



Kansas Connections Academy School Handbook Supplement

2020-2021

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the School Handbook: General Portion, the policies in this Supplement override policies in the Handbook: General Portion and are the binding policies that should be followed.

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2 SCHOOL MISSION AND OVERVIEW

2.1 Mission Statement

The mission of Kansas Connections Academy (KCA) is to help each student maximize their potential and meet the highest performance standards through a uniquely individualized learning program.

3 SCHOOL ORGANIZATION AND ROLES

3.2 Student Safety

Reporting Suspected Child Abuse

Connections Academy requires all school staff to take the Connections-developed course, *Students in Distress: Recognizing and Responding*, so that they are well-informed about the signs and symptoms of child abuse, as well as their legal responsibilities related to reporting suspected abuse. Additionally, the state of Kansas requires that school staff must file a report of suspected abuse anonymously with either the Kansas Protection Report Center by phoning 1-800-922-5330, or to local law enforcement officials. The Code for Care of Children policy provides the reporter civil immunity from prosecution if the report is made in good faith.

3.3 School Information

School Information	School Contact
School Phone Number	(620) 607-1199; Toll free (866) 697-1166
School Fax Number	(918) 876-4604
School Address	P.O. Box 999 150 Wildcat Ave. Elkhart, KS 67950
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	1-800-382-6010
School Leader	Mandi Adams-Brazill
Assistant Principal	Joseph Sailors
Manager of Counseling Services	Paul A. Walrod

Special Education Director	Sharon Jaso
WebMail	All Staff and Support Services are located in the Education Management System's (Connexus) Address Book

3.4 School Schedule

3.4.1 The KCA 2020-2021 School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
<i>First Day of School</i>	School and Office Open	August 20, 2020
Labor Day	School and Office Closed	September 7, 2020
Veterans' Day	School Closed/Office Open	November 11, 2020
Thanksgiving Break	School and Office Closed	November 26-27, 2020
<i>First Semester End Date</i>	NA	December 18, 2020
Winter Break	School Closed/Office Open	December 21-23, 2020
	School and Office Closed	December 24, 2020-January 1, 2021
Staff Work Day	Staff Work Day	January 4-5, 2021
<i>Second Semester Start Date</i>	NA	January 6, 2021
Martin Luther King, Jr. Day	School and Office Closed	January 18, 2021
Spring Break	School and Office Closed	March 15-19, 2021
<i>Last Day of School</i>	School and Office Open	May 28, 2021
<i>School Closed - Additional Administrator/12 Month Employee Days: March 15-19, 2021</i>		

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty

3.4.2 Required Instructional Hours

Based on a 180 day school year:

- Grade K = 16 hour per week
- Grades 1 – 12 = 31.5 hours per week

Students in kindergarten must complete 558 hours of school work during the year, and students in grades 1 - 12 must complete 1116 hours. To meet this requirement, KCA recommends that students in kindergarten complete a minimum of 16 hours per week, and students in grades 1-12 complete a minimum of 31.5 hours per week. Note that these hours are the minimum required by the state, and students are expected to master all material, which may take additional time. Students not putting forth the required hours and effort may be withdrawn as it is imperative for students to show learning by their participation and grades.

3.5 Enrollment, Withdrawal and Transfers

3.5.1 Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. In Kansas, the maximum age to enroll is eighteen (18) years of age on or before September 20th, with some exceptions. Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age and exceptions, please contact the school.

3.5.2 Kindergarten and First Grade Admissions

A student may enroll in kindergarten in KCA if the student is 5 years of age on or before August 31.

A student may enroll in first grade in KCA if the student is six years of age on or before August 31 of the current school year.

3.5.3 Enrollment after the Start of the School Year

KCA will close enrollment in early September. It is very important for students to be enrolled before the first day of school. KCA will consider allowing enrollment on a case by case basis for the second semester of school.

3.5.4 Dual Enrollment in another K–12 Program

KCA will grant requests for dual enrollment on a case by case basis, except for cases in which KCA provides the course(s) or service(s) being requested. Caretakers must submit a request to KCA school administration prior to the school year in order for dual enrollment to be approved. Written approval will be required from KCA and the partnering district. Students in a dual enrollment program must earn passing grades at both KCA and the partnering district to continue participation in the program.

3.6.3 Mandatory Testing

All students in grades 3 - 8, and selected high school grade levels (historically 10th and 11th grade), must participate in **Kansas State Assessment** testing. State testing sessions will be scheduled in various locations throughout Kansas. State testing will likely take place during the spring semester.

Testing dates and locations will be announced later this school year, but students must plan to be in attendance. All testing is mandated by the State of Kansas. Caretakers must understand that they are responsible for transporting the student to the testing locations that can be up to a two hour drive in some cases.

As required by the State of Kansas, all high school students must participate in **proctored end of course exams** at the conclusion of the fall and spring semesters. This is **mandatory** and will require travel time of up to two hours in some cases. **Students not taking the end of course exams will not be awarded high school credits and will be withdrawn from KCA.** Please see the Proctored End of Course Exams policy in section 6.0 High School Programs and Policies for more information.

Students are also required to participate in our LEAP or Scantron pre, mid, and posttests as assigned. Failure to take these assessments can lead to the student being withdrawn. These tests will be available on-line and the student will be able to complete these at home independently. Other assessments may be required as determined by the school.

3.7.4 Placement Changes during the School Year

Students will be required to enroll in a full KCA schedule (minimum of 6 courses) during each semester. High school upper classmen may be eligible for a shorter schedule if approved by the

KCA counselor. KCA will not allow schedule changes after the student has been enrolled in the course for three (3) weeks unless deemed necessary by administration.

Refer to *Section 6 High School Program and Policies* in this Supplement for information related to changing courses at the high school level. All K-8 Students will be assigned art, educational technology, and PE as part of their core curriculum.

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in Connexus, and the school verifies that the attendance records are accurate. **Learning Coaches must enter attendance at least once per week.** Failure to comply with this request may result in KCA filing truancy and withdrawing the student.

Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of Code	Who enters the code?
0 – 9	Hours of Schooling	Learning Coach <i>(and the school, as necessary)</i>
V	Vacation	Learning Coach
E	Excused Absence	The School
U	Unexcused Absence	The School

Hours of Schooling

In order to meet the state's requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each week.

Grade(s)	Recommended Hours per Week
Kindergarten	16 hours
Grades 1 – 12	31.5 hours

Learning Coach Responsibilities

- **Working phone:** Students must have a working phone number during school hours to make and receive calls with teachers. KCA teachers and staff must be able to contact our students and families often. Failure to maintain regular contact can result in the student being withdrawn.
- **Log Hours of Schooling:** For each instructional day, Learning Coaches enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly totals listed above to ensure compliance with state regulations. Coaches may also ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences:** Coaches cannot enter “E” attendance codes in Connexus. If a student is absent, the Coach must send information to school administration about the absence, and the school determines if the absence can be classified as excused, per the guidelines listed in the School Handbook: General Portion.
- **Complete defined school year:** Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off:** Connections Academy students are allocated “vacation” days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on President’s Day, but then take the following Monday off. The Learning Coach would record hours of attendance on President’s Day, as though it were a regular school day, and then mark the Monday off as “V” for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should notify the student’s teacher and if possible, seek prior approval.

Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a “V” if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start

date. For example, if a student starts school September 9 but school officially started August 16, the student is not entitled to use Labor Day as a vacation day but is still entitled to all vacation days that are scheduled *after* their official start date.

If a student has used their allotment of vacation days, any day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly state hours requirement on the days in which they do work, then the zero-hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent and their Escalation Status could be adversely impacted.

School Responsibilities

- **Review Attendance Records:** Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter hours of schooling for all days of the week. If a teacher has concerns about the validity of a student's attendance records, they may place the student in an "Alarm" status and contact the school's designated Attendance Coordinator for further assistance.
- **Maintaining the Integrity of the Attendance Data:** The attendance system prohibits further editing of attendance data for dates 20 or more days in the past. Any requests for adjustments to the previously verified records must be submitted in writing to the school for review, approval and adjustment.
- **Official Attendance Record:** the Connexus attendance system is the record of Learning Coach documented attendance. It is however only one of many sources used to determine if a student is meeting the minimum instructional hours' requirement. In certain cases, where it has been determined that a student has not completed enough work or met minimum attendance requirements, the student may be subject to sanctions for truancy. Note: Lesson completion is also used as an indicator to monitor student attendance.

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of three escalation statuses at all times:

1. On Track
2. Approaching Alarm
3. Alarm

This status is based on several criteria, as outlined in the General School Handbook, and is a combination of measures that indicate if a student is demonstrating adequate **participation and attendance** in the program. This not only includes ***the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher.*** Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or is he/ she fails to communicate on a regular basis with the teacher, he/ she will be placed in an escalated (Approaching Alarm or Alarm) status. It is important to recognize that just marking proper attendance will not keep a student's escalation status On-Track.

When a student is in Approaching Alarm or Alarm status, they are in danger of being withdrawn. The school will work with the family to help get the student back on track. If these efforts fail, and the student becomes truant, the student will be subject to sanctions for truancy.

It is important for students to log in and successfully complete lessons daily to support and validate the hours entered for attendance. Students in Approaching Alarm or Alarm are at risk of being withdrawn for non-participation.

4.4 Truancy

In order to maximize student learning, regular participation is imperative. KCA has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments daily
- The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Instructional Hours* section (Section 3.4.2) of this Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus on a daily basis.

- The **student is available for regularly scheduled telephone calls** with teachers.
- The student attends assigned mandatory LiveLesson® sessions.
- The student is able to demonstrate that they are doing their own schoolwork.
- The student attends mandatory state testing or proctored high school final exams.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if they need to deviate from the regular school calendar (for example, switching a vacation and school day).

If the student's teachers become aware that the student is not fully participating in school as outlined above, the student will be marked absent at the teacher's discretion. The School Leader or homeroom teacher may override the number of attendance hours previously entered by a Learning Coach, changing the attendance hours to a 0, if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused." Absences are generally considered "excused" only for documented student illness or the death of an immediate family member. The final decision about whether an absence is considered excused or unexcused will be made by administration.

According to Kansas law, a truant student is defined by the following: Whenever a child is required by law to attend school and is enrolled in school, and the child is inexcusably absent for three (3) consecutive school days or five (5) school days in any semester or seven (7) school days in any school year, whichever of the foregoing occurs first, the child shall be considered to be not attending school as required by law. A child is inexcusably absent from school if the child is absent from all or a significant part of a school day without a valid excuse acceptable to the school staff member designated by the board of education to have responsibility for the school attendance of such child.

Truancy will be filed, when necessary, with the local district attorney. KCA is a virtual school and we allow a certain degree of flexibility. We understand that family and student circumstances vary, but the above definition outlines Kansas guidelines. KCA will be thorough in all truancy cases to adhere to Kansas law.

Definition of "Missing a Day of School"

Missing a "day" of school is defined by KCA as "missing a day's worth of hours in a week."

Missing a day's worth of hours in a week may be considered a day of unexcused absence if a

student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

Withdrawal Due to Non-Engagement and/or Refusal of Required Academic Intervention

Families will be alerted when a student is not academically engaging and/or refusing academic intervention. If attempts to correct these concerns are not acknowledged by the student and caretakers then KCA will have to work with the family to find a more appropriate school setting. Learning and daily school engagement must be evident for continued enrollment.

5 GRADING AND STUDENT EVALUATION

KCA teachers have the opportunity to reset assessments or give alternative assessments if they feel that learning will be enhanced by this practice. The teachers are always willing to collaborate with students and families with concerns that are in the best interests of the students. KCA teachers will strive to grade assessments within 48 business hours to give timely feedback.

National Honor Society

Students who are in good academic standing, have attended KCA for at least one semester, and meet other eligibility requirements, may be eligible to join the National Honor Society. Please contact the National Honor Society Staff Representative for more details.

6 HIGH SCHOOL PROGRAM AND POLICIES

Graduation Requirements

A minimum of twenty-one units is required for graduation from KCA. Of these required units, fifteen are specified by the Kansas Board of Education with the remainder selected from electives subjects by the students. Students are expected to earn a minimum of 5 of the credits (or 10 courses) required for graduation at KCA, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects in order to graduate:

Area	Subject	# of Credits
Language Arts	English	4.0
Mathematics	Algebra	1.0
Mathematics	Geometry	1.0
Mathematics	Other Approved Math Course	1.0
Science	Biology	1.0
Science	Physical Science* or Chemistry	1.0
Science	Other Approved Science*	1.0
Social Studies	World History	1.0
Social Studies	U.S. History	1.0
Social Studies	Government	0.5
Social Studies	Any Approved	0.5
Humanities	Fine Arts	1.0
Health and P.E.	Physical Education	0.5
Health and P.E.	Health	0.5
Electives	Any Area (Freshmen Success will be a .5 requirement, Senior Success will be a .5 requirement)	6.0
Total Credits		21.0

*Earth Science components must be included in students' course work. KCA courses meeting this requirement are Physical Science and Earth Science.

Connections Academy uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

Qualified Admissions Statute - Recommended Courses

The **Kansas Board of Regents** "Qualified Admissions Requirements" is used to describe the admissions of high school students to 5 of the 6 Kansas State Universities (See ***Note below regarding the University of Kansas*). It is *recommended* that students meet the requirements outlined below to be prepared for the rigors of a university education. Note that the Qualified Admissions program of study is intended to prepare students for admission to universities, and is not the same as the Area and Subject Area requirements for a KCA diploma.

High School Graduates Academic Year 2016-17 and after-

*High School Graduates Academic Year 2016-17 and after will follow the same requirements with the exception of the University of Kansas (see below). ***

Area	# of Units Required	Select from
English	4	English I English II English III English IV
Mathematics*	3	3 Approved units AND ACT college readiness math benchmark score of 22 OR 4 approved units with one unit taken in the graduating year
Social Studies	3	U.S. Government (0.5) U.S. History World History or other approved course One other approved Social Studies course (0.5)
Science	3	Biology Chemistry or Physics One other approved Science course
Electives	3	Any Approved

Additional Requirements

- Complete the Qualified Admissions or Kansas Scholars curriculum with at least a 2.0 GPA; AND
- Achieve one of the following:
 - Achieve an ACT score of 21 or higher, OR
 - SAT score of 980 or higher; OR
 - Graduate in the top one-third of the class

Achieve a GPA of 2.0 or higher on any college credit taken in high school

*Math courses include Algebra I, Geometry, Algebra II, and any course with Algebra II as a prerequisite.

For more information on the Qualified Admissions Requirements, Kansas Scholars Curriculum, and/or required courses, please contact the school counselor or visit

http://kansasregents.org/qualified_admissions

**High School Graduates, Academic Year 2016-17 and after, planning on attending the University of Kansas, visit with the KCA counselor for updated admission requirements or visit the [University of Kansas website](https://ku.edu/admissions) at <https://ku.edu/admissions>.

Please note: all courses must appear on your high school transcript, and courses completed in middle school or junior high do not fulfill the Qualified Admissions Math requirements.**

Algebra taken in the 8th Grade is acceptable for the **Kansas Scholars Curriculum Math Requirements.

Grades and Grade Point Averages (GPA)

High school students will be awarded credit only for courses in which they have earned a passing grade. This applies both to courses taken at Connections Academy and at other schools. Previous courses taken at other schools in which the student earned a passing grade will not be awarded with transfer credit, but will appear on student records and will be included in a student's GPA. Students will need to re-take courses required for graduation if they do not earn a passing grade. Re-taking such courses may delay the student's graduation.

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA.

Grade	Grade %	Passing?	Grade Scale
A	90 - 100	Yes	4.00
B	80 - 89	Yes	3.00
C	70 - 79	Yes	2.00
D	60 - 69	Yes	1.00
F	0 - 59	No	0.00

NCAA Clearinghouse Eligibility

In order to be eligible for NCAA Clearinghouse eligibility, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Class Rank

KCA will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Connections Academy will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

Diploma Requirements

To be eligible to receive a diploma from KCA, a student must meet **all** of the following requirements:

- Be enrolled at KCA during the semester immediately prior to graduation, and not be full-time enrolled in any other school.
- Earn a minimum of 5 of the credits (or 10 courses) required for graduation at KCA, with at least of 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation.*
- Meet any other additional graduation requirements required by the school or state.
- Earn a total of 21 credits (in specific areas and subjects as outlined in this Supplement).

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as KCA. The School Leader may occasionally make case-by-case exceptions to this requirement after a careful evaluation of a student's previous academic records. The School Leader will fully document the reason(s) for the exception.*

Release of High School Educational Records

KCA will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's parent(s)/legal guardian(s), or from the student if they are aged 18 or older or an emancipated minor.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, parents, and/or third parties. We require **30 days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the Authorization for Release of Educational Records Form. This form is available in the Virtual Library.

Prerequisites

Students must meet all course prerequisite requirements prior to registration in each course. Prerequisites are listed by each course's overview in the course catalog. Semesters A and B of a course typically cannot be taken concurrently (during the same semester).

Schedule Changes

Caretakers and students may request changes to the student schedule within the first three (3) weeks of the course start date. To add or drop a course, please contact the KCA counselor.

On-Track Upper Classmen may be able have a shortened schedule during the second semester. This requires administrative approval.

Duplicate Course Work: Repeating a Course

With School Leader approval, students may repeat a course in order to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript.

Proctored End of Course Exams

The State of Kansas requires high school students to take mandatory proctored end of course final exams in all of their courses at the conclusion of each semester. KCA holds end of course exams at locations around the state, but some students will have to travel up to two hours one way. Families should contact their homeroom teacher in advance if they have any questions regarding our mandatory proctored end of course exams.

If a student does not participate in end of course exams, the student will **not** receive credit for that course regardless of the course grade prior to taking the end of course exam, and the student will likely be withdrawn from KCA.

Transcripts

Students will be able to access ongoing information about their courses through their online Grade Books within Connexus. To request an official copy of a transcript, families must complete a *Transcript Request Form* (located in the Virtual Library) and submit it to the counselor for approval and processing or they may contact the School Counselor or KCA Office

directly to request. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Parents will be able to view a copy of the transcript through Connexus.

Credit from Other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to KCA.

The school counselor will require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required prior to the first day of school. Upon graduation or withdrawal, the official KCA transcript will display both the credits earned at KCA as well as any transfer credits. KCA will honor and recognize credits earned from accredited schools.

Credit for Course Work Completed in a Non-Standard Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

The counselor will work with the student to determine what work may be accepted for transfer credits, and will ask the student to use one of the following methods: provide a portfolio of previous work; to take a midterm, final, or equivalent exam; or another method approved by the counselor which allows the student to demonstrate a sufficient level of mastery of the subject/course to merit the granting of credit.

If credit is granted, it will be notated with "Pass," on the transcript, but no grades will be assigned for work completed in a non-standard school program, and therefore those credits will not be included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Connections Academy.

High School Courses taken in Middle School

Students may earn high school credit for high school level courses taken in the 8th grade. The course for which high school credit is granted must cover the same content as the equivalent

high school course, be taught by a high school certified teacher, and be approved by the school counselor in advance. To earn high school credit for any high school course taken, KCA students are required to attend and complete proctored end of course exams for high school courses taken (see Proctored End of Course Exams section above). Although high school credit may be earned, these courses taken in 8th grade do not satisfy Board of Regents Requirements. **Check with the school counselor** for more specific information. (8th grade Algebra I is an exception for the Kansas Scholars Curriculum completion.)

Concurrent College Enrollment

Families must consult with the school counselor for permission to earn high school credit for college courses taken while the student is still enrolled in KCA. Students wishing to earn high school credit for college courses must have written approval of the school counselor in advance. Students must be in good standing (passing all courses with a C or better and no disciplinary issues) to enroll in college courses while attending KCA. A standard three (3) credit hour college course usually equals a semester or 0.5 credit at KCA. In order to receive high school credit for a college course, the student must pass the course with a grade of C or higher. College credits and letter grades from dual enrollment courses will appear on the Connections Academy high school transcript.

Independent Study

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the parent, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of both the teacher and school counselor in advance.

Students Driving To Sanctioned Events

The school highly recommends to parents/legal guardians that students **not** be permitted to drive unaccompanied to Kansas Connections Academy sanctioned events. Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to a Connections Academy sanctioned event students must meet the following guidelines:

- Must be 16 years of age.
- Must possess a valid driver's license.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.

In addition, it is the responsibility of the student who attends an event without a Caretaker designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the school (form available in the Caretaker's Data View).
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events will remain the responsibility of their parent/legal guardian. If a student driving to or from an event is involved in an accident, Kansas Connections Academy shall not be liable for any injuries or damage; all liability rests with the student, his/her parent/legal guardian and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an event. If a student nevertheless permits another student or students to ride with him/her, Kansas Connections Academy shall not be liable for any injuries or damage to any parties. The student, the student's parent/legal guardian, and/or any insurance maintained by the parent/legal guardian and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a parent/legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the school. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students

Enrollment Requirements

At the time of enrollment, all Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP). It is important that the IEP is current and complete, and that any educational assessment and evaluation reports that support the IEP are also submitted.

All documents are reviewed by the Manager of Special Education, and if necessary a member of the special education staff contacts the family to discuss specific student needs or to clarify the information for placement purposes. The students annual review date is noted, and once enrollment is complete the team begins to schedule IEP meetings, as necessary.

Any questions about disabilities and/or related aids and services may be directed to Sharon Jaso, KCA, 316-804-8086, PO Box 999, Elkhart, KS 67950, or, Rex Richardson, USD 218 Superintendent, 620-697-2195, PO Box 999, Elkhart, KS 67950.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Conducting IEP Meetings

The special education team plans for and schedules all annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

Special Education and Related Services

According to their IEPs, some students qualify to receive special education and related services. Due to the virtual nature of the school, the services are typically provided over the internet with real-time conferencing software. The IEP team ensures the service is provided in compliance with the IEP. The team locates and secures the provider and handles all contracting and financial issues.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, they will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in the School are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters the School with a Section 504 plan developed by a prior school, the School will review the plan and supporting documentation and comply with Section 504.

Any questions about disabilities and/or related aids and services may be directed to Anne Marie Strobel, 913-717-8214, PO Box 999, Elkhart, KS 67950, or Rex Richardson, Section 504 Coordinator and USD 218 Superintendent, 620-697-2195, PO Box 999, Elkhart, KS 67950.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 coordinator and/or special education staff) will implement the provisions of Section 504 plans.

A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan. Teachers will also have access to information as to accommodations and modifications on their home page.

Reevaluation

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This

team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan. Federal law requires KCA to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. KCA is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in KCA education program, please contact the school's special education coordinator or 504 Coordinator. You can also obtain 24-hour technical support by calling the Accessibility Hotline at 888-639-5960.

9 CONDUCT, DUE PROCESS, GRIEVANCE, AND COMMUNICATION

9.1 Restraint and Seclusion Policy

KCA is committed to maintaining a nurturing environment conducive to learning and student well-being. While in-person interactions occur infrequently in the virtual school environment, they do occur during state testing, field trips, and other school events. If, at a KCA-sponsored in-person event, a situation arises where an individual's behavior presents a threat of imminent harm to self or others, KCA staff will use approved behavioral management tools, including Emergency Safety Intervention (ESI) techniques, to maintain a safe environment for students and staff. All procedures and techniques used are aligned to state law and Board of Education guidance. The full Emergency Safety Interventions policy can be found in Section 11.

9.2 Hazing, Harassment, Intimidations, Bullying and Menacing

These actions are prohibited by KCA.

KCA BULLYING/HARASSMENT PREVENTION PLAN

Statement of Intent – KCA and USD 218 are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Harassment/bullying of any kind is unacceptable in our school and district. If harassment/bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school in a TELLING district. This means that anyone who knows that harassment/bullying is happening is expected to tell the staff.

The USD 218 Board of Education prohibits acts of harassment or bullying. The Board of Education has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

What Is Harassment / Bullying - "Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts- i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) that is reasonably perceived as being motivated either by any actual act or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Bullying” is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil’s actual or distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

Harassment / Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumors, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse
- Mobile: threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Signs and Symptoms - A child may indicate by signs or behavior that they are being harassed or bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has lunch or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviors could indicate other problems, but harassment / bullying should be considered a possibility and should be investigated.

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

KCA and USD 218 believe that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the school and district prohibit both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of a staff member.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board of Education's approved code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the target (victim) of the act. The consequences and remedial measures may include, but are not limited to, the examples below:

Possible Consequences

KCA students risk disciplinary action up to and including being withdrawn from our virtual school. Local authorities will be contacted when deemed necessary by school administration. The KCA counselor will work with students as needed.

The School Leader and/or designee shall be responsible for determining whether an alleged act constitutes a violation of this policy. In doing so, the School Leader and/or designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

Reprisal or retaliation against any person who reports an act of harassment or bullying is prohibited. The consequences and appropriate remedial action for a person who engages in

reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

Falsely accusing another as a means of harassment or bullying is prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

School officials will annually educate, train, and disseminate the policy to all school staff, students, and parents.

Resource Information (Bullying)

The following are websites that are excellent resources of information with regard to the aggressive or passive/aggressive behavior known as bullying.

- [Stop Cyberbullying website](#)
- [Teen Angels website](#)
- [Privacy Rights Clearinghouse website](#)
- [Wired Safety website](#)
- [i-SAFE website](#)
- [Wired Kids website](#)

The Parent's Guide to Protecting Your Children in Cyberspace by Parry Aftab, www.aftab.com

Cyber Bullying: No Muscles Needed by Joan Lisante, www.connectforkids.org

The Newest Breed of Bully, the Cyberbully by Charlene C. Giannetti and Maragaret Sagarese, published by the National PTA, www.pta.org

For teachers: Kansas NEA Educator's Resource Library; Website; *Bullyproof* series of professional development workshops, www.knea.org

An Educator's Guide to Cyberbullying and Cyber Threats by Nancy Willard, M.S., J.D., published by the Center for Safe and Responsible Internet Use, www.cyberbully.org

School Violence Hotline

The Kansas State Highway Patrol has set up a “STOP SCHOOL VIOLENCE” anonymous toll free hotline number, 1-877-626-8203. Students that are frustrated and wanting to vent their feelings need to contact the above number or see your School Leader or Counselor.

Senate Bill 323: Jason Flatt Youth Suicide Awareness Act

The provisions of this bill relevant to suicide awareness and prevention are:

- The board of education of each school district shall provide suicide awareness and prevention programming to all school staff and shall notify the parents of legal guardians of students enrolled in such school district that the training materials provided under such programming are available to such parents or legal guardians

Such programming shall include at a minimum:

- At least one (1) hour of training each calendar year based on programs approved by the State Board of Education. Such training may be satisfied through independent self-review of suicide prevention training materials; and
- A building crises plan developed for each school building. Such plan shall include:
 - Steps for recognizing suicide ideation
 - Appropriate methods of interventions; and
 - A crisis recovery plan
- On or before January 1, 2017, the State Board of Education shall adopt rules and regulations necessary to implement the provisions of this section.

Guidance

The KSDE will be providing guidance relative to the implementation of SB 323 as well as adding resources to the KSDE School Counseling Resources web page

(<http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/School-Counseling-Resources>). KSDE encourages districts to develop partnerships with local and regional mental health centers and educational service centers to provide evidenced based training materials and technical assistance in developing crisis plans that meets the statutory requirements. This is also true for districts who plan on utilizing evidence based “independent self-review of suicide materials” that is intended to satisfy the requirements of the statute. An example of this is the curriculum available through the Jason Flatt Foundation, located at (<http://jasonfoundation.com/get-involved/educator-youth-worker-coach/professional-development-series/>).

Districts are also reminded that suicide ideation is Tier 3 on a school-based mental health continuum. It is recommended that part of the training addresses Tier 1 and Tier 2 issues that may lead to a Tier 3 suicide ideation.

Resources

In order to get you started, here are some relevant resources for youth suicide prevention:

Jason Flatt Foundation: <http://jasonfoundation.com/>

Kansas Suicide Prevention Resource Center: <http://www.kansassuicideprevention.org/>

National Suicide Prevention Life Line: <http://www.suicidepreventionlifeline.org/>

SAMHSA Suicide Prevention Page: <http://www.samhsa.gov/suicide-prevention>

Suicide Prevention Resource Center: <http://www.sprc.org/>

American Foundation for Suicide Prevention- Kansas Chapter: <https://www.afsp.org/local-chapters/find-your-local-chapter/afsp-greater-kansas>

Kansas Suicide Hotlines: <http://www.suicide.org/hotlines/kansas-suicide-hotlines.html>

Center for Disease Control (Suicide): <http://www.cdc.gov/violenceprevention/suicide/>

Yellow Ribbon Suicide Prevention: <http://yellowribbon.org/about/>

American Association of Suicidology: <http://www.suicidology.org/>

Headquarters Counseling Center: <http://www.headquarterscounselingcenter.org/>

Johnson County Suicide Prevention: <http://www.jocogov.org/dept/mental-health/suicide-prevention>

Sedgewick County Suicide

Prevention: http://www.sedgwickcounty.org/comcare/suicide_prevention.asp

Greater Kansas American Foundation for Suicide Prevention Facebook

Page: <https://www.facebook.com/AFSPGreaterKC/>

The Trevor Project (for LGBTQ students) <http://www.thetrevorproject.org/?gclid=CK2-2aeGlsoCFZODaQod-zoOzg>

Kansas Adjutant General's Suicide Prevention Program (designed for the military): <http://www.kansastag.gov/NGUARD.asp?PageID=506>

Spring Hill USD Suicide Prevention

Page: http://www.usd230.org/shhs/studentsparents/student_safety/suicide_prevention/

Chisolm Trail (Olathe) Middle School Student Support

Services: <http://schools.olatheschools.com/buildings/chisolmtrail/parent-info/student-support/HelpGuide.org>: <http://www.helpguide.org/home-pages/suicide-prevention.htm>

9.3 Discipline and Due Process for Students

Appropriate conduct is expected of all students at the school. School students are guaranteed due process of law as required by the 14th Amendment to the Constitution. The student's code of conduct will be explained in the school's handbooks and includes steps to be followed in the event of misbehavior.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning

Students who receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (Connexus). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, they are temporarily removed from class (Connexus) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over them.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).

- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues.*

3. Withdrawal or Expulsion

When a student is expelled, they are separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions.

At KCA, we will typically work with the family to find an alternative school and withdraw the student prior to an expulsion hearing.

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the student, Caretaker(s), School Leader, and other staff members as appropriate. The School Leader will inform the student and parent(s) of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present their version of the occurrence. If the School Leader determines that the incident(s) justifies suspension, written notice will be provided to the student and their Caretaker. The student will be provided all due process as required by law.

Suspension of more than 10 days (Expulsion)

If the school determines that a student's conduct may warrant expulsion, the School Leader will provide written notice to the Caretaker of the student of their determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. After the hearing, the School Leader will make a recommendation for or against expulsion to the school's discipline committee. Once the discipline committee rules on the expulsion, the School Leader and/or the discipline committee will provide notification to the student and Caretaker of the committee's decision and discipline determination. The decision of the discipline committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty and Plagiarism

KCA requires students to complete all assessments (i.e. tests, quizzes, and quick checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a Learning Coach, (d) or other students. In addition, assignments other than tests, quizzes, and quick checks must be the student's original work. Sharing or giving work to other students is strictly prohibited and will be treated as plagiarism.

Connections Academy also requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

First Offense

The first time a student is determined to have violated academic honesty or plagiarized the work of other(s), the student will receive a warning from the teacher. The student will be required to resubmit the question/assignment or complete alternative work as directed by the teacher. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment. A warning for the first offense will be documented in the student disciplinary log.

Second Offense

The second time a student is caught violating academic honesty or plagiarizing, they will be required to redo the question/assignment or complete alternative work as directed by the teacher. The student can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment. A conference call will be scheduled to include the parent, student, teacher, and administration. A warning will be documented in the student disciplinary log.

Third Offense

The third time a student is caught violating academic honesty or plagiarizing; they will receive a zero and will not have the opportunity to redo the question/assignment. Repeated offenses of academic honesty or plagiarism by a student **may result in the student being withdrawn** from the school. A mandatory conference will be scheduled to include the parent, student, teacher, and administration. The violation will be documented in the student disciplinary log. **Students can be withdrawn from KCA for repeatedly and blatantly plagiarizing school work.**

9.5 Grievance Process for Caretakers

The school is committed to ensuring stakeholder satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Parent/Legal Guardian Agreement (PLCA) and the School Handbook: General Portion and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and student adhere to their responsibilities stated in the PLCA and the School Handbook: General Portion, and when necessary, will discipline, withdraw a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, or failure to attend mandatory state testing.

Caretaker Remedies

If a Caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the School Leader or General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a Caretaker feels that there has been discrimination on any unlawful basis or any other misconduct on the part of the school or its staff members, then the parent must activate the grievance procedures set out below and can directly report the complaint to the Director of Schools.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of an additional ten (10) days or an expulsion, the due process procedures in the *Discipline* section of this Supplement are to be followed.

Grievance Process

1. A Caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with their supervisor and respond to the parent within three (3) school days.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the superintendent/School Leader. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff member, if necessary, within five (5) school days.
4. If either party does not resolve this grievance, the Caretaker should then request a meeting with the Director of Schools, in writing. The Director will investigate the matter, and schedule a meeting within five (5) days.
5. If a resolution was not reached at the above three (3) meetings, the Caretaker may request a meeting with the Chief Academic Officer, who will investigate the matter, and arrange a meeting within five (5) school days.

If the school has not been able to address the Caretaker's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the parent can contact the School District (USD 218) for further recourse. The parent can also resort to contacting the state Department of Education.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.2.2 Technology Provided by Connections Academy

Consult the [Hardware and Connectivity](#) section of your school website to find out what technology may be provided by your school.

10.2.4 Use of Personal Equipment and Software

KCA families will be expected to provide their own computers and Internet access. Families should review the Technology section of the School Handbook: General Portion or school website to ensure their equipment meets the [minimum system requirements](#).

Additionally, all use computer equipment must comply with the Kansas Computer Crime Law (K.S.A21-3755), which reads:

(a) As used in this section, the following words and phrases shall have the meaning respectively ascribed thereto:

(1) "Access" means to approach, instruct, communicate with, store data in, retrieve data from, or otherwise make use of any resources of a computer, computer system, or computer network.

(2) "Computer" means an electronic device which performs work using programmed instruction and which has one or more of the capabilities of storage, logic, arithmetic, or communication and includes all input, output, processing, storage, software, or communication facilities which are connected or related to such a device in a system or network.

(3) "Computer Network" means the interconnection of communication lines, including microwave or other means of electronic communication, with a computer through remote terminals, or a complex consisting of two or more interconnected computers.

(4) **“Computer Program”** means a series of instruction or statements in a form acceptable to a computer which permits the functioning of a computer system in a manner designed to provide appropriate products from such computer systems.

(5) **“Computer Software”** means computer programs, procedures, and associated documentation concerned with the operation of a computer system.

(6) **“Computer System”** means a set of related computer equipment or devices and computer software which may be connected or unconnected.

(7) **“Financial Instrument”** means any check, draft, money order, certificate of deposit, letter of credit, bill of exchange, credit card, debit card, or marketable security.

(8) **“Property”** includes, but is not limited to, financial instruments, information, electronically produced or stored data, supporting documentation, and computer software in either machine or human readable form.

(9) **“Services”** includes, but is not limited to, computer time, data processing and storage functions and other uses of a computer, computer system, or computer network to perform useful work.

(10) **“Supporting Documentation”** includes, but is not limited to, all documentation used in the construction, classification, implementation, use or modification of computer software, computer programs, or data.

COMPUTER CRIME IS:

(1) Intentionally, and without authorization, gaining or attempting to gain access to and damaging, modifying, altering, destroying, copying, disclosing or taking possession of a computer, computer system, computer network, or any other property.

(2) Using a computer, computer system, computer network or any other property, for the use of devising or executing a scheme or artifice with the intent to defraud or for the purpose of obtaining money, property, services, or any other thing of value by means of false or fraudulent pretense or representation;

OR

(3) Intentionally exceeding the limits of authorization and damaging, modifying, altering, destroying, copying, disclosing, or taking possession of a computer, computer system, computer network, or any other property.

(c)(1) Computer crime which causes a loss of the value of less than \$500 is a ***class A nonperson misdemeanor***.

(2) Computer crime which causes a loss of the value of at least \$500, but less than \$25,000, is a ***severity level 9, nonperson felony***.

(3) Computer crime which causes a loss of the value of \$25,000 or more is a ***severity level 7, nonperson felony***.

(d) In any prosecution from computer crime, it is a defense that the property or services were appropriated openly and avowedly under a claim of title made in good faith.

(e) Criminal computer access is intentionally, fraudulently, and without authorization, gaining or attempting to gain access to any computer, computer system, computer network, or to any computer software, program, documentation, data or property contained in a computer, computer system, or computer network. Criminal computer access is a ***class A nonperson misdemeanor***.

(f) This section shall be part of, and supplemental to, the Kansas criminal code.

History: L. 1985, ch. 108, s 1; L. 1992, ch. 298, s 51; L. 1993, ch. 291, s 93; L. 1994, ch. 291, s 34; July 1.

10.2.5 Use of the Internet

Internet Subsidy

There is no authority for schools districts to reimburse families of students enrolled in virtual courses for instructional supplies or equipment. Therefore, consistent with Kansas law, Internet subsidies are not provided to KCA students.

Internet Safety

It is the policy of KCA (the “School”) to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connections Academy's Internet facilities. The training provided will be designed to promote Connections Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

11 KANSAS CONNECTIONS ACADEMY RESTRAINT AND SECLUSION POLICY

EMERGENCY SAFETY INTERVENTIONS

KCA and the Elkhart board of education is committed to limiting the use of Emergency Safety Interventions ("ESI"), such as seclusion and restraint, with all students. The board of education encourages all staff members to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the Elkhart district website with links to the policy available on the Kansas Connections Academy's school page. In addition, this policy shall be included in the School-Specific Handbook.

Definitions (See K.A.R. 91-42-1)

"Emergency Safety Intervention" is the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

"Seclusion" requires all three of the following conditions to be met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

"Chemical Restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

"Mechanical Restraint" means any device or object used to limit a student's movement.

"Physical Restraint" means bodily force used to substantially limit a student's movement.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
 - Any device used by law enforcement officers to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the staff member’s position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than classified staff who do not work directly with students in the classroom. District and KCA administration shall make the determination of the intensity of training required by each position.

KCA shall maintain documentation regarding the training that was provided and a list of participants.

Documentation

The School Leader or designee shall provide written notification to the student's parents any time that ESI is used with a student. Such notification must be provided within two (2) school days.

In addition, KCA shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

All such documentation shall be provided to the School Leader, who shall be responsible for providing copies of such documentation to the superintendent on at least a biannual basis. At least once per school year, the School Leader or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Local Dispute Resolution Process

KCA and the Elkhart board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the School Leader and/or the superintendent before filing a formal complaint with the board. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the School Leader, and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommended action to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt a report containing written findings of fact and, if necessary, appropriate corrective action. A copy of the report adopted by the board shall be provided to the parents, the school, and the state board of education.