



**Student-Family Handbook
2025 - 2026**

RPA STAFF DIRECTORY

OFFICE HOURS

Administrative Services Center – 8:00 a.m. - 4:30 p.m.

RPA– 7:00 a.m. - 3:00 p.m.

Administration

Skyler Myers Principal
Jennifer Ramirez Admin. Intern

Front Office

Kelly Manz Sec/Registrar/Treasurer

Student Support

Caitlin Fackler Counselor
Travis Mason Student Support Assistant
Jena Felten SPED Paraprofessional

Teachers

Rachel Coffelt-Ferrell ELA
Cayla Luzadder Social Studies/Culinary Electives
Gina Riegert Science
Hilari Waters Math
Nora Hill Social Studies/Fine Art Electives
Nick Tebbe PE Electives/Business Math
Cathy Spidle SPED
Kirk Gross Mo-Ops/ARC Programs

Instructional Coach

Tammy Novak Academic Impact and Exploration Coach

School Resource Officer

CJ Kennedy SRO

Custodial Team

Rex McClain Lead Custodian
Zac Heller Evening Custodian

Health Services

Amy Collins Nurse

Nutritional Services

Kim Feedback Cafeteria Manager

District Support

Dr. Glenna Bult Exec. Dir. of Secondary
Allison Scott MTSS Coordinator
Megan Morris SPED Process Coordinator

Why This Handbook Exists...

Welcome!

At Ray-Pec Academy, we believe every student deserves a safe, supportive place to learn, grow, and prepare for life beyond high school. This handbook is more than just information — it's a *how-to guide* we created with students and families in mind to help everyone know what to expect and how we work together for success.

Inside, you'll find clear guidance on how we show up for each other, support each other, and stay connected — and how we help one another get back on track when things don't go as planned.

We want students and families to feel confident, included, and heard. If you ever have questions or ideas, please reach out — your voice makes Ray-Pec Academy stronger.

We're glad you're here. Let's make it a great year — together!!

Sincerely,

Skyler G. Myers, Ed.S

Principal

RAY-PEC ACADEMY MISSION:

To empower the whole student by supporting their growth through positive relationships, creativity, and real world learning experiences. We believe in cultivating personal accountability and development to foster an environment where students thrive academically and interpersonally.

RAY-PEC ACADEMY VISION:

To be a leading place of learning for grades 9-12 dedicated to delivering a high-quality, innovative, and dynamic learning environment where students are empowered to explore their passions and apply skills in authentic, real-world ways that prepare them to excel in an ever-changing world.

RAY-PEC SCHOOL DISTRICT MISSION:

Preparing EACH student for a successful and meaningful life.

RAY-PEC SCHOOL DISTRICT VISION:

A future-focused community with a commitment to lifelong learning.

ERAS Essential Habits

At RPA, we believe everyone — students, teachers, and staff — shares the work of building a safe, respectful, and successful school. The **ERAS Rubric** helps us do that together.

ERAS means **Engagement, Respect, Accountability, and Safety**. These habits help us ALL grow, build, and maintain the **Six Traits of a Ray-Pec Graduate**: *Forever Learner, Critical Thinker, Effective Communicator, Responsible Collaborator, Courageous Innovator, and Contributing Global Citizen*.

ERAS Success Criteria Rubric

Essential Habits	Student Success Criteria: I Can..	Embedded Portrait of a Ray-Pec Grad Traits	Staff Success Criteria: I Will..
E ngagement	<ul style="list-style-type: none"> - Come to class on time and ready to learn. - Bring what I need every day. - Participate in activities; ask questions for further learning or when I need help. - Work well with classmates. 	<ul style="list-style-type: none"> -<i>Forever Learner</i> -<i>Critical Thinker</i> -<i>Effective Communicator</i> -<i>Responsible Collaborator</i> 	<ul style="list-style-type: none"> -Be on time, prepared, and ready to support learning. -Provide clear routines, learning intentions, success criteria and materials daily. -Encourage participation and ask meaningful questions. -Promote teamwork and positive peer interaction.
R espect	<ul style="list-style-type: none"> - Use kind words and actions. - Listen when others speak. -Follow reasonable requests. - Help others when they need it. 	<ul style="list-style-type: none"> -<i>Contributing Global Citizen</i> -<i>Effective Communicator</i> -<i>Responsible Collaborator</i> 	<ul style="list-style-type: none"> -Speak with kindness and care. -Listen to understand, not just respond. -Give clear, respectful directions. -Notice and support others when they need it. -Foster a classroom culture built on kindness and empathy.
A ccountability	<ul style="list-style-type: none"> - Take responsibility for what I do and say. - Do what I say I will do. - Make things right if I mess up. 	<ul style="list-style-type: none"> -<i>Forever Learner</i> -<i>Responsible Collaborator</i> -<i>Courageous Innovator</i> 	<ul style="list-style-type: none"> -Own my words and actions, whether they lead to success or mistakes. -Follow through on what I say I'll do. -Make repairs when I've caused harm. -Model doing the right thing, even when it's hard.
S afety	<ul style="list-style-type: none"> - Follow school and classroom rules. - Keep hands, feet, and words safe. - Help make our school a safe place for everyone. 	<ul style="list-style-type: none"> -<i>Contributing Global Citizen</i> -<i>Responsible Collaborator</i> 	<ul style="list-style-type: none"> -Follow all safety rules and expectations. -Keep my tone, body, and words safe. -Act quickly to support safety for all. -Create a space where students feel secure and supported.

Our Approach: Responsibility-Centered Discipline

At RPA, we use the *Give 'Em Five*TM Responsibility-Centered Discipline approach along with our **R-3** process to help everyone practice our **ERAS habits** — Engagement, Respect, Accountability, and Safety.

If a student needs to leave a classroom because they are not meeting these habits, they will work through the **R-3 process** — **Regulate, Reflect, Restore** — with a staff member, such as our Student Support Associate, Counselor, or principal.

After they have regulated, and reflected, they may return to other classes the same day. However, they cannot return to the class they left until they have a restorative mediation with that teacher. This meeting is led by the staff member and includes an administrator.

This helps everyone solve problems, repair relationships, and get back on track together.

How Families Can Help Build ERAS Habits

We know students grow best when families and schools work together. The ideas below show simple ways you can support your student at home so they build strong Engagement, Respect, Accountability, and Safety habits every day. Small steps at home make a big difference at school — and beyond.

Engagement:

- ✓ Check your student's backpack and materials.
- ✓ Talk about showing up ready and on time.

Respect:

- ✓ Praise kind words and actions at home.
- ✓ Talk about listening and sharing ideas respectfully.

Accountability:

- ✓ Encourage your student to finish chores and tasks.
- ✓ Talk about what it means to own mistakes and fix them.

Safety:

- ✓ Talk about rules and why they matter.
- ✓ Discuss how words and actions can help or hurt others.

How Learning and Grading Work at RPA

At Ray-Pec Academy, we believe learning is more than just finishing assignments — it's about building real-world skills that prepare students for life after high school.

Our learning model is competency-based. This means students work toward clear goals and show what they know and can do through meaningful, practical tasks — not just worksheets or tests.

We also focus on building executive functioning skills, like staying organized, managing time, focusing, and handling challenges calmly — skills that help students succeed now and in the future.

To support every learner, we use universal supports for everyone. This means all students benefit from things like visual aids, clear and predictable routines, and multiple ways to show what they've learned — like projects, discussions, presentations, or hands-on tasks.

Because our learning is active, hands-on, and collaborative, ***daily in-person attendance is ESSENTIAL***. While Canvas is a valuable tool for learning, the most valuable learning happens through real-time discussion, feedback, teamwork, and support from teachers and classmates.

Grades at RPA are based on two parts:

- Practice Work — such as daily notes and practice assignments — counts for 30% of the grade. This helps students build skills, develop understanding, and get feedback.
- Performance Tasks — like projects, presentations, and tests — count for 70% of the grade. These tasks show how well students can apply what they've learned.

Students earn scores based on the evidence they show:

- 4 (A) — Met all success criteria and shows clear evidence (90% or above)
- 3 (B/C) — In progress and collecting needed evidence (about 75-89%)
- 2 (C/D) — Partial or inconsistent evidence (about 61–74% complete)
- 1 (D/F) — Insufficient evidence (about 30–60% complete)
- 0 (F) — No evidence provided

This approach helps students understand where they are, what they need to do next, and how to keep growing every day.

Honors and Awards

- **Student of the Month:** Students are nominated by staff members for exemplifying the ERAS Habits and RP Grad traits on a consistent basis.
- **Staff of the Month:** Staff are nominated by both students and their colleagues for exemplifying the ERAS Habits and supporting the school Mission and Vision on a consistent basis.
- **180 Award:** Given each quarter to recognize a student who has made a significant and positive shift.
- **RPA Rising:** Recognition of students who earn a 2.5-2.99 GPA during grading period.
- **RPA Honor Roll:** Recognition of students who earn a 3.0-3.49 GPA during grading period.
- **RPA High Honor Roll:** Recognition of students who earn a 3.5-3.99 GPA during grading period.
- **RPA Principal's Honor Roll:** Recognition of students who earn a 4.0 GPA during grading period.

Student Requesting Support

At RPA, we want every student to feel supported — academically, socially, and emotionally. If a student needs help at any time during the day, they can use our **Student Requesting Support system** to reach out for help quickly and easily.

In every classroom and throughout the building, there are QR codes and short **tiny URLs** that students can scan or enter using their district device. Students can ask to see a specific staff member about:

- Academic help
- Social-emotional support
- Peer conflicts
- Health or nurse needs
- Any other concern where they need extra help/support

When a student submits a request, the right support staff member gets an instant email notification so they can check in and meet with the student as soon as they are available — ideally, the staff member the student asked for.

This system helps make sure students get the help they need, when they need it, so they can stay focused and feel cared for throughout the day.

Daily Schedule and Credits

For the 2025–26 school year, students at Ray-Pec Academy can earn or recover up to 9 credits toward the 26 credits needed to graduate.

- 1st Period: Advisory — This is not for credit but is an important time for students to arrive, get settled, check in with teachers about help or missed work, and connect with student support staff.
- Periods 2, 3, 5, and 6: These are core or elective courses that run for nine weeks each. Each course is worth 0.5 credit. For example, students might earn 0.5 credit in Geometry, Biology, American History, or an elective like Team Sports. These classes meet for 65 minutes, four days a week, and 59 minutes on Wednesdays.
- 4th Period: Real World Learning — This is a student-driven, teacher-supported elective. In the fall, students will work on projects in one of four key areas: Public Service, Culinary and Events, Interior Design, or Exterior Landscaping and Design.
 - Monday, Tuesday, Friday: 48 minutes
 - Wednesday: 90 minutes
 - Thursday: PRIME Time — a 48-minute block for tutoring/re-teaching if needed or for student-led clubs and recreation if students are on track.
 - Students earn 0.5 elective credit per semester for 4th period.

Quarter 1	Quarter 2*	Quarter 3	Quarter 4*
2 credits	2.5 credits	2 credits	2.5 credits

*Additional .5 credit is from the 4th period course over both quarters awarded at semester.

RAY-PEC GRADUATION REQUIREMENTS

Department	RPHS Unit Requirements
English	4 Units (Must include 1 core English class for each grade 9-12)
Social Studies	3 Units (Must include 1 unit American History, 1 unit World History, 1 unit American Government)
Math	3 Units (Must include 1 unit Algebra I, 1 unit of Geometry, and 1 unit of Algebra II unless special circumstances apply.)
Science	3 units (Must include 1 unit Biology, 1 unit of a physical science, and 1 elective unit of science.)
Fine Art	1 unit
Physical Education	1 unit
Practical Art	½ unit
Personal Finance	½ unit
Health	½ unit
Electives	9.5 units
Totals	26 units

2025 - 2026 RPA Daily Bell Schedule

Monday, Tuesday, Thursday, Friday

7:30-8:10	1st/Adv Period
8:14-9:19	2nd Period
9:23-10:28	3rd Period
10:32-11:20	4th/RWL/PRIME
11:23-11:46	Lunch
11:50-12:58	5th Period
1:02-2:15	6th Period

Wednesday Schedule

7:30-8:10	1st/Adv Period
8:14-9:12	2nd Period
9:16-10:12	3rd Period
10:16-11:12	5th Period
11:15-11:38	Lunch
11:42-1:12	4th/RWL
1:16-2:15	6th Period

EARLY RELEASE SCHEDULE (7:30 - 10:50)

7:30-8:10	1st Period
8:14-10:50	4th/PRIME Time

RPA Attendance Policy

Why Attendance Matters

Being at school every day is key to success. Strong attendance helps students earn better grades, build positive habits, and grow academically and personally. Missing class means missing learning — and it disrupts everyone.

This is especially true for RPA, Missouri Options, and ARC where space is limited and waitlists exist. Attending these programs is a **privilege**, not a guarantee. Strong attendance shows commitment and helps keep your place in the program.

Who Is Responsible?

Students, parents/guardians, and staff all share the responsibility for good attendance. Students should come to school every day unless it's absolutely necessary to miss.

Reporting an Absence if your student will be absent:

- Call the RPA office at **816-892-1800** the morning of the absence.
- Or bring/send a written note or documentation to the office.

Leaving School Early if a student needs to leave before **2:15 PM**:

- A parent/guardian must contact the office.
- The student must sign out at the front office before leaving.

If an appointment ends before the school day is over, the student is expected to return. Coming back, even for one or two classes, limits disruption and keeps students on track.

Planned Absences for vacations, medical appointments, court dates, college/career visits, or religious events: Inform the attendance office and teachers ahead of time. Students must get assignments and make up work.

Types of Absences

Excused Absences (do **not** count against credit if documented):

- Illness or injury (with doctor's note)
- Medical/dental appointments (with provider note)
- Funeral (with parent note; more info may be required)
- Religious observances (with parent note)
- Up to 2 college/career visits per year for juniors/seniors (with verification)
- Out-of-school suspension

Verified Absences (parent-approved but **do** count toward absence limits):

- Absences approved by a parent that don't meet excused criteria
- Work may still be made up with teacher approval

Unexcused Absences:

- No parent/guardian contact
- Leaving school without permission or not signing out
- Can lead to contact with local attendance authorities

Attendance Monitoring & Interventions

We monitor attendance closely. If a student's attendance drops below **90%**, steps include:

- Email home from an administrator
- Phone call home
- Meeting with student, parent/guardian, and administrator
- Attendance Appeal Form and plan required
- Possible consequences: loss of special privileges (PRIME Time, field trips), attendance probation next semester
- If attendance drops below **85%** for a grading period, the student may lose credit unless absences are due to documented illness or serious circumstances (principal's decision). Students are responsible for making up missed work without placing extra burden on teachers or staff.

Partial Absences

- Students missing an unexcused **20+ minutes** of any class will be charged a full absence for that class. Students marked as a **CUT** will also be charged with an absence.
- Students leaving school before dismissal must be signed out by a parent/guardian in the attendance office and may **NOT RIDE** with other students. Students under age 17 with excessive absences will be referred to juvenile authorities.

Late Arrivals School starts at **7:30 AM**. Students arriving after **7:40 AM** are considered **late** (this counts as tardy).

- Families can verify up to **3** late arrivals/tardies per semester for **1st period only**.
- Parents cannot verify tardies between classes.
- On the **5th verified late/tardy**, students are subject to disciplinary action.

LUNCHTIME

- All students must report to the cafeteria during their assigned lunch period.
- Restrooms located directly outside the cafeteria may be used—**no more than two students per restroom at a time**.
- Students are **not permitted in the hallways** during their lunch shift.
- All food and drinks purchased from the cafeteria must be **consumed in the commons area only**.
- **Disruptive or inappropriate behavior** in the cafeteria may result in consequences, including lunchroom clean-up duty, detention, or suspension.

Important Reminders:

- Carry-out or restaurant food is **NOT** allowed in the lunchroom.
- Food deliveries prohibited; students **CANNOT** leave campus for lunch.

Personal Electronic Devices

In accordance with Missouri Senate Bill 68, students are prohibited from using or displaying personally-owned electronic devices during the school day. These devices include portable devices that are used to initiate, receive, store, or view communication, information, images, or data electronically. It is recommended that students do not bring personally owned electronic communication devices into the school building. These devices provide a significant distraction to the learning environment and are at a greater risk of loss and/or theft. Administration cannot guarantee the return of lost or stolen items.

If brought to school, personal electronic devices (cell phones, tablets, headphones, earbuds, smart-watches, speakers, etc.) may NOT be used, displayed, or heard during the school day. If these items are used, displayed, or heard during the school day, including during class time, passing time, and lunch. If these items are used or displayed during the school day, they will be confiscated and given to building administrators.

Refusal to surrender an electronic device to a staff member will result in additional disciplinary consequences for insubordination.

Students with unique educational or medical needs, as detailed in their Individualized Education Programs (IEPs), Section 504 Plans, or Individual Health Plans, may be granted permission to use electronic devices for purposes specified in their plans. These exceptions are made to support the student's access to required accommodations or services.

RPA Cell Phone/Device Policy – *What Students & Families Need to Know*

Our School is a Phone/Device-Secure Campus

At Ray-Pec Academy (RPA), students may bring their phones to school, but they must stay locked in a Yondr pouch during the school day. This helps reduce distractions, protect learning time, and follow Missouri law.

Why Do We Have This Policy?

This rule is not about punishment. It's about:

- Creating a calm, focused learning environment
- Helping students take responsibility for their actions
- Treating mistakes as chances to learn and grow
- Building trust between students and staff

What Happens Each Day

- **Arrival (7:05–7:30 a.m.):** Staff hand out Yondr pouches at the entrance. Students lock their phones inside.
- **Late Arrival:** Students check in at the office and receive a pouch before going to class.
- **Dismissal (2:12–2:15 p.m.):** Staff unlock pouches. Students return them as they leave.

During the School Day

- Phones must stay locked in pouches at all times.
- Teachers will give friendly reminders and support if needed.

If a Phone is Seen or the Pouch is Messed With

1st Time – Student Follows Directions

- Staff quietly ask for the phone and take it to the office.
- The student gets a reminder about the rule.
- Parents/guardians are contacted.
- The student has a short conversation with staff to reset and move forward.

1st Time – Student Refuses to Comply

- Staff calmly remind the student and give them a choice to do the right thing.
- If the student still refuses, admin or support staff step in.
- Students may be removed from class and lose certain privileges for the day.
- Parents/guardians are contacted.

What If It Happens Again?

# of Offenses	What Happens?	Support Given
<i>1st</i>	Phone held by admin	Reminder and reset
<i>2nd</i>	Admin call home; student meets with support team, R-3 process successfully completed	Problem-solving plan
<i>3rd</i>	Parent must pick up phone, R-3 process	Student writes a success plan
<i>4th</i>	Prog. discipline consequence + Parent meeting	Consequence, support with clear boundaries

Note: In serious cases, a short suspension may be used.

Other Things to Know

- If a student brings a backup or “burner” phone, it follows the same rules.
- We use tools like reflection forms and team meetings to help students make better choices in the future.

Why This Policy Helps

- ✓ Fewer distractions
- ✓ More respect and responsibility
- ✓ Better relationships between students and staff
- ✓ A calm and focused place to learn
- ✓ Follows Missouri law

If you have questions about this policy, please contact the school office, **816-892-1800**. We appreciate your partnership and support!

RPA STUDENT DRESS CODE

At Ray-Pec, we believe that student dress should support comfort, individuality, and focus in a safe and respectful learning environment. The dress code exists to uphold our values of dignity, professionalism, and mutual respect—while ensuring student safety and minimizing distractions that interfere with learning.

What Students Must Wear:

To be appropriately dressed for school, students must wear:

- A shirt or top
- Bottoms (pants, shorts, skirt, or dress)
- Shoes or sandals

These items must fully cover private areas (including buttocks, chest, and genitalia) and allow for participation in daily school activities.

What’s Not Allowed:

- Clothing or accessories that display content that promotes, advertises, or references:
 - Drugs, alcohol, or tobacco (e.g. Cookies, Backwoods, etc.)
 - Weapons, violence, or gang affiliations (e.g., certain bandanas or gang colors)
 - Sexual innuendo, profanity, hate speech, or inappropriate/racist slogans or imagery
- Expose an excessive amount of the body or private areas
- Reveal visible undergarments
- Pose a safety risk, such as:
 - Chains, spikes, or sharp-edged accessories
 - Dangerous jewelry
- Cause a significant disruption to the learning environment

Headwear Policy:

- Hats, skull caps, beanies, and religious head coverings are allowed.
- Items that cover both the head and **face**, such as ski masks or balaclavas, are not allowed unless for religious or documented medical purposes.

Blankets & Layering:

- **Blankets are not permitted** in the building.
- Layering clothing (hoodies, jackets, sweaters) is encouraged for temperature changes, but these items must

also meet dress code standards.

Footwear Expectations:

- Shoes must be worn at all times.
- House shoes, slippers, and slides are **strongly discouraged** as they are not appropriate for movement-based classes or physical activity.
- Improper footwear may result in students being unable to participate fully in class activities.

The school reserves the right to restrict any student from attending classes or school activities when such student's dress, general appearance and/or conduct creates safety, health, or discipline problems. **Inappropriately dressed students will have the opportunity to correct their attire by changing into appropriate attire or wearing additional layers of clothing. Students who refuse to correct their attire will be subject to disciplinary action.**

Additional Programming at RPA

Missouri Options Program (Mo-Ops)

The **Missouri Options Program** is an alternative pathway for students in their fourth year of high school who face significant credit deficiencies or extreme life circumstances that put their on-time graduation at risk. This competency-based program is approved by the Missouri State Board of Education and offers an opportunity for students to earn a **high school diploma** without meeting traditional credit requirements.

Who is Eligible?

- Students must be at least 17 years old, in their 4th year of high school.
- Must be enrolled with a Missouri local education agency (LEA).
- Must be at risk of not graduating with their cohort.

Program Details:

- **Schedule:** Monday through Friday, 7:30 AM – 10:30 AM.
- **Capacity:** Limited to 20 students at a time. Enrollment is rolling as spots become available.
- **Attendance:** Students must maintain at least **90% attendance** to remain eligible. Failure to do so may result in dismissal from the program.
 - Students who are between 10-20 minutes late will be counted as tardy, 5 tardies will equal 1 full absence.
 - Students who are over 20 minutes late without documentation or prior notice to the teacher or front office will be counted as absent for the day.
- **Work Requirement:** In addition to attending daily classes, students must submit verified work hours averaging at least **15 hours per week** while preparing for their high school equivalency exam.
- After passing all five HiSET exams with a composite score of **45 or higher** (minimum score of 8 per test), students must continue to submit at least **30 work hours per week** until the end of that semester.

Testing:

Students are prepared through coursework and practice tests. When ready, their Missouri Options teacher will schedule them for the official exams. The Missouri State Board of Education has approved two high school equivalency (HSE) tests:

- **HiSET® (High School Equivalency Test)**, provided by PSI Services.
- **GED® (General Educational Development) Test**, provided by GED Testing Service (GEDTS®).

Key Benefits:

- Offers students a second chance to graduate.
- Helps reduce dropout rates.
- Supports college and career readiness through practical skills and employment experience.
- Graduation is based on demonstrating competency and meeting program requirements—not on accumulating traditional high school credits.

ARC Program

ARC—Accountability, Resilience, and Connection

What is ARC?

The ARC is a transitional support program for Raymore-Peculiar high school students who need extra help returning to school after a disciplinary placement or who need intensive behavioral support (Tier 3+). ARC helps students get back on track through:

- **Academic support**
- **Social-emotional learning (SEL)**
- **Personalized goal setting** using the **Responsibility-Centered Discipline (RCD)** model and **Give ‘Em Five conversations**.

Why ARC Exists:

Some students need more than suspension but don’t need expulsion. Without support, it can be hard to succeed when coming back to school. ARC fills this gap by providing:

- A safe, structured place to learn and grow
- Extra help with academics and behavior
- A plan to return to regular classes or an alternative program

How ARC Supports Ray-Pec Goals:

ARC helps the district meet its goals for:

- **Success Ready Students:** Personalized help with academics and SEL
- **High-Quality Staff:** Trained teachers and support staff
- **Safe, Supportive Schools:** Using Responsibility-Centered Discipline
- **Equity and Access:** Helping students who need it most

Program Details

- **Schedule:** Daily in-person, **11:20 AM – 2:15 PM, Monday–Friday**
- **Capacity:** Up to **15 students**, with rolling admissions
- **Duration:** Placement is based on individual progress—6, 12, or 18 weeks, up to 1 school year. Students usually transition back at semester or quarter breaks.
- **Coursework:** Students stay enrolled in **ViPR** for online courses.
- **Credit:** Earn **0.5 elective credit per term** for progress and engagement in SEL.
- **Attendance:** Must maintain **85% attendance**. Four late arrivals = 1 absence. Too many absences may lead to dismissal.

A Typical ARC Day

Time	Activity
11:20–11:35	Welcome Circle & Daily Goals (Ready-Do-Done)
11:35–12:30	Academic Work Session 1 (staff supported)
12:30–1:15	SEL/Guided Discussion or Partner Agency Session
1:15–2:00	Academic Work Session 2, 1:1 Check-ins
2:00–2:15	Closing Circle & Reflection

SEL/Guided sessions rotate between counselor lessons and outside partners like **FirstCall** or **Compass Health**.

SEL Focus Areas & Goals

Skill	Goal	How You'll Show It
Self-Regulation	Manage emotions and behavior	Use reflection journals, stay focused, reduce disruptions
Self-Awareness	Know strengths and challenges	Set goals, talk about growth, reflect daily
Social Awareness & Empathy	Understand others	Respectful discussion, Give 'Em Five conversations, show empathy
Relationship Skills	Build positive relationships	Use "I" statements, work well with peers, ask for or offer help appropriately

- **Alternative Programs Teacher:** Leads daily circles, goal setting, academic help, and Give 'Em Five conversations. Tracks student progress.
- **Student Support Assistant:** Monitors engagement, helps with behavior and goals, and supports daily activities.
- **Counselor:** Leads weekly SEL lessons, provides counseling, and helps plan transitions.
- **Partner Agencies:** Offer weekly sessions on SEL, healthy choices, and wellness.

Staying on Track

- ✓ **Daily & Weekly Check-ins:** Reflection journals and 1:1 meetings.
- ✓ **ViPR Coursework:** Complete online classes for core credit.
- ✓ **SEL Portfolio:** Shows growth and earns elective credit.
- ✓ **Progress Reviews:** Attendance, grades, behavior, and feedback are checked regularly.
- ✓ **Transition Plan:** Built with you, your family, and your next school placement.

OFF-SITE OPPORTUNITIES

Junior and senior students who are interested in attending the Cass Career Center (CCC), Summit Technology Academy (STA), Southland CAPS (SCAPS) or LEAD Center are required to complete an application as part of the

selection process through the counseling office. Students will be selected for these programs based on attendance, grades, discipline, and progress towards graduation requirements and occupational goals.

Students selected for attendance at these facilities are required to follow the rules and regulations established by CCC, STA, or Southland CAPS and will be under their auspices while in attendance.

Students attending SCAPS will be required to provide their own transportation. For CCC & STA, students will be required to ride the bus provided by the school to and from either facility unless excused by a principal. On days that CCC or STA is not in session, students are required to be in attendance at Ray-Pec for their normally scheduled classes. **On days that CCC or STA are in attendance and Ray-Pec is not, students will be expected to attend CCC or STA and ride district transportation.** Anytime a student wishes to drive, or ride with anyone other than a parent/guardian, a driving/riding permit from CCC or STA must be obtained prior to the event. Verification is not accepted after the event. Procedures are in place for the safety of students.

Students may be removed from any off-site program for excessive discipline, absenteeism or failing grades. Students who are on OSS at Ray-Pec will jeopardize their opportunity to attend their off-site facility until their suspensions are completed.

Advisory attendance is mandatory on the day scheduled for all off-site program

General Information, Policies and Procedures:

SCHOOL CLOSINGS

In the case of an emergency or inclement weather that necessitates a school closing, announcements will be made on local TV and radio stations, and will be posted on the district's website and recorded on the district's information hotline at 816-892-3988. In addition, the district now uses School Messenger, an automated calling system to provide information on school closings.

Alternative Method of Instruction (AMI) days (virtual learning) will be used for the first 5 inclement weather days. Additional inclement weather days will be added to the end of the school year.

RP UPDATES

Parents can receive a weekly school district news update. This information is available to all employees, patrons and friends of the district. To subscribe, send an email to: rp.update@raypec.org.

In the message, type "subscribe RP update". To stop receiving these messages, type "unsubscribe RP update".

Immunizations and Medications

1. Each student should have a health inventory form and documentation of required immunizations on file in the health room before entering school.
2. Each student must meet Missouri State law immunization requirements.

HEALTH SERVICES

Policies regarding illness and accidents:

1. When a student becomes ill at school, he/she must report to the nurse's office. The nurse will notify the student's parent/custodian or a responsible adult if the student is too ill to remain at school.
2. All accidents are to be reported to the nurse's office immediately. An accident report will be completed when appropriate. Following any serious accident, the parent/guardian will be notified immediately.
3. In the case of serious illness where medical attention is immediately required, the student will be sent to the hospital via emergency vehicle.
4. Parents should be certain the school has an emergency telephone number in addition to the home and work telephone numbers.
5. Students should not come to school ill. It is very important that we attempt to control the spread of communicable disease. We would appreciate your compliance in following these guidelines:
 - a. Students should be fever-free (without the influence of fever-reducing medicine) for 24 hours before returning to school.
 - b. The student health services recognize temperature as 100.0 degrees Fahrenheit as a fever (oral, temporal or auxiliary(ear)). Students with a

temperature of 100.0 degrees or greater will be sent home from school.

- c. Students should be free from continuous coughing.
- d. Students with vomiting or diarrhea will be sent home from school. An exception will be made for students vomiting secondary to certain medications, physical activity, or by the medical judgment of the school nurses. Students should remain at home for 24 hours after their last episode of vomiting or diarrhea.
- e. Students should remain at home for 24 hours after taking the first dose of an antibiotic for infection. **The first dose of any medication should be taken at home and the child should remain at home for 24 hours.**
- f. Students that are found to have head lice will not be allowed to attend school until free of living specimens and all nits. Students will need to be checked by the school nurse upon their return to school.
- g. Students will be excluded from school for pink eye/conjunctivitis until on medication for 24 hours with primary care provider's written orders or until clearing of the eye.
- h. The health services department shall be informed of any student with an illness characterized by rash, recurrent episodes of bleeding, or who has draining skin lesions. The lesions and/or rashes should be covered at all times.
6. The nurse will not treat injuries that happen away from school.
7. Students are not allowed to use or be in possession of another student's medical equipment.
8. **Parent/Guardian or their designated adult representative must deliver and pick up all medications to the health room.**
9. **A STUDENT MAY FACE DISCIPLINARY ACTION FROM SCHOOL FOR CARRYING, TAKING, OR DISTRIBUTING ANY TYPE OF UNAUTHORIZED PRESCRIPTION OR NON-PRESCRIPTION SUBSTANCES AT SCHOOL, INCLUDING VITAMIN PRODUCTS.**

The health services department realizes that parents are busy and have many responsibilities. However, it is in the best interest of your student and the other students to avoid sending sic

Medication Policy for the RPA

Medication brought to school will be governed through the health room. Over the counter medication must come in the original container and must be accompanied by a note from parent or guardian and physician stating dosage and time given.

No medication is to be carried by the student at school unless it is insulin, epi-pens, or they are asthmatic and have been ordered by a physician to carry their inhaler with them. **All medications must be delivered directly to the health room by a responsible adult and will be dispensed by designated personnel.**

1. Prescription medications must come in the original current pharmacy bottle with the student's and Primary care provider's name clearly visible and must be accompanied by written physician's instructions along with a signed parental/custodial consent to administer. In accordance with school policy medications will not be administered within one (1) hour of arrival and dismissal unless there is a written primary care provider's order and signed parental/custodial consent to administer or the student is involved in a school-sponsored after-school activity.
2. Students who have been diagnosed with asthma may carry a prescription inhaler on their person provided there is a written primary care provider's order to do so on file in the health room.
3. Students experiencing coughing may carry and use a non-prescription cough drop.
4. School-owned medication will be dispensed only if a current Medication Order and Consent form is on file in the health room. The Medication Order and Consent form must be completed and signed by the parent/custodian. This form needs to be renewed annually.

CRISIS PLANNING

Schools are safe environments, but emergencies and/or crisis situations can happen anytime and anywhere. Our Emergency Planning process is focused around three central foundational principles, Readiness, Response and Recovery.

The READINESS component includes:

- Analyzing our facilities for safety, security, equipment capabilities and other areas of operational and functional ability.
- Researching and preplanning to determine the most probable scenarios that could adversely affect our staff and the community we serve.
- Training our staff members so they can act as a team to mitigate a threat or minimize the impact to our children when a natural or man-made disaster occurs.
- Constant vigilance to make necessary changes when protocols or actions need to be modified.
- Reflection on past experiences to inform new practices.

The RESPONSE component includes:

- Recognizing an emergency or disaster early and communicating initial actions to co-workers, students and parents.
- Early notification of Public Safety when appropriate (911, Police, Fire, Rescue, Sheriff)

- Staff implementing actions that follow a predetermined plan to mitigate a threat or minimize the impact to our students when a natural or man-made disaster occurs.
- Staff working seamlessly with Public Safety officers when they arrive to maximize positive outcomes.
- Communicating and working with families for an effective reunification.

The RECOVERY component includes:

- Having predetermined programs in place to provide counseling services to staff, students and parents when a situation and/or need arise.
- Having the ability to continue operations or the capacity to restore basic services quickly and effectively.
- Maintaining a fiscally sound financial business model so the organization has an emergency funding mechanism.

An Emergency Reference Guide has been developed to assist the Raymore-Peculiar School District staff with preparation, communication and education. This guide provides a step-by-step procedure to follow for most of the predictable scenarios our school district may experience.

Critical Steps for Effective Emergency Management

1. Assess the situation.
2. Call 911 or other emergency numbers as appropriate.
3. Secure the building for the safety of students and staff. Take initial actions as provided by the Emergency Reference Guide.
4. Notify the Superintendent and other appropriate personnel.
5. Refer media inquiries to the Communications Coordinator.
6. Notify families of the students and/or people involved.
7. Mobilize the building and/or district Crisis Management Team.
8. Keep a log of all activity.

Communications

Communications are established between all sites of the Raymore-Peculiar School District, the District Office and the appropriate Public Safety agencies. Due to the geographical makeup of the District, there are several Public Safety entities involved, depending on the precise location of the situation or event. These agencies are:

- Local Police and Fire Departments
 - o Raymore Police Department and Peculiar Police Department.
 - o South Metro Fire Department and West Peculiar Fire Department.
 - o Cass County Sheriff's Department and Emergency Management
 - o Missouri State Highway Patrol

The Superintendent's Office will communicate information and procedures to the public in the event of an emergency situation involving a district site. Information that may be communicated include:

- Emergency situation information
- Dismissal procedures
- Family unification procedures

If school must be canceled or dismissed early due to weather conditions or other emergencies, an announcement will be made through the School Messenger, RPSD website, area television and radio stations and other media sources (official District social media sites).

FIRE/EVACUATION DRILLS

Periodic fire/evacuation drills will be held. Evacuation routes are posted in each room. Please observe the following points:

- * Once the drill is initiated or alarm sounds, teachers will line up classes along the wall preparing students to leave the classroom. Teachers and students will remain in the classroom until further instructed.
- * While students are lined up in the classroom, administrative personnel will walk the hallways to determine if evacuations are necessary. If it is determined that evacuation is necessary, office personnel will direct staff and students to do so via intercom.
- * When evacuating the building, the following protocol should be followed:
 - Walk rapidly, single file; do not run or talk
 - Take purses or valuables with you. Leave books and class materials behind.

- Go at least 100 feet from the building. Do not block the driveway. Do not re-enter the building until the “All clear” signal is given.
- Stay with your group or class.

TORNADO DRILLS

Everyone should prepare for tornado drills. It might be necessary to change plans in the event of a serious threat. An announcement will be made over the intercom indicating the start of the drill. Please observe the following points:

- Stay calm.
- All teachers and students should immediately proceed in an orderly fashion to the gymnasium. Once in the gymnasium, students should stay in the areas designated by the staff.
- If students are outside and do not have time to move into a safe building, they should lie flat in the nearest depression or ravine.
- All students should stay away from glass windows.
- * All students should stay in the gymnasium until the building “All Clear” signal is given.

EARTHQUAKE

- Students should be instructed to move away from windows and other possible hazards.
- Students should be instructed to get under a desk, table, or other shelter or against an inside wall. If the shelter moves, move with it, and stay under it.
- Students should assume the DROP position and be silent so directions can be heard above the noise of the earthquake.
- Students should stay in the DROP position until the earthquake is over and/or further instructions are given.
- After the initial shock and things settle down, students and teachers will evacuate classrooms, being alert to the possibility of after -shocks.

CHANGE OF ADDRESS/TELEPHONE

It is the responsibility of the parent/guardian to immediately notify the front office in the event of a change in address or a telephone number. Documentation will be required for a change of address.

STUDENT RECORDS REQUEST

For transcripts needed for transfers, please contact our front Office, 816-892-1800.

SCHOOL COUNSELING DEPARTMENT

The Raymore-Peculiar counselors strive to aid each student in utilizing their abilities to the fullest, in making sound choices and in developing self-understanding. School Counseling services available include:

Individual Counseling

Students may make an appointment during passing time or before and after school in the counseling office to speak with their counselor. A pass will be given to the student when the appointment is made for the requested time. Students may visit the school counseling office by obtaining a pass from their teacher for emergencies.

Group Counseling

Various small groups will be offered over the course of the school year. Students may get more information in the counseling office. All students are eligible to participate unless a parent/guardian submits an opt-out form to the counseling office either during registration or at a later date.

Referral Services - Community Agencies

Counselors will provide information concerning community agencies and services to benefit students.

2025–2026 DISCIPLINARY CONSEQUENCES AND NOTIFICATION

I. INTRODUCTION & GENERAL STATEMENT

The Raymore-Peculiar School District believes schools exist to educate individuals and improve society. Preparing students for citizenship requires self-discipline and individual responsibility. The District's objective is to protect the rights of all students while encouraging responsible behavior in a structured, orderly learning environment.

All district staff responsible for student supervision are authorized to hold students accountable for any misconduct on school grounds, on school buses, and during school-sponsored activities. Each principal must develop and share school-specific rules consistent with Board policy every year.

The Board recognizes that acceptable behavior is essential for learning and citizenship. Acceptable behavior grows from self-respect and respect for the worth and dignity of others — a shared responsibility of home and school.

Students must attend school regularly, follow rules, respect staff directions, demonstrate good behavior, complete assignments diligently, maintain a clean appearance, use appropriate language, and avoid tobacco, drugs, or alcohol at school or school events. Handbooks detailing student rights, responsibilities, and conduct standards are distributed annually.

The Student Code of Conduct supports student responsibility, respect for others, and orderly school operations. While no code can list every offense, this Code outlines behaviors that may lead to disciplinary action. Conduct not listed here, or actions that aggravate an offense, may result in consequences beyond those described, at the discretion of the principal, superintendent, or Board. (See Board policies 2150, 2160, 2600, 2610, 2620, 2640, 2641, 2651, 2655, 2660, 2661, 2662, 2663, 2670, 2672, 2673, 1460.)

II. DISCIPLINARY CONSEQUENCES AND NOTIFICATION

Students are expected to help maintain a safe and respectful learning environment. Staff may hold students accountable for misconduct at school, on district property, at school events, or on buses. Students may be disciplined for violating district policy, school rules, or classroom rules.

Students assigned administrative discipline will receive a referral describing the violation, action taken, and date of the consequence. Parents will be notified by email or letter as soon as possible; for serious actions like out-of-school suspension, the school will also attempt to notify parents by phone.

When sent to the office, students must report immediately. Failure to do so may be considered insubordination and may result in out-of-school suspension. Students must get a pass when returning to class.

III. SAFE SCHOOLS LAW

Missouri law (House Bills 1301 & 1298) requires each district to adopt a written discipline policy and provide it annually to students and parents. This policy must be available for public inspection and reviewed by staff each year, covering acts of violence, confidentiality, and discipline for students with disabilities.

Administrators must report acts of school violence to staff with a legitimate need to know. Certain serious acts — including but not limited to assault, weapons possession, drug distribution, arson, and sexual offenses — must be reported to law enforcement promptly. The policy must include consequences for misconduct and emphasize the importance of a safe, orderly learning environment.

Students who pose a threat may be suspended or expelled immediately, and certain felony offenses disqualify students from re-enrollment.

IV. ADMINISTRATIVE DISCRETION

Building administrators may adjust guidelines when warranted by special circumstances and may contact law enforcement when necessary. Due to the severity of some behaviors, consequences may exceed the listed levels.

V. DEFINITION OF DISCIPLINE

Discipline means teaching, modeling, and using consequences to help students adopt responsible behaviors and maintain a safe, orderly, productive learning environment.

VI. DISCIPLINE BELIEF STATEMENT

1. Teaching and learning for all students is the highest priority:
 - One student's misbehavior must not interfere with another's learning.
 - One student's misbehavior must not interfere with teaching.
 - A misbehaving student is still responsible for completing learning objectives.
2. Self-discipline is the goal.
3. Focus is on judging behavior, not judging the student.

VII. BEHAVIOR EXPECTATIONS

1. Students show respect for themselves, others, and their environment.
2. A safe, productive learning environment must be maintained.
3. Conflicts must be resolved without violence or threats.
4. Students are expected to stay on task during class and school activities.
5. Staff will teach and guide misbehaving students with family support.
6. All parties share responsibility for helping students replace unacceptable behavior with acceptable behavior.

STUDENT CONDUCT

Levels of Unacceptable Behavior

Level 4: Safe Environment — Intended to cause harm or are illegal.

Consequence: Up to 10 days OSS, possible district office referral for long-term suspension, and law enforcement notification.

Level 3: Orderly Environment — Not intended to harm but disrupt order.

Minimum: Verbal correction

Maximum: Short-term suspension (up to 10 days OSS)

Examples:

Destruction or Defacement of Property

- 1st Offense: Up to Students' Successful Completion of R-3 Process and restitution.
- Subsequent: Up to 10 days OSS.

Disruptive/Disrespectful Speech or Conduct

- 1st Offense: Minimum verbal correction up to Students' Successful Completion of R-3 Process or up to 3 days OSS.
- Subsequent: Up to 10 days OSS.

Dress Code Violation

- 1st Offense: Conference/verbal warning.
- 2nd Offense: Students' Successful Completion of R-3 Process.
- Subsequent: Students' Successful Completion of R-3 Process.

Driving Violations

- 1st Offense: Up to 3 days OSS or loss of privileges.
- Subsequent: Up to 3 days OSS or loss of privileges.

Excessive Discipline Referrals

- 4th offense: Up to 5 days OSS.
- Subsequent: Up to 10 days OSS.

Failure to Complete or Removal from R-3 Process

- Any removal from R-3 due to non-compliance may result in OSS.

Dishonesty

- 1st Offense: Nullify document, principal/student conference, or Students' Successful Completion of R-3 Process.
- Subsequent: Nullify, Students' Successful Completion of R-3 Process or 1–180 days OSS.

Hall Violations

- 1st Offense: Warning or Students' Successful Completion of R-3 Process.
- Subsequent: Loss of hall privileges, Students' Successful Completion of R-3 Process, or OSS.

Obscene Language/Gestures

- 1st Offense: Students' Successful Completion of R-3 Process or up to 3 days OSS.
- Subsequent: Up to 10 days OSS.

Personally-Owned Electronic Device

- **1st Offense:** Confiscation by an administrator and **Students' Successful Completion of R-3 Process.**
- **2nd Offense:** Confiscation; parent must pick up the device; parent conference; **Students' Successful Completion of R-3 Process.**
- **3rd Offense:** Confiscation; parent pickup required; **3 days of Students' Successful Completion of R-3 Process** and student writes a success plan.
- **Subsequent Offense:** Progressive discipline consequence, up to **10 days OSS**; parent meeting required.

Public Display of Affection

- 1st Offense: Up to Students' Successful Completion of R-3 Process.
- 2nd Offense: Up to Students' Successful Completion of R-3 Process.
- Subsequent: Up to 5 days OSS.

Truancy/Cut/Unexcused Absences

- 1st Offense: Up to Students' Successful Completion of R-3 Process.
- 2nd Offense: Up to Students' Successful Completion of R-3 Process.
- 3rd Offense: Up to Students' Successful Completion of R-3 Process.
- Subsequent: Progressive consequences and possible law enforcement notification.

Unsafe Behavior

- 1st Offense: Minimum correction up to Students' Successful Completion of R-3 Process and up to 3 days OSS.
- Subsequent: Up to 10 days OSS.

Failure to Comply

- 1st Offense: R-3 Process, conference, or suspension if needed.
- 2nd Offense: R-3 Process, 2–3 days OSS.
- Subsequent: Parent meeting, up to 10 days OSS, or long-term suspension.

Academic Dishonesty

- 1st Offense: Warning and redo.
- Subsequent: No credit and Students' Successful Completion of R-3 Process.

Vaping/Tobacco

- 1st Offense: R-3 Process with Vape Educate completion.
- 2nd Offense: 3–5 days OSS, R-3 Process upon return.
- 3rd Offense: 10 days OSS, parent meeting.
Law enforcement notified each incident.

Vaping/Cannabis

- 1st Offense: R-3 Process with Vape Educate completion, 3-5 days OSS, Process upon return
- 2nd Offense: 5-10 days OSS, parent meeting, Drug Education Programming successfully completed.
Law enforcement notified each incident.
- 3rd Offense: 10 days OSS, Longterm Hearing.

PLAGIARISM

At Raymore-Peculiar, academic and personal integrity is the foundation of a strong academic community. One of the ways staff and administrators expect students to demonstrate academic integrity is by avoiding plagiarism.

At Raymore-Peculiar, plagiarism is defined as:

- The failure to produce original work
- Theft (unintentional or intentional) of another person's work
- Claiming another's work as your own
- Paraphrasing without citing original source(s)
- Copying from internet source(s) or websites
- Purchasing or receiving a paper from an outside source
- Presenting facts or ideas without giving proper credit to the original author

Consequences for plagiarism can be found in the discipline code under "Academic Dishonesty".

OUT-OF-SCHOOL SUSPENSION

Students who are suspended out of school are not allowed on school grounds or at any school activity off-campus for the duration of the suspension. Students must call the front office for an appointment to be on campus while they are suspended. If, for any reason, school is not in session during the OSS period, those days will not count as OSS days.

Students who are suspended for 10 days or more may be required to sign a behavior probation contract upon their return.

Work missed due to OSS will be allowed to be made up for full credit but may also be an alternate assignment.

CREDIT FOR CLASSWORK FOR STUDENTS UNDER SUSPENSION

1. R-3 work may be counted toward the completion of class work at teacher discretion, and students may be able to complete some—though not most—work while participating in the R-3 process.
2. Work completed during an out-of-school suspension (10 days or less) can be turned in and receive up to 100% credit for each assignment. It is the responsibility of the student and/or parent to contact the school to make arrangements to pick up work in the front office.
3. Students who receive long-term suspensions (more than 10 days) may have the opportunity to complete work through the Solutions Classroom.
4. **Students returning to school after serving 10 days or less will be required to participate in the R-3 process upon their return to the building, prior to returning to their classes.**

EXPULSION

A student who is expelled is permanently removed from the school setting and is no longer a student at the Raymore-Peculiar School District. If expelled, students will be not allowed to attend school activities on or off school property.

SEARCHES/INVESTIGATIONS

The school administration has a responsibility and concern for the safety and behavior of students. When investigating a situation, the administration has the legal right and responsibility to search students, student belongings, lockers, and vehicles on school property and at any school-sponsored activity. Administrators also have the legal right and responsibility to interview any student, regardless of age. (Board policy 2150)

HAZING/BULLYING

In order to promote a safe learning environment for all students, the Raymore-Peculiar R-II School District prohibits all forms of hazing, bullying and student intimidation. (See Board Policy 2655 and 2920.)

Hazing is defined as any activity, on or off school grounds, 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 purpose of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

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. Bullying may also include cyberbullying or cyber threats. Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, or encourage others to harm themselves.

DISCIPLINE FOR OFF-CAMPUS INCIDENTS

Students may be disciplined for conduct that occurs off-campus when a relationship or nexus to the school can be established. The administration is responsible for determining the connection between off-campus misconduct and interference with efficient school operations that cause a disruption to the educational process.

ACCUMULATION OF DISCIPLINARY PROBLEMS

The building administrator may recommend a long-term suspension or expulsion for any student who accumulates more than three short-term suspensions within a school year. The recommendation will be made to the superintendent and/or school board if deemed appropriate by the school administration.

SCHOOL BUS RULES

First Student Bus Riders: Be Smart-Don't Start. Stay Safe!

Welcome back to school and thank you for riding the bus. It is the bus driver's job to make a bus ride to school as safe as possible. It is your job to help them do that. Please review all of the rules below. Let the bus driver do their job. Please come in the bus and follow the driver's instructions. Stay in your seat and do not touch other students.

The following things you may choose to do on a bus will be met with parent/school contact and a consequence. Please get the attention of the driver if you see any of the following bus violations. Remember, riding a bus to school is a privilege, not a guarantee.

Every bus has cameras!

RIDING THE BUS

Be early to your stop.

Board and depart the bus at your approved stop. Parent/District approval is required to change the stop location. The bus will not stop at your house unless it is an approved stop.

Get an approved bus pass if adding a passenger or changing your stop from the school office. You will be denied access to the bus for not having an approved or falsified document.

No eating on the bus

Don't throw trash or anything on the floor of the bus.

Do not touch another student for any reason. Get the bus driver's attention if there is a problem.

Do not take pictures or video on a bus.

CONSEQUENCE FOR ANY OF THE ABOVE:

1st offense: verbal correction and parent notification

2nd Offense: up to 3 day bus suspension

3rd Offense: 5 day bus suspension

4th Offense: 30 day bus suspension

5th Offense: You will be removed from the bus for the remainder of the school year

KEEP THE BUS SAFE Let the driver drive the bus. Anything else is not safe.

DO NOT DO ANY OF THE FOLLOWING:

Verbal abuse towards the bus driver.

Not following directions from the driver.

Disruptive speech (yelling). *It is a driver distraction. Let them drive.*

Refusing to stay in the assigned seat. *Moving out of the seat while the bus is moving and/or failing to keep the aisle clear.*

Just stay in your seat unless you have permission from the driver.

Hanging or yelling out of the bus window.

Throwing objects in the bus and/or out the bus window.

Throwing items at or in the direction of the driver (hard or soft items).

Profanity, vulgar and/or inappropriate language to the driver or other students.

Theft or taking things from other students.

Sexual harassment by words or actions.

Any action that requires the driver to stop the bus at any time.

Sitting in the driver seat and/or touching driver controls.

Bullying and/or harassment • Any behavior compromising the safety of others.

Destruction and/or defacement of property, vandalism. Don't draw/write or damage any part of the bus. You will be suspended and pay a fine.

CONSEQUENCE FOR ANY OF THE ABOVE:

1st offense: 3 days or more bus suspension

2nd offense: 10 or more day bus suspension

3rd offense: 30 day or more bus suspension

4th offense: loss of bus transportation balance of school year

BEING A DANGER TO OTHERS *Immediate suspension*

Fighting, assault and/or other actions of violence towards the driver or other students

Tampering with emergency equipment like windows and doors

Possession of alcohol, drugs, smoking or vaping

Possession or smoking/vaping of marijuana

Arson, fireworks and/or explosive devices

Indecent exposure

Weapons, look-alike weapons, dangerous items . This includes scissors or sharp objects (sharp pencil in your hand).

Sexual acts: It includes kissing or touching another student.

Fighting (includes sibling fighting)

Assault and/or inciting actions of violence towards the driver or other students.

CONSEQUENCE FOR ANY OF THE ABOVE:

1st offense: up to 90 days bus suspension

2nd offense: loss of bus transportation balance of school year

The bus driver or other authorized personnel shall report all misbehavior or dangerous situations to the Location Manager as soon as possible. Students who fail to observe First Student and/or district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to suspension of the privilege of riding the bus. If a student is suspended, First Student and/or Transportation Coordinator will notify the parent/guardian. Please be advised that all buses are equipped with video surveillance.

The bus is an extension of the classroom; thus the same discipline codes apply and will be administered by First Student / Transportation Coordinator. In addition, the following expectations apply:

- Students who must cross the road to board or depart from the bus should pass in front of the bus (no closer than ten feet), look in both directions and proceed to cross the road or highway only on signal from the driver.
- Students should load and unload through the right front door. The emergency door is for emergencies only.
- Packages larger than 12x10x23, large band instruments or glass containers will not be allowed on the bus.
- Students must be at the designated bus stop 5 minutes prior to the stop time.
- Students should wait until the bus comes to a complete stop before attempting to enter or exit.
- Students will be assigned to a seat by the driver, this includes all grade levels.
- Students must not extend any body part or item out the window at any time.
- Aisles must be kept clear at all times.
- Students are not permitted to leave their seats while the vehicle is in motion.
- Permission to open windows must be obtained from the driver.
- Students should keep their feet off the seats.
- Students who damage seats or other equipment will reimburse the transportation provider for the repair or replacement. Students will be suspended from the bus until payment is made.
- Students should not throw objects inside or from the bus.
- Students will depart from the bus at the designated point unless written permission to get off at a different location is given.

In the event students need to deviate from their original transportation routine, parents must provide the school with written directions stating the date(s) involved, the new drop-off address, and their signature. Students are requested to give the note to their classroom teacher upon entering the classroom in the morning for processing by the building secretary prior to departure time. The student will be issued a bus pass that states the date and location change to present to the bus driver. *Please note all transportation changes including alternative bus stops and address changes must be initiated through the school. The school will then contact the transportation provider.*

Bus Tracking App

First Student has a bus tracking and parent communication app called FirstView 1.0. The FirstView App allows families to track the location and direction of a student's bus, set up notifications to alert you when the student's bus is a chosen distance from your stop, and opt-in for direct messaging regarding delays or issues. To get started, download the FirstView 1.0 App on in the App Store or on GooglePlay. More information can be found at <https://www.raypec.org/page/transportation>.

REASONS FOR SUSPENSION OR EXPULSION

The building administrator or his/her designated representative may suspend a pupil for a period not to exceed ten (10) school days for any of the policies listed in the student handbook and/or board of education policies. Students may be suspended for other actions deemed to be prejudicial to good school order in the school or which violate the rights of others or the school. Proper legal authorities may be contacted by school personnel when deemed appropriate (Refer to board of education policy 2662 and 2663.)

STUDENT RIGHTS IN SUSPENSION CASES

In cases where the building administration suspends a student for a period not to exceed ten (10) school days, the student shall be afforded an informal hearing by a building administrator before the suspension is imposed. Students may appeal any long-term suspension to the board of education if they so desire (Refer to board of education policy 2662 and 2663.)

GUIDELINES FOR SUSPENSIONS/EXPULSION OF STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) requires the following criteria to be met when changing the educational placement of handicapped students: (Refer to board of education policies 2610 and 2672).

1. Short-term suspensions may be given up to ten (10) days without reconvening of the IEP team.
2. Long-term suspension and expulsion is a change of placement under IDEA and an IEP team must be convened before such action takes place.
3. Long-term suspension or expulsion cannot take place without determination that the misconduct does not bear a relationship to the child's disability, except when controlled substances or weapons are involved.
4. If misconduct is a result of a disability, long-term suspension or expulsion is inappropriate under IDEA.
5. Children with disruptive histories should be dealt with through IEP goals and objectives.

STUDENT COMPLAINTS AND GRIEVANCES

Alleged acts of unfairness or any decision made by school personnel, except as otherwise provided by under student suspension and expulsion, which

students and/or parents/guardians believe to be unjust or in violation of pertinent policies of the Board or individual school rules, may be appealed to the school principal or a designated representative (Refer to board of education policy 1460.)

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

COMPLAINT PROCEDURES

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

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

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

The following activities will occur in the investigation:

- a. Record. A written record of the investigation will be kept.
 - b. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
 - c. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
 - d. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
 - e. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
 - f. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.
8. How are complaints related to equitable services to nonpublic school children handled differently?

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

9. How will appeals to the Department be investigated?

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

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

PROTECTION OF STUDENT RIGHTS

All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any federally funded program shall be available for inspection by the parents or guardians of the children.

No student, as part of any federally funded program, shall be required without prior parental consent in writing to submit to a survey, analysis or evaluation that reveals information concerning:

1. **Political affiliations;**
2. **Mental and psychological problems potentially embarrassing to the student or his/her family;**
3. **Sexual behavior and attitudes;**
4. **Illegal, anti-social, self-incriminating and demeaning behavior;**
5. **Critical appraisals of other individuals with whom respondents have close family relationships;**
6. **Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or**
7. **Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);**

The school district shall give parents and students effective notice of their rights under this policy.

Process for Resolving a Concern or Complaint (Board of Education Policy 1460)

The following steps are to be followed by parents/guardians, students or the public when concerns or complaints arise regarding the operation of the school district that cannot be addressed through other established policies or procedures.

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.
2. Unsettled matters from (1) above or concerns or complaints regarding individual schools should be presented to the principal of the school. The principal will provide a response to the individual raising the complainant within five business days of receiving the complaint or concern unless additional time is necessary to investigate or extenuating circumstances exist.
3. Unsettled matters from (2) above or concerns or complaints regarding the school district in general should be presented to the assistant superintendent or designee. The assistant superintendent or designee will provide a response to the individual voicing the complainant within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
4. Unsettled matters from (3) above or concerns or complaints regarding the school district in general should be presented to the superintendent or designee. The superintendent or designee will provide a response to the individual voicing the complainant within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
5. If the matter cannot be settled satisfactorily by the superintendent or designee, a member of the public may request that the issue be put on the Board agenda, using the process outlined in Board policy. In addition, written comments submitted to the superintendent or the secretary of the Board that are directed to the Board will be provided to the entire Board. The Board is not obligated to address a complaint. If the Board decides to hear the issue, the Board's decision is final. Otherwise, the superintendent's decision on the issue is final.

NON-DISCRIMINATION STATEMENT

The Raymore-Peculiar R-II School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment 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 Raymore-Peculiar R-II School District is an equal opportunity employer. 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. The district will identify, evaluate and provide a free, appropriate education to all students with disabilities in accordance with law. Anyone who knows or believes that a student may have a disability - regardless of whether the student is currently enrolled in the Raymore-Peculiar R-II School District - is encouraged to contact the district's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event. The district's non-discrimination policy and grievance forms are available at any district office. The following compliance officer has been designated to address inquiries, questions and grievances regarding the district's non-discrimination policies:

Director of Human Resources

P.O. Box 789

Peculiar, MO 64078

816-892-1300

Parents Right to Know

Our district is required to inform you of information that you, according to Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

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

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.