

RAYTOWN SUCCESS ACADEMY

**Alternative School
Long Term Suspension R3**



PARENT / STUDENT HANDBOOK

2022-2023

**RAYTOWN SUCCESS ACADEMY
9020 East 51st Terrace
Kansas City, MO 64133
816-268-7180
Principal: Dr. Brad Drace
Assistant Principal: Christina Thurman**

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.*

We Believe:

- that the community values quality education.
- that diversity strengthens the educational process and the community.
- in the inherent worth of the individual.
- 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, family and community.
- a safe environment is critical to learning.
- discipline is the foundation of success and the responsibility of all.

Peaceable Classrooms

A peaceable classroom and school provides a safe, caring environment, allowing students to learn and be productive. We believe a peaceable classroom should have these qualities:

- Cooperation
- Caring Communication
- Appreciation for Diversity
- Expression of Feelings
- Responsible Decision Making
- Conflict Resolution

RSA MISSION AND VISION STATEMENT

Mission

Every Student, Every Day. Soaring to New Heights

Vision

At Raytown Success Academy, we will:

- Value every student and staff member of our school community.
- Provide Social Emotional Training that teaches important life skills to promote a culture of resilience in the school setting as well as the community.
- Provide a nurturing, structured, orderly, and caring learning environment for all students.
- Encourage parental support and involvement as it is crucial to student success.
- Model grace with accountability.
- Teach students to take responsibility for their own behavior enabling them to reach their academic potential.

RSA Six Powerful Words

RELATIONSHIPS, GRACE, ACCOUNTABILITY, STRUCTURE,
RESPECT AND SAFETY

ATTENDANCE

Every Minute Counts!

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 a student is absent unless the parent has notified you 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 develop an “on the job” attitude toward school will be more desirable to future employers.

Students who miss school are more likely to be at-risk for anti-social or criminal behavior. 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 in an academic year have a one-in-five chance to graduating from school. That means they have an 80% chance of dropping out.

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

- Raytown Success Academy School hours are 7:10AM–2:10PM, Wednesday schedule is 7:10AM–12:30PM.
- Long Term Suspension R3 hours are 7:10AM–10:00AM and 11:20AM–2:10PM. Wednesdays schedule is 7:10AM–10:10AM and 11:50–2:40PM.

In case of an absence a parent or guardian should call Raytown Success Academy office before 7:10 AM with information about the absence. The number to call is **816-268-7180**. WITHOUT A CALL, A STUDENT IS TRUANT. 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.

Raytown Success Academy
9020 East 51st Terrace
Kansas City, MO 64133

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

Dr. Penelope Martin-Knox, Superintendent
Dr. Christopher Greiner, Chief Executive Academic Officer
Mr. Terry Gibson, Chief Executive Finance & Operations Officer
Dr. Anthony Moore, Assistant Superintendent of Elementary Education
Mrs. Amy Cusumano, Director of Special Education

Dr. Carl Calcara, Assistant Superintendent of Human Resources

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.....Dr. Brad Drace

Assistant Principal Ms. Christina Thurman

Counselor.....Mr. Mark Maxey

School Nurse.....Ms. Steva McBride

School Office Hours.....7:00 AM – 2:55 PM

Wed. Early Release Day.....7:10 AM – 12:30 PM

Early Dismissal Day.....7:10-10:30 AM



Approved 2/14/22

RAYTOWN QUALITY SCHOOLS

2022-2023 Academic Calendar

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

Elem. Grading Periods

- Qtr. 1 Aug. 22 - Oct. 20
- Qtr. 2 Oct. 24 - Jan. 13
- Qtr. 3 Jan. 18 - Mar. 17
- Qtr. 4 Mar. 27 - May 26

MS & HS Trister Grading Periods

- Sept. 30 - 29 days
- Nov. 18 - 30 days
- Jan. 13 - 25 days
- March 3 - 30 days
- April 21 - 29 days
- May 26 - 25 days

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

Graduation

Class of 2023

SH: TBD
RH: TBD
Location: TBD

Baccalaureate

Date: TBD by Graduation Committees

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

Prof. Dev. Early Release PK-12:

8/24, 8/31, 9/7, 9/14, 9/21, 9/28, 10/12, 10/19, 10/26, 11/2, 11/9, 11/16, 11/30, 12/7, 12/14, 1/4, 1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15, 3/22, 4/5, 4/12, 4/19, 4/26, 5/3, 5/10, 5/17

- First/Last Day of School
- Non-Attendance PK-12
- Early Dismissal PK-12
- Early Dismissal 9-12

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

August 4-9 New Teacher Orientation 10-19 Teacher Orientation 22 First Day of School PK-12	January 2 Winter Break – No School 3 Teacher Professional Workday – No School 4 Classes Resume PK-12 16 Martin Luther King Day – No School 17 Teacher Professional Workday – No School
September 5 Labor Day – No School	February 16-17 No School Feb. 13-17 PK-12 Parent-Teacher Conf. Window Presidents' Day – No School
October 5 Teacher Prof. Dev. – No School 21 Teacher Prof. Workday – No School 27-28 No School Oct. 24-28 PK-12 Parent-Teacher Conf. Window	March 27-31 Spring Break – No School
November 8 Election Day – No School 21-25 Thanksgiving Break – No School	April 7 Good Friday – No School
December 20 Early Dismissal PK-12 21-30 Winter Break – No School	May 26 Proj. Last Day of School PK-12 – Early Dismissal Inclement Weather Make-Up Days Built-In
June 5-30, Summer School	

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. 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 new standards and process began January 2017 for high school students attending RSA. The new 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

- **Trister Grades Criteria**
Students that receive 4 or more F's in a trister will be reviewed. (A trister is a 6 week grading period.)

- **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 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 6-12 for the 2022-2023 school year. 1 to 1 devices will follow students throughout their educational career in Raytown. Students in grades 2-5 will continue to 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 (middle school) or Windows Laptop (high school), charger, and carrying sleeve 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 take 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/Page/1956>)
- 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/Page/1956>). If the student technology optional insurance is NOT purchased, all damage will be assessed a charge of 100% of the cost of replacement.

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

If student 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	MS: \$229 HS: \$521
Over \$50	up to \$25 deductible	50% parts cost	100% parts cost	MS: \$229 HS: \$521

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-API) 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-API.
- 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-API 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 or in provided sleeve.
- 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; use the provided cleaning cloth to wipe your screen.
- 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/Page/1544>.

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 record video or audio during school hours or on the bus unless specifically directed to do so by a teacher or administrator as part of the instructional process. If the computer is being used inappropriately, it will be confiscated and turned into the building administration.

-1st offense: Warning. Conference with Building Administration.

-2nd offense: Confiscation. Computer removed for 5 days/parent/guardian contacted.

-Subsequent offenses: Confiscation. Computer removed for the semester/ parent/guardian contacted.

Refusal to hand over computer to an adult could result in disciplinary action.

COMMUNICATION

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

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.

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 should 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 – BOARD POLICY KK

Parents/Guardians and patrons of the district are welcome to visit district schools and attend district events. Examples of visits include, but are not limited to, lunch with a child, open house, room parties, etc. All visitors during business hours, including Board members, must sign or check in at the building office prior to being escorted elsewhere in the building. The district encourages parents/guardians or others to notify the building office ahead of their visit to minimize classroom disruption. Parents who wish to visit a school and/or class for the purpose of noting student and/or staff interactions must follow district guidelines for observations. Visitors not approved by the parent/guardian are not allowed to visit or observe. The district uses a visitor management system to scan visitors. Visitors are required to produce a scannable photo ID to complete this process. For complete information on visitors and observations, please review Policy KK on the district website: www.raytownschools.org.

REQUIREMENTS FOR TRANSITION TO HOME SCHOOL

Transitioning back to the home 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 school, several requirements will need to be met. Once these requirements are met, a team of staff from RSA, the home school and the student's family members and/or other interested parties will meet to discuss necessary steps to ensure the student's success.

Elementary and Middle School Students

Elementary and Middle School students must have completed one full school year at RSA before being considered for transitioning back to their home school. In addition, they must have 90% attendance, complete all school work as assigned, and maintain Level 4 behavior expectations by demonstrating appropriate conduct in all environments. These are reviewed with administrative discretion.

High School Students

High School Students must have 90% attendance, be current with credits earned, complete all school work as assigned, and maintain Level 4 behavior expectations for a two consecutive semesters by demonstrating appropriate conduct in all environments. Students must improve in the area of referral (social emotional, attendance, grades, etc.) before being considered for transition. These are reviewed with administrative discretion.

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 Polices regarding student expectations and discipline. These can be found in the Student Discipline Handbook which is provided upon enrollment and also 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.

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 Level 2 and above will be allowed to transition to Breakfast and Lunch. Students on Level 2 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.

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 – please see Policy JFCA & JFCA-AP1

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 violation 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 finger tips 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. Outside coats and blankets/wraps are not allowed in the classroom.
8. No sleepwear.
9. All shoes worn must have hard soles.
10. No head wraps, 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.

Lunch Charges

NO charges are allowed for Success Academy students for any meals or a la carte items. If student does not have lunch money they will be provided with the side items of the day and a peanut butter sandwich. 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

Physical Education Criteria Personal Development Criteria

The Missouri School Improvement Program Resource Standards for Missouri Public School Districts (2013) requires that each elementary student receive instruction in Physical Education for a minimum of 50 minutes each week, and 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 elementary, middle, and 9th grade high schools are offered Physical Education on Fridays. Our students will walk across the school parking lot 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
- 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 Trister 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
Trister/Semester attendance of 95% or higher

High School Honor Roll:

Recipients of the Academic Honor Roll must meet the following criteria:
Trister/Semester GPA of 3.0 – 3.9
Trister/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:

Trister/Semester GPA of 4.0
Trister/Semester attendance of 95% or higher
NO ISS or OSS for the semester

INCENTIVES AT RSA

Golden Tickets

Students earn golden tickets for following the matrices. Students that earn 3 golden tickets per week receive a treat each Friday. Students earn golden tickets can be spent at the school store during approved times for attendance and displaying positive behaviors and classroom interaction. Elementary and Middle School students can spend their earned school dollars once a week during Personal Development class. High School students can spend their earned school dollars weekly or save their dollars to spend at the end of school auction for bigger items which are donated by staff and community members.

Academic Incentive

Every trister, 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 weekly for perfect attendance. Students also receive attendance incentives monthly and each semester for 90—100% attendance.

Quarterly Celebration

Students on Level 2 and above earn the opportunity to participate in a quarterly celebration.

Field Trips

Students on Levels 3 and 4 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.

SW-PBS

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 Respectful
- Be Safe
- Be Accountable

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.

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 and watch for your stop. 	<ul style="list-style-type: none"> · Take all of your belongings with you. · Get off of bus only at your assigned stop.

RAYTOWN SUCCESS ACADEMY (RSA) STUDENT MATRIX

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 a district-wide model 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 or 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 a buddy room. Once the student arrives in the buddy room, the documentation log must be filled out as to why the student is there. The buddy room documentation sheets are critical for data collection purposes. The interventionist coach 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 a buddy room he/she will then be referred to an interventionist or administration for further processing.

Finally, for students who exhibit behaviors that are threatening to themselves or to others, the booth is available for use. The booth is NOT to be used as part of the BIST continuum. Prior to use of the booth, staff will utilize prevention strategies, as well as calming strategies and tools when students are engaging in negative behaviors in order to keep the student in the instructional environment (safe seat & buddy room). The booth will be used as an alternative to physical intervention for students when they are engaging in behaviors that threaten the safety of themselves or others.

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 OF ANY TYPE WILL NOT BE TOLERATED. ** Policy JGA**

Policy for Use of “Study Booth”

- Students will be escorted to the booth if they are engaging in behaviors that threaten the safety of themselves or others, only if agreed upon by parents.
- Staff will notify parents on the day that the study booth is used.
- Staff will always strive to intervene concerning problem behavior so that students may remain in the instructional environment. Every strategy and tool available as prevention will be used prior to the study booth. The study booth may be used for students who are engaging in behaviors that threaten the safety of themselves or others as an alternative to physical management.
- Students will not be left in the study booth without the close proximity of a supervising adult.
- Adult interaction should be kept to a minimum (per individual plans), allowing students to calm down without escalating their behavior.
- Study Booth logs should be filled out while students are in the room with observable behaviors and staff contact noted at a minimum of 10 minute intervals.
- Students should be offered calming strategies per their plan and offered meals at the designated time.
- Students may choose to use the study booth as a means for self-calming prior to exhibiting undesirable behaviors.
- Parents who do not provide consent for use of the study booth when disruptive behaviors cannot be managed through alternate interventions will be called to pick up the student for the remainder of the school day.
- Parents will be notified if a pattern of behavior appears due to this consequence and offered a conference to discuss a plan for students while at home.
- Once students have deescalated in the booth, the supervising adult should offer to open the door and begin the process of moving the student out of the booth to a safe seat in the room.

RSA LEVEL SYSTEM

The purpose of the level system is to provide incentives and recognition for students who participate, progress, and improve in the RSA program.

In an effort to help create more ownership/accountability, and teach the skill of self-advocacy, level advancement will be considered based upon student applications with input from teachers, social worker, principal, and other adults working with the student. Advancement in the level system will be based upon data reflecting the following expectations and criteria, as well as the decision of the adult team working with the student. Students should be encouraged to apply.

Students will move up the level system one level at a time, but may move back to beginning level, if appropriate. If they struggle to maintain the criteria of their earned level, they may move down to the appropriate level based upon the criteria for each level. Students must be enrolled at RSA for two weeks before advancing within the level system. Students may apply to level up every ten school days. Please see attached calendar for application due dates. Level three and four students will be visibly tracked in the commons area. Each classroom teacher will also keep a visible tracking system, including all students and all four levels, in their classroom. Major incidents, such as bus suspension, ISS, and OSS, repeated computer violations, automatically move students to Level One. Any student who has consistently required all 3 steps of the sleep plan may also be moved to Level One.

This system was created to provide overall consistency for the school as a whole, but teachers can accommodate the incentives/rewards based upon their class or individual student needs. This doesn't incorporate or exclude individual classroom incentive programs.

Student participation in celebrations and field trips is determined by their current level at the time of the event. The Personal Development teacher, one elementary level representative, one middle school representative, and one high school representative will make a committee to finalize and implement celebrations and field trips. There will be one field trip per semester, which will include all students eligible, regardless of grade level. The high school quarterly level celebrations will be held at the same time as the elementary/middle school quarterly level celebrations, but in a separate location so that the activity can be age level appropriate. All decisions for level movement are at the discretion of the principal.

Students that are consistently on level four should be in discussion about transition to home school.

RSA Level System Criteria and Privileges

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

LEVEL ONE:

- All new students start at this level.
- Students will be encouraged to work through required behaviors, attendance and academics to move to level Two.

LEVEL TWO:

Student will:

- Attend school regularly. No more than ten days absent per semester.
- Participate in group therapy.
- Transition to Breakfast and Lunch
- Maintain good personal hygiene
- Pass 50% of classes.
- Be awake in class. Has only required steps 1 & 2 of the sleep plan. 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 and prize drawing.
- Choice of:
 - Two vending machine passes per week. Student provides money.
 - Non-food incentive (Wii time/helper job such as getting buddy room lunches, recycling, etc. /time with adult staff)

LEVEL THREE:

Student will:

- Attend school regularly. No more than 10 days absent.
- Maintain good personal hygiene. No more than two reminders within the last two weeks.
- Transition to Breakfast and Lunch
- Participate in group therapy.
- Pass 100% of classes.

- Be awake 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:

- 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.)
- Choice of two:
 - Two vending machine passes per week. Student provides money.
 - Non-food incentive (helper job such as assisting with buddy room lunches, recycling, etc.)

LEVEL FOUR:

Student will:

- Attend school regularly. No more than 10 days absent.
- Maintain good personal hygiene. No reminders.
- Transition to Breakfast and Lunch
- Participate in group therapy.
- Pass 100% of classes with a C or better.
- Be awake 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.)
- Eligible to work in school store. (High school level only.)
- Eligible to eat lunch at Level 4 table.
- 12th graders eligible to drive to school with license and insurance.
- Choice of two:

- Two vending machine passes per week or one lunch from a restaurant per review cycle. Student provides money.
- 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).
- Free school t-shirt

Application for Level Advancement - Elementary

INCENTIVES

Level 2

Eligible for Level Celebrations

Level 3Eligible for Level Celebrations
Eligible for Field Trips**Level 4**Eligible for Level Celebrations
Eligible for Field Trips

** Other incentives for each level are determined by classroom teachers and administration.*

Staff Signatures:

(Check the target sheets from the day after the last level request to the day before the current level request to make sure the student meets the requirements. Please highlight any requirement the student does not meet.)

Instructional Assistant: _____ yes/no

SpEd IA: _____ yes/no

Classroom Teacher: _____ yes/no

PD Teacher: _____ yes/no

SpEd Teacher: _____ yes/no

Social Worker: _____ yes/no

Comments: _____

Level Advancement Granted: Yes/No Principal's Initials _____

Student Application for Level Advancement *Elementary*

Applicant Name: _____ Level Period: _____ to _____

Tier Plan: _____ Primary Goal: _____

I am applying for:

Level 2

ATTENDANCE

I was here _____ days out of the past 10 school days.

BEHAVIOR

Maintains KHAFAAOOTY

Participates with social worker in small groups or individual sessions

Achieved primary goal 5 days out of 10

Received 2 or less reactive times out of class

Received 2 or less bus write-ups

Received 0 room evacuations or booth use

CLASS EXPECTATIONS

Completed at least 50% of work assigned and tried my best

Followed adult directions when redirected

Able to successfully transition between classes and cafeteria

Level 3

ATTENDANCE

I was here _____ days out of the past 10 school days.

BEHAVIOR

Maintains KHAFAAOOTY

Participates with social worker in small groups or individual sessions

Achieved primary goal 7 days out of 10

Received 1 or less reactive times out of class

Received 1 or less bus write-ups

Received 0 room evacuations or booth use

CLASS EXPECTATIONS

Completed at least 75% of work assigned and tried my best

Followed adult directions when redirected

Able to successfully transition between classes and cafeteria

Level 4

ATTENDANCE

I was here _____ days out of the past 10 school days.

BEHAVIOR

Maintains KHAFAAOOTY

Participates with social worker in small groups or individual sessions

Achieved primary goal 9 days out of 10

Received 0 reactive times out of class

Received 0 bus write-ups

Received 0 room evacuations or booth use

CLASS EXPECTATIONS

Completed almost 100% of work assigned and tried my best

Followed adult directions when redirected

Able to successfully transition between classes and cafeteria

RSA at RSA

I am a role model RSA

Application for Level Advancement - Secondary

INCENTIVES

Level 2

Eligible for Level Celebrations

Level 3Eligible for Level Celebrations
Eligible for Field Trips**Level 4**Eligible for Level Celebrations
Eligible for Field Trips

* Other incentives for each level are determined by classroom teachers and administration.

Staff Signatures:

(Check the target sheets from the day after the last level request to the day before the current level request to make sure the student meets the requirements. Please highlight any requirement the student does not meet.)

Instructional Assistant: _____ yes/no

SpEd IA: _____ yes/no

Classroom Teacher: _____ yes/no

PD Teacher: _____ yes/no

SpEd Teacher: _____ yes/no

Social Worker: _____ yes/no

Student Statement: _____

Staff Comments: _____

Level Advancement Granted: Yes/No

Principal's Initials _____

Student Application for Level Advancement Secondary

Applicant Name: _____ Level Period: _____ to _____

Tier Plan: _____ Primary Goal: _____

I am applying for:

<p style="text-align: center;"><input type="checkbox"/> Level 2</p> <p>ATTENDANCE</p> <p><input type="checkbox"/> I was at school _____ days out of the past 10 school days.</p> <p>BEHAVIOR</p> <p><input type="checkbox"/> Participated in small groups or individual sessions with social worker</p> <p><input type="checkbox"/> Achieved primary goal 5 days out of 10</p> <p><input type="checkbox"/> Received 2 or less reactive times out of class or bus write-ups</p> <p><input type="checkbox"/> Received 0 room evacuations, lock downs, or elopement</p> <p>CLASS EXPECTATIONS</p> <p><input type="checkbox"/> Passing 50% of classes</p> <p>I am passing _____ classes.</p> <p><input type="checkbox"/> Participated in classes</p> <p><input type="checkbox"/> Was able to successfully transition between classes and cafeteria</p>	<p style="text-align: center;"><input type="checkbox"/> Level 3</p> <p>ATTENDANCE</p> <p><input type="checkbox"/> I was at school _____ days out of the past 10 school days.</p> <p>BEHAVIOR</p> <p><input type="checkbox"/> Participated in small groups or individual sessions with social worker</p> <p><input type="checkbox"/> Achieved primary goal 7 days out of 10</p> <p><input type="checkbox"/> Received 1 or less reactive times out of class or bus write-ups</p> <p><input type="checkbox"/> Received 0 room evacuations, lock downs, or elopement</p> <p>CLASS EXPECTATIONS</p> <p><input type="checkbox"/> Passing 75% of classes</p> <p>I am passing _____ classes.</p> <p><input type="checkbox"/> Participated in classes</p> <p><input type="checkbox"/> Followed adult directions when redirected</p> <p><input type="checkbox"/> Was able to successfully transition between classes and cafeteria</p>	<p style="text-align: center;"><input type="checkbox"/> Level 4</p> <p>ATTENDANCE</p> <p><input type="checkbox"/> I was at school _____ days out of the past 10 school days.</p> <p>BEHAVIOR</p> <p><input type="checkbox"/> Participated in small groups or individual sessions with social worker</p> <p><input type="checkbox"/> Achieved primary goal 9 days out of 10</p> <p><input type="checkbox"/> Received 0 reactive times out of class or bus write-ups</p> <p><input type="checkbox"/> Received 0 room evacuations, lock downs, or elopement</p> <p>CLASS EXPECTATIONS</p> <p><input type="checkbox"/> Passing 100% of classes</p> <p>I am passing _____ classes.</p> <p><input type="checkbox"/> Participated in classes</p> <p><input type="checkbox"/> Followed adult directions when redirected</p> <p><input type="checkbox"/> Was able to successfully transition between classes and cafeteria</p> <p>RSA at RSA</p> <p><input type="checkbox"/> I am a role model RSA (good hygiene, awake in class)</p>
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BUS TRANSPORTATION

Students receive a copy of bus regulations and 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.

LUNCH

Student lunches cost \$2.25. 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://www2.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.

Policy EFB

Unfortunately, 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 **ADF-AP1** for more details.

****Meal prices subject to change (with Board approval)***

HOME WORK POLICY

Students at RSA have ample time during the day to complete assignments. Students will not be allowed to take work home nor will they be given homework. In the event a student is suspended from school an opportunity will be given to makeup work upon return.

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 and 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 code of conduct will be distributed to all students and their parents/guardians at the beginning of each school year which may be accomplished by directing students and parents/guardians 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.
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.

Regulation: JG-R1

STUDENT DISCIPLINE

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 policy of the Raytown C-2 School District 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.

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.

First Offense:	No credit for the work, grade reduction, or replacement assignment.
Subsequent Offense:	In-school suspension, no credit for the work, grade reduction, course failure, or removal from extracurricular activities.

Arson – Starting or attempting to start a fire, or causing or attempting to cause an explosion.

First Offense:	Detention, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault

1. 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 in the third or fourth degree.

First Offense:	Principal/Student conference, detention, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

2. 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 in the first or second degree.

First Offense:	10 – 180 days out-of-school suspension or expulsion.
Subsequent Offense:	Expulsion.

Automobile/Vehicle Misuse –Uncourteous or unsafe 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.

First Offense:	Suspension or revocation of parking privileges, detention, or in-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1 – 9 days out-of-school suspension.

Bullying and Cyber bullying (See Board policy JFCF) – 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, computer or pager.

First Offense:	Detention, in-school suspension, or 1 – 180 days out-of-school suspension.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct (See Board policy JFCC) – 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.

First Offense:	1 – 5 days of bus suspension.
Subsequent Offense:	6 – 15 days of bus suspension. Restriction of bus privileges.

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

First Offense:	Nullification of forged document. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Nullification of forged document. Detention or in-school suspension.

Disrespectful Speech or Conduct - (See Board policies AC and ACA if illegal harassment or discrimination is involved) – Verbal, written, pictorial 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. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, confiscation, detention, in-school suspension, or 1 – 9 days out-of-school suspension.
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Subsequent Offense:	Detention, referral to care team/grade level support team, in-school suspension, 1 – 180 days out-of-schools suspension, or expulsion.
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Disruptive Speech or Conduct (See Board policies AC and ACA if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or that materially and substantially disrupts classroom work, school activities or school functions, or that jeopardizes the personal safety of others. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, confiscation, detention, or in-school suspension, or one to nine days out-of-school suspension.
Subsequent Offense:	Detention, referral to care team/grade level support team, or in-school suspension, one to 180 days out-of-school suspension, or expulsion.

Drugs/Alcohol (See Board policies JFCH and JHCD)

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

First Offense:	Principal/Student conference, confiscation, detention, in-school suspension, or 1 – 9 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension or expulsion.

2. Possession of drug paraphernalia or possession of or attendance while under the influence of, or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drug, or imitation controlled, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	Exclusion from school activities, in-school suspension or 1 – 180 days out-of-school suspension.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

3. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	Exclusion from school activities, in-school suspension or 1 – 180 days out-of-school suspension or expulsion.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or 1 – 9 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

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.

First Offense:	Restitution. Restricted privileges, Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Restitution. Detention or in-school suspension.

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, “Consequences 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 disciplinary policy.

First Offense:	Verbal warning, loss of privileges, detention, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

False Alarms (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.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or 1 – 180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

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 outcome of activities, assignments, contest and games.

First Offense:	Principal/Student conference, loss of privileges, detention, or in-school suspension.
Subsequent Offense:	Principal/Student conference, loss of privileges, referral to care team/grade level support team, detention, or in-school suspension.

Harassment, including Sexual Harassment (See Board policies AC and ACA and note that additional provisions of the code of conduct may apply to the student's behavior)

1. 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. .

First Offense:	Principal/Student conference, detention, in-school suspension, 1 – 180 days out-of-school suspension or expulsion.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension or expulsion.

2. 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.

First Offense:	In-school suspension, 1 – 180 days out-of-school suspension or expulsion.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

3. Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA.

Any Offense:	10 - 180 days out-of-school suspension or expulsion
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Hazing (See Board policy JFCG) – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing can occur even when all students involved are willing participants.

First Offense:	Loss of privileges, in-school suspension or 1 – 180 days out-of-school suspension.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

Incendiary Devices or Fireworks – Possessing, displaying or using matches, lighters or other devices use to start fires unless required as part of an educational exercise and supervised by district staff; possessing or using fireworks.

First Offense:	Confiscation. Warning, Principal/Student conference, detention, in-school suspension, or 1 –10 days out-of-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1 – 10 days out-of-school suspension.

Nuisance Items – Possession or use of items such as toys, games, and portable media players that are not authorized for educational purposes.

First Offense:	Confiscation. Warning, Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, or in-school suspension.

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

First Offense:	Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Detention or in-school suspension.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material (see Board policies AC and ACA) – 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.

First Offense:	Confiscation. Report to appropriate authorities. Principal/Student conference, detention, referral to care team/grade level support team, or in-school suspension.
Subsequent Offense:	Confiscation. Report to appropriate authorities. Detention, referral to care team/grade level support team, in-school suspension, or 1 – 180 days out-of-school suspension, or expulsion.

Sexual Activity – Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.

First Offense:	Report to appropriate authorities. Principal/Student conference, loss of privileges, detention, referral to care team/grade level support team, in-school suspension, or 1 – 180 days out-of-school suspension.
Subsequent Offense:	Report to appropriate authorities. Loss of privileges, detention, referral to care team/grade level support team, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

Technology Misconduct (See Board policies EHB and KKB and procedure EHB-AP)

1. 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 viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, in-school suspension, or 1 – 180 days out-of school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1 – 180 days out-of-school suspension, or expulsion.

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including instructional class time, unless it is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

First Offense:	Confiscation. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, or in-school suspension.

3. Violations, other than those listed in (1) or (2) above, of Board policy EHB, procedure EHB-AP or any policy or procedure regulating student use of personal electronic devices.

First Offense:	Restitution. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1 – 9 days out-of-school suspension.

4. Use of audio or visual recording equipment in violation of Board policy KKB. Using video or audio 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.

First Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1 – 10 days out-of-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1 – 10 days out of school suspension.

Theft – Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1 – 180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1 – 180 days out-of-school suspension or expulsion.

Threats or Verbal Assault – Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

First Offense:	Principal/Student conference, detention, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

Tobacco

1. 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, 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.

First Offense:	Confiscation of prohibited product. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation of prohibited product. Detention, in-school suspension, or 1 – 9 days out-of-school suspension.

2. Use of any tobacco products, electronic cigarettes (vaping products), imitation tobacco products, or other nicotine-delivery products, as defined in policy AH, on district property, 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.

First Offense:	Confiscation of prohibited product. Principal/Student conference, detention, in-school suspension, or 1 – 3 days out-of school suspension.
Subsequent Offense:	Confiscation of prohibited product. In-school suspension or 1 – 9 days out-of-school suspension.

Truancy or Tardiness (See Board policy JED and procedures JED-AP1 and JED-AP2) – Absence from school 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 for class or school begins as determined by the district.

First Offense:	Principal/Student conference, detention, or 1 – 3 days in-school suspension.
Subsequent Offense:	Detention or 3 – 9 days in-school suspension, and removal from extracurricular activities.

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.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1 – 180 days out-of-school suspension.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

Vandalism (See Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, 1 – 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1 – 180 days out-of-school suspension, or expulsion.

Weapons (See Board policy JFCJ)

1. Possession or use of any weapons as defined in Board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo.

First Offense:	In-school suspension, 1 – 180 days out-of-school suspension or expulsion.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

2. 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).

First Offense:	One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

3. Possession or use of ammunition or a component or a weapon.

First Offense:	In-school suspension, 1 – 180 days out-of-school suspension or expulsion.
Subsequent Offense:	1 – 180 days out-of-school suspension or expulsion.

Policy: JGF

DISCIPLINE REPORTING AND RECORDS

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.

Policy: JFCH

STUDENT ALCOHOL/DRUG ABUSE

The Raytown C-2 School District is concerned with the health, welfare and safety of its students. Therefore, use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property, in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.

For the purpose of this policy a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, § 195.010, RSMo., and in schedules I, II, III, IV and V in section 202(c) of the Controlled Substances Act, 21 U.S.C. § 812(c).

Students may only be in possession of medication as detailed in Board policy JHCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board policy.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's discipline policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.

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

WEAPONS IN SCHOOL

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.

BULLYING

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.

POLICY: ACAE

TRANSGENDER STUDENTS

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.



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

Policy AC-AF1: 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. In accordance with this policy and as allowed by law, the district will investigate and address discrimination, harassment and retaliation that negatively impact the school environment, including instances that occur off district property or are unrelated to the district's activities.

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 in 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 Ms. Shirley Earley, 6608 Raytown Road, Raytown, Missouri 64133 (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
6608 Raytown Road
Raytown, MO 64133-5264
Phone: 816-268-7000/Fax: 816-268-7029

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

Policy EBBA-AP1:
Minor Student Illnesses or Injuries

1. If the illness or injury is minor, the school nurse or designee will administer first aid care to the student. It may be appropriate to retain the student in school for the remainder of the day; however, in the interest of school-parent/guardian relations, the principal, nurse or other designee may contact the parents/guardians to inform them of the situation. If a parent/guardian cannot be reached, the principal, nurse or other designee will use the alternate contacts provided on the emergency form.
2. If a student requires non-emergency medical attention, the principal, nurse or other designee will notify the parents/guardians, who will be responsible for transporting the student.

Serious Student Illnesses or Injuries

1. If an illness or injury is serious enough to require immediate emergency care, any district employee aware of the situation will contact emergency medical services (EMS) and notify the nurse and building principal. The cost of EMS will be the responsibility of the parent/guardian.
2. The principal, nurse or other designee should be prepared to give rescue officials the individual's emergency information form.
3. The principal, nurse or other designee or EMS will ascertain the destination or hospital to which the individual is taken.
4. The principal, nurse or other designee will contact the parents/guardians or other appropriate parties.

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 and students

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.

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.

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.

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

Policy IGBCA, IGBCB, IGBH: Homeless (including unaccompanied youths), 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.

Policies IGCD & IGCD A Virtual instruction can be an effective education option for some students and the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. Eligible students may also enroll in Missouri Course Access and Virtual School Programs (MOCAP) courses in accordance with policy IGCD A. The district will accept all grades and credits earned through

district-sponsored virtual institution and MOCAP. Before a student independently enrolls in and pays for virtual courses not otherwise accessible through the district, the district recommends that the student meet with district staff to ensure that the course aligns with the student's education goals and that the district will accept the course credit. Students must be enrolled in the district and meet eligibility requirements to take a MOCAP course. The district pays for MOCAP courses and is required to accept MOCAP course credit. Please see policies IGCD and IGDA for additional information.

Policy IKF/IKFA: Graduation Requirements/Early Graduation Requirements

Policy IL Assessments: 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 The district respects the privacy of students. However, in order to maintain a safe learning environment and properly investigate potential misconduct, district personnel may search student property or district property used by students and in some limited cases require students to undergo drug and./or alcohol testing. All searches will be conducted professionally and in accordance with law. Students do not have an expectation of privacy in district-provided property such as lockers, desks, technology, or other district-provided equipment or areas. Student property, including vehicles parked on district property may be searched based on reasonable suspicion of violation of law, district policy or other rules applicable to students. The district will conduct periodic and unannounced administrative searches of lockers, computers and other district equipment. The district uses dogs to indicate the presence of alcohol, drugs, or other prohibited substances on campus, including the parking lot. Additional searches of bags, purses, coats, electronic devices, and other personal possessions and cars are performed in accordance with law. The district may require a student to submit to a drug or alcohol test if there is reasonable suspicion that the student has consumed prohibited substances. The details of extracurricular drug testing are available via Board Policy, Fourth Amendment of U.S. Constitution.

Protection of Pupil Rights Amendment (PPRA) includes

- **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 District-Sponsored Preschool, Daycare Centers and Nursery Schools 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.

Policy JHCD: In accordance with the 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 school 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.

Students will be sent home for the following:

1. Temperature 100 degrees and over
2. Vomiting and diarrhea
3. Question of a communicable disease
4. Injury which may require medical attention.

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 only be administered 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 this section.

A student with an IEP or Section 504 plan may possess and self-administer medications in accordance with the IEP or Section 504 plan, see JHCD-AF1.

A "Permission Form for Medication" (JHCD AF-2 is available from the clinic along with detailed policies and procedures regarding all forms of medication. Students who carry medication in their possession will face disciplinary action. For information regarding emergency use of epinephrine, naloxone and asthma medication, please see Policy JHCD –AF2.

Policy JHCD: Medical Marijuana and Cannabidiol (CBD) Oil

The district does not permit the possession or administration of marijuana or marijuana-infused products for medicinal purposes on district property or at district events since these products are prohibited under federal law.

In accordance with state law, parents/guardians with a valid hemp extract registration card may possess CBD oil on district property for the purpose of administering it to their students who are less than 18 years old for the treatment of epilepsy. Students 18 and older with a valid hemp extract registration card may possess CBD oil on district property for the limited purpose of bringing it to the health office where it will be stored with other medications and administered to the student by the nursing staff for the treatment of epilepsy. Students who have an actual prescription for a medication containing CBD will be permitted to possess and administer the prescription medication in accordance with this policy.

When applicable, district staff will administer prescription medication containing CBD in the same manner used to administer other prescription medication.

For information regarding emergency use of epinephrine, naloxone and asthma medication, please see Policy JHCD.

Policy JHDF: Suicide Awareness and Prevention Policy

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 will outline key protocols and procedures the district will use to educate employees and students on the resources and actions necessary to promote suicide awareness and prevent suicide. The goal of the district is to help students who may be at risk of suicide without stigmatizing or excluding students from school. 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 to kill him- or herself 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, the building administrator and a designee will receive training and coaching in using this tool to assist in making these determinations and appropriately responding.

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. Make every effort to locate the student immediately, and do not leave the student alone.
2. 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, he or she 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, a CRT member or the building administrator or designee will 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, a school counselor and a CRT member will meet with the student and his or her 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. Make every effort to locate the student immediately, and do not leave the student alone.
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) 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, he or she 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 or the building administrator or designee will, based on his or her 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, a school counselor and a CRT member will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

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

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.

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. 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.

DESE Trauma-Informed Schools Initiative: <http://dese.mo.gov/traumainformed>

Policy JO – 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 (FERPA). *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.* 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: A school accountability report card for each school building in the district and the district as a whole will be produced in accordance with law and made available to the public. The district will provide information included in the report card to parents/guardians, community members, the print and broadcast news media, and legislators by December 1 annually or as soon thereafter as the information is available to the district. The district will distribute the information in substantive official communications such as student report cards. The district will make reasonable efforts to supply copies of the reports or other information regarding the reports to businesses such as real estate and employment firms, so that parents/guardians and businesses from outside the district that may be contemplating relocation have access to this information.

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.

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 a critical need or shortage of trained personnel as provided by the State Board of Education.

Policy KB-AP1 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 a Complaint Regarding Certain Federal Programs

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.

LONG TERM SUSPENSION – R3
R3: Restarting, Regaining and Reconnecting

R3: Restarting, Regaining and Reconnecting has been developed by the Raytown C-2 School district to provide support to students who have been suspended from school longer than a 10-day period of time. Students assigned suspension in excess of 10 days may apply to attend the R3 program. Students violating the Safe Schools Act determined to be unsafe or have continued to be disruptive with alternative supports in the past will be ineligible to attend the R3 program. An interview will be held to determine readiness and acceptance in the program.

Transportation

The district will provide transportation to and from the program site with exception of student whose suspension is connected to a weapons violation. For those students' transportation to R3 in the morning will be the responsibility of the parent/guardian. Transportation from R3 in the afternoon will be the responsibility of the district. Only the parent or an authorized guardian may pick the student up from school. Students may not ride home with other students from other existing programs or friends/acquaintances. **If students are riding home with an unauthorized person, they will be dismissed from the program.**

Expectations

All students will be expected to check in with the metal detector or wand. Upon entry form a single line quietly and face forward and wait to be checked in.

You are required to wait in line and not go anywhere else including the bathroom or another classroom.

All expectations of Raytown Success Academy that are listed in the handbook and the R3 program must be followed at all times.

All supplies are provided by Raytown Success Academy. If items are brought to school, they will be given to an administrator and the parent/guardian will need to come and pick up the item.

All students are accompanied by adults at all times during transitions.