

RAYTOWN SUCCESS ACADEMY

Alternative School
Long Term Suspension R3



PARENT / STUDENT HANDBOOK

2025-2026

RAYTOWN SUCCESS ACADEMY

9020 East 51st Terrace

Kansas City, MO 64133

816-268-7180

Principal: Ms. Leslie Cole

Raytown C-2 School District Mission and Belief Statements

*“A unified learning community leading individuals to achieve the exceptional.”
As a diverse, caring community we will ensure all students the opportunity to develop a
foundation that empowers them to create their future.*

Raytown C-2 Web Site <https://www.raytownschools.org>

Dr. Penelope Martin-Knox, Superintendent
Dr. Christopher Greiner, Chief Executive Academic Officer
Ms. Jessica Bassett, Assistant Superintendent of Secondary Education
Dr. Anthony Moore, Assistant Superintendent of Elementary Education
Ms. Mary Beth Sprecher, Director of Special Education
Dr. Carl Calcara, Chief Executive Business Officer
Mr. Alonzo Burton, President, Board of Education

Bus Transportation.....268-7170
24-Hour Message Line.....268-7001
Administration Office.....268-7000
6608 Raytown Road
Raytown, Missouri 64133

Main Office268-7180
Attendance.....268-7180
Fax number268-7185
Principal.....Ms. Leslie Cole
School Office Hours.....7:00 AM – 2:55 PM

We Believe:

- that the community values quality education.
- that diversity strengthens the educational process and the community.
- in the value of the tradition of educational excellence.
- all children can learn.
- all people have the right to be treated with respect and dignity.
- all students should be educated to their full potential.
- in high expectations for school and community.
- in offering a continuum of services and programs to ensure that students can succeed.
- shared decision making is a strength and an indication that we are united.
- that development of social skills facilitates teaching and learning.
- education is a partnership between educators, students, family and community.
- a safe learning environment is critical to learning.

Raytown Success Academy

Mission: RSA supports every student, every day, in order for everyone to learn to soar to new academic and behavioral heights

Vision & Collective Commitments: Raytown Success Academy will provide:

Value to every student, family and staff member of our school community.

Social Emotional Learning that teaches important life skills to promote a culture of resilience in the school and community.

A nurturing, structured, and orderly learning environment.

Encouragement to parents/guardians to support and be involved in their student's education, as it is crucial student success.

Grace with accountability and model these practices.

Lessons to teach students to take responsibility for their own behavior, enabling them to reach their academic potential.

Values: Relations, Grace, Accountability, Structure, Respect & Safety

Every Student, Every Day, Soaring to New Heights

Criterion	Definition	Opportunity for improvement	Target	Exceeding
Self-Management	I can manage my behaviors, communicate and take responsibility for my actions with integrity.	I struggle with managing behaviors, communicating and taking responsibility for my actions with integrity.	I can manage my behaviors, communicate and take responsibility for my actions with integrity.	I can manage my behaviors, communicate and take responsibility for my actions with integrity and try to help others.
Motivation	I can do things I don't like because I need to do them; I can take initiative without prompting.	I give up and rarely do things when it gets hard or I don't like it and don't want to do it; hardly ever take initiative without needing prompting.	I can do things I don't like because I need to do them; I can take initiative without prompting.	I constantly do things when it gets hard or I don't like it and do not want to do it; Always take initiative without prompting.
Critical Thinking	I can use my knowledge and skills to problem solve.	I don't pay attention to skills taught in class and must be prompted to complete real world learning skills.	I apply skills taught in class to real world learning skills.	I help other students practice skills and complete classroom activities.
Adaptability	I can be flexible, adapt and stick with it when it gets hard or I don't want to.	I am hardly ever willing to be flexible or adapt; I give up when a new task arrives or I don't want to complete a task.	I can be flexible, adapt and not give up when a new task arrives or I don't want to complete a task.	I am flexible, adaptable and never give up when a new task arrives or I don't want to complete a task. I can teach others ways to adapt.
Citizenship	I can manage my behaviors towards others. I can be respectful, accountable and safe in the community.	I hardly manage my behaviors towards others. I am rarely respectful, safe and accountable in the community.	I can manage my behaviors towards others. I am respectful, safe, and accountable in the community.	I always manage my behaviors towards others. I Am always respectful, safe, and accountable in the community.
Academic	I can show growth on district common assessments.	I am hardly ever participating or completing work in class. I do not complete or really try on district common assessments.	I can participate in class or complete work most of the time. I do not sleep in class. I complete district common assessments.	I consistently participate in class and maintain a passing grade. I show growth on district common assessments.

ATTENDANCE

It is an expectation that 90% of the students at RSA attend 90% of the time. When we fall below this number because of frequent absences and tardies, we lose resources for your students.

The school social workers will call each day when a student is absent unless the parent has notified the school in advance. Parents are to call the school by 7:30 a.m. if their child will not be in attendance on any given day.

Parents must accompany students who are late into the building, once checked in by a parent/guardian the security desk will then give the student permission to continue to the office. The office will notify the appropriate classroom by intercom of a late student and a staff member will then come to the office to escort the student to the classroom.

Students who miss school are more likely to be at-risk for not graduating on time. In fact, research shows that if a student misses five days, he or she is considered at risk. Students who miss 20 days of school consecutively will be dropped from the school. The attendance secretary will send out a five, ten and fifteen day letter for consecutively missed days before a student is dropped from the roster.

Please help us have great attendance percentage by getting your student to school on time each school day.

- Raytown Success Academy School hours are 7:10AM– 2:15PM,
 - Wednesday schedule is 7:10AM–12:30PM.
- Long Term Suspension R3 Program has 2 sessions:
 - AM session hours are 7:10AM–10:10AM. Wednesday are 7:05AM – 9:20AM
 - PM session hours are 11:20AM– 2:00PM. Wednesdays are 10:05AM – 12:25PM
- Missouri Options has 2 sessions:
 - AM session hours are 7:45AM–10:15AM. Wednesdays are 7:45AM – 9:45AM
 - PM session hours are 11:15AM–1:45PM. Wednesdays are 10:15AM – 12:15PM

In case of an absence a parent or guardian should call Raytown Success Academy office with information about the absence. The number to call is **816-268-7180**. WITHOUT A CALL, A STUDENT IS UNEXCUSED. If you do not call in, you will receive a call from school to check on the student. Attendance data is reviewed regularly at RSA. If your child has attendance concerns, you will be contacted by the school and possibly the district.

STUDENT ABSENCES AND EXCUSES Policies JED & JED-AP2 GRADES 6-12

The following absences will be excused. Documentation must be provided as indicated. Where written/verbal excuse is indicated, written documentation is required upon request from school administration.

1. Illness or injury of the student, with written/verbal excuse from parent.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written/verbal excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written/verbal excuse from parent. The principal may require a program or other evidence of attendance as additional verification.
5. Religious observances, with written/verbal excuse from parent.

6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent.
7. Out-of-School suspension.
8. Absence of a student in foster care due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity.
9. Absence due to mental or behavioral health concerns, with written documentation from a licensed mental health professional stating that the student is not able to attend school due to such concerns.
10. Visits with a parent or legal guardian who is an active duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.
11. Complying with a subpoena to testify in a criminal proceeding, attending a criminal proceeding, or participating in the preparation of a criminal proceeding.
12. College visits for high school students, up to a combined total of three visits not to exceed five school days during the student's junior or senior years. College documentation of the planned visit is required prior to the student's absence

All other absences and any absence for which required documentation is not provided are unexcused. Parents should notify the attendance office by phone each day of their student's absence. Students have two school days to provide verification or documentation of an excused absence; after that time, the absence is listed as unexcused. Absences not verified by a student's parents will be considered unexcused. The principal will make the final approval of excused absences.

ENROLLMENT

All students that attend Raytown Success Academy will enroll at their designated home school first. The homeschool will make a referral to Raytown Success Academy for placement, or if they are returning, the home school will transfer them to RSA.

ANCILLARY SERVICES

Students who receive speech or other ancillary services will be offered their services at the designated time in their schedule, even if the student is in the recovery room.

SEARCH POLICY

It is the desire of the Raytown Success Academy to provide a safe environment for staff and students. Students will go through a metal detector each morning. If the student does not clear the metal detector, they will be asked to remove items such as shoes, bracelets, earrings, belts, etc. If the student still can't clear a metal detector the staff will use a metal detecting wand. If the student is again unable to clear the parent will be contacted for further assistance. Student will remain in the office or the intervention room until the parent can pick the student up.

Students are provided with all supplies at school and there is no need to bring ANY ITEM to school without prior permission from the staff.

BOOK BAGS/BACKPACKS

- No bookbags/Backpacks
- No large purses
- No satchels
- No fanny packs
- Only students who are transitioning may bring a book bag that will be searched in the office and stored in the office until the student transitions.

CELL PHONES

- No cell phones are permitted.
- During the school days, cell phones are only allowed when the principal gives a student permission. If permission is granted, all cell phones will be turned off and stored in the principal's office and returned at the end of the student's school day.

If students bring unauthorized items to school, they will be taken from them and placed in the office until parent can come to school and pick the item up. At no time will the staff return the item to the student at the end of the day. It will be at the administrator's discretion to return these items.

HIGH SCHOOL PROGRAM DISMISSAL

Our staff strives to motivate students to achieve academically, behaviorally, and socially. Some students have been very successful in our alternative school setting. However, there are students who struggle with low attendance and minimal academic and behavioral progress. Many supports and interventions are given to our struggling students, but there are some students who choose to refuse our staff's attempts to partner to make changes and improve. The District has developed new criteria standards intended to improve attendance, academics, behaviors, and social growth.

The standards are for high school students in the areas of: attendance, grades, and behavior. If these standards are not met, a process of support is put in place. If a student does not work to improve, the student could be dismissed from the program.

Raytown Success Academy

DISMISSAL CONTRACT FOR HIGH SCHOOL

I understand that I have been on probation at RSA by not meeting expectations in attendance, grades and/or behavior.

On this review date, I have not met the following expectations (check all that apply):

- **Attendance Criteria**
Students must meet the criteria of 90% for monthly attendance

- **Quarter Grades Criteria**
Students that receive 4 or more F's in a Quarter will be reviewed

- **Behavior Criteria:**
Student behavior includes but is not limited to the following behaviors (within a 6 week period, all four do not need to be met to consider dismissal):
 - Meeting the sleeping criteria 2 or more times in a week
 - Multiple suspensions given to student regarding any behavior at school or on school transportation
 - Room evacuations for not meeting RSA safety expectations
 - If RSA administration has to contact the Raytown Police Department at any time

I understand that I am being dismissed from the program and may choose from the following options to continue my education:

1. Virtual Instruction Program
2. Job Corps opportunity

If I choose the Virtual Instruction Program, I understand that I will receive one course at a time. Once I complete 3 courses with passing grades, an RSA administrator will consider re-entry to Raytown Success Academy at semester if space allows.

*Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Administrator Signature _____ Date _____

**Your signature indicates that you have received the information and understand that you are on dismissed from RSA and have an option to work toward re-entry to the program.*

TECHNOLOGY 1 TO 1 PROGRAM CHARGES

RSA will be providing 1 to 1 computer devices for students. The 1 to 1 computer initiative is to prepare our students for college and career opportunities after high school. Currently, our school procedures and curriculum do not support a need for students to take devices home; however, if an instructional assignment requires work outside of the school day, the device can go home with administrator permission. Students transitioning back to their home-school, will be allowed to take the device with them each day. This privilege provides the student full participation in his/her classes at both schools.

The District has a “Student/Parent Loan Agreement” document which contains all rules and responsibilities related to a student having a technology device assigned to them. This document will be given every year when devices are distributed and is available on the District website. Every Raytown Success Academy student is to adhere to these rules and responsibilities.

If a student is showing behavior that indicates he/she is not able to keep the device protect from damage, then building Principal has the right to limit a student’s usage and possession of their device. Parent will be notified if the technology removal exceeds 2 weeks.

Please review the Ignite document provided when the device is assigned to your student which addresses the Program Key Points, Student Damage Repair Cost, Protecting Students and School, as well as Laptop Rules and Guidelines.



Technology 1 to 1 Program Charges

Research shows that students’ access to technology increases engagement and positively impacts student achievement. Teachers will use computer technology for instruction, assignments, projects, research, and assessments.

The District’s 1 to 1 computer initiative will provide laptops to students in grades 8-12 for the 2025-2026 school year. 1 to 1 devices will follow students throughout their educational career in Raytown. Students in grades 2-7 have access to 1 to 1 devices in the classroom. Students in grades K-1 will have access to classroom computer sets.

All participating students and their parents will be expected to sign a Loan Agreement prior to receiving their 1 to 1 device. Parents will sign this agreement as part of online enrollment and students will as part of the back to school process. The full 1 to 1 Handbook, Loan Agreement, and signature page can be found on the District website.

Program Key Points:

- Each student in the 1 to 1 program will be loaned either a Chromebook (grades 8 and 9) or Windows laptop (grades 10-12) and a charger upon completed enrollment in the District.
- Devices will be checked out at the beginning of the year and returned at the end of the year or when the student withdraws from the District.
- Students will be responsible for the device loaned to them and taking good care of it.
- Students may not alter the appearance of the device, including adding stickers, or other embellishments.

Students are responsible for all damage to the device as outlined in the Device Repair Charge schedules, which can be found on the District website

(<https://www.raytownschools.org/departments/technology/device-damage-and-charges>)

- Lost, stolen or non-returned devices will result in a charge of the full replacement value of the device.
- Students are expected to follow all Board policies, procedures, and district handbooks regarding the care and use of the device.
- Students are expected to practice safe and responsible technology use.

- Devices must be charged and brought to school each day.
- The loaned device remains the property of the District and is subject to inspection at any time without notice; there is no expectation of privacy while using District’s technology resources.

Student Damage Repair Cost:

Students are responsible for caring for the device checked out to them and for following the Technology Usage Policies and Administrative Procedures (EHB, EHB-AP1). If an accident occurs, additional costs may be incurred as outlined in the Device Damages & Charges schedule on the District website (<https://www.raytownschools.org/departments/technology/device-damage-and-charges>).

If the technology optional insurance is NOT purchased, all damage will be assessed a charge of 100% of the cost of replacement.

Optional Insurance Cost	Fee Per Student	Family Maximum
Full Pay Lunch	\$21	\$42
Free/Reduced Lunch	\$11	\$22

If technology optional insurance is purchased, damage costs will be assessed as follows:

Repair Cost	1st Incident	2nd Incident	Additional Incidents	Lost/Stolen Device
Up to \$50	no charge	50% parts cost	100% parts cost	Chromebook: \$234 Windows laptop: \$506
Over \$50	up to \$25 deductible	50% parts cost	100% parts cost	Chromebook: \$234 Windows laptop: \$506

Acceptable Use: Each year, as part of enrollment, students and parents sign the District’s Technology Use Agreement. The Technology Use Policy (EHB), Procedure (EHB-AP1) and Agreement (EHB-AF1 & EHB-AF2) are documents that outline how the District expects students to behave with technology. They define what is deemed acceptable behavior for users of District technology, including the use of loaned devices, online communication, and the Internet. District policy states that “a user does not have a legal expectation of privacy in the user’s electronic communications or other activities involving the District’s technology resources.” In addition, “use of technology resources in a disruptive, inappropriate or illegal manner impairs the District’s mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the District’s technology resources.” Technology violations may result in additional discipline in accordance to Board policy JG, Student Discipline and associated policies and administrative procedures.

In particular, these agreements state:

- You are responsible for all media, Internet usage, downloads, file creation, file deletion, file sharing, file storage, and other actions that involve all applications accessed via your assigned device.
- Students are always responsible for their loaned device, including all activity on their device or on other devices using their district log-in.
- Your device is only for creation of, access to, and consumption of school-related and school-appropriate content. Do not access, store, create, consume, or share unauthorized or inappropriate content with your device.
- You are prohibited from taking photos or videos at school without prior approval from a teacher or administrator.
- You must keep your login and password information private.
- You will use safe searching practices and not search for unacceptable content.

- You will only use online resources approved by the District; in addition, you will not fill out any form or sign up for anything online without permission.
- You will use appropriate language in all digital products and communications.
- You will not use your device to bully, harass or intimidate others.
- You will not attempt to avoid or bypass a content filter installed by the District.
- If you identify or know about a security problem, you are expected to convey the details to your teacher without discussing it with other students.
- You will not develop programs to harass others, hack, bring in viruses, or change other individual's files.
- District technology users have no expectation of privacy while using the District's technology resources as outlined in BOE policy EHB, this includes student loaned device.

In addition, students are expected to follow the following expectations for use of district provided devices and accounts at both at home and school:

- The loaned device remains the property of the Raytown Quality Schools and the device is subject to inspection at any time without notice.
- You can only install district approved software or apps.
- You will use appropriate language in all digital products and communities.
- You will follow internet use guidelines as outlined in Board Policy EHB and Administrative Procedure EHB-AP1.
- You will not use pictures with offensive language and/or materials.
- You will not be permitted to install software.
- You will not loan your device or charging cords to other individuals.
- You will follow all directions given by the teacher regarding laptop use.
- Your device is labeled in a manner specific to district defined procedures. Under no circumstances are students to modify, remove or destroy these labels or etchings.
- You will not provide personal information to anyone online without the permission of a teacher/parent/guardian.

Protecting Students at School

Student safety remains a priority with our Online Safety curriculum. As a certified Common Sense Media District, our online safety program is derived from the Children's Internet Protection Act (CIPA) recommended guidelines established through CommonSenseMedia.org. For more information on online safety and resources you can use at home, see the Online Safety resources on the District website.

All student devices will be filtered at home by the same software used in district. As with all content filters, it is important to remember that no filter is foolproof. The District has curriculum for all students that teach online safety. We encourage families to also discuss online safety. The District's technology page has links to online safety and digital citizen resources for parents to use at home.

Board Policy EHB and EHB-AP1 allows for the monitoring of all District technology. As with all devices, the District has the ability to access the activity of any student/device regardless of if the activity is done on the district network.

Laptop Rules & Guidelines

The following are highlights from the Laptop Rules & Guidelines. The complete document can be found on the District website.

- Log in on your device using only district provided account.
- Do not share passwords.
- Carry your device with both hands.
- Always set your device on flat surface to use it.

- Keep food and drinks away; don't eat or drink while using your device. Instead, take a study break.
- Never place heavy object on your device or place your device in a backpack with textbooks, this can cause your screen to crack over time.
- Keep your device clean.
- Charge your device every night; look for the charging light.
- Keep your device away from pets.
- Do not swap or share with another student.
- You are solely responsible for your device, keep it safe at all times.
- You are only allowed to download or install any software or other materials approved by district.
- Do not record video, audio or photos on school property without district permission.
- Do not leave items, such as headphones, inside the laptop when closing.
- Do not leave your device in a car.
- Do not store your device with the lid open.
- Do not remove district asset tags or stickers; this will result in a damage charge.
- You are encouraged to save all your work to Google Drive.

More information on the District 1 to 1 Program, including the 1 to 1 Handbook and District Policies & Procedures, can be found on the District website at <https://www.raytownschools.org/departments/technology/device-damage-and-charges>

COMPUTER VIOLATIONS

Computers are to be used to assist in the instructional process at the DIRECTION OF THE TEACHER. Computers are not allowed to be used to take pictures or records video or audio during school hours or on the bus unless specifically directed to do so by a teach or administrator as part of the instructional process. If the computers is being used inappropriately, it will be confiscated and turned into the building administrator.

- 1st offense: Warning. Conference with Building Administration
- 2nd offense: Confiscation. Computer removed for 5 days and parent/guardian contacted
- Subsequent offenses: Confiscation. Computer removed for the semester and parent/guardian contacted

ARTIFICIAL INTELLIGENCE USE POLICY: EHBD-AP(1)

AI Use and Prohibitions District students and employees must use AI responsibly and in accordance with this AI Use Plan. AI users are responsible for any harm caused by their AI use. District instructional staff will oversee student AI use in the classroom to monitor whether the use is safe, educational, and effective.

District students and employees are strictly prohibited from engaging in the following uses of AI:

1. Using AI in a way that violates any district policy or applicable law;
2. Inputting into any AI any confidential or critical data, as defined in policy EHBD, or any other confidential information unless the AI coordinator has approved the use as safe, appropriate, and legal;
3. Using AI to violate the instructions or requirements of any assignment;
4. Representing AI-generated content as their own work;
5. Using AI to create or disseminate false information on matters or events of public importance;
6. Using AI to create any altered image or voice of any person without obtaining that person's permission;
7. Using AI to generate any material that is obscene or harmful to minors;
8. Using AI to harass, embarrass, defame, misinform, or otherwise harm any person;
9. Using AI to cause disruption to district operations, including instruction;
10. Using an AI product that is not permitted by the AI Use Plan; or

11. Using AI to negatively affect the district or in a way that causes harm.

The AI coordinator may intervene in or prohibit additional AI use that, in the AI coordinator's determination, poses unacceptable risk to the privacy or safety of any person. Students may be disciplined and employees may be disciplined or terminated for violating these prohibitions, including violations that occur off campus and create a nexus to the educational environment. When AI is involved in other misconduct, the principal or designee may view the use of AI as an aggravating factor that justifies stronger disciplinary consequences.

Reporting AI Concerns and Misuse Individuals who have a concern about the safety or effectiveness of approved AI products should report the concern to the AI coordinator, who will investigate the matter and take steps to resolve the concern. Individuals who suspect AI misuse or are aware of AI use that is potentially harmful or otherwise violates the law or district policies or procedures must report the matter to the AI coordinator. The AI coordinator will notify the building administrator of the allegations and work with the administrator to investigate the alleged misuse or harm

Approved AI Products The AI coordinator will identify AI products and uses that align with the philosophy and strategy set by the board and that meet the criteria for AI use in the district as set out in this AI Use Plan. The AI coordinator will maintain a list of approved AI products and make the list available to employees and students.

New AI Products or Uses District employees and students who wish to use an approved AI product for an unapproved use or who wish to use an unapproved AI product may submit a request to the AI coordinator. The request must:

1. Clearly identify the AI product and use being requested;
2. Articulate an educational or productive purpose for the new product or use;
3. Include a copy of the product's data privacy policy and terms of use; and
4. Explain why the requester believes the requested use of the product would be safe.

The AI coordinator will decide whether the request meets these requirements and whether the requested use is safe, appropriate, and legally compliant. The AI coordinator will promptly approve or deny all requests. If a request is denied, the AI coordinator will provide an explanation for the denial to the person who made the request.

AI Training The AI coordinator will be responsible for providing appropriate training to employees and students on the nature of AI; safe, appropriate use of AI; and compliance with district policies and procedures governing AI use.

COMMUNICATION

Classroom Teacher – correspond with the classroom teacher regarding grades, credits, assignments, and expectations of the classroom, including behavior in the classroom.

School Social Worker – correspond with the social workers if you need assistance with social services agencies, mental health agencies, implementing individualized plans, and any other information you want to share with the school.

Interventionist-- Will contact parent or guardian regarding behaviors exhibited while student is in the IR room. Behaviors will be shared with the principal, along with appropriate school social worker and student's grade level teachers.

Principal – the above information as well as any other questions you may have.

EMERGENCY PROCEDURES / SCHOOL CLOSINGS

EMERGENCY PROCEDURES: Students will be practicing safety procedures, which includes intruder, suspicious object, fire and severe weather drills. In the event that students need to be sent home because of a natural disaster, PLEASE DEVELOP A PLAN FOR YOUR CHILD TO FOLLOW, i.e. should school be released early because of snow or ice. MAKE SURE YOUR CHILD KNOWS WHERE HE / SHE IS TO GO TO BE SAFE.

SCHOOL CLOSINGS: Should school be unable to open because of inclement weather, please listen to radio and television stations or check the RQS website for announcements or cancellation information.

VISITOR POLICY – Policy KK

We encourage and advocate that all parents are involved in the lives of our students. However, classroom visitors can be disruptive to the educational process, the district does not generally permit parents/guardians or others to visit classrooms during instructional time for the purpose of observing students unless the building principal has approved the visit in advance after consulting with the teacher, and in accordance with the district conditions noted below.

1. All observations will be arranged in advance with the building administrator. Parents should submit a request for observation in writing to the building administrator.
2. The time, place, and manner of the observation will be determined on a case-by-case basis by the building administrator based on factors including purpose of the observation, potential disruption to the educational process, legal rights of other students, safety of staff and students, and best interest of the child.
3. The district reserves the right to refuse any request for an observation that is deemed inappropriate, excessive, or detrimental to the instruction process.
4. The classroom teacher and building administrator or a certificated designee shall be present throughout any and all observations
5. The duration of the observation will be established at the time arrangements are made. The observation shall not exceed 45 minutes.
6. The individual conducting the observation and the observer shall not intervene and/or disrupt the instructional process.
7. Audio recorders and/or cameras (still and video) are not permitted.
8. During any time of the observation, the superintendent, building principal, or a designee of either may require the observer to leave.

We believe it is our responsibility to provide a safe learning environment for all students. To provide for this type of climate we ask that all parents/legal guardians follow the procedures listed below.

- The district uses a visitor management system to scan visitors. Visitors are required to produce a scannable photo ID to complete this process. Have ID ready to check in when entering the building. Please read Policy KK for more information.
- Wear a visitor pass at all times while in the building. Visitors must be escorted to and from any location in the building. No visitor is allowed in the building without an escort at any time, with the exception of during public events when the building is open to members of the public.
- Respect classroom instruction.
- Classroom visits are not for conferencing with the teacher, but rather to observe your student in the classroom setting and limited to 45 minutes. We expect you to respect the privacy of other students in the classroom. Parents should submit a request of observation in writing to the building administrator. All observations are limited to 45 minutes. Audio recorders and/or camera (still and video) are not permitted.
- We reserve the right to deny visitors to the classrooms.

- Conferences with individual teachers should be arranged by calling the teacher and scheduling an appointment with him or her. Telephone conferences can be arranged during teacher’s plan times. Students are not permitted to bring guests or provide access to anyone as we believe it is our responsibility to provide a safe learning environment for all students.

For complete information on visitors and observations, please review Policy KK on the district website: www.raytownschools.org

ESCORT POLICY

RSA students should be escorted by an adult during any transition time while attending school (i.e., bathroom, taking a walk, breakfast, lunch, to the recovery room, nurse). This will provide structure and a safe environment for the student and school.

REQUIREMENTS FOR TRANSITION TO HOME BOUNDARY SCHOOL

Transitioning back to the home boundary school may be a goal for your student, although many of our students are more successful in our environment and choose to complete their education at RSA. In order to transition back to the student’s home boundary school, several requirements will need to be met. Once these requirements are met, a team of staff from RSA, the home boundary school and the student’s family members and/or other interested parties will meet to discuss necessary steps to ensure the student’s success.

Raytown Success Academy School Students

RSA students must have Attendance must be at a 70% or higher, all school work as assigned for grading must be at a 70% (C average or higher), and maintain Level 4 behavior expectations by demonstrating appropriate conduct in all environments. These are reviewed with administrative discretion.

ISS PROCEDURES

The purpose of ISS is to increase student’s awareness of appropriate behavior. In the process students remain connected to the school environment and have an opportunity to learn from the experience. Students are provided an opportunity to reflect and process through the situation that resulted in ISS. No talking, socializing, or leaving the room is allowed, except for scheduled necessity breaks. Students are required to meet behavior expectations and obtain a minimum of 36 points daily for a successful ISS day completion. The ISS point sheet is provided below.

Student Name: _____ Date: _____

Daily Points ____/45

One point possible for each behavioral expectation for 40 points throughout the school day. 5 additional points specific one time tasks. Total possible daily points = 45.
36/45 (80%) required for completion of ISS day.

ISS Point Sheet

	Arrival Procedure	1st hour	2nd hour	3rd hour	Lunch	4th hour	5th hour	6th hour	7th hour	Dismissal procedure
	Completed written reflection									Complete work checked off by teacher
	Signed Contract									Area clean for dismissal
Voice off unless address by Teacher, IA or interventionist										
Working on Assignment for given hour										
Respectful language										
KHAFAOOTY										
Processed with teacher when asked										

Assignments Listed:

Class Assignment	Received Signature from Student (date)	Collected Signature from Staff (date)

Signature _____

Date _____

My signature indicates that I understand that I am expected to earn 36/45 points for the day and that I have to earn the points for the items with asterisks to exit from ISS. If I am assigned more than one day of ISS, I understand that I must meet these expectations each day.

DRESS CODE Policies JFCA & JFCA-AP1

The Board of Education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests.

All dress code procedures will adhere to health and safety codes and comply with applicable law. Dress that materially disrupts the educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable.

The Board of Education expects student dress and grooming to be neat, clean and in good taste so that each student may share in promoting a positive, healthy and safe atmosphere within the school district.

Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will be clean and in keeping with health, sanitary and safety requirements.
2. All students must wear shoes, boots or other types of footwear.
3. Dress and grooming will not disrupt the educational environment.
4. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class period in the interest of maintaining safety standards.
5. Additional dress guidelines may be imposed upon students participating in certain extracurricular activities.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. No employee or volunteer shall direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as it is worn in a manner that does not promote disruptive behavior.

1. Pants, shorts and skirts must be worn at the waist. Failure to comply with request to meet this portion of the dress code will result in student losing the privilege of transition out of the building for breakfast, lunch, PE and other activities. The student will remain in a safe seat for the remainder of the day or until the student is able to comply with the expectation. Chronic violations of this dress code may lead to further disciplinary action.
2. All shorts and skirts must be fingertip length. Shirts worn with leggings must be below the buttocks.
3. Pants must appropriately cover all skin, rips from above the fingertips must be covered.
4. Shirts must not be see-through and must appropriately cover the midriff, chest and shoulders. Tank tops must have two fingertips wide. If clothes are see-through, must have a complete shirt underneath. If clothes are worn and do not meet dress code, the student will be placed in IR until the dress code has been met. A call home will occur to see if the parent can bring a change of clothes. Chronic violation of this dress code may lead to further disciplinary action.
5. All words and images on clothing and accessories must be school appropriate and shall not reference violence, gangs, tobacco, alcohol, or drugs. Students who fail to comply with this requirement will remain in IR for the remainder of the day until they are able to comply with dress code or until parent can bring a replacement shirt. Chronic violation of this dress code expectation may lead to further disciplinary action.
6. On days when students go to PE, students must be school appropriate to participate in all activities and in order to play safely. Example: Tennis shoes, shorts or regular fit pants. Students must wear athletic shoes to participate.
7. No outside coats and blankets/wraps are allowed in the classroom.

8. No sleepwear.
9. All shoes worn must have hard soles.
10. No headwraps, hats, or anything that covers the student's head should be worn. Winter headbands or winter scarves should be placed in the student's locker. Hoodies are allowed if the student does not wear the hoodie to cover their head. If this becomes a problem, accountability actions will be addressed by administration. If rubber bands or hair ties are worn, they must stay in the hair. If they are taken out, they must be thrown away.
11. ALL CLOTHING IS SUBJECT TO QUESTIONING BY STAFF!
12. Attire which disrupts the learning environment or creates a health or safety issue, is not allowed. This will be at the administrator's discretion.
13. Students will NOT be permitted to remain in class if attire interferes with the school activity or creates a disruption, health, or safety issue. If you have any concerns regarding the dress code, please contact school administration.

PHYSICAL EDUCATION CRITERIA

Personal Development Criteria

The Missouri School Improvement Program Resource Standards for Missouri Public School Districts (2013) requires that middle school must teach Physical Education to all students for a minimum of 3,000 minutes each year. High schools must offer at least 1 unit of physical education out of the requirement for graduation. Raytown Success Academy offers the Physical Education Criteria through our Personal Development Course. Our middle and 9th grade high schools are offered Physical Education on Fridays. Our students will walk across the school parking lot to the Bauer Hall. Each student must meet the criteria to be able to leave the building and transition to Bauer Hall. The criteria are as follows:

- Appropriate dress code for PE (Tennis Shoes for PE)
- No OSS or ISS for the week
- No room evacuations based on behavior for that day
- No student lock downs based on behavior for that day behavior
- No elopement, or leaving without permission, from the classroom or building
- No unsafe behaviors (physically or verbally aggressive) for that day
- No non-compliance, refusal to follow adult direction for that day
- Transition is subject to principal discretion

HONOR ROLL

RSA has implemented an Honor Roll for our school. Recipients of Honor Roll recognition will be acknowledged at the end of each Quarter as well as at the end of the conclusion of each semester. (It is different from the expectations established at the Middle Schools and High Schools which is a cumulating of points.)

Middle School Honor Roll:

- Academic Honor Roll 3.0 – 3.9 GPA
- Principal's Honor Roll 4.0 GPA
- NO ISS or OSS for the semester
- Quarter/Semester attendance of 95% or higher

High School Honor Roll:

- Recipients of the Academic Honor Roll must meet the following criteria:
 - Quarter/Semester GPA of 3.0 – 3.9
 - Quarter/Semester attendance of 95% or higher
 - NO ISS or OSS or the semester

Recipients of the Principal's Honor Roll must meet the following criteria:

- Quarter/Semester GPA of 4.0
- Quarter/Semester attendance of 95% or higher

NO ISS or OSS for the semester

Grading Scale

The following standardized grading scale is used:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 & below (No Credit)

Teachers will follow guidelines for grade calculations. Consistency is and fairness is practiced in grade calculations. Grading periods are listed on the district calendar.

INCENTIVES AT RSA

Phoenix Cash

Students earn Phoenix Cash for following the matrixes. Students earn Phoenix Cash can be spent at the school store during approved times for attendance and displaying positive behaviors and classroom interaction.

Academic Incentive

Every quarter, students who are passing all classes (P.A.C. Incentive) will be able to participate in a celebration which may include snack and a movie, games or other fun activities. In addition, each semester, honor roll students are announced and participate in a celebration planned by the RSA administration team and/or building advisory committee.

Attendance Incentive

Students receive an incentive monthly for perfect attendance. Students also receive attendance incentives quarterly and each semester for 90—100% attendance.

Quarterly Celebration

Students on Silver Level and above earn the opportunity to participate in a quarterly celebration.

Field Trips

Students on Silver Level and above levels earn the opportunity to go on a field trip each semester. Student behavior in class and the ability to follow directions given by adults will be a very important consideration. Academic standing and the completion of assignments will be looked at carefully. Students who are unable to participate in the field trip will be provided with a creative alternative, which will take place in the building. Students will be transported back to the building if staff members feel that the student is not being successful on the outing. For this type of activity, we ask that you give ongoing permission. Should we plan an out of district activity, we will send specific Field Trip Requests home and they must be signed and returned prior to the activity.

School- Wide Positive Behavior Supports

School-Wide Positive Behavior Supports (SW-PBS) is a framework for schools to proactively support the success of all students. It is a school-wide and prevention-based way of helping all students achieve important academic and social goals. We know that when positive behavior and quality teaching come together, our students will excel in their learning.

Raytown Success Academy staff has established several clear expectations for the behavior we expect in all educational environments. We will explicitly teach those expectations to the students and recognize them frequently for appropriate behavior. The expectations will be consistently taught and reinforced by all staff in our schools.

Raytown Success Academy has created a safe environment to encourage positive attitudes and behaviors. The Success Academy programs are designed to help prevent inappropriate behaviors (encouraging the appropriate behaviors. At Raytown Success Academy we have three expectations. These expectations are applicable to every classroom and setting in the building. Our expectations are to be RSA at RSA:

Be **R**espectful

Be **S**afe

Be **A**ccountable

Through continued social emotional instruction and the positive encouragement of observed appropriate behaviors.

Raytown Success Academy School-Wide Positive Behavior Support Team and Building Leadership Team developed a decision rule regarding students that are being consider for a Success Plan or Behavior Support Plan. The most important part of the Team is you, the parent(s) or guardian. It's important to have your partnership in helping your student be successful at RSA.

At Raytown Success Academy using the Response to Intervention model (RTI), has proven to be effective in tiered sorting it all Out, organizing solutions for the whole class making moves on the continuum for assessing of behaviors. The RTI model is in place to increase student achievement; enhance school climate; increase attendance rates for students and staff; encourage consistent language by all staff; and decrease discipline referrals and suspensions.

SW-PBS includes administrator support participation and leadership. These characteristics are displayed through the implementation of a common purpose and approach to discipline, a clear set of positive expectations for students and staff, procedures for teaching expected behaviors, a continuum of procedures for encouraging positive expectations, and continuum of procedures for discouraging negative behavior. As students transition to RSA with a tier 3 plan, the plan will be reviewed and it will be determined by intensity of their plan which tier support they should start.

The Raytown Success Academy team defined Minor and Major Behaviors at School. All behaviors are tracked by staff to make the determination if a student should be place on a plan, or have increased supports on an existing plan. All decisions are data driven by Grade Level Support Team meeting with a criteria of 18/30 days of the pattern behavior, (minor or major) when developing advanced supports for students. Minor behaviors consist of, but not limited to repetitive behaviors resulting in the use of the buddy room. Major behaviors include; but not limited to, elopement from the classroom or building, room evacuations, building lock downs, physical aggression and threats.

Student expectations are illustrated through our SW-PBS Matrices posted throughout the building and included in this handbook. Matrices are developed for Transportation, as well as RSA Students and Staff. In **All Settings, Classroom, Hallways, Arrival/Departure, and Cafeteria** the matrix explains the expectations in detail.

BUS TRANSPORTATION

Students receive a copy of bus regulations are expected to read and observe bus rules. Bus regulations are enforced by school officials to ensure the safety of all riders. If a student does not follow rules, drivers issue a "bus conduct" slip with copies to the school principal, the parent, and the district Director of Transportation. These slips could result in school discipline and/or bus suspension. If you have questions regarding the buses or bus procedures, contact the transportation office at 268-7170.

RAYTOWN SUCCESS ACADEMY (RSA) TRANSPORTATION MATRIX

Expectations	At Bus Stop	Loading Bus	Riding Bus	Unloading Bus
BE SAFE	<ul style="list-style-type: none"> · Stand away from traffic in single file line as bus approaches. · Keep hands, feet, and objects to self. · Wait for bus to come to complete stop before moving. · Wait for drivers' signal before crossing the street. 	<ul style="list-style-type: none"> · Walk and use hand rail. · Use inside voice. · Go directly to assigned seat and be seated. · Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> · Remain seated on pockets, feet on floor, out of aisle. · Use inside voice. · Keep hands, feet, and objects to self and inside of bus. · Keep hands, feet, and objects out of the aisle. 	<ul style="list-style-type: none"> · Wait for your seat to be dismissed before standing. · Keep hands, feet, and objects to yourself. · Walk and use handrail. · Wait for driver's signal before crossing the street · Move out of bus danger zone area after loading.
BE RESPECTFUL	<ul style="list-style-type: none"> · Use kind words. · Stay in area of bus stop. 	<ul style="list-style-type: none"> · Greet or reply to driver's greeting. · Wait your turn to load. · Use kind words and inside voices. 	<ul style="list-style-type: none"> · Use kind words and actions. · Follow adult direction the first time given. · Use inside voices. · Keep bus clean, throw any trash away in trash can. 	<ul style="list-style-type: none"> · Wait your turn to unload. · Use kind, and respectful words. · Give / return good bye to adult.
BE RESPONSIBLE	<ul style="list-style-type: none"> · Be at bus stop 5 minutes before arrival time. · Have all school items secure and on hand. · Finish all food and/or drink before loading. 	<ul style="list-style-type: none"> · Keep self and personal items within aisle and away from others. · Go directly to assigned seat, and be seated. 	<ul style="list-style-type: none"> · Keep feet and items inside seat and out of aisle. · Keep personal items in lap or in seat. · Be alert. 	<ul style="list-style-type: none"> · Take all of your belongings with you. · Get off bus only at your assigned stop.

Expectations	All Settings	Classroom	Hallways	Arrival Departure	Cafeteria
BE RESPECTFUL	<ul style="list-style-type: none"> · Use appropriate school language. · Dress appropriately for school. · Keep hands visible at all times. 	<ul style="list-style-type: none"> · Be on task. 	<ul style="list-style-type: none"> · Walk quietly, silently, and in a line. · Stay together. · Dress code. 	<ul style="list-style-type: none"> · Use positive and kind words in an appropriate tone. 	<ul style="list-style-type: none"> · Wait quietly and patiently in line for food.
BE SAFE	<ul style="list-style-type: none"> · Bring only approved items to school. · KHAFAAOOTY 	<ul style="list-style-type: none"> · Get help from an adult when needed. 	<ul style="list-style-type: none"> · Be right behind your peer with adequate space (arm length). 	<ul style="list-style-type: none"> · Enter and exit in a single file line on the wall side of the stairwell. 	<ul style="list-style-type: none"> · Stay in your seat. · Talk only to others at your table. · Provide all unwanted food to the adult in charge.
BE ACCOUNTABLE	<ul style="list-style-type: none"> · Follow directions from all staff. 	<ul style="list-style-type: none"> · Be alert and ready. · Complete assignments. 	<ul style="list-style-type: none"> · Remain with adult at all times. 	<ul style="list-style-type: none"> · Walk directly to your bus or into the building. · Use inside voices. · Walk safely on stairs. 	<ul style="list-style-type: none"> · Sit in your assigned seat.

BEHAVIOR INTERVENTION SUPPORT TEAM – B.I.S.T (Buddy Room, Safe Spot, Recovery Room)

BIST is designed to teach children how to manage feelings and change behavior. As the adults, we will enforce limits in predictable ways so that our students will feel safe and supported at school. We understand the importance of one-to-one relationships with children and will take an active role in helping children learn to make good choices. This problem solving approach teaches children to look at their own behaviors; own their problems; take responsibility for their actions, and change their behavior. Our goal is to protect children and the environment from inappropriate behaviors, and to teach children how to change behaviors.

All staff members will be trained and follow the BIST model which contains specific language and a continuum of interventions including safe seat, buddy room, and recovery room.

*Students in this program may require the use of a modified BIST continuum for basic behavior management, when the results of an Individualized Functional Behavior Assessment (FBA) indicate that an alternate plan should be implemented. Behavior Intervention Plans or Behavior Support Plans may indicate the use of the recovery room in the event of signs of potential aggressive behavior or exhibited aggressive behavior(s) may endanger the safety of the student or others.

Adults intervene when a child's behavior interferes with the learning, or threatens the wellbeing of another person through a disrespectful attitude and/or verbal/physical actions, or is destructive to self or others. Our immediate goal for early intervention is to stop the behavior and remove the child from the situation, through the use of the continuum. First, a student may be asked to move to a safe spot in the classroom. The purpose of sending a child to a safe spot is to allow time to calm down and think. It is not punitive or intended to make a child feel badly. Children feel safe when they know that adults will intervene both fairly and predictably. A safe spot is a location within the child's classroom where he/she may go to calm down and think. This is the first intervention that a child will have. If the student is able to calm down and process his/her actions the safe spot they will not move along the continuum.

Secondly, if the child is unable to calm down and think at the safe spot within their classroom, they will be asked to move to Recovery. Once the student arrives in Recovery, the documentation log must be filled out as to why the student is there. The interventionist will review the data to help teachers to determine patterns, trends, and successes in a child's day.

In the event that a student continues to not correct their inappropriate behaviors in Recovery he/she will then be referred to administration for further processing.

BEHAVIOR MANAGEMENT/PHYSICAL RESTRAINT POLICY

- The goal of behavior management is to assist students in developing autonomy. This requires that students learn to control their own behavior. This includes situations when students are angry, frightened, or in another emotionally heightened state which may lead to aggressive behavior where safety is a concern.
- All staff members will be trained and follow the BIST model in addition to Crisis Prevention Institute (CPI) nonviolent crisis intervention, which contain a series of supportive, non-physical alternatives. Should a student become a physical threat to the safety of themselves or others, physical intervention may be used.
- Staff will receive crisis prevention and physical management training annually. Physical intervention will be used only to the degree necessary to maintain safety. It will be as brief and as unobtrusive as possible. The use of pain compliance by staff is prohibited. If staff cannot safely manage student behavior, the administrator will be contacted to determine if parent contact is necessary.
- If a student is physically managed, an observer must maintain a restraint log. Time intervals should be recorded at least every 5 minutes. Case managers and/or interventionist are responsible for maintaining and submitting restraint logs for each student, as needed. Parents will be notified of the use of physical management in writing or by telephone by the end of the day and in writing within 5 days.
- If students are disruptive and threatening to the learning environment, staff members may physically assist a student who refuses to move upon request. If the student can be relocated while maintaining safety, appropriate methods taught in training may be used to assist the student.
- Safety and student dignity must be considered priorities when managing student behavior, especially involving physical management.
- Before the student who required physical management is allowed to return to class, based on individual plans, staff members and/or students should review the incident's triggering event, any feelings that were experienced, behaviors exhibited, outcomes, and engage in direct instruction of replacement behaviors.

CORPORAL PUNISHMENT Policy JGA-2

For the purposes of this policy, corporal punishment is the use of physical force as a method of correcting student behavior. No person employed by or volunteering on behalf of the Raytown C-2 School District shall administer corporal punishment or cause corporal punishment to be administered upon a student attending district schools.

A staff member may, however, use reasonable physical force against a student for protection of the student or other persons or to protect property. Restraint of students in accordance with the district's policy on student seclusion, and restraint is not a violation of this policy.

RSA LEVEL SYSTEM

Student Goals

Each student will be assigned one of the following three goals to work towards. These goals are assigned based on student's individual need and behaviors.

Goals:

1. I can make good choices, even if I am mad.
2. I can be okay, even if others are not ok.
3. I can do something, even if I don't want to (or even if it is hard).

Criteria and Privileges

Students will be able to earn privileges as students move up the level system.

Bronze Level:

- All students start at this level.
- Students will be encouraged to work through required behaviors, academics (Pass two core classes), and attendance to move to the Silver Level.
- Meets targets for 10 consecutive days.

Silver Level:

Student will:

- Student will make appropriate progress on their assigned goal.
- Attend school regularly. No more than 2 misses per 10 day target.
- Participate in SEL, restorative justice or other small groups.
- Pass 50% of classes.
- Actively participate in the classroom (limited sleeping in class).
- Be in class the majority of the time. No more than two reactive buddy room incidents/failures to transition within the past two weeks, including dress code violations.
- Abstain from OSS, ISS, room evacuations, floor lockdowns, leaving the classroom without permission, elopement from the building, and bus suspensions.

Privileges:

- Eligible for quarterly level celebrations.
- Choice of:
 1. Two vending machine passes per week. Student provides money.
 2. Non-food incentive (helper job such as getting buddy room lunches, recycling, etc. /time with adult staff).

Gold Level:

Student will:

- Make appropriate progress on their assigned goal.
- Attend school regularly.
- Participate in SEL, Restorative justice or other small groups.
- Pass all classes.
- Actively participate in class (ex: limited sleeping in class).
- Be in class the majority of the time. No more than one reactive buddy room incident/failure to transition within the last two weeks, including dress code violations.
- Abstain from OSS, ISS, room evacuations, floor lockdowns, leaving the classroom without permission, elopement from the building, and bus suspensions

Privileges:

- Student will make appropriate progress on their assigned goal.
- Eligible for quarterly level celebrations.
- Eligible for semester field trips.
- Eligible for end of year celebration. (Must have been eligible for 3 out of 4 quarterly level celebrations.)
- Choice of two:
 1. Two vending machine passes per week. Student provides money.
 2. Non-food incentive (helper job such as assisting with buddy room lunches, recycling, etc.)

Platinum Level:

Student will:

- Attend school regularly.
- Participate in SEL, restorative justice or other small groups.
- Pass 100% of classes with a C or better.
- Be awake and participating in class.
- Be in class all of the time. Proactive buddy room incidents only.
- Abstain from OSS, ISS, room evacuations, floor lockdowns, leaving the classroom without permission, elopement from the building, and bus suspensions.
- Act as a positive role model in class and school.

Privileges:

- Shop at school store weekly, if in class at the time shopping takes place.
- Eligible for quarterly level celebrations and prize drawing.
- Eligible for semester field trips.
- Eligible for end of year celebration. (Must have been eligible for 3 out of 4 quarterly level celebrations.)
- 12th graders eligible to drive to and from school with current license and current insurance (documents must be provided).
- Choice of three:
 1. Two vending machine passes per week or one lunch from a restaurant per review cycle. Student provides money.
 2. Non-food incentive (helper job such as assisting with buddy room lunches, recycling, etc./time with an adult staff/two free tickets to home school activity/free yearbook).
 3. Free school t-shirt

CAFETERIA PROCEDURES

Students at RSA are expected to know the expected behaviors for transitioning to and from as well as eating in the cafeteria. These expectations are provided on the student PBS Matrix which is located within this handbook as well as posted in multiple places around the school building. Only students on silver level and above will be allowed to transition to Breakfast and Lunch. Students on silver level and above refusing to transition will not be allowed to apply for level.

If students are not able to follow these posted procedures and expectations the following will occur:

1. Student will be provided a warning regarding the disruption and will be redirected.
2. If student continues with disruption/behavior, administration is informed and student will receive 5 days of buddy room lunch.
3. Continuation of disruptions/behaviors, will result in 20 days of buddy room lunch.
4. Administration can determine, after repeatedly being advised of expectations and redirections/buddy room lunch consequences, if student will be required to remain in the buddy room for lunch for the remainder of the semester.

Students will also lose the privilege of going to the cafeteria for meals and need to participate in buddy room lunches if they sleep during class, have a dress code violation, or are currently in a buddy room or ISS. Students in the buddy room lunch do NOT get to pick their meal preference, but lunch is at the discretion of the cafeteria staff.

LUNCH

Student lunches cost \$2.55. Lunches may be purchased on a daily or prepaid basis. The cafeteria utilizes an automated system in which students are given a PIN number. Students will need to use the PIN number on all purchases made in the cafeteria whether they have money in their accounts or not.

Parents may check current school menus by checking the district web page

<https://www.mypaymentsplus.com/welcome>

Free and reduced lunch applications are available during schedule pick up and are mailed to every student's home. If you did not receive one, you may pick one up at the school office.

1. A student may not charge meals or à la carte items.
2. A student who has insufficient funds to pay for meals will be provided a substitute meal that meets the district's nutrition guidelines.
3. Substitute meals (peanut butter or cheese meal with fruit, vegetable, milk and juice) provided to the student will not be charged to the student's meal account.
4. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

DISTRICT WELLNESS PROGRAM

Nutrition Standards for Foods and Beverages Provided to Students during the School Day All foods and beverages the district provides or makes available to students during the school day will meet or exceed the Smart Snacks nutrition standards. This includes, but is not limited to, foods and beverages provided or made available to students for celebrations, classroom parties, and birthdays, regardless of the source of the food. The district will provide parents/guardians and district employees with a list of foods and beverages that meet the Smart Snacks nutrition standards and a list of healthy party ideas, including nonfood celebration ideas.

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will provide timely notification to parents/guardians when account balances run low (when applicable). Policy EF-AP1

RSA students are not allowed to move freely around the cafeteria; socializing is limited to the area in which the student's class is assigned. Due to space limitations, parents choosing to eat lunch with their student will be given an alternate location to eat. Students are supervised by teachers who address individual student questions or needs. Students are expected to take care of their lunch trays and trash before leaving the cafeteria. We ask that all food and drink be consumed in the cafeteria before leaving. Students will not be allowed to take leftover food back to the building. Students are asked to remain seated until dismissed by an adult. Each class is escorted to and from the cafeteria by an adult.

Students are welcome to bring a full lunch from home. It must contain an entrée to be considered a full lunch. An example: sandwich and chips or a Lunchable. Students are not allowed to bring candy or soda as part of their lunch. Please see Policy EFB & **ADF-AP1** for more details. ****Meal prices subject to change (with Board approval)***

CODE OF CONDUCT

The purpose of appropriate student behavior is to create a positive and safe learning environment in which teaching and learning is uninterrupted. All students will assume personal responsibility for their behavior and actions, learn appropriate self-control, exhibit self-discipline, and accept the responsibility and consequences of any inappropriate behavior and make restitution when harm is done to others or property. Accomplishment of this objective requires a cooperative effort from students, parents, and staff.

All students shall...

1. Respect the educational process through the display of appropriate language, attitude and physical behavior.
2. Respect and honor the rights of other students and staff to learn in an environment free of intimidation or harassment.
3. Maintain satisfactory attendance.
4. Comply with classroom and school rules.

Raytown Success Academy adheres to the Raytown School District Board Policies regarding student expectations and discipline. These can be found in the Student Code of Conduct Handbook which is provided upon enrollment and also on the district website, www.raytownschools.org.

BOARD OF EDUCATION POLICY ON STUDENT DISCIPLINE

STUDENT DISCIPLINE Policy: JG

It is essential that the district maintain a safe school environment and a climate that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment. The superintendent or designee is authorized to contact the district's attorney for advice on the legality of district discipline or the discipline process. The Board encourages the superintendent to recommend changes to Board policy related to student discipline as needed.

Discipline Code

To assist district staff in maintaining the necessary education environment, the Board of Education has created a discipline code that addresses the consequences for students whose conduct is prejudicial to good order and discipline in the schools or impairs the moral or good conduct of other students.

The district's comprehensive written code of conduct includes, but is not limited to, the following policies, procedures and regulations: JG-R1, JGA, JGB, JGD, JGE, JGF and associated procedures. The district's comprehensive written code of conduct will be placed on the district's website, and a copy will be available in the superintendent's office during normal business hours. The district will distribute the code of conduct to all students and their parents/guardians at the beginning of each school year which may be accomplished by directing them to the district's website. These policies, regulations and procedures will apply to all students in attendance in the district's instructional and support programs as well as at district-sponsored activities.

Equity

All district staff are required to enforce district policies, regulations and procedures in a manner that is consistent, developmentally appropriate and equitable. District staff who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the Board for policy changes, training or resources to further the district's goals for providing equitable education to all students.

Discipline for Off-Campus Misconduct

Students may be disciplined for misconduct that occurs off district grounds and outside a district activity when allowed by law including, but not limited to, the following situations:

1. The district's technology is used.
2. The student's conduct negatively impacts the education environment or there is a nexus to the education environment and the conduct is not otherwise protected by law.
3. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction (not a juvenile court). The Board may suspended such students after a hearing in accordance with law.
4. The student has been indicted on, charged with or convicted of one of the specific crimes listed in § 167.171, RSMo. (see in policy JEC) or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed in § 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.
5. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a

suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

Immediate Removal

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

Enforcement

Building principals are responsible for the development and enforcement of additional student conduct rules needed to maintain proper behavior in schools under their supervision. All such rules shall be consistent with Board-adopted discipline policies and regulations.

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

Training

All district employees shall annually receive instruction related to the specific contents of the district's comprehensive code of conduct and any interpretations necessary to implement its provisions including, but not limited to, confidentiality requirements and the methods of dealing with acts for school violence, and disciplining students with disabilities.

DISCIPLINE LEVELS

Any conduct not included herein, any aggravated circumstance of any violation, or any action involving a combination of violations may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off school district property. The district may also discipline students for off campus conduct that negatively impacts the educational environment, to the extent allowed by law.

The Code of Conduct is generally organized into five (5) levels of prohibited behaviors: Level 1 Discipline, Level 2 Discipline, Level 3 Discipline, Level 4 Discipline and Level 5 Discipline. **It is important for students and parents to note that the circumstances of a particular discipline level violation may warrant more severe consequences, even on the first violation. The School District reserves the right, in administration's sole and exclusive discretion, to take any and all action necessary to protect its students, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation, treating a violation as a higher level violation and/or providing for more severe consequences.** Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

Level 1 Discipline Response: In general, minor acts of misconduct or inappropriate behaviors which interfere with the good order of the school will result in a Level 1 Discipline response. Level 1 violations are typically minor violations, and may represent a failure to demonstrate universally accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred. Following appropriate teacher

interventions, the student may be referred to an administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

Level II Discipline Response: Intermediate acts of misconduct generally result in a Level 2 Discipline response. Level 2 violations are typically mid-level infractions. Mid-level infractions are addressed by administrators. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation.

Level III Discipline Response: Level 3 Discipline violations are generally serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are generally major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident, and may result in the immediate removal of a student from school. Level 3 violations may result in a referral to a Disciplinary Hearing. Administrators will notify the appropriate district personnel, school safety officers, and law enforcement or state agencies deemed appropriate and required by law

Level IV Discipline Response: Level 4 Discipline violations are the most egregious acts of misconduct and generally constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the student were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing.

Level V Discipline Response: *Depending on the severity of the violation, school administrators have the authority to send a student to a Student Discipline Hearing for any violation regardless of the level of disciplinary violation.* If the action is a Safe Schools Act Violation - 10 days Out-of-School Suspension and a Student Discipline Hearing through the Assistant Superintendent of Secondary Education.

SECONDARY (MIDDLE SCHOOL & HIGH SCHOOL) MATRIX LEVELS

Level I	Level II	Level III	Level IV	Level V
Classroom Intervention with or without discipline	Support Staff Intervention with or without Administrative Discipline ----- -- Up to 1 day of In-School-Suspension	Intensive Strategies, Intervention and Administrative Discipline ----- Multiple days of In-School-Suspension AND/OR 3 to 5 days Out-of-School Suspension (May use combination of In and Out-of-School not to exceed 5 days)	Intensive Intervention with Possible Long-Term Removal from School and Re-Engagement Strategies ----- - 6 to 9 days Out-of-School Suspension and Possible Recommendation for Student Discipline Hearing	*If Safe Schools Act Violation - 10 days Out-of-School Suspension and a Student Discipline Hearing

STUDENT DISCIPLINE JG-R1

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off school district property. The district may also discipline students for off campus conduct that negatively impacts the educational environment, to the extent allowed by law.

Reporting to Law Enforcement

It is the district's policy to report all crimes occurring on district property to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, regardless of location, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. When appropriate, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

In accordance with the law, any student who is suspended for any offense listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline, shall not be allowed to be within 1,000 feet of any district property or any activity of the district, regardless of whether the activity takes place on district property, unless one (1) of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.

2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of the student's residence.

Students who violate this prohibition in this section, may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Pursuant to law, no student will be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel.

Academic Consequences

Students who are suspended from school will be expected to complete course work assigned during the term of suspension. Students will receive full credit earned for the work they completed and returned in accordance with district policy JED: Student Absences and Excuses. Students will receive assignments from their classroom teachers for suspensions of ten days or less. Students will be given an alternative placement for suspensions longer than ten days.

Prohibited Conduct

The following are descriptions of prohibited conduct and potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

Student Code of Conduct Matrix Inappropriate Behavior	BOE Policy (Additional Reference)	Level I	Level II	Level III	Level IV
ACADEMIC DISHONESTY					
Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics, including unauthorized use of generative artificial intelligence (AI) such as large language models (chatbots).		X	X		
ARSON					
When this code is used, consider police involvement when necessary					
Starting or attempting to start a fire or causing or attempting to cause an explosion.					X

ASSAULT

When this code is used, consider police involvement when necessary

Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault.			X	X	X
Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes assault.				X	X

AUTOMOBILE/VEHICLE MISUSE

Uncourteous, unsafe, negligent, or reckless driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.			X		
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BULLYING AND CYBERBULLYING

Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for their physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or property damage; oral, written or electronic communication, including name-calling, put-downs, extortion or threats; or threats of reprisal or retaliation for reporting such acts. Cyberbullying is a form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer.	JFCF	X	X	X	X
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BUS OR TRANSPORTATION MISCONDUCT

Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

JFCC

X

X

X

X

DISHONESTY

Any act of lying, whether verbal or written, including forgery, that may impede the safety of any individual or an investigation.

X

X

DISRESPECTFUL/DISRUPTIVE SPEECH OR CONDUCT

Verbal, written, pictorial, electronic or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom, school activities or school functions, or that jeopardizes the personal safety of others and or is otherwise rude, vulgar, defiant or considered inappropriate in educational settings. Students will not be disciplined for speech in situations where it is protected by law.

AC/ACA*

X

X

X

X

DRUGS/ALCOHOL

Possession, sale, purchase, transfer, manufacture, or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

JFCH, JFCI
& JHCD

X

X

X

Possession of drug paraphernalia or possession of or attendance while under the influence of, any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products), as defined under schedules I, II, III, or IV of the Controlled Substance Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, or any substance prohibited on district property by law or policy. .

JFCH, JFCI
& JHCD

X

X

Sale, purchase, transfer, manufacture, or distribution of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under scheduled I, II, III, IV of the Controlled Substance Act,

JFCH, JFCI
& JHCD

X

unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, any substance prohibited on district property by law or policy, or drug-related paraphernalia.					
EXTORTION					
Threatening or intimidating any person for the purpose of obtaining money or anything of value.			X	X	X
FAILURE TO CARE FOR OR RETURN DISTRICT PROPERTY					
Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment. <i>*In addition, it may result in monetary restitution.</i>		X	X		
FAILURE TO MEET CONDITIONS OF SUSPENSION, EXPULSION, OR OTHER DISCIPLINARY CONSEQUENCES					
Violating the conditions of a suspension, expulsion or other disciplinary consequence 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. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences." As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.			X	X	X
FALSE ALARMS/FALSE REPORTS (See also "Threats or Verbal Assault")					
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.		X	X	X	X

FIGHTING (See also "Assault")

Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.				X	X
Inciting to Fight/Contributing to a Disruptive Situation The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting videos on the web), can be included as a participant in violation of a behavior that may include inciting to fight, fighting, or bullying.			X	X	X

GAMBLING

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.		X	X		
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HARASSMENT (including Sexual Harassment)

Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.	AC and ACA		X	X	X
Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.	AC and ACA			x	x
Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA.	AC and ACA				x*

HAZING

Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student	JFCG	X	X	X	X*
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organization or district-sponsored activity. Hazing can occur even when all students involved are willing participants.					
INCENDIARY DEVICES OR FIREWORKS					
Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff; possessing or using fireworks.		X	X	X	X*
NUISANCE ITEMS					
Possession or use of items such as toys, games, portable media players, and laser pointers, or any other items that are not authorized for educational purposes.		X	X		
PUBLIC DISPLAY OF AFFECTION					
Consensual physical contact that is inappropriate for the school setting including, but not limited to, kissing, hugging and groping.		X	X		
SEXTING AND/OR POSSESSION OF SEXUALLY EXPLICIT, VULGAR OR VIOLENT MATERIAL					
Students 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 staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.	AC/ACA*	X	X	X	X*
SEXUAL ACTIVITY					
Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.				X	X*
TECHNOLOGY MISCONDUCT					
Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer	EHB, KBB and EHB-AP	X	X	X	X*

viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.					
Using, or displaying phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.	EHB, KBB and EHB-AP	X	X		
Violations, other than those listed in (1) or (2) above, of board policy EHB, procedure EHB-AP1 or any policy or procedure regulating student use of personal electronic devices.	EHB, KBB and EHB-AP	X	X	X	
Use of audio or visual recording equipment in violation of board policy KKB. Using video or audio recording equipment on district property, or at district activities except: if required by a district-sponsored class or activity; at performances or activities to which the general public is invited such as athletic competitions, concerts and plays; at open meetings of the board of education or committees appointed by or at the direction of the board; or as otherwise permitted by the principal.	EHB, KBB and EHB-AP	X	X	X	
THEFT					
Theft, attempted theft or knowing possession of stolen property.		X	X	X	X
THREATS OR VERBAL ASSAULT					
Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.			X	X	X*
TOBACCO/VAPING, INCLUDING E-CIGARETTES, USE, POSSESSION AND/OR SALE					
Possession of any tobacco products, electronic cigarettes (vaping products), other nicotine-delivery products or imitation tobacco products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with district policy JHCD.	JHCD	X	X	X	
Use and/or sale of any tobacco products, electronic cigarettes (vaping products), imitation tobacco products or other nicotine-delivery products, as	JHCD		X	X	

defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be used only in accordance with district policy JHCD.					
TRUANCY OR TARDINESS					
Absence from school or class without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district. <i>*Level 3 consequence can only be ISS</i>	JED, JED-AP1 and JED-AP2	X	X	X	
UNAUTHORIZED ENTRY					
Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.		X	X	X	
VANDALISM					
Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students. <i>*When possible, restitution will be charged.</i>	ECA	X	X	X	X
WEAPONS					
Possession or use of any weapon or look-alike weapon as defined in board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 57010, RSMo.	JFCJ				X
Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).	JFCJ				X
Possession or use of ammunition or a component of a weapon.	JFCJ		X	X	X

WEAPONS IN SCHOOL Policy: JFCJ

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school property. No student may possess a weapon on school property at any time, except as specifically authorized during a school-sponsored or school-sanctioned activity permitting weapons. The school district will provide secured storage of student firearms if necessary.

School property is defined as: Property utilized, supervised, rented, leased, or controlled by the school district including but not limited to school playgrounds, parking lots and school buses, and any property on which any school activity takes place.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. § 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. § 930(g)(2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device as described in 1-4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in #1 or #2 above on school property will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Students who bring or possess weapons as defined in #3, #4 and #5 and not otherwise included in #1 and #2, will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

DISCIPLINE REPORTING AND RECORDS Policy: JGF

In compliance with state law, the Board of Education establishes clear channels of communication between teachers, administrators, law enforcement officials and other schools concerning acts of school violence and other behaviors that endanger the welfare or safety of students, staff or patrons of the district. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators and/or law enforcement officials as well as those actions that must be documented in a student's discipline record.

Definitions The following definitions and terms apply to this policy:

Act of School Violence/Violent Behavior – The exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including while on school transportation in service on behalf of the district or while involved in school activities.

Need to Know – Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

School or District Property – Property utilized, supervised, owned, rented, leased or controlled by the school district including, but not limited to, school playgrounds, parking lots, school transportation and any property on which any school activity takes place.

Serious Physical Injury – Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.

Serious Violation of District's Discipline Policy – One or more of the following acts if committed by a student enrolled in the district:

1. Any act of school violence/violent behavior.
2. Any offense that occurs on district property, on district transportation or at any district activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

Reporting to School Staff School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the students and to protect themselves or others. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know the information.

The superintendent or designee will inform district employees with a need to know of any criminal act committed or allegedly committed by a student in the district that is reported to the district by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police or other appropriate law enforcement entity in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student.

Reporting to Law Enforcement Officials School administrators are required by law to report certain crimes to law enforcement. In an effort to support timely and accurate reporting, the Board encourages all employees who have information about any criminal act to share that information with their supervisors. The Board expects employees to share information regarding serious criminal acts, and employees must report criminal acts when required by law and Board policy.

Any crime listed in this section, or any act that if committed by an adult would be a crime listed in this section, that is committed on school property, on any school transportation or at any school activity must be reported immediately by the appropriate school administrator to the appropriate law enforcement entity. The following criminal acts are subject to this reporting requirement:

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.
13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.
15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.

19. First-degree stalking under § 565.225, RSMo.

- * Immediate reporting of third-degree assault under § 565.054, RSMo., may not be required if an agreement with law enforcement exists.

If the district is aware that a student who is suspended for more than ten days or expelled is under court jurisdiction, the superintendent shall notify the appropriate division of the juvenile or family court of the suspension or expulsion.

All employees shall immediately report to the principal any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by an adult would be first-, second- or third-degree assault, rape in the second degree or sodomy in the second degree against a student or school employee, while on school property, school transportation or at school activities. Employees shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. The principal shall immediately report these listed offenses to the appropriate law enforcement entity and the superintendent. However, if the district has entered into an agreement with law enforcement regarding the reporting of third-degree assaults, the district will report third-degree assaults to law enforcement in accordance with that agreement.

School districts may report or disclose education records to law enforcement entities and juvenile justice authorities if the disclosure concerns the law enforcement entity's or juvenile justice authority's ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in state and federal law.

Reporting Third-Degree Assault The superintendent and the appropriate local law enforcement entity may develop a written agreement outlining the procedure for reporting any incident in which a student is believed to have committed an act that if committed by an adult would be third-degree assault. If such an agreement exists in the district, the principal shall report third-degree assaults to the appropriate local law enforcement entity in accordance with the agreement.

Student Discipline Records The Board of Education directs the superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the district. Such records shall be made available to all district employees with a need to know and shall be provided to any school district in which the student subsequently attempts to enroll within five business days of receiving the request, in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two business days after notification by the CD. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten days or longer and expulsions.

Confidentiality Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

Liability Teachers and authorized district personnel, including volunteers selected with reasonable care by the district, shall not be civilly liable when acting in accordance with the Board's policies, including the Board's discipline policies, or when reporting acts of school violence or threatened acts of school violence to the appropriate supervisor or other person, pursuant to law and district policy.

SUICIDE AWARENESS AND PREVENTION Policy JHDF

Purpose Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Raytown C-2 School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy outlines key protocols and procedures the district will use raise awareness of suicide and the steps that can be taken to prevent it. The goal of the district is to help students, including student receiving their education virtually, who may be at risk of suicide without stigmatizing students or excluding them from school. The board will provide the resources necessary to meet this goal. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

Crisis Response Team (CRT) – A team of district employees trained in suicide awareness and prevention.

Student at Risk of Suicide – A student who is demonstrating individual, relationship, community or societal factors that are associated with suicide and that in combination indicate that an individual might be contemplating suicide.

Suicide Crisis – A situation in which a person is attempting suicide or is seriously contemplating or planning suicide. Planning may include, but is not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

Crisis Response Team The district will establish a district-level CRT and, if practical, a team in each building. CRT members will include administrators, counselors and the school nurse and may also include school social workers, school resource officers, teachers and community members as appropriate. The CRT will be responsible for implementation of the district's response plan.

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. The CRT members and the building administrator will receive training and coaching in using this tool to assist in making determinations as to whether a student may be at risk of suicide and the appropriate response. Any such determination shall be made by multiple team members. If the district has a behavioral risk assessment team, a threat assessment team or any similar team that monitors students considered "at risk," those teams must immediately contact the CRT if the team has identified a student who might be at risk for self-harm or suicide.

Response Plan District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Students Who May Be at Risk of Suicide Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. While one employee stays with the student, the other will notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

When a CRT member or the building administrator or designee receives notification that a student may be at risk of suicide, the CRT member, administrator or designee will take the following steps:

1. If the student cannot be located or leaves after being located, contact the parent/guardian to explain the district's concern.
2. If the student has been located, use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, appropriate members of the CRT will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) or 988 for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, the CRT member, administrator or designee will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the CRT member and the building administrator or designee will, based on their training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.
3. At an appropriate time after the crisis has passed, appropriate CRT members will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Attending Virtually In addition to monitoring the attendance and academic progress of students receiving education virtually (virtual learners), the district must also monitor virtual learners who may be at risk for suicide. Building administrators will develop procedures for monitoring the social/emotional health, including suicide risk, of virtual learners in conjunction with monitoring attendance and academic progress that will include: 1. Identifying staff members who will contact virtual learners on a regular basis; 2. Providing hard copies of student contact information to those assigned to contact virtual learners as a backup to Internet access of student records; 3. Creating a few questions designed to assess a virtual learner's social and emotional health that will be asked in conjunction with questions about academic progress; 4. Creating a written set of instructions for employees to follow if the employee suspects the virtual learner may be at risk of suicide or self-harm; and 5. Notifying the CRT. To the extent possible, the superintendent or designee will work with the teachers hired by Missouri Course Access and Virtual School Program (MOCAP) providers to solicit information about the social and emotional health of the virtual learners in their courses.

Confidentiality Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Abuse and Neglect If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and Board policy.

Accommodating a Disability If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

School and Community Resources The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

A CRT member will follow up with students who have been identified as being at risk of suicide or who have had a suicide crisis and their parents/guardians to offer additional assistance.

The CRT will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance. The district will request permission from the parent/guardian to consult with the student's outside medical provider to assist in determining what interventions the district should use. Beginning July 1, 2025, identification cards issued to students in grades 7–12 shall include the three-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline 988, and the nonemergency phone number of the local police department. Cards purchased prior to this date may be used until the supply is depleted.

Response to Incidents Impacting the School When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the district-level CRT and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The CRT and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

Return to School Following a Suicide Attempt Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning

to school after a suicide attempt. The case manager will: 1. Meet with the student and family prior to the return date; 2. Study the student's records, including the events that precipitated the attempt if available; 3. Provide information about the student to teachers and other staff members to the extent necessary to support the student's return; 4. Meet with the student regularly; and 5. Assist the student and family in finding supportive services outside of the school.

Staff Education on Suicide Prevention and Response Protocol All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention and response. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures and will include:

1. Strategies that can help identify students who are at possible risk of suicide;
2. Strategies and protocols for helping students at possible risk of suicide; and
3. Protocols for responding to a suicide death.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

Suicide Prevention Education for Students Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Policy Publication The district will notify employees, students and parents/guardians of this policy by posting this policy on the district's website and providing information about the policy to district employees. The district may also include information about the policy in appropriate district publications and student handbooks.

STUDENT ALCOHOL/DRUG USE Policy: JFCH

Controlled Substances – Substances listed in schedules I, II, III, IV, and V of the federal Controlled Substances Act, 21 U.S.C. § 812. For the purposes of this policy, a controlled substance shall also include any controlled substance, counterfeit substance, or imitation controlled substance as defined in § 195.010, RSMo., and any chemical substances structurally similar to and treated as controlled substances under state law.

District Activity – Any activity, event, or function that is sponsored or approved by the district and where students are under district supervision, such as field trips or athletic events. **District Property** – Any property owned or leased by the district, including any vehicle owned, leased, or used for district purposes, and any location where a district-sponsored or district-approved activity takes place.

Prohibited Substances – For the purposes of this policy, a prohibited substance shall include: 1. Alcohol 2. Controlled substances for which the student does not have a valid prescription. 3. Unauthorized inhalants. 4. Counterfeit or imitation controlled substances. 5. Marijuana or marijuana-infused products. 6. Any other illegal drug. 7. Any drug or medicine prohibited on district property by law or policy. 8. Substances intended to create a false negative on a drug test.

Prohibited Substances - The district is concerned with the health, welfare, and safety of its students. Therefore, the district prohibits individuals from manufacturing, using, selling, transferring, distributing,

possessing, or being under the influence of prohibited substances on district property, at district activities, and in any district-owned or district-approved vehicle used to transport students to or from district activities. The use, sale, transfer, or possession of drug-related paraphernalia is also prohibited.

Marijuana - Because marijuana and marijuana-infused products are prohibited under federal law, the district does not permit their possession, use, or administration for medicinal or other purposes on district property or at district events even with a valid, Missouri-issued medical marijuana card.

Under the Influence - If there is evidence that a student is under the influence of a substance prohibited by this policy, the student may be removed from school or activities and may be disciplined depending on the circumstances. The student will be given an opportunity to explain the apparent impairment prior to being removed. The district may conduct student drug testing in accordance with policy JFCI.

Consequences - Students who violate this policy will be disciplined in accordance with the district's code of student conduct. In accordance with law, the district is required to immediately notify law enforcement when a student is in possession of a controlled substance and will also notify law enforcement when a student is in possession of any other illegal substance or illegal drug paraphernalia. The board encourages the superintendent or designee to consider alternative discipline for students who are willing to seek treatment or counseling options.

BULLYING Policy: JFCF

General In order to promote a safe learning environment for all students, the Raytown C-2 School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or

administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the district wide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

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

Consequences Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in

activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying. The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

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

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

TRANSGENDER STUDENTS Policy: ACAE

The district seeks to provide all students a safe and tolerant learning environment that is free from illegal discrimination and harassment. This policy addresses the measures the district will take to meet the needs of transgender students. Additional measures may be taken at the discretion of the superintendent or designee depending on the needs of the individual student, the needs of the school community and the district's legal obligations.

Definitions

Accommodations – Measures the district will take to meet a transgender student's needs for the purposes of complying with Title IX of the Education Amendments of 1972, a federal law that prohibits discrimination on the basis of sex. A student's transgender status alone is not a medical condition that qualifies as a legal disability that requires accommodation under Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act (ADA).

Gender Assigned at Birth – The gender designation listed on the student's original birth certificate or other documentation of birth.

Gender Identity – A student's inner sense of being male or female, regardless of the student's gender assigned at birth. A student's gender identity must be consistently and uniformly asserted by the student, or there must be other evidence that the student's gender identity is sincerely held as part of the student's core identity, such as medical documentation or documentation that legal action has been taken to legally change the student's name or birth certificate.

Transgender Student – A student whose gender identity does not correspond with the gender the student was assigned at birth. Medical treatments or procedures or legal actions are not required for recognition as a transgender student.

Consultation with Parents/Guardians and Students

Parents/Guardians and students are encouraged to notify a district administrator or counselor of a student's transgender status. The principal, counselor or other relevant staff members will meet with the student's parents/guardians and, when appropriate, the student to discuss the student's needs and district accommodations.

In general, the district will only consider accommodations requested or discussed with the student's parents/guardians. However, the district may provide accommodations to a student without the consent of the parents/guardians if the student is 18 or older, is not dependent upon his or her parents/guardians or is determined by the district, after consulting the district's attorney, to have a legal entitlement to accommodations.

Privacy

A student's transgender status will be shared only with staff members and district officials who need to know, as determined by the district. The information will not be shared with students or other individuals without written permission of the parents/guardians unless disclosure is required or allowed by law. These privacy rules apply regardless of whether the parent/guardian or student decides to keep the student's transgender status private or openly discuss the student's status.

The district may provide students, staff and the public educational information regarding the needs of transgender students in general and the district's legal obligations without identifying a particular student.

Records

The student's legal name will be used in the district's official records including, but not limited to, the student's official transcript. If the parent/guardian or student legally changes the student's name or birth certificate and provides proof of the change, the district will change the official record.

Upon request, the district will use a name chosen by the parents/guardians and student that corresponds with the student's gender identity when the district is not required to use the student's legal name on a document or when a document is created for internal or ceremonial purposes only. Therefore, grade cards, diplomas and certificates will use the student's chosen name.

District records regarding gender will reflect the gender provided by the parents/guardians and student and may be changed upon request.

Names and Pronouns

Upon request, district staff will address a transgender student using the student's preferred name, if different than the legal name, and will refer to the student using the pronouns the student prefers.

Bathroom and Locker Room Access

Transgender students may use the restroom or locker room that conforms with the student's gender assigned at birth, or they may use any unisex facilities available to students. The district will also, upon request, designate separate facilities for transgender students to use if unisex facilities are not available to students.

Classes and Academic Activities

The district does not typically segregate courses by gender, but there are some classes and activities, such as physical education and health, where students are sometimes divided by gender. In those situations, transgender students will be allowed to participate in the class or activity that conforms with the student's gender identity as long as they are otherwise qualified.

Extracurricular Activities and Athletics

The district will abide by Missouri State High School Activities Association (MSHSAA) rules regarding transgender student participation for any activity governed by MSHSAA. For all other district activities in which gender is a participation factor, transgender students will be allowed to participate based on the gender with which they identify.

Dress

A transgender student will be allowed to dress in a manner that conforms with the student's gender identity and will be subject to the rules applicable to dress associated with that gender.

Disruption, Illegal Discrimination and Illegal Harassment

The district does not tolerate bullying or misbehavior directed at an individual student, disruption to the district's education environment or illegal discrimination or harassment. If the behavior could constitute illegal discrimination or harassment of a transgender student, the behavior must be reported to the district's compliance officer in accordance with policy AC. All other incidents must be reported to the principal.

Students who violate this or other district policies may be disciplined. Employees may be disciplined or terminated.

Training and Education

Employees

Regular training on the prevention of illegal discrimination and harassment will include information on the district's obligations to accommodate transgender students. Staff members who are informed of the identity of a specific transgender student will receive additional training and direction as necessary.

Students

Students who are taught about illegal discrimination and harassment as part of an approved course curriculum may also be provided information about legal obligations to accommodate transgender persons. In addition, the district may provide age-appropriate information to students regarding transgender persons when considered necessary or appropriate, particularly when a transgender student is enrolled in the class or grade level.

Parents/Guardians and Community

While the district will respect the privacy of individual transgender students, if a parent/guardian or community member requests information on the district's accommodation of transgender students, the district will provide a copy of this policy as well as additional information regarding the needs of transgender students and the district's legal obligations.

EQUITY AND INCLUSION Policy ACIC *(Diversity, Equity, Inclusion and Belonging)*

Purpose The purpose of this policy is to promote equity and inclusion for all students and staff by creating an educational environment in which diversity is valued and honored. As a district, we embrace our rich, diverse community as a strength and envision a district in which we build relationships to create a sense of belonging, as well as celebrate our differences to learn from one another and promote equity and excellence.

DEIB Definitions

- Diversity is the presence of differences in a given setting. In schools, this can mean differences including, but not limited to, race, ethnicity, nationality, gender (identity), sexual orientation, language, religion, (dis)ability or socioeconomic status.
- Equity in schools refers to education policies, practices and resources that are representative of, constructed by, and responsive to all students. Being equitable means acknowledging and addressing structural inequities (historical and current) that advantage some and disadvantage others. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society in order to identify and eliminate inequities and barriers.
- Inclusion is the degree to which diverse individuals are able to participate fully in the processes and opportunities within an organization or group, such as our school district and individual school buildings. An institution can be both diverse and non-inclusive at the same time. Inclusion is the practice of creating an environment that promotes safety and respect, and amplifies the voices of all parties.
- Belonging is the feeling of security and support when there is a sense that everyone is valued as an important member of the community. Belonging represents the affinity and positive relationships that emerge between people of various backgrounds when we actively promote diversity, equity and inclusion within and throughout our district. Creating genuine feelings of belonging for everyone in the organization is a critical factor in improving engagement and performance.

Policy Criteria

This policy applies to the following categories. This policy shall be included in staff and student handbooks. District leaders and building administrators will ensure students are made aware of the policy in a developmentally appropriate manner. Board members and district staff will receive professional training on this policy annually.

1. School board policies and practices will be evaluated through a lens of diversity, equity and inclusion—and amended as necessary to ensure equity within the school system.
2. District and building leadership will engage in the work of equity across all departments and at all levels. Each school and department will maintain a cultural competency team to ensure rules, procedures and policies reflect the district's focus on equity and inclusion.
3. School/Community relationships will be established with vendors and patrons who prioritize the work of improving equity and inclusion with the Raytown School District. The district will empower our community to have a voice and participate in our equity work through community forums.
4. Curriculum will be evaluated and amended to ensure culturally responsive, evidenced-based instructional strategies that integrate resources from various cultures and diverse perspectives. It is important for our students to see themselves reflected in positive ways throughout our curriculum.
5. Language and literacy proficiency will be developed while honoring the importance of students' and families' native languages and dialects. Communication is an important foundation for academic success and potential barriers must be addressed to actively engage students as well as their families and caregivers.
6. Student academic and discipline data will be evaluated to address any disparities in disciplinary processes, academic outcomes and extracurricular participation including, but not limited to, discipline data, state test scores, special education, gifted screening, dual credit and AP/enriched classes, career and technical programs and facilities . The district will review data annually to identify areas of strength as well as any areas in which bias may prevent student success.
7. Student support services will specifically address issues of equity work to address the diverse, unique and individual social and emotional needs of members of our learning community while utilizing a lens of inclusion and equity.
8. Recruitment and retention will encompass achieving a balanced staff and administrator workforce to reflect the diversity of the student body and the community it serves. The district and schools will seek to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity. Employment data will be evaluated annually to address any disparities in staff hiring, retention and promotions.
9. Professional learning will be provided to increase the effectiveness of district leaders, teachers and all staff in creating culturally responsive and equitable learning environments. Training activities will be in person, high quality, evidence-based and ongoing. Workshops will include anti-bias and anti-discrimination training appropriate at all levels in the district. Accountability measures will be monitored as part of the staff evaluation system at all levels.
10. Discrimination, bullying and harassment on the basis of differences including, but not limited to, race, ethnicity, nationality, gender (identity), sexual orientation, language, religion, (dis)ability or socioeconomic status is strictly prohibited. Harassment can take the form of language and/or the display of images and symbols that promote hate, violence or intimidation. It is the responsibility of every district employee to ensure that all students and staff have a safe learning/working environment. This responsibility includes ensuring that any incident of discrimination, harassment or bullying is given immediate attention in the form of incident investigation, age and developmentally appropriate actions, and providing students, educators and staff with appropriate resources and support. (See board policy AC.)

Implementation

In order to facilitate this policy with fidelity, contingent upon budget availability, the superintendent may create a district office senior-level position for an assistant superintendent for equity and access whose primary responsibility would be focused on implementing, facilitating, monitoring and assessing the equity initiatives laid out in this policy. The assistant superintendent for equity and access would also be responsible for student support and ensuring actions taken to address all students' access to educational opportunities. The district will develop and implement a system wide equity plan based on

survey data and findings of the equity audit to meet the requirements and criteria laid forth in this policy. The equity plan will be aligned to the district's strategic plan. Annual reporting of progress on this plan will be provided to the board, staff, students and community.

Health Procedures

In accordance with Missouri Department of Health no pupil shall attend school while affected with any contagious or infectious disease or while liable to transmit such disease after having been exposed to the same. The district may require a student suspected of having a disease or of being able to transmit a disease be examined by a physician and to provide a written statement of health before reentering school. Any pupil not complying may be excluded from school. A nurse's aide is on duty to assist your child during illness or injury at school. Students will be sent home for the following.

- Temperature over 100
- Vomiting
- Question of communicable disease
- Injury which may require medical attention

NOTE: Accidents which occur on school property and which cause injuries that require medical attention will be reported to the student's parents. *THE DISTRICT DOES NOT PROVIDE STUDENT ACCIDENT INSURANCE.*

District-Sponsored Preschool, Daycare Centers and Nursery Schools Policy JHCB

Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will only verify whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.

Medication Policy JHCD

Over-the-Counter Medications: The district may administer over-the-counter medication to a student if the district has received permission to do so from the parent/guardian. Over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will be administered only in accordance with the manufacturer's label. All medications must be accompanied by a written administration request from the parent/guardian (form JHCD-AF2) must be provided to the office.

Prescription Medications: The district may administer prescription medication to a student if the district has received permission to do so from the parent/guardian and appropriate direction on how the medication is to be administered. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed. All medications must be accompanied by a written administration request from the parent/guardian (form JHCD-AF2) must be provided to the office.

Student Possession and Self-Administration of Medications: The district prohibits students from possessing or self-administering medications unless the student is allowed by law to do so and has been given permission in accordance with district procedures. Students with an IEP or Section 504 plan may possess and self-administer medications in accordance with their plan. Please see Policy JHCD for more information. A "Permission Form for Medication" (JHCD AF-2) is available from the clinic along with detailed policies and procedures regarding all forms of medication.

Emergency Medications: Students who carry medication in their possession will face disciplinary action. For information regarding emergency use of epinephrine, naloxone, and asthma-related rescue

medications will be administered only in accordance with written protocols provided by an authorized prescriber. In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine, naloxone and asthma-related rescue medications in good faith and according to standard medical practice. A prescription or written permission from a parent/guardian is not necessary to administer these medications in emergency situations.

Consequences: Students who possess or consume medications in violation of this policy while on district grounds, on district transportation, or during a district activity may be disciplined up to and including suspension or expulsion. Employees who violate this policy may be disciplined up to and including termination. District administrators will notify law enforcement when they believe a crime has occurred.

Medical Marijuana Policy JHCD

The district does not permit the possession, use or administration of marijuana or marijuana-infused products for medicinal or other purposes on district property or at district events since these products are prohibited under federal law. This prohibition applies even if the student has a valid, Missouri-issued, medical marijuana card.



Additional Board Policies for more information regarding the following Board Policies, please refer to raytownschools.org.

Policy AC: Students and parents are responsible for reading and understanding the contents of the High School Student Handbook as well as the Raytown C-2 School District Student Code of Conduct Handbook. These handbooks are available on the district's website and are available in the office. A copy of the district's CSIP is available in the superintendent's office.

The Raytown C-2 School District Board of Education is committed to maintaining a workplace and education environment that is free from illegal discrimination, harassment and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Raytown C-2 School District is an equal opportunity employer.

The board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a. Make complaints of illegal discrimination or harassment.
 - b. Report illegal discrimination or harassment.

- c. Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

As used in this policy, "discrimination, harassment or retaliation" has the same meaning as "illegal discrimination, harassment or retaliation" and is limited to acts prohibited by law. All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law.

Sexual Harassment Reporting and District Response

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations. All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for policy ACA applicability. If a sexual harassment report is made to any other district employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy. (For additional information, please refer to Policy ACA.)

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed, but the grievance process in this policy is reserved for allegations of illegal discrimination, harassment and retaliation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law. **Policy AC.** The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law **Policy AC-AF1.**

Any person having inquiries concerning Consolidated School District No. 2 compliance with the regulations implementing Title VI, Title IX, Boy Scouts of America Equal Access Act or Section 504 is directed to contact the Director of Administrative Services, Raytown C-S School District, 10750 E 350 Hwy, Raytown, Missouri 64138 (816-268-7000).

Policy IGBA.

Policy ACA: The Raytown C-2 School District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the

education programs and activities of the district. However, the district will respond promptly to investigate and address any report or complaint of sexual harassment.

"Sexual harassment under Title IX" is conduct on the basis of sex within the scope of the district's education programs or activities (as defined in this policy) that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8) or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education.

Director of Administrative Services
10705 E 350 Hwy
Raytown, MO 64138
Phone: 816-268-7000/Fax: 816-268-7079

Policy EBAB-AP1: Hazardous Material – Asbestos Control Information including presence of asbestos, any inspections, re-inspections, and response/actions taken.

Policy EBC: Federal Emergency Management Agency - Emergency Drill – Earthquake

Policy EBC-AP-1: Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be conducted each school year in accordance with the requirements of counties, municipalities, or fire protection districts in which district buildings are located. In any case, a minimum of two (2) fire, two (2) tornado and two (2) bus evacuation drills each shall be conducted regularly during the academic school year.

Policy EHB-AP1 and KKB: Use of electronic communication devices, audio and visual recording equipment and audio and visual recording.

Policy GBH: Electronic Communication Between Staff Members & Students
Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.
2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.
3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Policy GBL: Title 1 Teacher/Paraprofessional Qualifications – parent rights to request & receive teacher & paraprofessional qualifications; grade levels and subject areas the teacher provide instruction; if the teacher is teaching under provisional certification status; and if the student is provided services by a paraprofessional

Policy IGAEB: The district will offer instruction in human sexuality and will provide instruction regarding sexual abuse as required by law. All instruction will be appropriate to the age of the students receiving the instruction, and students may be separated by gender for the instruction. **Notice and Opt-Out:** The district will notify parents/guardians of the basic content of the district's human sexuality and sexual abuse instruction. The district will also notify parents/guardians of their right to remove their student from any part of the district's instruction on these topics upon written request. The district will make all curriculum materials used in the district's human sexuality and sexual abuse instruction available for inspection prior to the use of such materials in actual instruction.

Policy IGAEB: The district will teach students about the characteristics of and ways to identify sexual predators. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text

messages, chat rooms, social media, e-mail and instant messaging. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline." Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

Policy IGAEB: In accordance with law, the district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 regarding sexual abuse including, but not limited to, instruction on: 1. How to recognize sexual abuse; 2. How to report an incident of sexual abuse; 3. How to obtain assistance and intervention; and 4. Resources for students affected by sexual abuse.

DESE TRAUMA-INFORMED SCHOOLS INITIATIVE

<https://dese.mo.gov/traumainformed>

Policy IGBA: Special Education Services – district’s obligation to provide special education or related services to children ages 3 to 21.

Policies IGBCA, IGBCB, IGBH: Raytown School District provide services to meet the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Homeless, Migratory, and English Learners: please see these policies for the district’s obligation to identify and provide education and assistance to students who are homeless, migratory students, students who are English Learners and students with disabilities and neglected or delinquent students. For information or to file a complaint contact Raytown C2 School District Office at (816)-268-7000.

Policies IGCD & IGCD A: A student or parent/guardian must receive district approval before the student may enroll in virtual courses provided by or paid for by the district or through MOCAP.

Enrollment in courses offered through MOCAP may be denied only if the principal or designee, in consultation with the student's parents/guardians and relevant staff, determines that it is not in the student's best educational interest to enroll in the course. The principal or designee will consider available opportunities for in-person instruction and the student's prior participation in virtual courses when making this decision. District staff will not deny enrollment in a MOCAP course because they do not approve of virtual learning in general or because they prefer a different virtual course or program.

The principal or designee will approve or deny requests to enroll in a MOCAP course within ten business days from when the district receives the request unless the student has an individualized education program (IEP) or a Section 504 plan. If the principal or designee fails to make a decision about an enrollment request within ten business days, the request will be deemed approved.

When denying student enrollment in a virtual course, the principal or designee will provide good cause reason for the decision, as well as information on how to appeal the denial.

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not progressing in the course, the district may remove the student from the virtual course and consider the student's performance when making decisions regarding future virtual course enrollments.

Students are required to take the state assessments, including district-administered EOC examinations, regardless of whether the course for which the examination is required was taken virtually or in person.

Students taking courses virtually are subject to district policies, procedures, and rules applicable to students enrolled in traditional courses including, but not limited to, the district's code of conduct and prohibitions on academic dishonesty, discrimination, harassment, bullying, and cyberbullying. Please see policies IGCD and IGDA for additional information.

Policy IKF & IKFA: Graduation Requirements and Early Graduation Policy

Policy II: Assessment Program: EOC examinations may be waived for: 1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment; 2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and 3. Foreign exchange students. At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

Policy JEDB: Student Dismissal: Procedures must adhere to the following rules: Students will only be released to the parent, guardian or designee of the parent or guardian or to other individuals or agencies as permitted or required by law. The district will release a student to either parent unless the district has a valid court order directing otherwise or unless the parent requesting release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including, but not limited to, verifying custody orders, contacting the other parent or contacting appropriate authorities. Students who are 17 years old and living independently and students 18 or older must validate their own attendance and dismissal. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Any person requesting release of a student must present proper identification prior to release of the student. For the purposes of this policy, a parent is defined as a biological or adoptive parent, including parents who are unmarried; a guardian; or an individual acting as a parent in the absence of the parent or guardian. **Dismissal from School Activities** If an activity occurs immediately after school, the district will follow the same procedures used for dismissing students from the regular school day. Otherwise, students are expected to return from activities with the student's parents or the same person(s) who transported them to the activity. If the district provides the student transportation to an activity, the student is expected to return using district transportation. However, district administrators may develop procedures for releasing students from a school activity to parents or other authorized persons, keeping the safety of students in mind.

Policy JFG & JFCI: To maintain a safe learning environment and properly investigate potential misconduct, district personnel may search student property or district property used by students. In some limited situations, the district may require students to undergo drug and/or alcohol testing. All searches will be conducted professionally and in accordance with law. The superintendent or designee is directed to provide staff with appropriate training and is authorized to contact the district's attorney for advice prior to conducting any search.

Searches of District Property - Students do not have an expectation of privacy in district-provided property. Lockers, desks, technology, and other district property are provided for the convenience of students and are subject to periodic inspection in accordance with law.

Searches of Student Property - Student property, including vehicles parked on district property, may be searched based on reasonable suspicion of a violation of law, district policy, or other rules applicable to students. Reasonable suspicion must be based on facts known to the administration,

credible information, or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification for the search and shall be carried out in the presence of adult witnesses when possible. Students' privacy and dignity shall be respected.

Searches of Students - If reasonable under the circumstances, district administrators performing a search may require students to empty pockets or remove jackets, coats, shoes, and other articles of exterior clothing that when removed do not expose undergarments not otherwise observable.

District administrators will contact law enforcement officials to perform a search if they reasonably suspect that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods, or evidence of a crime beneath their clothing and the student refuses to surrender such items. District administrators may contact law enforcement officials for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot be conducted safely.

District employees, administrators, and volunteers, other than commissioned law enforcement officials, shall not strip search students, as defined in state law, except that an administrator may conduct such a search if a commissioned law enforcement officer is not immediately available and the administrator has reason to believe that the student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to the student or others.

If a student is strip searched, as defined in state law, by an administrator or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible. For the purposes of this section, the term "strip search" shall not include the removal of clothing in order to investigate the potential abuse or neglect of a student, give medical attention to a student, or screen a student for medical conditions. A designated district employee will notify parents/guardians if a search involving their student has occurred, and they will also be notified of the outcome of the search.

Drug-Detection Dogs - The district may arrange for law enforcement officials to use professionally trained dogs to detect the presence of drugs on district property. A drug-detection dog alerting to the presence of drugs will constitute reasonable suspicion for district administrators to conduct a search. Drug-detection dogs will not come into direct contact with students. The superintendent or designee shall develop procedures for the use of drug-detection dogs.

Student Drug and Alcohol Testing - If district personnel have reasonable suspicion that a student is under the influence of drugs or alcohol, the district may require the student to take a drug or alcohol test. Students who refuse to participate in drug or alcohol testing, may be disciplined as if they tested positive for the substance. Drug and alcohol testing are not a necessary or exclusive means of determining from the available evidence that a violation of district policy has occurred.

In accordance with law, the district may implement a random student drug-testing program for students in extracurricular activities.

Protection of Pupil Rights Amendment (PPRA) including:

- **Policy JHC: Student Health Services & Requirements**, Privacy Regarding Non-Emergency, Invasive Physical Examinations - The term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, head lice or scoliosis screening.

- **Policy JHDA: Surveying, Analyzing or Evaluating Students**, Privacy Regarding Surveys - The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law and Board policy JO.
- **Policy KI: Public Solicitations/Advertising in District Facilities**, Privacy Regarding the Collection of Information for Marketing Purposes - The district will not collect, disclose or use personal information from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose unless required by law.

Policy JHCB: Preschool Immunization Notice

Policies JO & JO-AP1: Notice of rights under the Family and Educational Rights and Privacy Act (FERPA) regarding directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents, and secondary school students who are at least 18, that they may opt out of these disclosures.

Policies JO & JO-AP1: *Directory Information* – Information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies the district in writing as directed or unless disclosure is otherwise prohibited by law. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers, or district email addresses in classes in which they are enrolled, or students may be required to wear, publicly display, or disclose a student identification card or badge that exhibits information that is designated as directory information.

General Directory Information – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student: Student's name; date of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

Policy KB-AP1: Public Information Program regarding district and building accountability report cards

Policy KB-AP1: Prior to November 1 of each year, each high school in the district will provide its students with information concerning occupations that have critical need or shortage of trained personnel as provided by the State Board of Education.

Policy KB-AP1: The district will provide information about the state children's health insurance program, MO HealthNet for Kids (MHK), to parents/guardians enrolling students in the district. If a parent/guardian indicates on an application for free and reduced-price meals that a child does not have health insurance, the district will notify the parent/guardian that the MHK program is available, if household income is within eligibility standards. (§ 208.658, RSMo.)

Policy KB-AP1: All students must present an immunization record to the school and all immunizations must be up to date before a student will be permitted to attend classes. Homeless children are allowed special consideration in accordance with Federal Legislation. If the district provides information on immunizations, infectious diseases, medications or other school health issues to parents/guardians of K–12 students, the district will also provide parents/guardians of K–12 students influenza and influenza vaccination information that is identical or similar to that produced by the Centers for Disease Control and Prevention.

Policy KLA: Federal Program Concerns & How to File Complaints Regarding Certain Federal Programs

The district will use the following process to address specific allegations that the district has violated a federal statute or regulation regarding a program under the ESEA:

1. The person with the complaint ("complainant") must present a written complaint to the superintendent or designee that specifies the federal law or regulation alleged to have been violated and the facts supporting the allegation. Alternatively, the Department of Elementary and Secondary Education (DESE) will forward a complaint from a complainant to the district for resolution. The superintendent or designee will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate or extenuating circumstances exist. The superintendent or designee is authorized to contact the district's private attorney for assistance in determining whether a violation has occurred.
2. If the complainant is not satisfied, he or she may request that the issue be placed on the Board agenda at the next Board meeting, using the process outlined in Board policy. The superintendent or designee will notify the complainant of the Board's decision and will provide the complainant a copy of DESE's Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures.
3. If the Board does not hear the issue or if the complainant is not satisfied with the Board's response, the complainant may appeal the issue to DESE in accordance with DESE's complaint procedures.



Bd. Appd. 2/10/25

RAYTOWN QUALITY SCHOOLS

2025-2026 Academic Calendar

www.raytownschools.org • Message Line: 268-7001

Elem. & Secondary

Grading Periods

- Qtr. 1 Aug. 20 - Oct. 10
- Qtr. 2 Oct. 13 - Dec. 19
- Qtr. 3 Jan. 6 - Mar. 13
- Qtr. 4 Mar. 16 - May 22

Term Lengths

- Qtr. 1 Oct. 10
- Qtr. 2 Dec. 19
- Qtr. 3 Mar. 13
- Qtr. 4 May 22

Grade cards are distributed approx. one week after grading periods end.

Parent/Teacher Conferences

Fall Conf: Oct. 29-31

Graduation Class of 2026

RH: May 17, 2026, 10:00 a.m.

SH: May 17, 2026, 2:00 p.m.

Location:

Cable Dahmer Arena

Baccalaureate

Date: TBD by Graduation Committees

*Missouri State statute requires districts to meet a minimum of 1,044 student hours/year
*181 Teacher Contract Days

Prof. Dev. Early Release PK-12:

- 8/27, 9/3, 9/10, 9/17, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/8, 4/22, 4/29, 5/6, 5/13, 5/20

- First/Last Day of School
- Non-Attendance PK-12
- Prof. Dev. Early Release
- Early Dismissal PK-12
- Early Dismissal 9-12
- Makeup Days

August							September							October						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

November							December							January						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				

February							March							April							
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	
						1		1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
							29	30	31					26	27	28	29	30			

May							June							July						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	Fr	Sa	Su	M	T	W	Th	F	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

August	5-11 New Teacher Orientation	January	1-2 Winter Break - No School
	12-19 Teacher Orientation		5 Teacher Professional Workday - No School
	20 First Day of School PK-12		6 Classes Resume PK-12
September			19 Martin Luther King Day - No School
	1 Labor Day - No School	February	11 Early Dismissal PK-12 - Prof. Development
	24 Early Dismissal PK-12 - Prof. Development		16 Presidents' Day - No School
October		March	
	24 Teacher Prof. Development/Workday - No School		20 Early Dismissal PK-12 - Teacher Prof. Workday
	30-31 No School		30-31 Spring Break - No School
	Oct. 29-31 PK-12 Parent-Teacher Conf. Window	April	
November			1-3 Spring Break - No School
	24-28 Fall Break - No School		15 Early Dismissal PK-12 - Prof. Development
December		May	
	19 Early Dismissal PK-12		22 Proj. Last Day of School PK-12 - Early Dismissal
	22-31 Winter Break - No School		