

RAYMORE-PECULIAR K-5 ELEMENTARY SCHOOLS

PARENT / STUDENT HANDBOOK 2023-2024



Timber Creek Jaguars

RAYMORE-PECULIAR SCHOOL DISTRICT

MISSION STATEMENT

“Preparing EACH student for a Successful and Meaningful Life.”

VISION STATEMENT

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

NON-DISCRIMINATION STATEMENT

The Raymore-Peculiar R-II School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities.

In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Raymore-Peculiar R-II School District is an equal opportunity employer.

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law.

The district will identify, evaluate and provide a free, appropriate education to all students with disabilities accordance with law. Anyone who knows or believes that a student may have a disability - regardless of whether the student is currently enrolled in the Raymore-Peculiar R-II School District - is encouraged to contact the district's compliance officer listed below. Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

The district's non-discrimination policy and grievance forms are available at any district office. The following compliance officer has been designated to address inquiries, questions and grievances regarding the district's non-discrimination policies: Director of Human Resources, P.O. Box 789, Peculiar, MO 64078. [816-892-1300](tel:816-892-1300).

BOARD OF EDUCATION

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DIRECTORY

Shull Early Learning Center.....	892-1210
Parents As Teachers.....	892-1938
Early Learning Office Hours: 7:30-4:00	
Creekmoor Elementary.....	892-1675
Bridle Ridge Elementary.....	892-1700
Eagle Glen Elementary.....	892-1750
Peculiar Elementary.....	892-1650
Raymore Elementary.....	892-1925
Stonegate Elementary.....	892-1900
Timber Creek Elementary.....	892-1950
Elementary Office Hours: 8:00-4:30	
Raymore-Peculiar East Middle School....	388-4000
Raymore-Peculiar South Middle School...	892-1500
Middle School Office Hours: 7:00-3:30	
Raymore-Peculiar Ninth Grade Center.....	388-4200
Ninth Grade Center Office Hours: 7:00-3:00	
Raymore-Peculiar High School.....	892-1400
Office Hours: 7:00-3:00	
Virtual Instruction Program of Ray-Pec	892-1830
Administrative Services Center.....	892-1300
Office Hours: 8:00-4:30	
First Student (formerly Apple Bus)	318-1900
Office Hours: 5:00-5:00	
BOOST Before and After Care.....	892-1240

Professional Learning Communities (PLC)

The District and each school are highly engaged in re-shaping our culture to become a Professional Learning Community (PLC). A PLC is described in large measure by the following six characteristics:

- Shared mission, vision, values (collective commitments) and goals
- Collaborative teams with a collaborative culture
- Collective inquiry to reflect consistently on what is and what is not working
- Focus on action steps for improvement rather than just good intentions
- Commitment to continuous improvement and assessing progress
- Focus on results recognizing that success is measurable

In addition, PLC's consistently ask themselves these four questions to keep the district and each school focused on the students as our top priority.

- What do we expect each student to be able to know and do?
- How will we know when they have learned it and have the skills needed to be successful?
- What will we do at each school and as a district when students are not learning or being successful?
- What will we do at each school and as a district when students are already learning at high levels and being highly successful?

These questions remind each educator within the district that the fundamental purpose of the Raymore-Peculiar School District is learning and that decisions should be made based upon "the best interest of Ray-Pec students."

District Information Available

To receive e-mail news from the school district, send a message to: rp.update@raypec.org. In the body of the message, type "Subscribe RP Update." To unsubscribe type "unsubscribe RP Update."

You may sign up for text message alerts from the by visiting [this website](#). Each subscriber must self-enroll and submit an authorization code that will be provided during the enrollment process. Country Club Bank of Raymore sponsors the service.

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WELCOME!

Welcome to the elementary schools of the Raymore-Peculiar School District. The District is committed to providing quality educational opportunities for all students.

This handbook is designed to acquaint both students and parents with the school's programs, services, and procedures. We hope it will answer questions you may have about our school and that you will keep it for reference throughout the school year.

SCHOOL CULTURE

We want each student at our elementary schools to benefit from the educational opportunities that are provided. A positive and orderly school climate is vital to accomplish this goal. A good school climate enables each individual to realize his/her fullest potential.

The school and home share in the overall development of the child. Through the cooperative efforts of both the home and the school, we hope to instill in children an interest in learning, a responsibility for oneself, and a respect for the rights and property of others.

A parent is the first and prime educator of a child, and is instrumental in developing good behavior and a positive attitude toward school. The school's role is to work closely with parents to further develop behaviors that encourage children to become responsible, respectful, and caring individuals.

The basic school rules are:

1. It is never ok to be hurtful.
2. It is never ok to disrupt learning.

Elementary school guidelines for discipline are located at the back of this handbook. Please review them with your child and direct any questions you might have to your child's teacher or the building principal.

THE SCHOOL DAY

The official school day for elementary students begins at 8:35 am and ends at 3:50 pm. Students may enter the building at 8:20 a.m. Each school will publish specific arrival and dismissal procedures in their building handbook.

The Pledge of Allegiance is recited every day. If you do not wish for your child to participate in the Pledge, please communicate this desire in written form to the office.

DRESS CODE

Students are encouraged to maintain a neat appearance at all times and to avoid extremes in what they wear. Appropriate dress and grooming are primarily the responsibility of parents and students. If it is believed that the safety and welfare of the student is compromised or the decorum of the student is potentially DISRUPTIVE, the student's parents will be notified so that adjustments can be made. During hot weather, shorts are permitted; however, short-shorts, short skirts, halter tops, gaping arm holes, strapless dresses and/or strapless tops are not allowed. In addition, a student's mid-section is to be covered. Tops and t-shirts having suggestive or inappropriate words, pictures, advertisement, or designs, or that promote violence, alcohol and/or drugs, may not be worn to school. Footwear with wheels is not permitted. Students are requested to wear clothing and shoes suitable for physical activity on the days they have physical education.

Consistent school attendance is one of the keys to academic success (Regulation 2010). Parents can help their child succeed by ensuring his/her attendance except when illness or significant family emergencies occur. Parents are requested to contact the school by 9:30a.m. if a student is going to be absent. After 10:00 a.m., the office staff may email or place a call to inquire on the whereabouts of a student(s) who has an absence. For the purpose of attendance reporting, the Raymore-Peculiar School District has three categories for absences.

VERIFIED ABSENCES: An absence from school resulting from illness or unforeseen circumstances which is verified by a parent/guardian within 48 hours of the absence.

EXCUSED ABSENCES: An absence is categorized as excused when a dated note from a medical professional is received by the school excusing the absence.

UNEXCUSED ABSENCES: An absence from school without verification within 48 hours of the absence.

When attendance falls to 90% or below (including absences, tardies, late arrivals, or early outs), parents will receive a letter informing them of their child's attendance. If attendance falls below 85% after the first grading period, the office will contact parents/guardians to schedule a conference regarding attendance concerns. In accordance with Missouri's Compulsory School Attendance Law (RSMO 167.031), regular school attendance is required. This law states, "Every parent, guardian or other person in this state having care, control or custody of a child between the ages of five and seventeen years shall cause the child to attend regularly." Parents are encouraged to contact the school to communicate extenuating circumstances. Make-up work will be provided when the student returns, or in the event of a longer absence, a parent may request work prior to the child returning. Should the pattern of excessive absences continue, Raymore-Peculiar School District reserves the right to refer the matter to the juvenile authorities.

If there is a need for a student to deviate from his/her normal routine at dismissal, a note from the parent should be presented to the teacher upon his/her arrival. The note should give specific instructions about the change in plans and have a telephone number in case there are any questions. For the safety of each child, when it becomes essential that a student be dismissed early from or arrive late to school, the parent must sign the student out/in at the office and show identification. The student will be called to the office to be dismissed. Pick-up information is completed at the time of enrollment and updated yearly. Only those persons listed on the Pick-Up Authorization form will be allowed to remove a student from the school unless written notice is provided by a parent or legal guardian. It is important to keep all enrollment, at least one emergency contact, and authorized pick-up information current throughout the school year.

**For the purposes of attendance tracking, early outs are categorized as tardies.*

STUDENT BEHAVIOR MANAGEMENT

The elementary schools use a supportive student management approach that includes a Behavior Intervention Support Team (BIST), Conscious Discipline, and Positive Behavior Intervention Supports (PBIS). The purpose of this behavior management approach at the elementary level is to help students learn the necessary self-regulation and social skills to manage their behavior in a way that does not interfere with their own learning and/or the learning of others. The goal is to help students learn self-regulation skills to manage their feelings and choices, to accept responsibility for their actions, and to resolve conflicts with others in a respectful manner. Staff will develop individual support plans as needed. The following are common supports utilized by staff:

Safe Spot: The safe spot is a designated area in the student's regular classroom. It is intended to provide a safe place for students where their inappropriate behavior can stop and the student can begin taking responsibility for the behavior while continuing their academic course work.

Buddy Room: The buddy room is simply a safe spot in a classroom other than the student's scheduled classroom.

Focus Support: A member of the building student response team responds to students who are having difficulty controlling their behavior to the extent that it is interrupting the regular classroom and/or buddy room. When the behavior of the student makes it unsafe to remain in those environments, the focus room or safe room may be determined as the safest place for them to calm. This is where:

Students will be given time to think through the situation.

Students will begin taking responsibility for their actions.

Students will develop a behavior plan with teacher assistance.

A Focus Facilitator or other student response team member will facilitate individualized instruction.

Processing: Processing is the discussion between the student and the teacher regarding the problem that occurred. The teacher and student discuss what occurred and make a plan for preventing recurrence of the problem behavior. Processing will take place once the student is calm and accepts responsibility for his/her behavior. The processing teacher will then determine where the student will be most successful.

STUDENT RECORDS

Student records are available to parents for review at any time. Parents wishing to review the files should set up an appointment with the office to guarantee adequate time for explanation.

When transferring a student to another school, please notify the office and the child's teacher as soon as possible. The child's records will be sent to the new school upon request from the new school.

Board policies 2400, 2410, and 1510 will guide school administration and staff decisions on student records. All parents will have the right to inspect their child's education records as allowed by law. A "parent" includes a biological or adoptive parent, a guardian or an individual acting as a parent in the absence of a natural parent or guardian. The district will extend the same rights to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally revoked.

REPORTING OF STUDENT PROGRESS

The Raymore-Peculiar School District has made a commitment to students and families to provide clear, consistent, and current communication regarding student growth and progress toward standards (what students should know and be able to do).

K-5 grades will report student progress within a standards-referenced format. Standards-referenced reporting is a research-based practice that provides consistency across the district on power standards.

Guiding principles within this practice are:

- Students learn in different levels and time frames
- Mistakes are necessary and productive in learning
- Problem solving and critical thinking are integral parts of learning
- Students must have ownership in their learning and data
- Students must understand the purpose of their learning
- Students receive frequent, specific, and timely feedback
- Student scoring is based on content knowledge of a learning goal, not attitude or effort

The reporting process is clear, concise, and provides parents and students with accurate information regarding student proficiency. Parents have the opportunity to monitor their child's progress throughout the year within the parent portal of Teacher Ease.

Three times throughout the year a progress report is available to parents within Teacher Ease and a final report card is viewable at the end of the year. In addition, a paper copy will be sent home after the end of first semester and at the end of the school year.

Students are evaluated based on their progress toward mastering end-of-year standards. Progress will include Academic Descriptors and non-academic Student Learning Attributes reported separately.

Student learning attributes are factors that influence academic achievement and promote workplace success, but are not directly tied to the curriculum standards.

Students with disabilities under IDEA will participate in the district's grading and reporting of academic standards and non-academic Student Learning Attributes the same as students without disabilities unless accommodations/modifications are clearly written into the Individual Education Plan (IEP). A special marking on the report card will denote that the student is working on a modified standard according to the determinations made at the most recent IEP meeting. Additional information will be included to provide parents updates on progress toward the modified standards. Students with a Section 504 Plan will participate in the district's grading and reporting of academic standards and non-academic student learning attributes the same as students without disabilities. Accommodations written into the Section 504 Plan will be implemented to aide in the student's success.

Parents are provided a link to Teacher Ease and are encouraged to login to view their child's current scores and progress at any time.

Scheduled parent conferences for all students are held in the fall. Winter parent conferences are also scheduled as needed. Parents are welcome to contact their child's teacher for a conference any time during the school year.

Academic Descriptors:

- 4 = Learning and performing exceeds grade-level or course standards
- 3 = Demonstrates mastery of grade level or course standards independently, thoroughly, and accurately
- 2 = Progressing toward mastery of grade-level or course standards
- 1 = Limited understanding of required grade-level or course standards

Student Learning Attributes:

- Effort - Perseveres and attempts quality work
- Engagement – Actively participates and listens; shows interest
- Responsibility – Follows directions; meets deadlines; manages time; advocates for self
- Respectful – Respects people and property
- Prepared – Prepares and organizes for learning

TRANSPORTATION

Riding the school bus is a privilege extended to students and it can be removed at any time for disruptive and unsatisfactory conduct. All students being transported are under the immediate authority of the bus driver and must behave in accordance with school district and bus company rules and regulations. Specific rules and regulations are posted in each bus. Failure to comply with the rules and regulations may result in discipline. Serious infractions such as weapons, serious assaults, or drug possession will result in loss of riding privileges and possible discipline from the district.

Bus conduct notices may require parental signature. Parents may be required to contact the bus company before riding may resume. Parents are encouraged to contact First Student Bus Company with questions.

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

For a one day change of transportation, parents must notify the office in writing or by phone no later than 2:30. Parents are encouraged to contact First Student with any bus-related questions or concerns at 318-1900. A copy of the transportation rules and procedures is available in the office upon request.

FIRST STUDENT BUS COMPANY – BEHAVIORAL MANAGEMENT STEPS

Safe and orderly bus transportation is important in the Raymore-Peculiar School District. It is important that students feel safe while riding the school bus. Students and parents are asked to read the behavioral expectations and guidelines listed below. These guidelines, along with the Student Code of Conduct listed in the board approved school agendas, give a clear explanation of behavioral expectations while riding the bus.

Behavior Level 1:

Productive Environment – Behaviors that occur that interfere with a positive and productive environment.

- Departing or entering at an unauthorized stop.
- Dress code violation.
- Falsification or alteration of documents.
- Public display of affection.
- Unauthorized use of cell phone.
- Unauthorized possession of food, animals, or nuisance items.

Consequences included, but not limited to:

First Offense

- Verbal correction
- Parent/guardian contact
- Behavioral management steps
 - Assigned Seat
 - School administrator/student/bus representative conference as deemed by school administration.

Second Offense

- Verbal correction
- Parent/guardian contact
- Behavioral management steps
 - Assigned seat
 - School administrator/student/bus representative conference as deemed by school administration.

Third Offense

- Up to three (3) days suspension of bus transportation

Behavior Level 2:

Orderly Environment – Behaviors that occur that are not intended to cause physical/mental harm to another, are not illegal, but do negatively affect an orderly environment.

Disruptive speech and/or conduct.

Failure to comply with reasonable request.

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

Hanging out bus window.

Unsafe behavior.

Throwing objects on bus or out bus window.

Other

Consequences included, but not limited to:

First Offense - Verbal correction, parent/guardian contact, and/or behavioral management steps such as assigned seat, and/or school administrator/student/bus representative conference as deemed by school administration

Second Offense - Up to three (3) days suspension of bus transportation

Third Offense - Up to five (5) days suspension of bus transportation

Fourth Offense - Up to twenty (20) days suspension of bus transportation and bus contract

Fifth Offense - Loss of bus transportation for the balance of the school year

Behavior Level 3:

Safe Environment – Behaviors that cause another individual physical or mental harm and/or are illegal.

Profanity, vulgar and/or inappropriate language

Open defiance

Theft/extortion

Verbal abuse to staff

Sexual harassment / Bullying and/or harassment

Any behavior compromising the safety of others

Destruction and/or defacement of property, vandalism

Fighting, assault, inciting actions of violence

Tampering with emergency equipment

Possession of tobacco products

Other

Consequences included, but not limited to: (Law enforcement officials may play an active role in this behavioral level.)

First Offense - Up to ten (10) days suspension of bus transportation

Second Offense - Up to twenty (20) days suspension of bus transportation and bus contract

Third Offense - Up to twenty (20) days suspension of bus transportation or the balance of the school year

Fourth Offense - Loss of bus transportation for the balance of the school year

Behavior Level 4:

Severe Behaviors– Severe behaviors that cause another individual physical or mental harm, are illegal, and significantly compromise the safety of others.

Possession of alcohol, drugs, controlled substance and/or paraphernalia

Arson, fireworks and/or explosive device.

Indecent exposure

Weapons, look-alike weapons, dangerous items

Sexual Misconduct

Consequences included, but not limited to: (Law enforcement officials may play an active role in this behavioral level.)

First Offense - Up to ninety (90) days suspension of bus transportation and a bus contract

Second Offense - Loss of bus transportation for the balance of the school year

RECESS GUIDELINES

Our goal is to create a safe environment during recess. Each school will determine specific rules for recess appropriate to their setting. We will have outdoor recess when the temperature and/or wind chill/heat comfort index is above 20 degrees and less than 95 degrees. All students will be expected to participate in outdoor recess. If a student is unable to participate in recess, a note from the physician is necessary. We teach cooperation and respect of others and property so that this time is safe and enjoyable. It is never going to be OK to disturb the learning of others or be hurtful to others.

FIELD TRIPS

Field trips are valuable instructional opportunities designed to extend learning beyond the classroom setting. The number of parent chaperones needed for each field trip may vary due to the nature of the field trip and site locations. **School personnel will determine the number of parents/chaperones that may accompany students on a field trip. Chaperones must have an approved background check through the district.** All chaperones and students are required to ride the bus **TO** and **FROM** the field trip except in special circumstances at the discretion of the principal. **Siblings may not accompany parents/chaperones on the field trip.**

Students taking field trips must have a written permission slip signed by a parent/guardian. Students who do not return a signed permission slip will not be allowed to go on the field trip. Students experiencing difficulty with behavioral performances may not be allowed to participate in the field trip. All school and bus rules apply during field trips; therefore students must abide by directions from school personnel.

INCLEMENT WEATHER/AMI DAYS

The purpose of “Alternate Methods of Instruction” (AMI) days is to continue to provide education when the district has determined inclement weather prevents students from being physically present on campus. The expectation of students is that they use their district-provided device to access learning sent by their teacher. These virtual instruction days will be used for the first five inclement weather days. Additional inclement weather days will be added to the end of the year. All AMI/virtual instruction days, school closings, and late starts will be announced on major television and radio stations, posted on the district’s website and recorded on the district’s information phone line at 816.892.3988. In addition, the district uses School Messenger; an automated phone calling system to provide information on school closings. In the event of a late start announcement, bus transportation will be provided two hours later than regular pickup times. School sessions will begin two hours later than normal times also, but dismissal time will remain the same. Unscheduled early closings due to equipment failure or weather may also be necessary. It is important that parents have contingency plans in place for their children if school is dismissed early for any reason. The school will follow the current emergency/early dismissal plan listed by the parents in the student information system.

HEALTH SERVICES

The purpose of the district health services program is to help each student attend school in optimum health, and to benefit from the school experience. A nurse or health aide is on duty during the time students are present in the building. Every effort is made to provide appropriate services to students in the event of illness or injuries that occur during school hours. **The nurse will not treat injuries that happen away from school.**

It is very important that we attempt to control the spread of communicable disease. We would appreciate your compliance in following these guidelines:

1. Students should be fever-free (without the influence of fever-reducing medicine) for 24 hours before returning to school.
2. The student health services recognize an oral or tympanic (ear) temperature as 100.0 degrees Fahrenheit as a fever. Students with a temperature of 100.0 or greater will be sent home.
3. The District requires satisfactory evidence demonstrating that the child has been immunized, that immunizations are in progress or that the student has an immunization exemption card from the county health department as permitted by law. (See Board Policy 2850.)
4. Students should be free of continuous coughing.
5. Students with vomiting or diarrhea will be sent home from school. An exception will be made for students vomiting secondary to certain medications, physical activity, or by the medical judgment of the school nurse. Students should remain at home for 24 hours after their last episode of vomiting or diarrhea.
6. Students should remain at home for 24 hours after taking the first dose of any medication.
7. Students who are found to have head lice will not be allowed to attend school until free of living specimens.
8. Students will be excluded from school for pink eye/conjunctivitis until on medication for 24 hours, with primary care provider's written orders or until clearing of the eye.
9. The health services department shall be informed of any child with an illness characterized by rash, recurrent episodes of bleeding, or who has draining skin lesions.
10. With the increased number of students experiencing food-related allergies, we require parents to provide written medical documentation of major food difficulties their child may experience. (Note: Parents will be notified if special guidelines are necessary due to food related allergies of a classmate.)
11. Parents will be notified of any serious injuries.

Prescription medications must come in the original pharmacy bottle with the student's and primary care provider's name clearly visible and must be accompanied by written primary care provider's signature and instructions along with signed legal parent/guardian consent to administer. All medications must be delivered directly to the health room by a responsible adult and will be dispensed by designated personnel. In accordance with Board policy 2870, medications will not be dispensed within one hour of dismissal, unless there is a written primary care provider's order and signed parental/legal guardian consent to administer.

Non-prescribed, school-owned medication will be dispensed only if a current *Medication Order and Consent* form is on file in the health room. The *Medication Order and Consent* form must be completed by the parent/legal guardian. This form needs to be renewed each year.

Non school-owned over the counter medications must be accompanied by written primary care provider's instructions along with signed legal parent/guardian consent to administer. All medications must be delivered directly to the health room by a responsible adult.

If a student is unable to participate in physical education activities, a note from the parent/legal guardian is necessary. If the condition requires a child to refrain from activities for more than five days, a primary care provider's note is required.

Use of cough drops or throat lozenges will be allowed at school with parent permission and then K-2 must be consumed in the health room.

The health services department recognizes that parents/legal guardians are busy and have many responsibilities. However, it is in the best interest of your child and the other students to avoid sending sick children to school. Time spent in the health room is time not spent in the classroom.

OUT-OF-DISTRICT MEDICAL AND PSYCHOLOGICAL EVALUATIONS

Occasionally parents seek evaluations that require information from school district employees. The school district will partner with other professionals in order to provide accurate information. It is the district's practice to first obtain a release of information from the parent that will allow us to share information with the requesting agency. Subsequently, all rating scales, narratives, and other requested information will be forwarded directly from the school to the agency itself.

Raymore-Peculiar School District's practice is to allow observations of students by qualified district personnel or those professionals with whom the district contracts directly. Raymore-Peculiar School District will provide a detailed record of the observation so that information about the student in the school setting can be shared. District personnel will work with the parent and the outside agency to select the appropriate staff member to match the type of observation requested.

CHILD NUTRITION PROGRAM

The meals at your child's school will be prepared by professional food service staff. The child nutrition program is a cooperative federal, state and local effort. The success of the program is dependent on the teamwork of the parents, students and the child nutrition staff. Ray-Pec is committed to providing high quality, freshly prepared, nutritious food and quality service to each student.

Child Nutrition also provides a friendly, caring environment where students are encouraged to make healthy choices. Good nutrition is essential in the learning process and the district will provide nutritious food options so that students are ready to learn.

PROGRAM HIGHLIGHTS

- Breakfast and Lunch are available daily at every school
- All Ray-Pec schools participate in the National School Lunch Program & School Breakfast Program
- A student breakfast includes choice of entree, fruit and juice option with a milk
- Breakfast will be provided for students to eat at the beginning of each day in the classroom/cafeteria.
- A student lunch includes choice of entrée, self-selected vegetables and fruit and milk
- There are five food groups to a student lunch: fruits, vegetables, grains, proteins and dairy. Students only have to do two things to make a lunch meal:
 1. Take a least 1/2 cup fruit and/or vegetable
 2. Take two other food groups to make a meal (Entrees are typically grains & protein)
- Every day students may choose from skim chocolate or skim white milk.
- [Menus](#) online are interactive and provide nutritional information for each menu item.

PRICE INFORMATION FOR THE 2023-24 SCHOOL YEAR

Raymore-Peculiar Child Nutrition Department is excited to, in partnership with the USDA and Missouri's Department of Elementary & Secondary Education, provide nutritious meals meeting required guidelines. A la carte purchases, will require money be placed on the student's account and purchases will be withdrawn from a positive balance.

Breakfast Paid: \$1.90

Breakfast Reduced: \$0.30

Lunch Paid: \$2.75

Lunch Reduced: \$0.40

STUDENT ACCOUNTS

The Ray-Pec Child Nutrition Department provides each student with an account for which funds may be prepaid by either check or by creating a user account through the Child Nutrition online meal payment system: www.myschoolbucks.com. To use the online payment system, you will need to set up a free user account. You can then add any students in the district to your account by entering their first name/last name and date of birth. The online payment system allows for the use of credit/debit card or checking account payments. Student account histories are visible on myschoolbucks.com and there is the ability to set up recurring payment and low balance e-mail alerts. When sending checks to school for meal account payments please make payable to: RP Child Nutrition and include the student's first and last name on the check.

Student accounts are designed to be debit accounts with purchases subtracted from a balance. When a student account falls below a zero balance, automated reminders are sent. When a student account falls below a zero balance, students may not make a la carte purchases until funds are deposited. Invoices are sent monthly to student accounts with a negative \$15.00 or more account balance. After three consecutive invoices, the negative account balance may be sent to an external collection agency unless payment arrangements are made.

FREE AND REDUCED MEAL STATUS

Free & Reduced status is utilized for many reasons within the school district including, reduced or waived fees such as; Panther Pride tuition, Shull Early Learning tuition, High School testing fees, post-secondary school application fees and/or scholarships.

Household Size	Maximum Household Income Eligible for Free Meals			Maximum Household Income Eligible for Reduced Price Meals		
	<u>Annually</u>	<u>Monthly</u>	<u>Weekly</u>	<u>Annually</u>	<u>Monthly</u>	<u>Weekly</u>
1	\$17,667	\$1,473	\$340	\$25,142	\$2,096	\$484
2	23,803	1,984	458	33,874	2,823	652
3	29,939	2,495	576	42,606	3,551	820
4	36,075	3,007	694	51,338	4,279	988
5	42,211	3,518	812	60,070	5,006	1,156
6	48,347	4,029	930	68,802	5,734	1,324
7	54,483	4,541	1,048	77,534	6,462	1,492
8	60,619	5,052	1,166	86,266	7,189	1,659
Each add'l member	+ 6,136	+ 512	+ 118	+ 8,732	+ 728	+ 168

Students from a family whose income is at or below the Federal Income Guidelines for Free and Reduced Price lunch may be eligible to receive these benefits. Families are still encouraged to submit their [application](#)! A paper application may be printed from the website, picked up from the district's Child Nutrition Department in the Administrative Services Center or at any school. For students previously receiving Free or Reduced priced meals, a new application must be completed each school year and is available online beginning mid-July. Paper copies and online assistance will be available at the District Registration events. Students receiving SNAP (Food Stamp Program/Supplemental Nutrition Assistance Program) or TANF (Temporary Assistance/Temporary Assistance for Needy Families) benefits and Foster children that are under the legal responsibility of a foster care agency or court are automatically eligible for free meals by completing an application, which notifies Child Nutrition of their participation in those assistance programs.

CONTACT US: Please visit our website www.rpchildnutrition.org for monthly menus, food allergy procedures, our district wellness policy, smart snacks in schools information, etc. (See Board policy 2750.) Contact us directly with any questions at: 816-892-1370 or RPChildNutrition@raypec.org

K-5 SNACK GUIDELINES

In an effort to meet Federal Government Regulations concerning student wellness, the Raymore-Peculiar School District has guidelines that govern snacks at school.

Snacks sent to school for the purpose of sharing with other students **must** come from the approved snack list on the district website and be packaged, not homemade. One example of this would be children wanting to bring treats to school on their birthday to share with their class.

It is **recommended** that all snacks sent to school exclusively for your child come from the approved snack list. You can access the approved snack list at the Child Nutrition section of the district website: [K-5 Smart Snack Guidelines](#). Snacks offered in the cafeteria will come from the approved snack list and only be offered on Tuesdays and Thursdays. Each school may set a maximum of five events per classroom, per school year that are not required to follow the approved list. One example of this would be a school-wide party.

We appreciate your support in our endeavor to promote healthy eating habits for all of our children. Please feel free to contact us if you have any questions. If a snack is not on this list you can see if it qualifies using this USDA Approved Smart Snack Calculator from the Alliance for a Healthier Generation. <https://foodplanner.healthiergeneration.org/calculator/> If you find an item you believe qualifies, please make a suggestion which will be reviewed by Administration at the end of this school year.

CAFETERIA RULES

1. Remain quiet and orderly while going to and from the cafeteria and while waiting to be served.
2. Once seated, remain seated unless permission has been granted to leave the seat.
3. Focus on eating.
4. Speak quietly with neighbors.
5. Clean up your lunch area when finished eating.
6. Be considerate of the rights of others by demonstrating appropriate table manners and food etiquette.
7. Directions given by the adults in charge shall be followed in a prompt and respectful manner.
8. All food and drink purchased from the cafeteria cannot leave the lunchroom area.

Celebrating a birthday, observing a special holiday, or acknowledging a major achievement or accomplishment are highlights in every child's life. Celebrations of these events often occur in your child's school setting. In order to ensure the health and safety of all students, we request observance of the following guidelines:

1. Any edible food items sent to school for distribution to students **must be from the approved snack list.** The list can be found at the Child Nutrition website [K-5 Smart Snack Guidelines.](#) Items must be individually prepackaged items from the manufacturer or food items in the manufacturer's sealed packaging. This practice eliminates homemade food items from being sent to school for distribution to all students. This applies to classroom birthday snacks and school sponsored events and parties.
2. With the increased number of students experiencing food-related allergies, we encourage parents to provide written medical documentation of major food difficulties their child may experience.
3. Students may bring a simple, prepackaged treat (reference item # 1) to share with their classmates on their birthday. Treats will be eaten at a designated snack time or as a dessert at lunch. Students having a summer birthday may celebrate their half-birthdays with classmates. **Birthday treats are strictly optional and must come from the district approved snack list.** Birthday parties may not be conducted at school. **Invitations to birthday parties may be provided to the teacher for distribution as long as there is one for every student in the class. Birthday gifts may not be distributed at school.**
4. Students and parents will not be permitted to bring pets to school.
5. For classroom parties, building celebrations, or other school day events, parents are encouraged to make other arrangements for their younger or older siblings. Any siblings must be actively supervised by their parent/guardian at all times.
6. Parents not wishing for their children to participate in seasonal celebrations or birthday celebrations are requested to notify the school in writing of that desire.

PARENT / GUEST/ VOLUNTEER VISITING DURING THE SCHOOL DAY

Parents/guardians and those on the approved pick-up list are always welcome in our schools. For our students' protection, all visitors must stop by the office with photo ID to be scanned into our security system, sign-in, and receive a visitor sticker before proceeding past the office, and check out in the office when leaving. Parents/visitors are expected to follow building expectations while on campus. **Parents are required to contact their child's teacher and principal to request a classroom visit. These visits are limited to one hour or less at the discretion of the teacher and building administrator, and must be scheduled in advance. Children that are not students of the particular class being visited are not allowed to accompany a parent during a classroom visit.**

Parents and approved visitors are welcome to come and eat lunch with their children. All guests must be listed by parents as approved in SIS and will need to follow the above mentioned sign in procedures. All guests will need to sit at the assigned guest table with their child only. Please call before 9:15 a.m. to order your choice for lunch. Parents are encouraged to purchase a school lunch rather than bring food in from outside restaurants. Anyone not listed as an emergency contact or listed on the Pick-Up Authorization list should have prior parental permission on file with the school before visiting a child.

In the interest of security and safety of all students, parents interested in participating by chaperoning school activities or trips or participating in other selected school day events, including volunteering, are required to complete a background check and fee. For further information, contact the school secretary. High school students participating in the A+ tutor program help and support many students in classrooms in our elementary schools, always under the direct supervision of the teacher.

TECHNOLOGY / LEARNING RESOURCE CENTERS

Technology is a prevalent learning tool throughout the Raymore-Peculiar School District. Buildings follow the district technology plan for equipping classrooms with additional devices for students and staff to use.

Terms and Conditions of this Acceptable Use Agreement

Students and parents/guardians should carefully read and understand District Internet Usage Policy 6320 which outlines the terms and conditions of appropriate use and thereby agree to abide by the following:

1. **Acceptable Use:** Acceptable use means that a student uses the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations as described in this agreement. Students who “publish” on the Internet must abide by the approved publishing procedures and district guidelines, which include informing and involving a content sponsoring teacher.
2. **Privileges:** The use of electronic information resources is a privilege, not a right. Inappropriate use of these resources may result in disciplinary actions (including the possibility of suspension or expulsions), and/or referral to legal authorities. The principal, teacher/supervisor or systems administrator may limit, suspend or revoke access to electronic resources at any time.
3. **Network Etiquette:** Each student is expected to abide by the generally accepted rules of user etiquette. These rules include, but are not limited to the following: Be polite. Never send or encourage others to send abusive messages. Use appropriate language. (Whatever is written, sent, or received on an isolated terminal has the potential to be viewed globally.)
4. **Unacceptable Network Use:** Transmission or intentional receipt of any inappropriate material or material in violation of law or district policy is prohibited. This includes, but is not limited to: copyrighted material; threatening or obscene material; material protected by trade secrets; commercial activities by for-profit institutions; use of product advertisement of political lobbying, including lobbying for student body office; the design or detailed information pertaining to explosive devices, criminal activities or terrorist acts; sexism or sexual harassment; pornography; gambling; illegal solicitation; racism; and inappropriate language. Illegal or inappropriate activities, including games, use of the network in any way that would disrupt network use by others, or activities of any kind that do not conform to the rules, regulations and policies of the Raymore-Peculiar School District, are forbidden.
5. **Vandalism:** Vandalism is defined as any malicious attempt to harm or destroy property of the user, another user or of any other agencies or networks that are connected to the Network or the Internet system. Vandalism also includes, but is not limited to: abusive overloading of data on the server, or the uploading, downloading or creation of computer viruses. Any engagement in network vandalism constitutes unacceptable use and will subject the student to appropriate disciplinary action.
6. **Security:** Security on any computer system is a high priority because of multiple users. Do not use another individual’s account to log onto the system as the systems administrator. Any security concern must be reported immediately to the principal, teacher/supervisor or systems administrator.
7. **Privacy:** It is advised that students not reveal personal information, such as: home address, phone numbers, passwords, credit card numbers or social security numbers, etc.; this also applies to others’ personal information or that of organizations. When publishing on the Internet, students’ pictures should be identifiable by name.

8. **Service Disclaimer:** The Raymore-Peculiar School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Raymore-Peculiar School District will not be responsible for any damages the student may suffer while on this system. These damages may include, but are not limited to: loss of data as a result of delays, non-deliveries, mis-delivery, or service interruptions caused by the system or by student error or omission. Use of any information obtained via the information system is at the student's own risk. Raymore-Peculiar School Districts specifically denies any responsibility for the accuracy of information obtained through electronic information records.

CARE OF SCHOOL PROPERTY

Students are responsible for the proper care of all books, supplies, devices, and furniture supplied by the school. In accordance with Board policy 6231, parents of students who damage school property may be required to pay for the cost to repair damage done or to replace the item. Fines and other assessments (e.g. vandalism cost, library fines, lunch charges, etc.) must be paid before the end of each quarter.

PERSONAL PROPERTY

Students are reminded that personal property not needed for schoolwork should not be brought to school. Students should not bring the following items to school: Cell phones, tablets, laptops, CD/MP3 players, "smart" watches, large amounts of cash, electronic games, skateboards, playing cards, trading cards, laser lights, pagers, and toys. Such items brought to school may be taken away by school personnel and placed in the office. Confiscated items will be returned only to a parent/guardian. If a parent/guardian determines a student needs a cell phone or "smart" watch for the purposes of safely traveling to/from school, the child must follow the building procedure regarding cell phones (either to keep them turned off and in backpacks or turned into the school office during the day.) It is not allowable for a child to be texting, calling, etc. via their personal device throughout the school day. Parents needing to reach their child during school hours should contact the office. The school will accept NO responsibility for the loss of the aforementioned items. Students may not sell or trade any items to other students at school.

SCHOOL GUIDANCE COUNSELING

A school guidance counselor is available to consult with students, teachers, staff, and parents. The role of a school guidance counselor is to provide students with the support needed to be successful at school. A school counselor is not a licensed professional counselor. The school counselor conducts regular guidance learning activities in the classroom setting. They also meet with individual students and small groups of students to help them grow as individuals and support their skill development with problem-solving and conflict resolution. Parents are welcome to visit with the counselor by making an appointment.

SAFETY PROCEDURES

Safety is a high priority for students and staff. Drills are utilized for students and staff to practice preparedness for emergency situations. School staff is trained in school safety procedures and applicable drills are conducted on a routine basis. Applicable procedures for drills are posted in every classroom and are reviewed by the classroom teacher.

ENROLLMENT

Kindergarten: Formal enrollment for kindergarten occurs in the spring, with screening occurring in spring and early fall. The dates for these activities vary from year to year and are publicized by the district through the local media.

Age for Kindergarten: Any child whose fifth birthday occurs *before* the first day of August shall be eligible to enroll in kindergarten.

Age for First Grade: Any child whose sixth birthday occurs *before* the first day of August shall be admitted to first grade.

In-District Transfer Request: Student transfers from one school to another within the district are allowed in **very rare** instances. Board policy 4210 governs transfer administrative procedures. Information and administrative procedures regarding transfers can be found on the district's website. Transfer information may also be received by calling 892-1300. Transfer forms are typically updated and available each spring in late April for the next school year. The deadline for transfer submission is late May. Transfer decisions are not made until after student registration in August, typically just a few days prior to school starting so that class sizes can be kept at appropriate learning levels for all K-5 students in each school. Parents are strongly encouraged to make no assumptions and have alternative plans in the event the transfer is denied. The district does reserve the right to approve transfers that would relieve overcrowded classrooms to create the best learning environment for each student.

Enrollment / Emergency Procedure Information: There are times throughout the course of the school year that a parent/guardian may need to be reached by a member of the school staff. It is imperative that the school maintain current information pertaining to the families we serve. This includes providing an emergency contact number in case the parent/guardian(s) cannot be reached. We reserve the right to ask for photo identification before releasing a student. **It is important to keep all enrollment, emergency, and pick-up information current throughout the year.**

Change of address/telephone

It is the responsibility of the parent or student to immediately notify the office in the event of a change in address or telephone number. A change of address will require a new proof of residency (water, gas, electric bill) before the address will be changed in our student information system.

WITHDRAWAL

Students moving to other districts or terminating their enrollment at the elementary school must report to the office and complete the necessary forms. This must be done prior to withdrawal and must occur before a student may terminate enrollment. Any money, fines, and/or materials owed must also be paid in full at this time.

MEDIA RELEASE

The Raymore-Peculiar School District periodically provides information and images of students to the news media and distributes student names and images via its own printed and electronic materials. However, to protect our students from unauthorized publicity, the district seeks permission prior to distributing such information. A media release form is sent home yearly for parental approval.

STUDENT DIRECTORY INFORMATION

Please be advised that the school district will release “Directory Information” concerning your child upon request. Student's name; date and place 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; dates of attendance; degrees, honors and awards received; artwork or coursework 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.

If you do not want this type of information about your child released, please send a note to that effect to your child's principal. Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. (See Board policies 2400, 2410, and 1510.)

PROTECTION OF STUDENT RIGHTS

All instructional materials including, films, tapes or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any federally funded program shall be available for inspection by the parents or guardians of the children. (See Board policies 1610.)

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

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

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

STUDENT ALCOHOL/DRUG ABUSE

The Board recognizes its share of responsibility for the health, welfare and safety of the students who attend the Raymore-Peculiar School District. Therefore, the use, sale, transfer, possession or being under the influence of alcoholic beverages or controlled substances is prohibited on any school property, on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; or off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district. 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, Section 195.010, RSMo., and in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

All medications, prescribed by an authorized prescriber, as well as all non-prescription medications, will be administered in accordance with Board policy 2870, *Administering Medicines to Students*.

The school administration or teachers shall have the right to conduct searches, which are reasonable in scope, of persons suspected to be in violation of this policy during or after school hours on school property, or at any school event, whether at the school or at some alternate location. Such searches shall be conducted in accordance with Board of Education policies 2150 and 2160.

Any student who, after being given an opportunity to present his or her version of the incident, is found by the administration and/or staff to be in violation of this policy shall be subject to disciplinary action up to and including suspension, expulsion or other discipline as provided in the district's discipline policy, and referral for prosecution. Strict compliance is mandatory. All controlled substances shall be turned over to the local law enforcement agency.

Students with disabilities who violate this policy will be disciplined in accordance with Board policy 2672. Controlled substances and illegal drugs are defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act, but do not include substances that are legally possessed or used under authority of the Controlled Substances Act or any other federal law.

The district, pursuant to the requirements of the 1989 amendments of the Drug-Free Schools and Communities Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students in all grades from early childhood level through grade 12.

Such programs shall (a) inform students that drugs and alcohol are harmful and dangerous; (b) address the legal, social and health consequences of drug and alcohol use; and (c) provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The district shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents and students shall be provided with this information.

The district shall certify that it has adopted and implemented the drug prevention program described in Board policy 6130 in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The district shall conduct a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

HAZING and BULLYING

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

Use of words or actions, which are spoken or written solely to harass, discriminate against, or injure other people, such as threats of violence, defamation of a person's race, sex, religion, or ethnic origin will not be tolerated. This includes racial harassment or intimidation.

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 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. 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.

STUDENT DISCIPLINE

The elementary schools use guidelines set forth in School Board policies 2600-2673 for handling student discipline problems. As stated in Board policy, the Student Code of Conduct is designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operations of district schools. Each elementary school follows the BIST behavior program.

In the event of assault, disparaging or demeaning language, disrespectful conduct or speech, disruptive conduct or speech, extortion, false alarms, threats, fighting, sexual harassment, theft, and vandalism, the following actions may be administered by the administration:

First Offense: Principal/Student conference, parent contact, in-school suspension, or 1-10 days out-of-school suspension, and documentation in student's discipline record.

Subsequent Offense: Principal/Student conference, parent contact, In-school suspension, 1-180 days of out-of-school suspension, or expulsion, and documentation in student's discipline record.

In the event a weapon or weapon look-alike is brought to school, the following steps, in accordance with Missouri's Safe School Act, will be taken:

First Offense: Principal/Student conference, parent contact, possible notification of law enforcement officials, in-school suspension (1-10 days), 1-180 days out-of-school suspension or expulsion, and documentation in student's discipline record.

Subsequent Offense: 11-180 days of out-of-school suspension, notification of law enforcement officials, and documentation in student's discipline record.

SEARCHES

The safety of each student and staff member is a top priority for the Ray-Pec School District. When investigating a situation, (in accordance with state statute and Board policy) the district reserves the right to search students, student belongings, student lockers and vehicles on school premises and at any school sponsored event. School administrators also have the legal authority to interview a student, regardless of age with or without the student's legal guardians present. The school administration will attempt to inform legal guardians before the interview if possible or within a reasonable timeframe after the interview as appropriate. (See Board policies 2150.)

ILLEGAL DISCRIMINATION AND ANTI-HARASSMENT

For a complete overview of the Raymore-Peculiar School District's policy on Equal Opportunity, including information about illegal discrimination and anti-harassment, please visit the district website at: <http://www.raypec.k12.mo.us/>. (See Board policy 1300.)

SAFE SCHOOLS ACT

In an effort to make the schools safer for Missouri children, the State Legislature enacted what has become known as The Safe Schools Act. Officials are required by this law to report certain specific violations to local law enforcement agencies. Under the same law, certain specific violations alleged to have been committed by a student while not at school will be reported to the Superintendent by law enforcement personnel.

PROCESS FOR RESOLVING A CONCERN OR COMPLAINT

The following steps are to be followed by parents/guardians, students or the public when concerns or complaints arise regarding the operation of the school district that cannot be addressed through other established policies or procedures. (See Board policy 1460.)

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

PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Raymore-Peculiar School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Raymore-Peculiar School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Raymore-Peculiar School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians.

Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Raymore-Peculiar School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed by contacting District office.

This notice will be provided in native languages as appropriate.

Parents Right To Know

Dear Parent or Guardian:

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

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

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

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