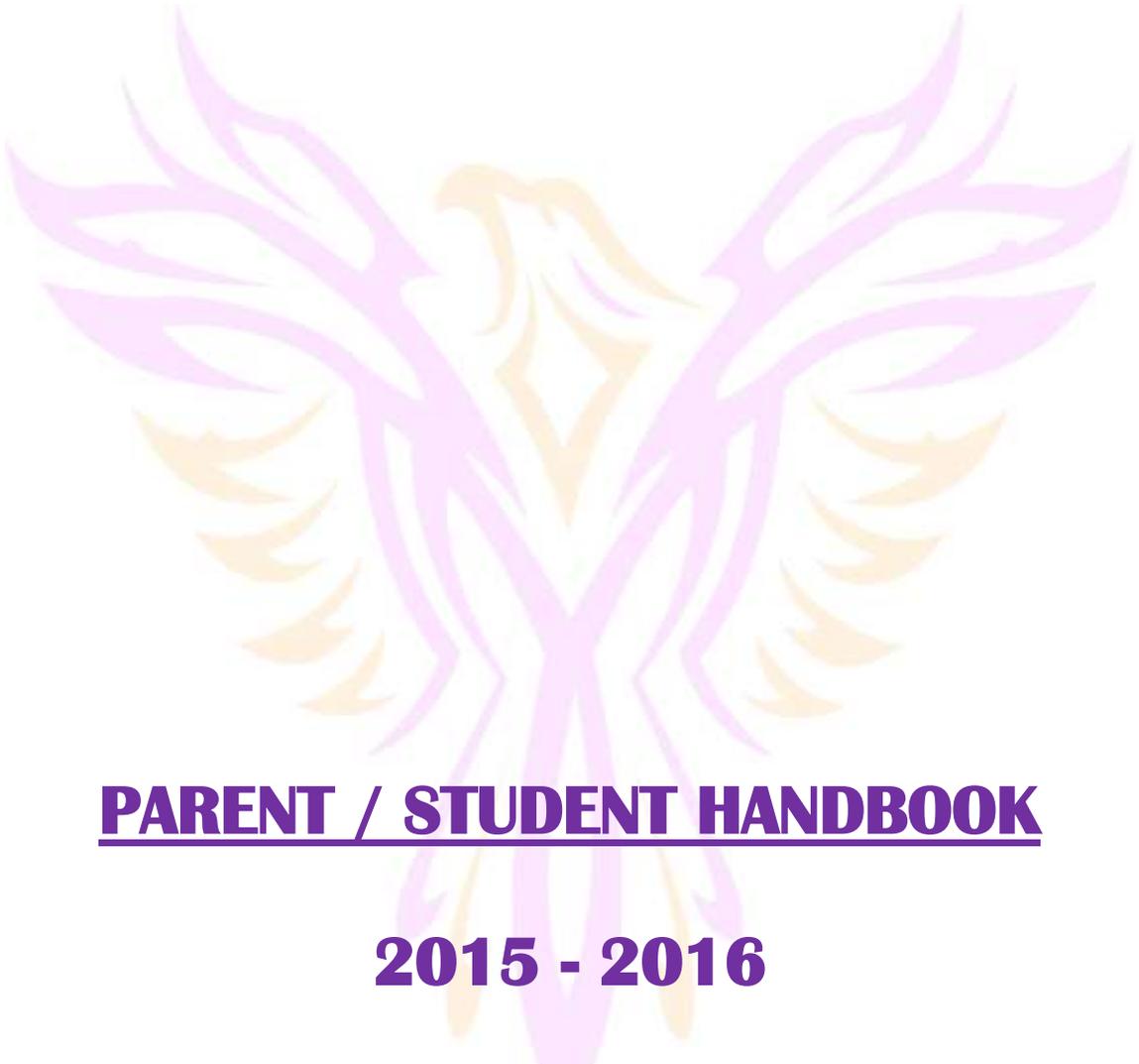


RAYTOWN SUCCESS ACADEMY

**Alternative School
Missouri Option Program
School Flex Program
Long Term Suspension R3**



PARENT / STUDENT HANDBOOK

2015 - 2016

**RAYTOWN SUCCESS ACADEMY
10750 E. 350 HWY
RAYTOWN, MISSOURI 64138**

**Principal: Lori Forté
Administrative Intern: Zach Danner**

Raytown C-2 School District Mission and Belief Statements

As a diverse, caring community we will ensure all students the opportunity to develop a foundation that empowers them to create their future.

We Believe:

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

Success Academy Mission Statement

Peaceable Classrooms

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

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

ATTENDANCE

Every Minute Counts:

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

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

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

Students who develop an “on the job” attitude toward school will be more desirable to future employers.

Students who miss school are more likely to be at-risk for anti-social or criminal behavior. In fact, research shows that if a student misses five days, he or she is consider at risk.

Students who miss 20 days of school in an academic year have a one-in-five chance to graduating from school. That means they have an 80% chance of dropping out.

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

- Raytown Success Academy School hours are 7:10 – 2:10, Wednesday schedule is 7:10 – 12:30.
- Missouri Option Program/School Flex and Long Term- suspension R3 hours are 7:10 – 10:00 and 11:20 – 2:10. Wednesdays schedule is 7:10 – 2:10 and 11:50 – 2:40.
- In case of an absence a parent or guardian should call Raytown Success Academy office before 7:10 am with information about the absence. The number to call is **816-268-7180**. **WITHOUT A CALL, A STUDENT IS TRUANT**. If you do not call in, you will receive a call from school to check on the student. Attendance data is reviewed regularly at RSA. If your child has attendance concerns, you will be contacted by the school and possibly the district.

ENROLLMENT

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

Procedure for Communication

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

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

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

Code of Conduct

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

All students shall....

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

HONOR ROLL

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

Middle School Honor Roll:

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

High School Honor Roll:

Recipients of the Academic Honor Roll must meet the following criteria:

Trister/Semester GPA of 3.0 – 3.9
Trister/Semester attendance of 95% or higher
NO ISS or OSS or the semester

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

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

PHYSICAL EDUCATION CRITERIA PERSONAL DEVELOPMENT CRITERIA

The Missouri School Improvement Program Resource Standards for Missouri Public School Districts (2013), requires that each elementary student receives instruction in Physical Education for a minimum of 50 minutes each week, and middle school must teach Physical Education to all students for a minimum of 3,000 minutes each year. High schools must offer at least 1 unit of physical education out of the requirement for graduation. Raytown Success Academy offers the Physical Education Criteria through our Personal Development Course. Our elementary, middle, and 9th grade high schools are offer Physical Education on Fridays. Our students are provided district transportation to the First Baptist Church of Raytown (The ROC) and utilizes there facility. Each student must meet the criteria of leaving the facility in order to transition to THE ROC. The criteria is as follows:

- Transition to at least 3 days of Personal Development for the week
- Appropriate dress code for PE (Tennis Shoes for PE, no sagging)
- No OSS, ISS for the week
- No Bus suspension slips for the week
- No room evacuations based on their behavior
- No student Lock downs
- No Elopement, or leaving without permission, from the classroom or building
- Unsafe behaviors (physically or verbally aggressive)
- Non compliance
- Subject to Principal discretion

SW-PBS

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

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

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

- Be Respectful
- Be Safe
- Be Accountable

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

In *All Settings, Classroom, Hallways, Arrival/Departure, and Cafeteria* the matrix explains the expectations in detail.

RAYTOWN SUCCESS ACADEMY
SW-PBS MATRIX

Expectations	All Settings	Classroom	Hallways	Arrival/Departure	Cafeteria
Be Respectful	Use appropriate school language. Dress appropriately for school.	Be on task.	Walk quietly.	Use positive and kind words in an appropriate tone.	Wait quietly and patiently in line for food.
Be Safe	Bring only approved items to school. KHAFAAOOTY.	Get help from an adult when needed.	Be right behind your peer with adequate space (arm length).	Enter and exit in a single file line on the wall side of the stairwell.	Stay in your seat. Talk only to others at your table. Provide all unwanted food to the adult in charge.
Be Accountable	Follow directions from all staff.	Be alert and ready. Complete assignments.	Remain with adult at all times.	Walk directly to your bus or into the building.	Sit in your assigned seat.

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

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

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

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

Behavior Intervention Support Team – B.I.S.T (Buddy Room, Safe Spot, Recovery Room)

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

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

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

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

Secondly, if the child is unable to calm down and think at the safe spot within their classroom, they will be asked to move to a buddy room. Once the student arrives in

the buddy room, the documentation log must be filled out as to why the student is there. The buddy room documentation sheets are critical for data collection purposes. The interventionist coach will review the data to help teachers to determine patterns, trends, and successes in a child's day.

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

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

Behavior Management/Physical Restraint Policy

- The goal of behavior management is to assist students in developing autonomy. This requires that students learn to control their own behavior. This includes situations when students are angry, frightened, or in another emotionally heightened state which may lead to aggressive behavior where safety is a concern.
- All staff members will be trained and follow the BIST model in addition to Crisis Prevention Institute (CPI) nonviolent crisis intervention, which contain a series of supportive, non-physical alternatives. Should a student become a physical threat to the safety of themselves or others, physical intervention may be used.
- Staff will receive crisis prevention and physical management training annually. Physical intervention will be used only to the degree necessary to maintain safety. It will be as brief and as unobtrusive as possible. The use of pain compliance by staff is prohibited. If staff cannot safely manage student behavior, the administrator will be contacted to determine if parent contact is necessary.
- If a student is physically managed, an observer must maintain a restraint log. Time intervals should be recorded at least every 5 minutes. Case managers and/or interventionist are responsible for maintaining and submitting restraint logs for each student, as needed. Parents will be notified of the use

of physical management in writing or by telephone by the end of the day and in writing within 5 days.

- If students are disruptive and threatening to the learning environment, staff members may physically assist a student who refuses to move upon request. If the student can be relocated while maintaining safety, appropriate methods taught in training may be used to assist the student.
- Safety and student dignity must be considered priorities when managing student behavior, especially involving physical management.
- Before the student who required physical management is allowed to return to class, based on individual plans, staff members and/or students should review the incident's triggering event, any feelings that were experienced, behaviors exhibited, outcomes, and engage in direct instruction of replacement behaviors.

*****CORPORAL PUNISHMENT OF ANY TYPE WILL NOT BE TOLERATED.**

Policy for Use of “Study Booth”

- Students will be escorted to the booth if they are engaging in behaviors that threaten the safety of themselves or others, only if agreed upon by parents.
- Staff will notify parents on the day that the study booth is used.
- Staff will always strive to intervene concerning problem behavior so that students may remain in the instructional environment. Every strategy and tool available as prevention will be used prior to the study booth. The study booth may be used for students who are engaging in behaviors that threaten the safety of themselves or others as an alternative to physical management.
- Students will not be left in the study booth without the close proximity of a supervising adult.
- Adult interaction should be kept to a minimum (per individual plans), allowing students to calm down without escalating their behavior.
- Study Booth logs should be filled out while students are in the room with observable behaviors and staff contact noted at a minimum of 10 minute intervals.
- Students should be offered calming strategies per their plan and offered meals at the designated time.
- Students may choose to use the study booth as a means for self-calming prior to exhibiting undesirable behaviors.

- Parents who do not provide consent for use of the study booth when disruptive behaviors cannot be managed through alternate interventions will be called to pick up the student for the remainder of the school day.
- Parents will be notified if a pattern of behavior appears due to this consequence and offered a conference to discuss a plan for students while at home.
- Once students have deescalated in the booth, the supervising adult should offer to open the door and begin the process of moving the student out of the booth to a safe seat in the room.

Escort Policy

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

Dress Code

1. Pants should be worn at the waist. If pants are below the waist, and the student does not comply with request to meet the dress code, the student will lose their privileges of leaving the school floor for breakfast or lunch. The student will be placed in the intervention room for the remainder of the day. If this is a chronic problem, further disciplinary action will be taken.
2. Shirts must appropriately cover the midriff, chest, and shoulders. If clothes are worn and the midriff is exposed, students will be placed in the intervention room for the remainder of the day. If this is a chronic problem, further disciplinary action will be taken.
3. If shirts have words or pictures, the content must be school appropriate. If shirts make reference to inappropriate sayings, words, gestures, weapons, blood, guts and gore, violence, gang, concert or music groups, tobacco, alcohol or drugs, the student will be subject to disciplinary action regarding dress code.
4. On **Fridays only**, students must be dressed appropriately for PE activities in order to play safely. Example: Tennis shoes, shorts or regular fit pants. Students must wear athletic shoes to participate. This is only for students that are taking Personal Development course.
5. All shorts and skirts must be fingertip length.
6. NO sleepwear or house shoes/boots.
7. Any attire which disrupts the learning environment will NOT be allowed. This will be at the administrator's discretion.
8. Silicone Wristbands or other accessories with inappropriate school language.
9. Jeans must cover all skin. Jeans that have rips or splits **MUST BE BELOW THE KNEE**. If they are not the student will be asked to cover the openings with tape or change clothing.
10. Leggings must be worn with shirts that are fingertip length and covers the buttocks.
11. All clothing is subject to questioning by staff.

12. SEE THROUGH SHIRTS MUST HAVE A COMPLETE SHIRT UNDERNEATH.

Students will NOT be permitted to remain in class in attire that interferes with the school activity or creates a disruption, health, or safety issue. If you have any concerns regarding the dress code please contact their school social worker or the principal.

EMERGENCY PROCEDURES / SCHOOL CLOSINGS

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

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

Search Policy

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

Students are provided with all supplies at school and there is no need to bring ANY ITEM to school without prior permission from the staff. If students bring unauthorized items to school, they will be taken from them and placed in the office until parent can come to school and pick the item up. At no time will the staff return the item to the student at the end of the day. It will be at the administrator's discretion to return these items.

Sleep Plan

Our students currently have a sleep plan in place to help encourage engagement and deter students that want to sleep at school. The staff will take the following steps with students who are sleeping:

1. Wake student up and offer a walk
2. Wake student up, offer a walk and to see the nurse
3. Wake student up, walk, nurse, and then a call home for encouraging words.

Field Trips

Participation in field trips will be based on the level system and individual student behavior. Student behavior in class and the ability to follow directions given by adults will be a very important consideration. Academic standing and the completion of assignments will be looked at carefully. Students who are unable to participate in the field trip will be provided with a creative alternative, which will take place in the building. Students will be transported back to the building if staff members feel that the student is not being successful on the outing.

For this type of activity we ask that you give ongoing permission. Should we plan an out of district activity, we will send specific Field Trip Requests home and they must be signed and returned prior to the activity.

At times we will be asking for parent volunteers. Parents are **always** welcome to participate in any activity or field trip. Please feel free to call and let us know if you would like to join us.

RSA LEVEL SYSTEM

Objective:

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

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

Students will move up the level system one level at a time, but may move back to beginning level, if appropriate. If they struggle to maintain the criteria of their earned level, they may move down to the appropriate level based upon the criteria for each level. Students must be enrolled at RSA for two weeks before advancing within the level system. Students may apply to level up every ten school days. Please see attached calendar for application due dates. Level three and four students will be visibly tracked in the commons area. Each classroom teacher will also keep a visible tracking system, including all students and all four levels, in their classroom.

Major incidents, such as bus suspension, ISS, and OSS automatically move students to Level One. Any student who has consistently required all 3 steps of the sleep plan may also be moved to Level One.

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

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

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

RSA LEVEL SYSTEM CRITERIA AND PRIVILEGES

Our students receive hourly wages for seat time at school. This is part of our recognition system for the students to receive fake money for doing their job at school (being a student).

LEVEL ONE:

- All students start at this level.

Privileges:

- \$4.00 hourly wage
- Shop at school store weekly, if in class at the time shopping takes place.

LEVEL TWO:

Student will:

- Attend school regularly. No more than ten days absent per semester.
- Participate in group therapy.
- Maintain good personal hygiene
- Pass 50% of classes.
- Be awake in class. Has only required steps 1 & 2 of the sleep plan. Be in class the majority of the time. No more than two reactive buddy room incidents/failures to transition within the past two weeks, including dress code violations.
- Abstain from OSS, ISS, and bus suspensions.

Privileges:

- \$5.00 hourly wage
- Shop at school store weekly, if in class at the time shopping takes place.
- Eligible for quarterly level celebrations and prize drawing.
- Choice of:
 - Two vending machine passes per week. Student provides money.
 - Non-food incentive (Wii time/helper job such as getting buddy room lunches, recycling, etc. /time with adult staff)

LEVEL THREE:

Student will:

- Attend school regularly. No more than 10 days absent.
- Maintain good personal hygiene. No more than two reminders within the last two weeks.
- Participate in group therapy.
- Pass 100% of classes.
- Be awake in class. Only step 1 sleep plan.
- Be in class the majority of the time. No more than one reactive buddy room incident/failure to transition within the last two weeks, including dress code violations.
- Abstain from OSS, ISS, and bus suspensions

Privileges:

- \$6.00 hourly wage
- Shop at school store weekly, if in class at the time shopping takes place.
- Eligible for quarterly level celebrations and prize drawing.
- Eligible for semester field trips.
- Eligible for end of year celebration. (Must have been eligible for 3 out of 4 quarterly level celebrations.)
- Choice of two:
 - Two vending machine passes per week. Student provides money.
 - Non-food incentive (Wii time/ helper job such as assisting with buddy room lunches, recycling, etc.)

LEVEL FOUR:

Student will:

- Attend school regularly. No more than 10 days absent.
- Maintain good personal hygiene. No reminders.
- Participate in group therapy.
- Pass 100% of classes with a C or better.
- Be awake in class. No sleep plan.
- Be in class all of the time. Proactive buddy room incidents only.
- Abstain from OSS, ISS, and bus suspensions.
- Act as a positive role model in class and school.

Privileges:

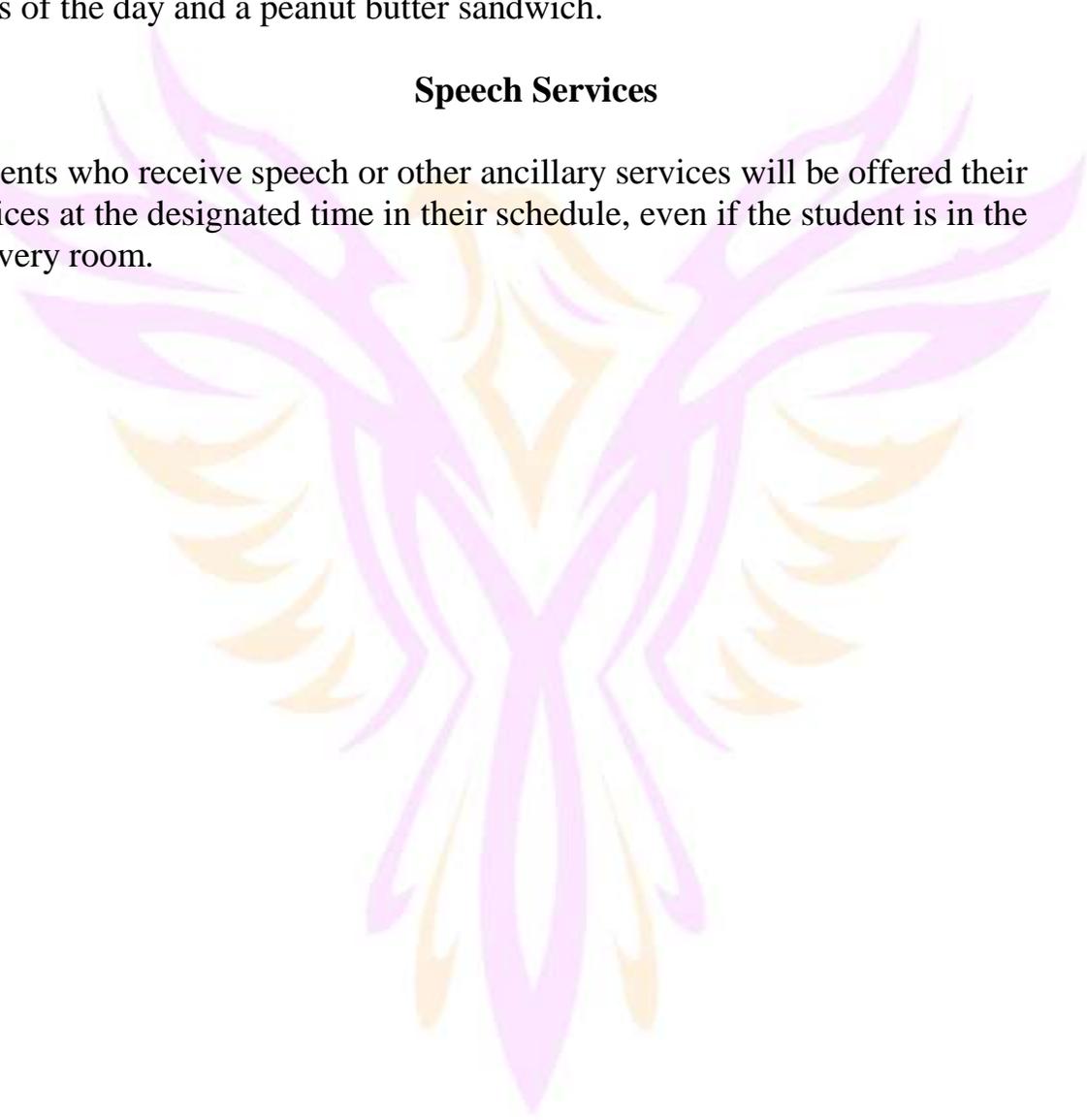
- \$7.00 hourly wage
- Shop at school store weekly, if in class at the time shopping takes place.
- Eligible for quarterly level celebrations and prize drawing.
- Eligible for semester field trips.
- Eligible for end of year celebration. (Must have been eligible for 3 out of 4 quarterly level celebrations.)
- Eligible to work in school store. (High school level only.)
- Eligible to eat lunch at Level 4 table.
- 12th graders eligible to drive to school with license and insurance.
- Use of iPod/Walkman on bus. Must be left at the office at check-in.
- Choice of three:
 - Two vending machine passes per week or one lunch from a restaurant per review cycle. Student provides money.
 - Non-food incentive (Wii time/helper job such as assisting with buddy room lunches, recycling, etc./time with an adult staff/two free tickets to home school activity/free yearbook).
 - Free school hoodie or t-shirt one time per year.

Lunch Charges

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

Speech Services

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



MISSOURI OPTION PROGRAM

Program Information

Statement of acceptance; Acknowledgement of policies and procedures:

By enrolling in the Missouri options program, students and parents/guardians acknowledge and accept the Raytown Success Academy Policies and procedures, as identified in the student handbook. Enrollment and Attendance in the program indicates an understanding of the expectations and students assume the responsibility for meeting such expectations. Failure to meet program guidelines will result in consistent consequences for student actions. Each student must complete and sign the student agreement form included in this packet prior to acceptance in the Missouri options program. By signing the student agreement statement, students and parent(s)/guardian(s) acknowledge and agree to abide by the specified policies and procedures of the program. In the event that district policies and/or program procedures are not met the students and parent(s)/guardian(s) accept the consequences deemed necessary by the administration for not following published policies and procedures.

Description of Program:

Raytown Success Academies Missouri Option program is an independent study based program in which student's develop a skill set of academic skills consistent with that of graduating seniors. Student will be asked to complete a series of courses and assessments to display readiness for a High School Equivalency exam (HSET). Students are required to pass each section of the HSET to display academic skills equal to that of graduating seniors. In addition to academic components the students must display a series of vocational skills necessary for success after high school graduation.

A. Objectives

- a. To provide students with a defined path to graduation.
- b. To provide students with a more flexible schedule to allow for opportunities to advance their vocational skills.
- c. To provide students with resources that make the transition into adulthood a more successful experience.

B. Expectations

- a. Students will maintain an above average attendance rate while in the program.
 - i. Students are expected to maintain an attendance rate greater than or equal to 90%.
- b. Students will continue to log vocational hours at a rate of 15 or more per academic week.
- c. Student will continue to stay in good academic standings with classroom teachers.

C. Topics- Areas of Focus

- a. Core subject areas (Mathematics, Language Arts- Writing, Social Studies, Science, Language Arts- Reading).
- b. Decision Making & Self Advocacy
- c. Career Awareness & Education
- d. Community Awareness & Involvement

D. Requirements

Students seeking acceptance in the Missouri option program must attend the advisory meeting and complete a TABE assessment. Student must earn a grade level equivalency of 8.0 or higher on the TABE assessment to be considered for acceptance into the Missouri option program.

- a. Must attend three hours of instructional time per day.
- b. Pursue Timely Graduation (1-2 semesters)
- c. Provide evidence of employment and confirmation of 15 or more hours/week.
- d. Pursue and complete 10 hours of community service/ volunteer hours
- e. Maintain 90% attendance while in the program
- f. Follow the plan of study
- g. Complete all state required end of course exams
- h. Develop and complete professional portfolio.

E. Assessment of progress

Student progress will be assessed by their classroom teacher on a weekly basis. Students are expected to complete classroom assignments as well as log vocational hours with their classroom teacher each week.



Student/Parent Agreement

I understand that completion of high school through participating in the Raytown C-2 Missouri Options Program requires the following commitments to be successful:

Attendance

I understand that I am expected to maintain a percentage of attendance equal to or above 90% as documented within the RSA MOOP guidelines.

I understand that if I am absent more than 30 hours (10 days) in a semester I may be dismissed from the program. In the event that I am dismissed I understand it is my responsibility to re-enroll in the district if I choose to pursue my education within the Raytown C-2 district. I understand that if I am dismissed from Missouri Options that I am not eligible for reentry into the program until the following semester.

I understand that sleeping while in class shall be considered an absence.

Student Signature; _____

Parent Signature; _____

Discipline

I understand that Missouri Options students are subject to search and will be wanded and/or walk through a metal detector each day before entering the classroom. Students are expected to arrive to class with no electronic devices or any other items listed in the RSA school handbook. No backpacks or bags of any kind will be permitted in the classrooms. Students are to bring no outside supplies to class other than a paper copy to verify vocational hours. Students are not allowed to possess more than ten dollars in cash on them at any given time while on campus.

I understand that Missouri Option students must follow all district rules of respect and safety.

I understand that non-compliance with district policies or expectations will result in suspensions from the program. Continued suspensions may result in removal from the program.

Student Signature; _____

Parent Signature; _____

Vocational

I understand that I am responsible for completing 15 hours of vocational component each week while enrolled in the Missouri Options program and failure to complete this requirement may result in dismissal from the program.

Students may meet the vocational requirement in one of the following ways:

- Working or volunteering 15 hours each week and providing written documentation to the classroom teacher on a weekly or bi weekly arrangement.
- Taking a course at Herndon Career center, or other approved vocational training center.
- Taking course work at a college or university.
- If a student has custody of a child and acts as the primary care giver for the child.
- If the student is actively participating in a vocational rehabilitation program.

Student Signature; _____

Parent Signature; _____

Academic

I understand that the Missouri Options program is not a traditional credit based program and I am expected to make progress towards program requirements as set by my individual course of study.

I understand that I will attend class until all academic requirements have been met and I have conducted an exit interview with a building administrator.

I understand that participation in the Missouri Options program removes me from the traditional credit system used at the High Schools. If I drop from the program I will receive no credit for the period of study.

I understand that HISET scores are the property of Raytown C-2 and the results from the HISET exam will only be used to show equivalency toward a high school diploma and are not recognized as an independent Equivalency to a diploma. (Such as a GED)

Student Signature; _____

Parent Signature; _____

Transportation

Each student who enrolls in the Missouri Options program has the opportunity to ride a bus to and from school each day. If a student elects to ride the bus they must ride their bus to and from their stop each day. Students may transport themselves by obtaining a parking pass from an administrator at RSA. Students are not permitted to ride in vehicles together and will not be permitted to walk to school for any reason. Students found in violation of transportation guidelines may be suspended or removed from the program.

Student Signature; _____

Parent Signature; _____

Cost

Upon a teacher recommendation of satisfactory progress and subject competency and administrator approval the Raytown C-2 school district will cover the cost of the HISET registration and exam fees for the first attempt at the test during the 2015-2016 school year. Students will be responsible for any fees for additional testing attempts. I understand that I am responsible for retesting fees if applicable.

Student Signature; _____

Parent Signature; _____

Additional Terms and Conditions of The Missouri Options Program

I understand that participation in the Missouri Options program:

1. Is voluntary
2. Will result in loss of eligibility for MSHSAA governed activities.
3. Is for Raytown C-2 students who are 17-20 years old, at least one year behind their cohort group, and referred by a counselor or administrator.
4. Students are chosen on a nondiscriminatory basis of race, ethnicity, gender, or disability.

Student Signature; _____

Parent Signature; _____

Graduation Ceremony
Raytown High and Raytown South High

I understand that Missouri Options Students are eligible to participate in the graduation ceremonies under the following conditions:

1. All academic, vocational, and community service requirements are met by
➤ 12:00 Noon, Wednesday, May 4th (2016)

(Any student who has not completed HISET testing prior to April 15th may not receive scores prior to graduation. Scores must be received from the state prior to May 4th 2015)

2. All fees and obligations are taken care of at the home high school.

(I understand that if any graduation requirements are not met by May 4th I will not be able to participate in the ceremony. I may however complete the requirements and pick my diploma up at a later date.)

I understand that it is the responsibility of the student to communicate with the high school and any outside vendors for graduation materials and dates of graduation events.

Signature of Student _____ Date _____

Signature of Parent _____ Date _____

Request for Diploma

Please print clearly your Full Legal Name as it appears on your birth certificate.

Please do not use “nicknames” or abbreviated names.

Name:

First

Middle

Last



School Flex Program Information

Program Information

Statement of acceptance; Acknowledgement of policies and procedures:

By enrolling in the RSA School Flex program, students and parents/guardians acknowledge and accept the Raytown Success Academy Policies and procedures, as identified in the student handbook. Enrollment and Attendance in the program indicates an understanding of the expectations and students assume the responsibility for meeting such expectations. Failure to meet program guidelines will result in consistent consequences for student actions. Each student must complete and sign the student agreement form included in this packet prior to acceptance in the Raytown School Flex Program. By signing the student agreement statement, students and parent(s)/guardian(s) acknowledge and agree to abide by the specified policies and procedures of the program. In the event that district policies and/or program procedures are not met the students and parent(s)/guardian(s) accept the consequences deemed necessary by the administration for not following published policies and procedures.

Description of Program:

Raytown Success Academies School Flex program is an independent study based program in which students are given the opportunity to display curriculum content while recovering credits lost in previous semesters. It is the intentions of the program for each student to develop a set of academic skills consistent with that of their peers. Students will be asked to complete a series of course requirements and/or assessments to display competency in each of the desired area they wish to recover credit. Students are required to display an above average level of accuracy in each section of the recovered work.

F. Objectives

- a. To provide students with a defined path to graduation.
- b. To provide students with a more flexible schedule to allow for opportunities to advance their academic studies.
- c. To provide students with resources to assist in transitioning into future courses.

G. Expectations

- a. Students will maintain an above average attendance rate while in the program.
 - i. Students are expected to maintain an attendance rate greater than or equal to 90%.
 - ii. Students with a second Truancy incident will have their eligibility reviewed.
- b. Students will continue to achieve passing grades in currently enrolled courses.
- c. Student will continue to display appropriate citizenship while enrolled in the program.

H. Topics- Areas of Focus

- a. Core subject areas- Students will receive a prioritized audit sheet containing the order of which they should recover credits (Mathematics, Language Arts- Writing, Social Studies, Science, Language Arts- Reading).
- b. Decision Making & Self Advocacy- Students will continue to self-monitor their progress towards credits and will submit work to classroom instructors as they complete the work.

I. Requirements

Students seeking acceptance in the School Flex program must attend the advisory meeting and accept the terms and conditions for attending school at Raytown Success Academy.

- a. Must attend three hours of instructional time per day.
- b. Pursue Timely Graduation (1-2 semesters)
- c. Provide evidence of current progress towards completion of current high school credits.
- d. Maintain 90% attendance while in the program
- e. Follow the plan of study
- f. Participate and complete SA Advisory class.
- g. Complete all state required end of course exams

Student/Parent Agreement

I understand that completion of high school through participating in the Raytown C-2 School Flex program requires the following commitments to be successful:

Attendance

I understand that I am expected to maintain a percentage of attendance equal to or above 90% as documented within the RSA School Flex guidelines.

I understand that if I am truant from the program on a day in which I was present at my home high school that I may be dismissed from the program.

I understand that sleeping while in class shall be considered an absence.

Student Signature; _____

Parent Signature; _____

Discipline

I understand that School flex students are subject to search and will be wanded and/or walk through a metal detector each day before entering the classroom. Students are expected to arrive to class with no electronic devices or any other items listed in the RSA school handbook. No backpacks or bags of any kind will be permitted in the classrooms.

I understand that School Flex students must follow all district rules of respect and safety.

I understand that non-compliance with district policies or expectations will result in suspensions from the program. Continued suspensions may result in removal from the program.

Student Signature; _____

Parent Signature; _____

Academic

I understand that the School Flex program is a credit recovery based program and I am expected to make progress towards credits as set by my individual course of study. In addition I am expected to maintain passing

grades at my home high school to maintain eligibility status within the school flex program.

Student Signature; _____

Parent Signature; _____



2014-2015 Meeting Dates

- August 6, 2015 School Flex- 11:00
- August 27, 2014 School Flex – 11:00
- December 10, 2015 Flex 11:00
- January 28, 2016 Flex – 11:00
- May 21, 2016 Flex/MOOP – Admin Meeting (2016/2017 School year)
- August 4, 2016 Flex – 11:00



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

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

Transportation

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

Expectations

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

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

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

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

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

RAYTOWN QUALITY SCHOOLS

does not discriminate on the basis of color, origin, sex, age, or handicap in admission of access to programs, activities, or employment.

Any person having inquiries concerning
Raytown Quality Schools,
compliance with the regulations, implementing
Title VI, Title IX, or Sections 504
is directed to contact:

Shirley Earley
6608 Raytown Road
Raytown, Missouri 64133
816.268-7000

