOT waste time at first on the hard ones. They are usually easier when you try them later. If you do not have time for all of the questions, be certain you have answered the ones you understand or know.
- Do your scratch work on separate pad/paper if this is permitted. Put the required work on the answer sheet in an orderly, neat arrangement. Label your answers, if applicable.
- Check your work. Watch for careless errors. Make a quick estimate on mathematics tests to see if the answer you obtained is reasonable.
- Reread your paper. Be certain your answers are what is wanted and in the way it is requested. The ability to follow instructions counts a lot in a test or examination.
- In case of an obvious misunderstanding of a question, and if the rules permit it, ask the teacher for clarification.
- Be careful of spelling, grammar and sentence structure. Write simple, concise and clear answers.
- DO NOT pay attention to others, especially those who leave early. There is no reward given to those who finish a test first. Take full advantage of all the time allowed. Budget your time and use all you have to check and recheck. Have you fully answered the question? Have you answered all is required? DO NOT leave any questions unanswered unless there is no time remaining or there is a scoring formula that will penalize you for guessing.
- Ask your teachers about special test-taking techniques that they have used through the years. They will be pleased to share them with you.
- Reread your paper. Be certain your answers are what is wanted and in the way it is requested. The ability to follow instructions counts a lot in a test or examination.

EXPECTED BEHAVIOR OF STUDENTS IN THE CLASSROOM

- The following suggestions will be helpful in maintaining a good relationship with your teachers and fellow students throughout the school year:
- When you enter the room, find your seat and conclude conversations so that you are ready to begin work when the tardy bell rings.
- Bring the materials needed for your class every day. Be responsible for your textbooks and keep them covered.
- Avoid talking during class time so that you do not miss information and instructions or disturb others. Allow the teacher to decide if students are to study together.
- Use the restroom for personal grooming and avoid using combs and makeup in the classroom. Plan your rest stops and use the water fountain between classes.
- Assume the responsibility of arranging for makeup work and tests on a reasonable schedule to be determined by the teacher. If you are absent, comply with the handbook attendance regulations concerning absences and makeup work. Work not made up may result in “Zeros (0)” which may severely damage your grade average.
- Do not allow others to make use of your class work. Cheating doesn’t help anyone learn and may result in a “Zero (0)” and an “Unsatisfactory (U)” in conduct for all involved students. Other consequences for dishonesty may apply as well.

- Stay alert. You cannot pay attention or participate in class activities with your head on your desk or if you are sleeping in the classroom. If you are ill, obtain a hall pass to the clinic.
- In order to have clean, pleasant classrooms, students are asked to pick up trash before leaving the class and refrain from bringing food, candy or drinks into the halls and classrooms. Gum is not permitted on campus. Cafeteria area is the only place for food and drinks.
- Always remember that the teacher dismisses the class, not the bell. Do all you can to help prepare for dismissal. You may expect your teacher to appreciate your courtesy and release you at the bell.
- In order to maintain a mature and respectable educational atmosphere, students are reminded that any physical display of affection in a school setting is considered unsuitable and will be corrected.
- Do not leave your class during the instructional day unless you have permission from your teacher.

COLLEGE AND CAREER READINESS

Utilize all available school resources to ensure your academic success (Tutoring, Saturday School, Academic Clubs, etc.). Consistently check your grades and transcript to know where you stand related to next grade promotion or graduation. Begin to think about your future college and career plans. What skills do you need to be successful?

Graduation Requirements

The minimum graduation requirements will include 4 credits of English and 3 credits of Mathematics (if you enroll in Algebra 1A and 1B you will be required to have 4 credits of math), 3.0 credits of Science, 3.5 Social Studies, 1 credit of Fine Art, 1 credit of Practical Art, 1 credit of Physical Education, .5 credit of Health, and 7.0 credits of elective courses. In addition to the program of study for graduation, a student shall pass proficiency exams, complete forty hours of approved community service, take the ACT, SAT, ASVAB, and/or Compass Test, and meet all District disciplinary and financial obligations to qualify for graduation from the District. Additional graduation requirements are established to meet specific programs of study as outlined in the chart below.

Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's Individualized Education Plan (IEP).

Graduation Requirements Credit Breakdown

24 Credits:

Communication Arts—4.0 credits

- English 9 or Advanced English 9, ESL English I, II, III—1.0 Credit
- English 10 or Advanced English 10, ESL English I, II, III—1.0 Credit
- English 11 or ESL English I, II, III, IV, AP English, DC English, IB English, College English—1.0 credit
- English 12 or ESL English I, II, III, IV, AP English, DC English, IB English, College English—1.0 credit

Mathematics—3.0 credits

- Algebra 1—1.0 credit (Algebra 1A and 1B (2 credits) counts as Algebra 1)
- Algebra 2—1.0 credit
- Geometry—1.0 credit

Science—3.0 credits

- Physics First—1.0 credit
- Chemistry—1.0 credit
- Biology—1.0 credit

Social Studies—3.5 credits

- World History (Out of District transfer students that have taken World Geography can use it as a substitute)—1.0 credit
- American History (AP Am. History and DC Am. History I & II will count. Must pass the Civics test)—1.0 credit
- American Government—1.0 credit (must pass the U.S. Constitution test and the Missouri Constitution test)
- Economics/Personal Finance—.5 credit (required by the state)

Fine Arts—1.0 credit

- Any Fine Arts Courses (examples: any Visual Art, Performing Arts-Music, Dance, some Theatre classes)

Practical Arts/CTE—1.0 credit

- Any Practical Arts Courses (examples: Computer Technology, some Theatre, Career and Tech Ed Classes, etc.)

PE—1.0 credit

- All students must have 1.0 credits of PE09113 (Foundations of PE). PE Electives—(PE 2, Weights, Fitness & Conditioning, etc. do not count as the Foundation of PE Credit)

Health—.5 credit

- Introduction to Health and Wellness—.5 credit

Electives 7.0 credit

- Any elective classes (College Bound students should have 2 or more years of a Foreign Language Class) for a total of 7 credits

End of Course Exams

Algebra 1 or Algebra 2 for students who have taken the Algebra 1 EOC in middle school

English 2 (English 10)

Biology

Government

Senior Capstone Project*

12th Grade ELA writing portfolio fulfills writing and research requirements of the KCPS Senior Capstone Project.

Community Service

Total of 10 Hours

ACT, SAT, ASVAB, Compass Test

Must take the ACT, ASVAB, SAT, and/or ACCUPLACER Test according to their post-high school plans.

End of Course Exams

The Missouri Assessment Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Missouri Assessment Program includes **required** End-of-Course assessments in the subject areas of:

- Algebra 1 or Algebra 2 for students who have taken Algebra 1 EOC in middle school
- English 2 (English 10)
- Biology
- Government

Senior Capstone Project* (pending)

All seniors will complete a Senior Capstone Project. In accordance with the Missouri Learning Standards, KCPS 12th grade ELA students build on previously taught skills, composing narrative, informative, and argumentative text at increasingly complex levels. 12th Grade ELA students continue to collect, select, and reflect on writing growth and proficiency by maintaining a writing portfolio. The 12th Grade ELA writing portfolio fulfills writing and research requirements of the KCPS Senior Capstone project. Details about the Capstone Project are available at each high school. (**Note: Students who take the AP English 12 Language and Composition Exam and the IB Language Arts II (12th grade) Exam will be exempt from the Senior Capstone Project or students who are enrolled in a College English course*).

Community Service Requirements

The service-learning requirement is based on the district's goal to prepare young adults to become active and productive citizens. Service learning is an educational method through which students learn, develop, and actively participate in service that is conducted in and meets **the needs of the community**. Additionally, when a student transfers from one KCPS School to another, the community service hours will be forwarded to the receiving school.

- Community service is volunteer work for which no other credit or monetary compensation is received.
- Ten (10) hours of documented pre-approved community service and a written reflection is a requirement for graduation from the Kansas City Public Schools. **A student who has not performed the ten (10) hours of community service will not participate in graduation ceremonies or receive a diploma.**

The following items would qualify as community service:

- Community service or donated time outside of the school day OR pre-approved service-learning project or tutoring that is provided during the school day
 - (Ex. Peer tutoring, ROTC work hours, school beautification projects)
- Community service hours at a non-profit organization.
- Volunteer hours for a single organization or at a variety of organizations.

ACT, SAT, ASVAB, and/or Accuplacer Test

Beginning with the class of 2012, ALL seniors must take the ACT, ASVAB, SAT, and/or Accuplacer exam according to their post- high school plans.

High School Classification of Students by Credits

A student must have completed a course with a passing grade in order to receive credit. Students enrolled in full-year courses will receive ½ credit for each semester completed with a passing grade. Classification will be made according to total units of credit at the first of each school year and cannot be changed mid-year even if the prerequisite numbers of credits are earned.

Minimum credits earned:
Sophomores: 6 credits Juniors: 11 credits Seniors: 17 credits

Transcripts

- Official transcripts carry a signature, stamp and the KCPS seal verifying its authenticity.
- In order to secure transcripts, currently enrolled KCPS students should see their school registrar.
- Graduates and former students of Kansas City Public Schools should contact the Student Records Department at 816-418-7735.
- A copy of your photo ID along with a signed transcript request form must be completed to order a copy of an official transcript.
- There is a charge of \$5.00 for each transcript.

EARLY GRADUATION

Students who wish to graduate early will be required to meet with a guidance counselor and submit written notification to the principal. The guidance counselor will notify the student's parents or guardians of the student's decision if the student is dependent. The student will receive a diploma if the student has met the Kansas City Public School District's graduation requirements. The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies but will be considered an alumnus for all other activities.

Northeast High School Student Responsibilities

Northeast High School expects students to balance expression of their rights with observance of their responsibilities. Even the youngest children can demonstrate accountability by treating others fairly and following the rules. In KCPS, students have the responsibility to:

- Attend school regularly and on time and follow assigned schedules.
- Follow rules, procedures, and processes.
- Dress appropriately for a K-12 educational environment.
- Respect the authority of staff members.
- Respect the rights and property of others.
- Respect others' beliefs and differences.
- Refrain from using words, images, or gestures that are obscene, violent, disruptive, or disrespectful.
- Resolve disputes peacefully.
- Refrain from bullying or hurting other students.
- Tell school staff members about any behavior that may cause danger to anyone.

The Rules of Student Conduct apply to students at all times:

- In school buildings - On school grounds
- On buses and other school vehicles - At bus stops
- Behavior which affects students going to or returning from school
- At school and school-related activities both on and off school property
- Off school property and outside school hours if the conduct is detrimental to the school, adversely affects school discipline, or results in a criminal charge or conviction

Academic and Grading Information

Final Class Rankings and Grade Point Average

Final class ranking and GPA will be based on eight (8) semesters of course work. Beginning with the class of 2012, graduation honors will be awarded as follows: With Honors, With High Honors, and Pylons Scholar.

- With Honors means students are graduating with a grade point average of 3.50—3.74
- With High Honors means students are graduating with a grade point average of 3.75—3.9
- Pylons Scholar means students are graduating with a grade point average of 4.0+

Grade Reporting

Parents/guardians are to be informed regularly at mid-quarter (progress report) and quarter grading periods (report card) about the progress their children are making in school. Further, parents/guardians of high school students will be notified as to the progress their children are making towards graduation. The online Parent/Student portal will reflect the actual assignment and calculated grades for each student as the grades are entered into the grade book.

High School Grading Scale

- Competencies/Mastery Learning/Pass or Fail Grading/Career Technical Education
- The actual numerical grade earned for the nine weeks
- 100% is the highest grade that can be recorded
- The lowest passing grade is 60%
- Grading Scale
A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Failing (Below 60)
Rounded from .5 up

High School Honor Roll

The high school honor rolls are figured at the end of each quarter. The honor roll includes all students who have achieved at least a 3.0-grade point average.

- “A/B” Honor Roll - Students having earned an overall GPA of 3.75—3.9 with no grade below a “B”
 - “B” Honor Roll - Students having earned a GPA of 3.0 with no grades below a “C”
- Principal’s Honor Roll - Students who have achieved an overall 4.0 GPA or higher without having any grade below “A”
- Students should see their guidance counselor or the registrar in the guidance office to obtain an up-to-date grade point average

National Honor Society and Junior Honor Society

Each chapter of the National Honor Society (NHS) within the Kansas City Public Schools is duly chartered and an affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards for selection established by the national office of National Honor Society in four areas of evaluation: scholarship, leadership, service and character. Students are only eligible for membership after the first and second semester of their junior year. Students or parents who have questions regarding the selection process or membership obligations should contact the school counselor.

College-Level Courses, Certificates and Degrees

KCPS offers high school students the opportunity to participate in college-level courses. Early College Academy benefits for students include:

- Preparing students for college-level work;
- Lowering the cost of post-secondary education by enabling students to earn free college credits;
- Shortening their time for degree completion; and
- Providing students with information about the academic skills they will need to succeed in college.

Through partnerships with higher education, KCPS students are able to take courses leading to a Certified Nursing Assistant (CNA) certification. Additional partnerships with the Metropolitan Community College—Penn Valley (MCC), and Northwest Missouri State University will enable students who meet the academic qualifications to graduate high school with an Associate of Arts degree or its equivalent.

Pylons Advanced Academics and Gifted & Talented Program

The Kansas City Public Schools' Pylons Advanced Academics (AA) and Gifted & Talented (GT) Program provides challenging learning experiences that are designed to extend, enrich and excel the district curriculum. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous courses as they advance in grade level. Leadership, Character, Scholarship and Service—the four pillars of the National Honor Society—provide the four tenants of KCPS AA and GT Program. Students identified for Pylons Honors exhibit exceptional performance capability in academic, intellectual and creative endeavors. In order to meet their academic needs, these learners require a differentiated curriculum.

Components of the Pylons Advanced Academics and Gifted & Talented Program Include:

K-12 Scholars: The Pylons AA and GT Department exist to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Pylons Resource Teacher. The Pylon AA and GT Department utilizes the Naglieri Nonverbal Ability Test, Second Edition (NNAT2) for identification of potential giftedness.

Senior Pylons/High School:

- Pre-AP courses
- All high schools - Advanced Placement courses
- All high schools - Penn Valley Community College
- Students may graduate with both an Associate of Arts degree and high school diploma.

The Pylon Advanced Academics and Gifted & Talented Program provide opportunities to attend summer residential academic programs on university campuses. Scholars are encouraged to apply for the Missouri Scholars Academy and the Missouri Fine Arts Scholars Academy.

Special Note: Courses taken in the Pylons Advanced Academics and Gifted & Talented Program with IB, AP, and dual college credits designation will receive a weighted value of 5.0 on a 4.0 scale. Students enrolled in IB and AP courses are required to take IB/AP exams to receive a weighted value in the course. Students enrolled in course with Honors designation, receive a weighted value of 4.66 on a 4.0 scale.

English Language Learning

The high school language arts curriculum provides English 1, English 2, and English 3 to recent immigrants who are speakers of other languages. To further develop comprehensive English skills, reading in English is provided to English Language Learners (ELL) who may not be reading on grade level. The English language teacher provides English instruction to meet the needs of students at the beginning, intermediate, and advanced levels of proficiency.

National Assessments

PreACT:

The PreACT, administered in the 10th grade, simulates the ACT testing experience by providing students early exposure to ACT test-quality questions, predicts student performance on the ACT and can be used as an indicator of college and career readiness. This assessment helps students get comfortable with the testing experience and understand how they're doing in core subjects. It also helps parents and educators identify areas where additional support might be necessary.

ACT:

The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice test covers four skills areas: English, mathematics, reading and science. The writing test, which is optional, measures skills in planning and writing a short essay. The test is required for graduation and must be taken during or before their junior year.

SAT:

The SAT® is a nationally recognized college admissions test which measures what students know and how well they can apply that knowledge. It tests students' knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school and almost all college and universities use the SAT to make admission's decisions.

Technical Skills Attainment:

The Technical Skills Attainment (TSA) measures the percentage of Career and Technical Education (CTE) concentrators who pass a skill assessment aligned with industry-recognized standards, if available and appropriate.

ACT WorkKeys:

WorkKeys® is a skills assessment system that helps employers select, hire, train, develop, and retain a quality workforce. The assessments measure foundational and soft skills. WorkKeys assessments measure skills that employers feel are essential to success in the workplace. Students, job seekers, and seasoned professionals can use WorkKeys to learn more about their strengths and weaknesses and gain a valid way to demonstrate their abilities to employers. Educators and employers can use it to help take the guesswork out of determining student, applicant, and employee qualifications.

Each WorkKeys assessment offers varying levels of difficulty. The levels build on each other, incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The complexity can also increase as the quantity and/or density of the information increases.

Successful completion of WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the National Career Readiness Certificate™ (NCRC®), a portable credential earned by more than 3 million people across the United States. Examinees that complete Spanish-language versions of the assessments are eligible to earn the ACT National Career Readiness Certificate en Español.

Advanced Placement

Kansas City Public Schools (KCPS) will increase college and career readiness for students by providing access to Advanced Placement (AP) courses in all secondary schools. The Advanced Placement Program offers college-level curricula and examinations to high school students. Students who obtain high scores on the examinations may also receive placement, college credits, or both at American colleges and universities. There are over 30 courses and exams in both pre-AP and AP.

Access to Success: Patterns of Advanced Placement Participation in U.S. High Schools report by the Educational Testing Service found that females were more likely than males to participate in the Advanced Placement Program, and minority and low-income students are less likely to participate, even when they come from schools in which they are in the majority. KCPS will address this gap for minority students and males of color by informing them of the opportunity, preparing them early, and assist with their personal plan of study. An increase in participation from this group will allow

them to be better prepared for college than their peers and could potentially complete their college degrees in a shorter time period.

AP COURSES AND EXAMS (check with your high school counselor for AP course offerings):

AP Seminar - Art History
Biology - Calculus AB
Calculus BC - Chemistry
Chinese Language and Culture - Comparative Government and Politics
Computer Sciences A - English Language and Composition
English Literature and Composition - Environmental Science
European History - French Language and Culture
Human Geography - Italian Language and Culture
Japanese Language and Culture - Latin
Macroeconomics - Microeconomics
Music Theory - Physics 1: Algebra-Based
Physics 2: Algebra-Based - Physics C: Electricity and Magnetism
Physics C: Mechanics - Psychology
Spanish Language and Culture - Statistics
Studio Art: 2-D Design - Studio Art: 3-D Design
Studio Art: Drawing - United States Government and Politics
United States History - World History

AP exams are administered at the high school during the first two weeks in May. Kansas City Public Schools efforts to increase college and career readiness focuses on access to dual credit courses during high school. A growing number of research suggest that students who complete even at least one college course have a higher probability of attending college and graduate. High-performing high school students who successfully complete a dual credit course will earn both high school and college-level credit. Because dual credit coursework becomes a permanent part of the student's college transcript, it is important for students to fully apply themselves in these courses.

Dual Credit

Kansas City Public Schools efforts to increase college and career readiness focuses on access to dual credit courses during high school. Recent research suggests that students who complete even at least one college course have a higher probability of attending college and graduate. High-performing high school students who successfully complete a dual credit course will earn both high school and college-level credit. Because dual credit coursework becomes a permanent part of the student's college transcript, it is important for students to fully apply themselves in these courses.

Dual credit may also afford students the benefit of lower tuition rate and accelerated college completion.

Student Eligibility

- Eligible students have been defined as having a minimum overall grade point average of 3.0 (on a 4.0 scale) or a minimum score of 21 on their ACT.
- Students must have completed all prerequisites for the course and any other requirements as may be needed for the same course for on-campus students.
- Students earning college credit in a course must have satisfied state graduation requirements in the subject area. (In schools where state-mandated subjects are taken in grades 9-10, junior and senior students may enroll for both college and high school elective credit. In schools not offering state mandated courses in grades 9-10 junior and senior students will receive credit simultaneously for both college work and high school graduation requirements).

Dual Credit Courses (check with your high school counselor for dual credit offerings):

College Composition (semester) - College Algebra (year)

College Calculus (year) - College Chemistry (year)

College Biology (year) - College Intro to Psychology (year)

College American History I (semester) - College American History II (semester)

Dual Credit Fees

The dual credit fees vary and are generally at a discounted rate. Based on the higher education institution dual credit rate, student fees will be assessed and established by the high schools.

Dual Credit Institutions

Kansas City Public Schools currently offers dual credit for students through University Missouri-Kansas City, Rockhurst University, and Metropolitan Community College-Penn Valley Campus.

Junior Reserve Officer's Training Corps (JROTC) Program

Citizenship/Character Education:

The Army JROTC citizenship education program teaches students the value of good citizenship, develops leadership ability, and promotes a sense of accomplishment while instilling in students, teamwork, self-regulation, self-discipline and personal responsibility as well as understanding for the value of service to community. Army JROTC is focused on teaching student-cadets to; maximize potential success through learning and positive self-management, develop good leadership skills, build effective relationships (with peers, co-workers, teammates and the community), understand the rights and responsibilities of citizenship, incorporate positive principles of mental and physical wellness in life behaviors and personal decisions, and develop a sense of global awareness.

Participation in the program prepares students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as citizens of the United States. The program's focus is reflected in the JROTC mission statement, "To Motivate Young People to be Better Citizens." All courses contain an integrated service-learning component designed and executed by the students to re-enforce the skills and responsibilities of an involved citizen "giving back" to the community. The JROTC curriculum is performance-based and requires student-cadets to master competencies so they can DO the skills, APPLY the knowledge gained, and MODEL appropriate behaviors and attitudes expected. Each JROTC program supports a wide array of co-curricular teams and activities. These teams/activities are an integral re-enforcing tool to support curriculum content, lessons learned, and skills developed by the student-cadet. Examples are; Academic Bowl Team, Missouri Personal Finance Challenge Team, Drill Team, Color Guard Team, as well as various work groups organized to plan and execute service learning projects to address volunteerism needs throughout the community. Enrollment in Army JROTC includes the temporary loan, of a US Army cadet uniform. Uniform wear is normally required 1 day per week. Wear of the uniform provides a "tool" for instructor cadre to assess the cadets' attention to detail, ability to follow instructions, and is reflective of pride in one's self. While wearing the cadet uniform, students are expected to meet the basic grooming standards for US Army JROTC. (These grooming standards, while not as rigid as the active US Army standards, do require a clean, neat, well- groomed appearance.)

Core Curriculum Support:

The Army JROTC curriculum fully supports the concept of learning as a lifelong endeavor and pursuit. JROTC provides re-enforcement and cross curriculum instruction in many traditional academic areas; communication arts, math, science, social studies, and physical wellness. JROTC instruction includes a no cost SAT/ACT preparatory component for all grade levels. Army JROTC facilitates graduation from high school and works to assist students to develop, plan for and realize a positive self-directed post high school life-plan.

Technology:

US Army Cadet Command provides cutting edge equipment to support delivery of the program's curriculum content in public high school classrooms. Each JROTC program is equipped with computers, Internet access, LCD projectors, interactive whiteboard, instructor walk and talk chalkboard, and a classroom performance system set. In addition, several interactive CD/DVD instructional simulations are available to enhance effective instruction.

Career Preparation:

The Army JROTC curriculum content and lesson materials strongly connect with and support the Missouri Career Paths. JROTC instruction in teamwork, critical thinking skills, problem solving skills, ethics instruction, communication skills, along with the program's ability to improve/sustain a student's positive self-esteem and self-confidence are valuable in all career development clusters and pathways.

Participation in JROTC or its integrated co-curricular activities incurs NO military service obligation of any kind. However, for those students with college ambition, competitive ROTC scholarship opportunities are available to top performing cadets as well as possible nominations for appointment to the various US service academies (WestPoint, Annapolis, etc). For those students not planning to attend college, who are interested in joining the military service, and who distinguish themselves by high performance participation in Army JROTC for two or more years current service regulations allow for advanced enlistment grade credit.

Dual College Credit:

Several course offerings in Army JROTC program can be taken as a college dual credit option. US Army Cadet Command in agreement with University of Colorado-Colorado Springs allows for completion and submission of additional proctored course work, which if of sufficient quality can be awarded up to 2 credit hours of academic transcript credit from UC-CS. There are currently 6 semester hours available through the UC-CS Dual credit option. The student is responsible for payment of fees to UC-CS for the Dual credit option.

AVID

AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. With AVID, school leaders have the flexibility to start small and can deepen AVID's impact on their campus over time.

Our nation's schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education. AVID equips teachers and schools with what they need to help these students succeed on a path to college and career success. To address this need, AVID has developed the AVID Elective course. For one period a day, students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. Districts have the flexibility to decide how many AVID Elective classes to start and which grade levels will implement AVID first. Additionally, in middle school, the language and literacy needs of long-term English language learners can be addressed through the AVID Excel elective class.

The power of AVID is the ability to impact students in the AVID Elective class and all students throughout the campus. AVID Secondary can have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Teachers can take what they've learned at AVID training back to any classroom to help all students, not just those in AVID, to become more college- and career-ready.

Every AVID student will LEAP...

Lead	To be a leader means to stand up for peers when there is something going on that is wrong, to make change, and to support yourself and others in their journey through high school
Educate	Not only do we educate ourselves, but also educate others to be productive members of society.
Advocate	Ask for help, whether for yourself or for others, academically or personally
(be) Positive	Always have a positive attitude, even when it is hard - encourage others to be positive as well!

Counseling Services

Preparing College, Career and Workforce Ready Graduates!

The main objective of the district's counseling staff is to counsel, coordinate, and consult. The district's comprehensive guidance program provides important benefits to all students, at all grade levels, by addressing their personal, social, academic, and career development needs. Counselors are trained to provide students guidance in seeking solutions to questions and problems related to their classes, testing, graduation requirements, career plans, college entrance, and many other issues regarding education.

Each student will be assigned a counselor who will monitor the student's academic experience. The school counselor will work with students in analyzing their abilities, interests, skills, and achievements. They will assist students with their educational and career learning and personal/social development. The school counselors will also assist students in making the transition from grade to grade and school to school, or school to work.

Code of Student Conduct

The Code of Student Conduct is designed to encourage students to accept responsibility for their actions, teach students to respect the rights of others, facilitate learning and promote the orderly operation of all Kansas City Public Schools. It is composed of various “classes” of misconduct, which will result in disciplinary action. A student who commits an act of misconduct which is not listed in the Code of Student Conduct, but which is nonetheless prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of students, will be subject to the authority of the classroom teacher and/or principal.

Imposition of Disciplinary Consequences

School administrators will use their professional judgment in determining which disciplinary consequences for the listed offenses will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the infraction;
- The student's previous disciplinary record;
- The student's attitude; and
- Other relevant factors.

The disciplinary consequences apply to all students, although special procedures must be followed with regard to disciplining students with disabilities. The penalties listed under the “Consequences” section for each class of offenses are disciplinary options and need not be imposed in any certain order. Moreover, there is no requirement that all disciplinary options listed be exhausted before a student may be disciplined for second or subsequent offenses.

Scope of Authority

The provisions of this Code of Student Conduct apply in all situations in which students are involved, including:

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport students for the district;
- Off-site school-sponsored activities;
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the student's conduct is the result or cause of disruptive behavior on school grounds; and
- Acts or behavior, which occurs off school property and poses a threat to the safety of students and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of students and faculty or disrupts the learning environment.

Off-campus misconduct that is not school-related and adversely affects the educational climate will also be subject to school-related disciplinary consequences (i.e., long-term suspension and/or expulsion). In addition, the district will seek restitution in all instances where district property is damaged, destroyed or stolen.

Discipline infractions occurring at the end of the school year may result in disciplinary actions and/or consequences being administered at the beginning of the next school year.

Supervision of Students

All district personnel responsible for the care and supervision of students are authorized to hold every student strictly accountable for any disorderly conduct in school, on any property of the school, on any school bus going to or returning

from school or in any vehicle when that vehicle is used to transport students for the district during school-sponsored activities or during intermission or recess period.

**Note: All discipline infractions and any interventions utilized will be documented in the student information system.*

Student Accountability

All students will be held accountable for their actions on school property. The failure of a student and/or parents/guardians to read the Code of Student Conduct and sign the acknowledgment form will not prevent students from being held accountable for their behavior and receiving disciplinary consequences under the Code of Student Conduct.

Students' Responsibility for Items in Their Possession

Students are responsible for any contraband found in their possession. Contraband is defined as drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Missouri and Federal law, School Board policy or the Code of Student Conduct. For purposes of the Code of Student Conduct, items are deemed to be within a student's possession if the items are found in any of the following places:

- Student's clothing (i.e., pockets, jackets, shoes, socks, hats, etc.);
- Student's purse/book bag;
- Student's desk;
- Student's locker; and/or
- Student's automobile located on district property.

It is each student's responsibility to check his or her personal belongings for possible contraband before entering school property, any school bus going to or returning from school, or any vehicle when that vehicle is used to transport students for the district and school-sponsored activities. A student may be required to surrender items prohibited at school. Confiscated items include iPods, mobile phones, laser pointers, etc.

MISSOURI "SAFE SCHOOLS" ACT

In accordance with Missouri House Bills 1301 and 1298, the "Safe School" legislation provides the following safeguards for the local school district. The act establishes the crime of "assault while on school property" if the person:

- Knowingly causes physical injury to another person; or
- With criminal negligence, causes physical injury to another person by means of a deadly weapon; or
- Recklessly engages in conduct which creates a grave risk or serious physical injury to another person, and the act occurred on school or school district property or in a vehicle at the time of service to the district or arose as part of a school district sponsored activity. *Assault while on school property is a class D felony.*

Additionally, school administrators are required to report crimes to the proper authorities. When a student allegedly commits a crime, the incident must immediately be reported to the police and the school superintendent.

A school board is authorized to immediately remove through suspension or expulsion a student upon finding by a principal, superintendent, or the board that such student poses a threat of harm to self or others, based upon the child's prior conduct.

No school board is permitted to readmit or enroll a student who has been suspended or expelled for having committed certain felonies.

School officials have a duty to maintain a proper educational environment that is conducive to learning. Consistent with the community's expectation that school officials sustain a safe school environment, the Kansas City Public schools will cooperate with the appropriate law enforcement agencies conducting periodic, unannounced searches of lockers and vehicles.

Common Sense Statement

No handbook can contain policies for every possible eventuality. Any action that would create an environment contrary to the District's and school's missions will not be acceptable. If the action creates an environment in which learning is not the primary focus, disciplinary action will result. Students are expected to use "common sense" in making decisions about their behavior choices. Discipline is progressive based on the number of infractions.

ACADEMIC INTEGRITY

Academic integrity is a focus on learning through positive values of honesty, trust, fairness, respect, responsibility and courage driving learners intrinsically in ethical academic practice.

Ethical Academic Practice includes avoiding the following behaviors:

- **PLAGIARISM:** Please use only original and unique yet informed ideas, thoughts, works, or images when completing work. This includes when utilizing technology or completing conventional assignments or accepting money to complete assignments for other individuals.
- **CHEATING:** You are capable! Utilize your teachers and resources to understand the material and be successful. An attempt to alter your grade by bringing answers into a testing area, copying others work or providing answers to other learners when prohibited can result in disciplinary action. In addition, this keeps you from reaching your true potential!
- **FORGERY/FALSIFYING DOCUMENTS:** If a document requires a signature or represents academics in any capacity, altering that document will result in disciplinary action and can affect your future academic career. Please practice our values of academic integrity and have the courage we know you do to act accordingly.
- **BUYING, SELLING, TRADING OF PRODUCTS:** Except for school-approved fundraisers, buying, selling and trading items, including personal items, is not allowed. Kansas City Public Schools is not responsible for reimbursement for the loss of personal items.

COLLEGE AND CAREER READINESS

Learners are encouraged to:

- Utilize all available school resources to ensure academic success (Tutoring, Saturday School, Academic Clubs, Career & Technical Learner Organizations, etc.)
- Consistently check grades and transcripts to know where they stand related to next grade promotion or graduation.
- Develop their high school plan of study and make their course pathway selection based upon career interest and personal aptitude utilizing our Naviance platform.
- Think about future college and career plans and enroll in courses that will cultivate the skills needed to be successful.

COMMON AREAS/CAFETERIA EXPECTATIONS

- **Learners are to remain in the school buildings during their lunch periods.**
- Learners are expected to go directly to the cafeteria during their lunch period unless they receive permission to be elsewhere.
- Learners are expected to remain in the cafeteria until they are dismissed, at which time learners are expected to go directly to their next class.
- **Takeout food cannot be delivered to learners.**

ELECTRONIC DEVICES

- Kansas City Public Schools understands learners may have serious responsibilities outside of school that require cell phone use. These learners are expected to communicate these needs to administration/instructor with as much notice as possible.
- Outside of circumstances in which a learner notifies administration/instructor for appropriate cell phone use, learners are expected to limit use of electronic devices to before and after school.
- Cell phones should be put away and not used while in the classroom unless directed by the adult in the classroom.
- **When a learner is found to be using a cell phone inappropriately during the school day, interventions may be given on a case by-case basis. Interventions for frequent inappropriate cell phone use may include confiscating the device and contacting the parent to pick it up, detention or placement in a designated recovery room.**
- Learners are encouraged to leave other types of electronic devices at home, including wireless speakers, handheld music, video and gaming devices. If a learner does bring these devices to school, the use of these devices is allowed only before and after school.
- Kansas City Public Schools is not responsible for lost, stolen or damaged electronic devices.

EXPECTED BEHAVIOR OF LEARNERS IN THE CLASSROOM

- When entering the classroom, learners are encouraged to find their seat and end conversations.
- Learners are encouraged to have the necessary materials packed in their bag the night before school and let their teachers know which supplies they are missing.
- Learners are encouraged to be respectful of others while they are talking.
- Learners are asked to refrain from personal grooming in the classroom, and use provided restroom breaks instead.
- Learners are asked to make arrangements with teachers for any makeup work needed or tests that need to be made up due to an absence.
- Learners are asked to refrain from sharing their hard work with others; the work of an individual learner is their own.
- Learners are encouraged to limit distractions, including refraining from eating unless instructed to do so by the teacher, or with a note from the nurse. Keeping all food in the designated space will help eliminate unwanted visitors like insects and mice.
- Before being dismissed by the teacher, learners are encouraged to look around their area and help keep it tidy.
- If a learner needs to leave the classroom for any reason, they are encouraged to notify their teacher for arrangements to be made, learners are asked not to leave their classroom without approval.
- Learners are encouraged to refrain from physical displays of affection while on campus.

FIELD TRIP EXPECTATIONS

- Learners leaving with a group on a field trip are expected to return with the group unless prior transportation arrangements have been made with a parent or guardian.
- All participants in a district sponsored field trip must sign a statement agreeing to follow district rules and the rules of any sponsoring host or organization.
- Students must have ID badge to attend field trips.

NETWORK ACCESS

All learners have a user ID and password that gives them access to the computer network and home directory on the “U” drive. Learners are responsible for following Kansas City Public Schools’ Technology Use Policy (see Administrative Policy EHB). All users must agree to follow the district’s policies and procedures. A copy of the KCPS Technology Use Form is included in the appendix of this handbook (see “Forms”).

RECORDING OF CLASSES

Creating a video or audio recording in the school setting is prohibited unless being done for specific curricular purposes as determined by school officials.

SOCIAL MEDIA USAGE

Learners are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the KCPS community and beyond. Learners who participate in online interactions must remember that their posts are subject to the same behavioral standards set forth in the Code of Student Conduct. Since social media reaches audiences far beyond the community and can leave lasting impressions, learners must use social sites responsibly and be accountable for their actions. Learners should consider not posting or linking anything to social networking sites that they would not want peers, teachers, college admissions officers or future employers to access. Learners should be sure to utilize privacy settings to control access, never share personal information with unknown parties on unsecure sites and be protective of site passwords. Misrepresentation of someone else's identity should also be avoided.

Learners should remember to be respectful to others when communicating online, and refrain from profane, obscene or threatening language. Cyberbullying is considered an act of harassment. Cyberbullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices, and includes but is not limited to all social media, such as Facebook, Twitter, Instagram, etc. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm. Learners involvement in cyberbullying or cyber-threats is considered as bullying and will follow guidelines underneath the infraction.

GROUP I – BEHAVIORS AND INTERVENTIONS

Truancy (Chronic Absence)

Significant time away from school negatively impacts the academic success of our learners. Chronic absence includes all absences: excused, unexcused and suspensions that result in significant time away from the school learning environment. School administration or an appointed designee will determine whether the learner's absence is verified or unverified. School Administration or appointed designee will also assess if the chronic absence is the result of a familial circumstance and refer such instances for intervention through support services.

- Chronic absence can be considered truant under state statutes and city ordinances and may result in a referral for a truancy citation.
- Tardy: A learner is tardy if they are not present at the start of a class period. A learner who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Learners who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be verified or unverified. A verified tardy is only recorded with a formal written and timed excuse/admit slip from a school administrator, teacher, or district level employee. All other tardy excuses will be unverified.

Note: School Administration will follow the attendance policy defined in the District Handbook. For detailed information on the attendance policy, please refer to the district's website at www.kcpublicschools.org.

Failure to Adhere to the Approved Dress Code

Learners are encouraged to dress in a manner consistent with schools' dress code guidelines. Learners whose dress does not meet dress code guidelines which disrupts the learning environment may be subject to interventions.

Expectations for Dress at Northeast High School

Rather than set uniform standards for clothing, our community asks students to choose attire that suits them as individuals as well as the environment in which we all work together. Students are free to choose designs and fabrics that work well for them.

When students select an outfit, they are reminded to be sure that what they wear is comfortable for the weather outside as well as the varying temperatures and activities that they may encounter in the school building. As a responsible person, it is important that everyone remains sensitive to the needs, concerns, and beliefs of all members of the school. Students should be sure that their fashion choices will not impede learning, intimidate, or offend others.

While some clothing may be appropriate in such casual settings as a party or the beach, the school is a professional learning environment. Students are expected to dress in a manner that reflects the seriousness of school and demonstrates respect for themselves, as well as for all members of the school community. The expectations listed below should be used as guidelines for appropriate school attire in support of a professional learning environment.

Northeast High School expects all students will dress in a way is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Basic Principle: Appropriate body parts must be covered for all students at all times. Students Must Wear, while following the basic principle of above:

- A Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes that cover toes and heels for safety.

Students May Wear, as long as these items do not violate Northeast Basic Principle above:

- Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. - Religious headwear
- Hooded items of clothing sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, if underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops - Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing

Students Cannot Wear:

- Violent language or images. Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity). backless, bare midriff or spaghetti strap garments; half shirts; halter tops; ripped or torn clothing that promotes inappropriate exposure (including side less “muscle” shirts); mesh tops; tube tops; spandex or underwear worn as outer garments or worn in such a manner as to promote inappropriate exposure.
- Fishnet or other see-through materials may not be worn without clothing underneath those items.
- Clothing and accessories that promotes or displays statements, signs, or pictures with alcohol, tobacco, drugs, weapons, violent themes, sexual innuendos, inappropriate/profane language, inappropriate slogans, suggestive imagery or references to gang affiliations will not be permitted.
- Bullet proof vest, body armor, tactical gear, or facsimile. - Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed) - Swimsuits (except as required in class or athletic practice). - Accessories that could be considered dangerous or could be used as a weapon. Gloves, sunglasses (unless prescribed), and masks may not be worn. Pajama pants or sleepwear are not appropriate for the school environment and may not be worn, unless part of a Spirit Week activity. Fishnet or other see-through materials may not be worn without clothing underneath those items
- Pants, shorts and skirts must be worn at waist level. Shorts and skirts should be long enough to cover your private areas. Pants, shorts, and skirts should be secured not to reveal undergarments. **(No sagging will be permitted).**
- Any item that presents a safety concern (chains, spikes, dangerous jewelry, safety pins, etc.) is prohibited.
- Shoes/footwear should be worn at all times. Fit and style should be appropriate for students to safely transition throughout the school. **No slippers or house shoes. Toes must be covered and a strap or covering on the heel area.**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently. Students who violate the policy will be given opportunities to comply with the dress code. Students who do not adhere to outlined dress code expectations may be subject to disciplinary consequences.

Failure to adhere to these guidelines will result in administrative action. This may include students having to change their clothes, parent notification, and/or more serious intervention, if necessary. The school may restrict any student from attending classes or school activities when that student’s dress, general appearance and/or conduct creates safety, health and/or discipline problems.

In School Suspension (ISS) Rules and Expectations

Only an administrator or administrative designee can assign a student to ISS. There will be no early release allowed to those assigned to ISS. Staff members will be notified in that a student has been assigned to ISS. Staff members must provide access to any necessary class assignments for students assigned to ISS. All school rules apply in ISS as set forth in the Code of Conduct. Upon arrival to ISS, students will review the ISS guidelines and consequences for non-compliance. Students in ISS will have access to counseling or social emotional support groups while in ISS.

Students will be expected be on time

- Students will need to report to the ISS room by 7:20am.
 - All students will have assigned seating.
 - A student who is tardy, absent or does not complete the daily work for any reason may be assigned additional time in ISS.
 - Extracurricular privileges are revoked in ISS.
-
- Students placed in the ISS room will be excluded from participation in assemblies, sports practices/games or any other activity after school. This will continue until the suspension period is completed.

Students will be expected to have proper materials to complete work while assigned to ISS

- Students will bring all assignments, books, papers, and writing utensils needed to complete work.
- Students will bring their laptop. Computer games will not be permitted in ISS. Students who should have an assignment that requires the use of the computer will obey the policies set forth in the student Acceptable Use Policy set forth by the District.
- Assignments will be requested of your scheduled teachers. If none is received additional assignment will be provided by the ISS teacher.
- No magazines, drawing or coloring allowed unless approved by the ISS teacher or it is necessary to complete an assignment.

No food or drinks allowed in ISS

No talking or communicating with others

- If you need assistance, raise your hand and the ISS teacher will come to you.
- Students are expected to remain seated, quiet, awake and working on assignments throughout the day.
- No physical contact of any kind between students.

No electronic devices allowed

- No phones, Ipods, MP3 Players, kindles, headphones, etc.

No Sleeping

- Sleeping is prohibited.
- Laying your head down counts as sleeping. Students will be expected to keep their heads up at all times.

No Vandalism

- Marking on desk, wall, seats or other property belonging to the school will be considered vandalism.
- Report any vandalism noticed of your area to the ISS attendant when you arrive at your seat.
- You will return your area to the condition that it is in at the end of the day.

No Passes out of ISS

- Restroom breaks will be determined by the ISS teacher.

Respect to others must be shown at all times.

- No foul language, disruptive behavior or physical contact between students at any time.

Note: Group II Behaviors and Above can result in the following: In-School Suspension or Out of School Suspension up to 10 days, a Disciplinary Hearing, or Expulsion. Identified behaviors may be reported to local law enforcement and district security depending on the severity of the behavior. All students will have interventions which includes and not limited to a student conference and/or parental involvement. Interventions and consequences can occur concurrently or sequential.

GROUP II – BEHAVIORS AND INTERVENTIONS

Academic Dishonesty

Cheating on tests, copying assignments or papers, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.

Note: The initial act of academic dishonesty will result in the learner receiving a zero on the assignment and parent notification. For detailed information on this policy, please refer to the district's website at www.kcpublicschools.org.

Possession and/or Use of Tobacco or Tobacco-like Products

Possession and/or use of any tobacco products, electronic cigarettes or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD. In order to provide a safe and secure learning environment, these products and the use of these products are not welcome on any KCPS campus locations.

Note: Electronic vaping devices, personal vaporizers, electronic nicotine delivery systems, including Juul and Juul pods, or vials of liquid or other types of material for use in such devices.

Possession Exhibition and/or Distribution of Obscene Material

Possessing, exhibiting or distributing obscene material, (either hard copies or electronically) which satisfies all three elements of the Miller Test for obscenity.

Gambling

To secure a safe learning environment for all, gambling is not supported by the KCPS community due to the adverse nature it may create between learners, school staff and administration. Gambling is defined as betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

Unproductive Behavior in the Classroom, School or During School Activity

Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment.

Unproductive Behavior on School Bus or at School Bus Stop

Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment.

Use of Abusive, Obscene, Offensive or Profane Language

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures which are offensive. Any slurs, innuendos or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Note: Severity of the defiant violation (i.e. abusive/derogatory language directed towards school personnel) could warrant increase consequences.

Dangerous Behavior

Behaving in such a way as could reasonably cause injury to a learner, teacher or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.).

Note: Any serious physical injury, which results from a learner's dangerous behavior, will be considered an assault and may result in law enforcement involvement.

Possession of Non-Controlled Substances

Possession of a non-controlled substance upon the representation that the substance is a controlled substance.

Possession of Cigarette Lighters and/or Matches

The possession of cigarette lighters and/or matches.

Hall Freeze Policy

Students who are late to class and caught in a school hall freeze will have the following consequences:

- 3 hall freezes = 1 full day in ISS
- 6 hall freezes = 2 full days in ISS
- 9 hall freezes = 3 full days in ISS
- 10 hall freezes = No Pass List / Conference with Parent - 1 full day of OSS

Hall freeze accumulations start over each quarter. Consequences for hall freezes exceeding 10 will be determined by the School Principal.

GROUP III – BEHAVIORS

Violation of Technology Acceptable Use Policy

Any violation of the expectations, requirements, and/or learner responsibilities outlined in the district's Technology Acceptable Use Policy. If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities. Possessing, exhibiting, or distributing material, which offends a person's common decency and morals.

Note: Additional interventions may be imposed by administration for violation of this policy.

Forgery

Making, completing, altering or authenticating any written document so that it purports to have been made by another party.

Note: The behavior includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.

Stealing

The unlawful theft or attempted theft of school property or personal property of another with the intent to deprive the person of the property.

Note: Severity of the theft violation could warrant an automatic 10 days out of school suspension and possible referral for a discipline hearing on the first Behavior.

Extortion

Obtaining money, information or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

Note: If the damage can be reversed, the behavior should be considered Unproductive Behavior, a group II behavior.

Receiving Stolen Property

Receiving or possessing property which has been stolen from another learner and/or school personnel.

Note: This behavior only applies to learners who did not steal the property.

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Interventions

Violating conditions of a suspension, expulsion, or other disciplinary intervention including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material

Learners may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to

curricular material that has been approved by district school personnel for its educational value. Learners will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation

The intentional promotion or advocacy of learner misconduct by another learner for the purpose of substantially disrupting any school function or classroom. If a learner utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of an behavior that may include inciting to fight, fighting, or bullying.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff and/or Administration until next steps can be determined for the learner to return to class.

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale or otherwise introduce into the body a controlled substance.

Possession and/or Use of Drugs

The use and/or possession of unauthorized prescription drugs, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property. This includes possession and/or use of any forms of edibles, marijuana infused products, vape pens containing THC infused liquid substance.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff and/or Administration until next steps can be determined for the learner to return to class.

Unauthorized Entry – Restricted and/or Unsupervised

Learners entering into the school or certain areas of the building without permission; learners entering restricted areas; learners being in school areas without appropriate supervision; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

Possession and/or Use of a Simulated Weapon

The possession, concealment or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or apprehension of harm.

GROUP IV – BEHAVIORS

Threatening Another Learner

Intentional verbal or physical threat to do harm to a learner by a learner who possesses a plan and the means to carry out such threat. This includes making verbal or physical threats made electronically during school or after school hours.

Fighting

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a learner utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, texting, phone calls, etc., the learner may be included as a participant in violation of an Behavior that may include inciting to fight, fighting or bullying.

Note: The severity of a fight violation could warrant a referral for a disciplinary hearing on the first behavior that will require a ten (10) day out-of-school suspension.

Possession/Distribution and/or Purchase of Non-Controlled Substances

Distribution, attempt to distribute, or possession with intent to distribute a non-controlled substance that has been represented to be, or upon a belief that it is, a dangerous controlled substance. Non-controlled substances include over-the-counter medications and medications that are prescribed to treat medical conditions such as high blood pressure, diabetes and bacterial infections, etc.

Assault of Another Learner

An actual and intentional touching or striking of another learner against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. A learner using physical force in self-defense during the event of an assault shall not be considered to have engaged in assault themselves.

Threatening of School Personnel

Intentional verbal or physical threat to do violence to a staff member. This includes making threats made electronically during school or after school hours.

Assault of School Personnel

An actual and intentional touching or striking of school personnel against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

False/Fire Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a learner's educational performance or creating 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 verbal conduct of a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Note: School Administration will follow Title IX guidelines if deemed appropriate. For detailed information on Title IX guidelines, please refer to the district's website at www.kcpublicschools.org/families.

Sexual Misconduct

An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another's clothing, etc.). This behavior includes touching or fondling members of the same sex as well as members of the opposite sex.

Note: Learners found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration, KCPS security personnel, and the Kansas City Police Department if warranted.

Bullying -- Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a learner or multiple learners perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

Attendance and Tardy Policies

Regular attendance is critically important to student success. Students who attend school regularly learn more and are more successful in school. Parent and students should refer to the attendance policies and procedures below in order to ensure students are in full compliance with KCPS expectations as set forth by the Board of Education.

Procedures and Protocol Implementation

Attendance data is recorded in the student information system. In accordance with the Missouri Department of Elementary and Secondary Education (DESE), student attendance is monitored on an academic minute basis. Students are expected to attend school and classes on a regular basis (at least 95% or better) to achieve academic success. Regular attendance is essential to the educational success and grade promotion of students. All KCPS policies, local city ordinances (compulsory attendance) and state statutes will be monitored for enforcement, including but not limited to, truancy. In accordance with Chapter 50, Code of Ordinances of the City of Kansas City, Missouri, KCPS will report students in violation of said ordinance.

Compulsory Attendance Requirements

In accordance with Missouri law and district policy, regular and punctual patterns of attendance are expected of each student enrolled in the district. The ultimate goal is for all students to graduate from high school. By law, students may not drop out of school until they are 17 years of age or they have successfully completed 16 hours of high school credit.

Attendance Protocol Policy:

1. Daily Absence Reporting:
 - a. Parents/guardians should notify the school by telephone each day a student is absent by 9:30 a.m. If the parent/guardian fails to notify the school, the school will attempt to contact the parent/guardian. The communication can be in a variety of methods, such as electronic communication, telephone call or in person.
 - b. Students who are absent without a parent's or guardian's excuse may be considered truant.
 - c. All absences, including those approved in advance by parents or guardians or school officials, except those for school-sponsored activities, will count against a student's attendance.
 - d. The school encourages parents to schedule doctor and dental appointments after school hours.
 - e. Excessive absences may affect a student's academic achievement.
 - f. Parents/guardians may be required to submit supporting documentation in order to excuse the absence of their student if student absenteeism is excessive. For example, in order for 5 of the absence to be excused, parents/guardians may be asked to submit written notification from a licensed physician stating the reasons why a student is unable to attend school.
2. Upon arrival to school grounds: A student arriving late to school must report to the Front Office for a tardy pass to his or her first class. Students must remain on school grounds and in the building until dismissal.
3. Requests to Leave School: Parents/guardians must notify the Front office if their child needs to leave for an appointment. Parents/guardians must check out student through the Front Office for their absence to be considered excused. Students who leave school without prior parental consent and without checking through the office will be considered truant.
4. School Activities: Students represent their schools in a variety of athletic and academic activities. When a student serves as an authorized representative of his/her school, the student is not considered absent (except in summer school). Students who choose to participate in extracurricular activities are to make-up all assignments missed when classes are missed. Students must attend school on the day of an extracurricular activity in order to be eligible for participation.
5. Tardiness: A student is tardy if she or he is not present at the start of class. A student arriving late to class after ten minutes without proper authorization is considered truant. Students who are frequently tardy, either at the beginning of the day or to classes during the day, may be subject to disciplinary measures.

6. Truancy: Students who are absent from school without the consent of their parent/guardians and the administration shall be considered truant. School administration will determine whether the student's absence is excused or unexcused. Truancy is a violation of state statutes as well as school regulations and may result in suspension or other disciplinary action.
7. Withdrawal for Non-Attendance: Multiple strategies will be implemented before a student may be withdrawn for non-attendance. No student will be withdrawn from the district until the district has documentation of the attempted calls, attempted home visits, copies of letters and documentation of other interventions, when applicable, in the student's file. Additionally, district employees will report incidences of abuse or neglect to the Division of Youth Services as required by law.
8. Student Recovery Efforts: District personnel will initiate a student recovery process involving calls, letters, and/or home visits. Students will receive individual guidance prior to their re-entry into an educational institution. These sessions will seek to inform as well as encourage students to enroll in the educational program that maximizes their opportunity for success.
9. **Students staying after school for athletic activities, tutoring, or meetings with teachers will need to report to the cafeteria directly after school. The coach, teacher, or support person the student needs to meet with will come and get them from the cafeteria.**

Consequences

Students who have an excessive number of unexcused absences as defined in the district's attendance policy will not earn credit for courses and may be retained in the same grade unless absences are waived in accordance with this policy. In addition to the policies and procedures set forth herein, the district will report suspected incidents of educational neglect to the Children's Division of the Department of Youth Services and will report truancy in accordance with the local truancy ordinance. Once a citation is issued by the District representative, the parent and student are mandated to appear in truancy court. Truancy court is held every Tuesday of the month (exclude summer school) at 10:00 am. The warning or citation will be mailed or delivered in person.

Policies and procedures governing students in the English Language Learners department and students with disabilities within the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 shall take precedence over this attendance policy where an application of this policy conflicts with the legal rights provided to such students.

Students with Half day of Vocational Technical schedules

Students with poor attendance at Manuel Tech (a total of 3 absences) will be subject to the following:

- 1 Absence – A warning and parent notification
- 2 Absences – Conference with parent
- 3 Absences – Conference with parents about their child's status in the program

Students with half day schedules that do not leave the campus in a timely manner or poor attendance will be subject to the following:

- 1 Absence – A warning and parent notification
- 2 Absences – Conference with parent
- 3 Absences – Conference with parents about their child's status in the program

Conditions for Withdrawal

Parents of children who are leaving the district or are moving to another school attendance area within the Kansas City Public School District should notify the school a few days prior to the last day of attendance. Materials, Chromebook, and other school property must be returned before the transfer is complete. Failure to follow these procedures may make it

difficult for a student to be enrolled and classified properly in another school. Parent/Guardian or student will also be required to pay for books or other equipment that is lost or damaged.

Should all of the above efforts not result in a student returning and attending school, a student may be withdrawn under the following conditions:

- **Age 17 and under:** Only parents/guardians on record may withdraw children aged 17 or under unless the student and parent or guardian do not respond to the efforts made and documented above. In this case, the principal may withdraw the student after consulting with the Office of School Leadership.
- **Ages 18 and over:** Adults (age 18 and over) or legally emancipated students may transact their own withdrawals with the local school.
- **Reassignment:** Students who are reassigned by the district to another district school must complete the withdrawal process at their former school before reassignment is made.

School Closing

Due to inclement weather, the school may be unable to open or may start later than the normal start time. Please listen to all major radio and television stations for announcements. (Please do not call the school or school personnel). In the case of a late start, buses will run later and school dismissal times will remain the same unless otherwise determined.

School Visitors

Anyone other than enrolled students must report to the office immediately upon entering the building. Visitors must sign in and receive a "visitor's badge, which must be worn at all times while in the building. Parents may visit classes under specific circumstances as determined by, and with prior notification to, building administration. All other visitors (except parents) will not be permitted unless approved by the school administration.

Activity & Athletic Information

The Kansas City Public Schools endorse and sponsor these Missouri State High School Activities Association (MSHSAA) sanctioned activities:

Sideline Cheerleading
Choirs
Dance Team
Debate
International Thespian Society
Marching Band
Orchestra
Symphonic Band

Unless participation in a group or activity is required for a course in which the student is enrolled, **participation is a privilege, not a right**. Students may be excluded from these groups as a disciplinary action or as a consequence for poor academic performance in school as determined by the district administration. A student and/or his or her parents/guardians are not entitled to a hearing solely because the student has been excluded from an extracurricular activity which is not required for a course in which the student is enrolled.

Athletic Programs

KCPS athletic programs provide avenues for many different interests and talents. KCPS Athletic Department also serves as the central office for Interscholastic League. Please contact the Athletic Department at 816-418-5263 for further information and eligibility requirements.

The following sports are part of the Kansas City Public School's athletic program:

High School 9th to 12th
Basketball - Cross Country
Football - Volleyball
Soccer - Swimming & Diving
Tennis - Track and Field
Wrestling

*Note: Not all sports are offered at every high school.

Interscholastic Athletics

The Kansas City Public Schools is a member of the Missouri State High School Activities Association (MSHSAA) and adheres to the rules and regulations set forth by MSHSAA and actively promotes the philosophy of interscholastic athletics. The eligibility of students who participate in the athletic program shall be determined in accordance with KCPS Athletic Department policies and MSHSAA regulations. Additional information regarding eligibility requirements is accessible via www.kcpublicschools.org/athletics.

Participation

All students, regardless of race, color, sex, ancestry, religion or disability are welcome to and encouraged to participate in any athletic program sponsored by KCPS.

Participation is voluntary and a privilege, not a right.

Physical Exams: All students must have a physical exam signed by a physician or nurse practitioner prior to the first day of practice. Physicals must be dated on or after February 1 of the previous school year to be current.

Insurance: Students cannot practice or compete for a school until the student provides proof of basic athletic insurance coverage.

IMPORTANT: In the event of injury, KCPS shall not be responsible for the cost of medical attention provided to student-athletes not covered by insurance provided by the parent.

Students may be restricted from participation because of failure to provide an acceptable sports physical, poor academic performance, disciplinary consequences, possession and/or use of alcohol, tobacco and/or drugs, or as otherwise determined by KCPS administration.

MSHSAA - Eligibility (High Schools and Middle Schools)

Grades 9-12

- You must have earned, the preceding semester of attendance, a minimum of 3.0 units of credit or have earned credit in 80% of the maximum allowable classes in which any student can be enrolled in the semester, whichever is GREATER, at your school.
- For your current semester, you must be enrolled in and regularly attending courses that offer 3.0 units of credit or 80% of the maximum allowable credits which may be earned at your school, whichever is GREATER.
- Credits earned or completed after the close of the semester will not fulfill this requirement. Summer high school courses for FALL academic eligibility may count provided the course is necessary for graduation or promotion or is a core subject course, and credit is placed on the school transcript. No more than one unit of credit in summer school shall be counted toward fall eligibility.
- Students promoted for the first time into 9th grade are considered academically eligible for the first semester after promotion.
- Do not drop courses without first consulting with your school principal, athletic director or counselor to determine whether doing so will affect your eligibility.

KCPS students that participate in Fine Arts Activities/Events (Theatre, Choir, Band, Orchestra, Debate) sanctioned by the Missouri State High School Activities adhere to all regulation of the MSHSAA. The eligibility of students who participate in these events is determined by the eligibility requirements of the MSHSAA. These requirements are discussed with participating students and monitored each semester at the building level. Students are to follow the KCPS Code of Student Conduct just as they would during the school day.

Students may be restricted from activity/event participation if they do not meet the MSHSAA eligibility regulations, or for violations of the KCPS Code of Student Conduct. Length of restriction for violations would be handled by the building administration.

Every student-athlete must have a pre-participation physical documented and submitted prior to participating in any athletics programs under the purview of the Kansas City Public Schools Athletic Department.

Student Identification Card

Kansas City Public Schools issues a picture ID card to each student for security, identification, library checkout and activity purposes. The picture ID is required to be in the student's possession at all times during the regular school day and at all school sponsored activities. Students will be expected to produce the ID card for school personnel when requested. If lost, the student must purchase a new card. Students must wear their ID Badges Daily.

Student Government

The role of the student government is to demonstrate the principles of democratic government and the responsibilities of the individual, thereby developing an appreciation of membership and democracy; to develop good citizenship by giving the students an opportunity to have a part in self-government; to help with the coordination of extra-curricular activities; to bring about a closer relationship between the students, faculty and administration; to encourage the development of school spirit through participation; and to demand the best possible academic atmosphere. Students are encouraged to participate in student government organizations.

Hall Freeze Policy

Students who are late to class and caught in a school hall freeze will have the following consequences:

3 hall freezes = 1 full day in ISS

6 hall freezes = 2 full days in ISS

9 hall freezes = 3 full days in ISS

10 hall freezes = No Pass List / Conference with Parent - 1 full day of OSS

Hall freeze accumulations start over each quarter. Consequences for hall freezes exceeding 10 will be determined by the School Principal.
