

RAYMORE-PECULIAR SCHOOL DISTRICT

PARENT / STUDENT HANDBOOK 2022-2023



Shull Early Learning Center

Raymore-Peculiar School District
P.O. Box 789 - 11706 E. 211th Street
Peculiar, Missouri 64078
Phone 816-892-1210- Fax 816-892-1211

www.raypec.k12.mo.us

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: Assistant Superintendent of Human Resources, P.O. Box 789, Peculiar, MO 64078. 816-892-1300.

BOARD OF EDUCATION

Ruth Johnson, President: Ruth.Johnson@raypec.org

Deanna Olson, Vice-President: Deanna.Olson@raypec.org

Carol Barnes, Member: Carol.Barnes@raypec.org

Paul Coffman, Member Paul.Coffman@raypec.org

Billy King, Member: Billy.King@raypec.org

Bill Lowe, Member: Bill.Lowe@raypec.org

Kim York, Member: Kim.York@raypec.org

Pam Steele, Board Secretary: Pam.Steele@raypec.org

Cyndee Byous, Board Treasurer: Cyndee.Byous@raypec.org

DIRECTORY

Shull Early Learning Center.....	892-1210
Mary Shatford, Director of Early Learning Parents As Teachers.....	892-1220
Early Learning Office Hours: 8:00-4:00	
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 High School.....	892-1400
Office Hours: 7:00-3:00	
Virtual Instruction Program of Ray-Pec	892-1830
Office Hours: 7:30-3:30	
Administrative Services Center.....	892-1300
Office Hours: 8:00-4:30	
First Student (formerly Apple Bus Company).	318-1900
Office Hours: 5:00-5:00	
Panther Pride.....	892-1090

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 the district website at: www.raypec.k12.mo.us

Each subscriber must self-enroll and submit an authorization code that will be provided during the enrollment process. Country Club Bank of Raymore is sponsoring the service.

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WELCOME!

Welcome to Shull Early Learning Center, within 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 programs, services, and procedures within Shull Early Learning Center. We hope it will answer questions you may have about our school and that you will keep it for reference throughout the school year.

PHILOSOPHY

As a staff:

- We provide developmentally appropriate learning opportunities through a collaborative team-based, whole-child approach.
- We build partnerships with our families through collaboration, resources, and family events.
- We build relationships by creating a welcoming, safe, calm, inclusive, nurturing environment through positive intent and play.
- We meet our students at the beginning of their journey to build their individual communication, social-emotional, and school readiness skills through positive interaction, grace, consistency, and trust.
- We celebrate each child's unique progress with encouragement and praise
- Each day is a new adventure at Shull Early Learning Center.

ENROLLMENT

Special education and prekindergarten programs are provided at Shull Early Learning Center.

Early Childhood Special Education:

Eligibility for early childhood special education is determined through an evaluation conducted by a multidisciplinary team, of which the parent is a member. A child is eligible for services when meeting eligibility criteria for Young Child with Developmental Delay or other eligibility categories as outlined by the Missouri Department of Elementary and Secondary Education Special Education Standards and Indicators. Transportation and other related services (speech, physical therapy, occupational therapy) may be provided for students who qualify.

Prekindergarten:

Formal screening and enrollment for prekindergarten occurs in the spring. The dates for these activities vary from year to year and are publicized by the district through the local news media. Any child whose fourth birthday occurs *before* the first day of August shall be eligible to enroll in prekindergarten. Enrollment is on a first come, first served basis. All enrollment forms, birth certificate, proof of residency, immunization records, and additional documentation for special circumstances will need to be submitted 24 hours before the student may begin pre-kindergarten classes. This is a tuition free program for families that qualify for free and reduced lunch. Transportation is not provided.

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. 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 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.

THE SCHOOL DAY

Shull Early Learning Center is open from 6:30 A.M. to 6 P.M. five days a week. Full day and class only options are available, four or five days a week. The full day option includes a snack with a breakfast/lunch option for a maximum of 10 hours a day. Certified class times are 8-11:15 and Noon-3:15 while full day prekindergarten is 8-3:15. Before and after care has limited availability and is an option for prekindergarten students who will be successful in a large group setting without one on one assistance.

Full Day Prekindergarten:

- **1 certified teacher, 1 Paraprofessional**
- **20 students**
- **5 Days a week- 8-3:15**
- **Breakfast and Lunch options**
- **Full day priority is given to free and reduced lunch eligible students and others based on academic screening results.**
- **Parent provided transportation**
- **Students must not be receiving preschool services or funding through other state programs**
- **Students must be 4 years old by July 31st**

Prekindergarten:

- **1 certified teacher, 1 Paraprofessional**
- **20 regular education students**
- **5 Days a week 8-11:15 or Noon-3:15**
- **Parent provided transportation**
- **Fee based program except for families that qualify for free and reduced lunch**
- **Students must be 4 years old by July 31st**
- **Snack is provided**

Integrated Prekindergarten:

- **1 certified teacher, 1 Paraprofessional**
- **10-12 students, special education and regular education students**
- **4 Days a week 8-11:15 or Noon-3:15**
- **Parent provided transportation**
- **No fee associated with this program**
- **Transportation and other related services (speech, physical therapy, occupational therapy) may be provided for students who qualify**
- **Students must be 4 years old by July 31st**
- **Snack is provided**

Early Childhood Special Education:

- **1 certified teacher, 1 Paraprofessional**
- **8-10 students**
- **4 Days a week 8-11:15 or Noon-3:15**
- **Transportation and other related services (speech, physical therapy, occupational therapy) may be provided for students who qualify**
- **No fee associated with this program**
- **Students must be at least 3 years old by July 31st**
- **Snack is provided**

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.

Itinerant Speech and Language as well as Physical and Occupational Therapy are some of the many services that we offer to the patrons of the Raymore-Peculiar School District. Below are procedures to ensure that your child receives the most from their time with the therapist:

- Arrive a few minutes early
- Check in with the office after parking
- Office will ask and scan your identification the first visit
- Have your child utilize the restroom
- Discuss completed homework with the therapists
- Update the therapist on any new medical conditions
- Wait in the parent lounge as sessions never exceed 30 minutes
- After the session, discuss at home practice with the therapist

TUITION

Prekindergarten Tuition:

The board-approved tuition rates listed below are weekly. Students from a family whose income is at or below the Federal Income Guidelines and qualify for free and reduced price lunch will also qualify for free and reduced tuition prices.

Tuition is processed through two week billing cycles. Fees are assessed on the first day of the cycle and are due on the last day of the cycle. If the tuition balance is not paid in full before the next billing cycle, a \$25 late fee will be assessed thereafter. Tuition payments may be made by personal check, credit card or through our online system. Cash is not accepted for tuition. Late child pick up will be assessed \$1 a minute.

Shull ELC PreK Tuition	**Full Day 5-Day PreKindergarten		5-Day PreKindergarten Program		4-Day Integrated PreK Program (*Peer Model availability is limited)	
	Class Only 8-3:15 (7.25 hrs)	+2.45 hrs of Sharks Den Before & After Care	Class Only 8-11:15 or 12-3:15 (3.25 hrs)	+6.75 hrs Sharks Den Before and After Care	*Class Only 8-11:15 or 12-3:15 (3.25 hrs) Monday - Thursday	+6.75 hrs Sharks Den Before and After Care Monday - Thursday
Full Pay Weekly Rate	\$140	\$60	\$75	\$100	\$0	\$80
Reduced Lunch Eligible Weekly Rate	\$0	\$40	\$0	\$80	\$0	\$65
Free Lunch Eligible Weekly Rate	\$0	\$20	\$0	\$60	\$0	\$50

Special Circumstances:

School will not be in session during Winter Break and Spring Break. However, for families currently enrolled in Sharks Den, care will be available a portion of that time for families that choose to utilize it. Normal tuition rates will apply. If you request care over winter and spring break and your child does not attend, you are responsible for tuition as staffing was based upon your request for care.

If you are in the 5-Day program and the program is in session three or more days in a 5-day week, tuition is full price. For any week where the program is open less than three days, tuition is 50%. This may occur when district schools are not in session for some holiday breaks or days when inclement weather results in the closing of schools, including all care options here at Shull. Tuition does not vary due to illness or vacation.

If you are in the 4-Day program and the program is open two or more student contact days in a 4-day week, tuition is full price. For any week where the program is open less than two days, tuition is 50%. This may occur when district schools are not in session for some holiday breaks or days when inclement weather results in the closing of schools, including all care options here at Shull. Tuition does not vary due to illness or vacation.

We accept DFS child care assistance through the Cass County Division of Family Services, 816-380-3597, 2500 E. Mechanic, Harrisonville, Missouri. You will be responsible for tuition until DFS authorization has been received. It is the parent's responsibility to apply for this assistance. Parents will need to supply DFS with the child's birth verification, social security number and our program's ID number DVN#002660017. Families or students receiving DFS child care assistance will be responsible for their daily co-payment if applicable.

WITHDRAWAL

A two-week notice is recommended for withdrawing your student from the early learning center. This will allow parents on the waiting list to be notified of an available space. To withdraw your child, parents/guardians must report to the office and complete the necessary paperwork. This must be done prior to withdrawal and must occur before a student may terminate enrollment. Any money or tuition owed must also be paid in full at this time. Payment will be required for the full week when a child is withdrawn during the middle of the week.

ATTENDANCE

Consistent school attendance is one of the keys to academic and social growth. 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 if a student is going to be absent. The office staff may place a call to inquire on the whereabouts of a student(s) who has an absence. After twenty days of consecutive absences, your child will be withdrawn from the program and their spot will be given to the next person on the waiting list. 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.

For the safety of each student, 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, emergency contacts, and authorized pick-up information current throughout the school year.

INCLEMENT WEATHER/AMI DAYS

The certified classes at Shull Early Learning Center are closed when the Raymore-Peculiar School District closes school. Our wrap around care will be available from 8:00 a.m.- 6:00 p.m. depending on the severity of the severe weather. 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 the district-provided platform 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 for early childhood special education morning students will be provided two hours later than regular pickup times. Morning school sessions will begin two hours later than normal times while dismissal time will remain the same. Afternoon school sessions will follow the regular schedule.

Unscheduled early closings due to equipment failure or inclement 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. Shull will follow the emergency/early dismissal plan listed by the parents on the enrollment card.

BEHAVIOR MANAGEMENT

Through our school family environment, students and teachers develop respectful and caring relationships at Shull Early Learning. Careful attention is given to the emotional and social learning of each child. To promote the development of self-regulation skills for appropriate behavior, Conscious Discipline is integrated into the classroom foundation.

- We highlight the behaviors we want more of and help children become aware of the many kind and helpful things they do each day.
- We view misbehaviors as learning opportunities with built in practice time.
- We teach and review the self-regulation strategies from Conscious Discipline.
- We remind children who are struggling with self-regulation, “You are safe. Breathe with me. You can handle this.”
- We verbally remind students to stop and rethink.
- In every classroom we have a calm spot and a safety zone/safe place where students can go to change their inner states from upset to peaceful and composed.
- We communicate with parents on a regular basis regarding behavior and academic growth.
- When inappropriate behavior compromises the learning environment and/or safety of the individual, other students or staff, the Shull Behavior Continuum will go into effect.

Shull Early Learning Center Continuum

Step 1 Safety Zone-designated zones in the building and on the playground where a student can refocus and show they are ready to be safe and follow directions that will keep our school safe. Students stay in the safety zone until the child is ready for an adult to practice with them.

Step 2 Practice Zone-opportunities for the student to practice the missing skill and show they are ready to be safe and follow directions. Practice will be completed by a teacher and student in the various safety zones. Practicing of the missing skill is a vital component of the process. Therefore, two practice opportunities will be presented as necessary.

Step 3 Classroom Zone-students are ready to join the classroom.

Students are accountable for all behavior choices. Students will have time to reflect on their behavior choices through redirection and discussion. Every attempt will be made to redirect negative behaviors into positive learning opportunities. Students may be temporarily removed from an activity, when appropriate, for safety issues. When necessary, parents and staff will collaborate and develop a success plan that allows each student the opportunity to manage impulses and emotions for social emotional growth and self-control.

DRESS CODE

Dress your child ready to play. Casual clothing works best since students will work with paint, glue and markers. We do sit on the floor every day - it is suggested that girls wear leggings, bloomers or biker shorts under dresses or skirts. Since students are involved in gross motor activities, we recommend that you send your child to school in tennis shoes, sneakers, or other shoes that are not likely to come off easily. **Flip-flops are not safe in our setting, even in warm weather.** Footwear with wheels are not permitted.

Please dress your child appropriately for the weather. We will be going outside to the playground on a daily basis, provided that the temperature and/or comfort index is above 25 degrees and below 95 degrees. During hot weather, shorts are permitted; however, short-shorts, short skirts, spaghetti strap tops, strapless dresses/tops are not allowed. In addition, a student's mid-section is to be covered. Tops and T-shirts having inappropriate words, pictures or design, or that promote violence, alcohol/drugs, may not be worn to school.

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 is above 25 degrees and below 95 degrees. Occurrence of recess during extreme heat will be determined when appropriate.

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 90others 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.

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 from school.
3. Students should be free of continuous coughing.
4. 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.

5. Students should remain at home for 24 hours after taking the first dose of any new medication.
6. Students who are found to have head lice will not be allowed to attend school until free of living specimens and 10 nits or less.
7. 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.
8. 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.
9. 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.)

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 not be allowed at school without a parent note and then must be consumed in the health room. Students should not bring Chapstick to school. The Health Room has Vaseline for chapped lips.

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.

IMMUNIZATIONS

Shull Early Learning Center requires satisfactory evidence demonstrating that the child has been immunized, that immunizations are in progress or that the student has an immunization exemption as permitted by law. Upon request from a parent/guardian of a student enrolled in or attending the center, the district will inform the parent/guardian whether any student enrolled or currently attending 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. The district will only verify whether any student has an exemption on file. (See Board Policy 2850.)

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.

VISITORS, VOLUNTEERS, AND BUILDING SAFETY

If children are to be picked up by someone other than the usual designated adult, please contact the office at least 1 hour before dismissal time. This assures the safety of all our students and makes dismissal more efficient.

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 in our security, 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 in advance of a classroom visit. These visits are limited to one hour or less at the discretion of the teacher and building administrator. Children that are not students of the particular school being visited are not allowed to accompany a parent during a classroom visit.**

Parents and approved visitors are always 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 supervision of the teacher.

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.

CHILD NUTRITION PROGRAM

The meals at your child's school will be prepared by professional food service staff. The school 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

- All Ray-Pec schools participate in the National School Lunch Program & School Breakfast Program
- A student breakfast includes choice of entree, self-serve fruit and milk
- To make a breakfast meal students must;
 1. Take at least ½ cup fruit and/or juice
 2. Take a breakfast entree
- A student lunch includes choice of entrée, self-serve 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)
- Saturated fat averages no more than 10 percent of calories over the week and products contain no trans fat.
- Every day students are provided skim white milk. .
- Our menus online are interactive and provide nutritional information for each menu item.

PRICE INFORMATION FOR THE 22-23 SCHOOL YEAR

Early Childhood School Breakfast: \$1.80

Early Childhood School Lunch: \$2.65

A la carte Milk or Juice: \$0.55

A la carte Grain, Fruit or Vegetable serving: \$0.75

A la carte Entrée: \$2.00

Please note students in Sharks Den will need to bring a breakfast/lunch from home as the cafeteria is closed on “No School Days.” A morning and afternoon snack will be provided on “No School Days.”

STUDENT ACCOUNTS

The Ray-Pec Child Nutrition Department provides each student with an account for which funds may be prepaid by either check, cash 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 email 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 accounts reach a balance of \$5.00, automated reminder calls & e-mails are sent. Child Nutrition staff will also make account balance reminder calls if an account remains below \$5.00. If a student account falls below a zero balance, students may not make a la carte purchases until funds are deposited. A regular meal can be charged for a limited period of time, however future account charges may be disallowed for accounts remaining at a significant negative balance. Invoices are sent monthly to student accounts with a negative \$15.00 or more account balance.

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.

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 encouraged to submit their application! An online application is available on the district website: www.rpchildnutrition.org. 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. **IMPORTANT:** Free or Reduced Price meal status does not carry over to non-school day meals. 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

SNACK GUIDELINES

In an effort to meet Federal Government Regulations concerning student wellness, the Raymore-Peculiar School District has made changes to the guidelines that govern snacks at school. Shull Early Learning provides nutritional snacks that meet these guidelines. Please make us aware in writing if your child has any dietary restrictions that we need to be aware of for snack purposes.

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. You can access the approved snack list at the Child Nutrition section of the district website: [K-5 Smart Snack Guidelines](#).

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 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.

SPECIAL EVENTS/CELEBRATIONS

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.

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).

PreK-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
- › Student 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 the stakeholders 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.

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

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 of Education Policies 2400, 2410, 1510, 6531 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. As used in policies 2400, 2410, 1510, 6531 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.

TRANSPORTATION

Riding the school bus is a privilege extended to early childhood special education students. Family members are required to walk their young child to and from the bus. All students being transported for early childhood special education 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 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. **All changes in bus transportation at Shull requires a 48 hour notice.** 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.

FIRST STUDENT – 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 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

Behavioral management steps

Assigned seat

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 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

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 6230, 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.

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 included in your online registration.

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 Policy 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.

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.

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

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 Policy 2150 and 2160.)

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 1480.)

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.

2022-2023 Shull ELC Calendar (including early release and closure dates)

<u>August 2022</u>	<u>September 2022</u>
17 Preview Day 22 First day of school	5 Shull is closed, holiday 19 No School - Staff Collaboration *Care will be available
<u>October 2022</u>	<u>November 2022</u>
3 No School - Staff Development *Care will be available. 17 No School - Staff Collaboration *Care will be available. 27 Early Release, class ends at 1:30 for PM session-Conferences *Care will be Available. 28 No School-Conferences *Care will be Available. 31 No School - *Care will be available.	1 No School - Staff Collaboration *Care will be available. 23-25 Shull is closed, Fall break 28 No School - Staff Collaboration *Care will be available
<u>December 2022</u>	<u>January 2023</u>
22 Early Release, Class ends at 1:30 for PM session. *Care will be available. 23, 26 Shull is closed, holiday 27-30 No School-Winter break *Care will be available.	2 Shull is closed, holiday 3 No School - Winter Break *Care will be available 4 No School - Staff Work Day *Care will be available. 5 School Resumes 16 Shull is closed, holiday 30 No School - Staff Collaboration *Care will be available.
<u>February 2023</u>	<u>March 2023</u>
13 No School - Staff Development *Care will be available. 20 Shull is closed, holiday 21 No School Winter Conferences *Care	6 No School - Staff Collaboration *Care will be available. 20 No School - Staff Collaboration *Care will be available.

will be available	
<u>April 2023</u>	<u>May 2023</u>
3-6 No School - Spring Break *Care will be available.	1 No School - Staff Collaboration *Care will be available.
7 Shull is closed, holiday	23 Last Day of class and Sharks Den
10 No School - Staff Development *Care will be available.	Early Release PK-12
	Class ends at 1:30 for PM session.
	*Care will be available.

*Sharks' Den students need to bring a breakfast/lunch from home as the cafeteria is closed on "No School Days." A morning and afternoon snack will be provided on "No School Days."