

# **Aurora R-VIII Student Handbook**



**Robinson Intermediate School  
2019-20**

**1044 S. Lincoln  
Aurora, MO 65605  
(417) 678-5651**

**Robinson Intermediate School**  
**General Information**

**School Hours**

8:00 AM to 3:00 PM

**Office Hours**

7:15 AM to 3:30 PM

**Doors Open in Morning**

7:00 AM

**After School Tutoring & Homework Lab**

Monday, Wednesday, & Thursday by appointment with teacher/s  
3:00 PM to 4:00 PM

**School Telephone Numbers:**

Main Office.....678-5651  
    Mr. Adam Bax, Principal  
    Mrs. Jade Duncan, Secretary  
    Mrs. Joy Lee, Food Service Aide  
    Nurse Amanda Cline, Nurse  
    Mr. Kyle Willis, Counselor  
Main Office Fax Number.....231-4422

**District Contacts**

**Central Office**

    Dr. Billy Redus, Superintendent.....678-3373  
    Mr. David Mais, Assistant Superintendent.....678-4918  
    Dr. Brenda Lakin, Director of Special Education.....678-7742

**Transportation/Bus**

    Bus Barn.....678-4005  
    Mr. Matt Gassaway, Transportation Director

**School Police Officer**

    Officer Tim Swadley.....678-3355  
    Various Buildings

**RIS Staff List**  
**2019-2020**

Baugh, Laura	Special Education	<a href="mailto:lbaugh@aurorar8.org">lbaugh@aurorar8.org</a>
Bax, Adam	Principal	<a href="mailto:abax@aurorar8.org">abax@aurorar8.org</a>
Bell, Diane	6 <sup>th</sup> English Language Arts	<a href="mailto:dbell@aurorar8.org">dbell@aurorar8.org</a>
Bennett, Angie	6 <sup>th</sup> Math	<a href="mailto:abennett@aurorar8.org">abennett@aurorar8.org</a>
Brown, Jennifer	3-6 Functional Skills SPED	<a href="mailto:jbrown@aurorar8.org">jbrown@aurorar8.org</a>
Brown, Stephanie	3-12 English Language Learners	<a href="mailto:sbrown@aurorar8.org">sbrown@aurorar8.org</a>
Campbell, Maria	Special Education	<a href="mailto:mcampbell@aurorar8.org">mcampbell@aurorar8.org</a>
Cline, Amanda	Nurse	<a href="mailto:acline@aurorar8.org">acline@aurorar8.org</a>
Coffman, Cindy	5 <sup>th</sup> Science/Social Studies	<a href="mailto:ccoffman@aurorar8.org">ccoffman@aurorar8.org</a>
Dummit, Monica	Special Education	<a href="mailto:mdummit@aurorar8.org">mdummit@aurorar8.org</a>
Duncan, Jade	Secretary	<a href="mailto:jduncan@aurorar8.org">jduncan@aurorar8.org</a>
Ellison, Maryanne	6 <sup>th</sup> English Language Arts	<a href="mailto:mellison@aurorar8.org">mellison@aurorar8.org</a>
Escalera, Elvira	ELL Paraprofessional/Translator	<a href="mailto:eescalera@aurorar8.org">eescalera@aurorar8.org</a>
Hamilton, Tyler	6-12 Band	<a href="mailto:thamilton@aurorar8.org">thamilton@aurorar8.org</a>
Harris, Katie	5 <sup>th</sup> Math	<a href="mailto:kharris@aurorar8.org">kharris@aurorar8.org</a>
Henson, Peggy	3-6 Library Media Specialist	<a href="mailto:phenson@aurorar8.org">phenson@aurorar8.org</a>
Hill, Wendy	5 <sup>th</sup> English Language Arts	<a href="mailto:whill@aurorar8.org">whill@aurorar8.org</a>
Husmann, Brenda	Paraprofessional	<a href="mailto:bhusmann@aurorar8.org">bhusmann@aurorar8.org</a>
Kestin, Kelli	5 <sup>th</sup> Math	<a href="mailto:kkestin@aurorar8.org">kkestin@aurorar8.org</a>
Knight, Amanda	6 <sup>th</sup> Science/Social Studies	<a href="mailto:aknight@aurorar8.org">aknight@aurorar8.org</a>
Lee, Joy	Library/Food Service Aide	<a href="mailto:jlee@aurorar8.org">jlee@aurorar8.org</a>
Lindeman, Tami	Functional Skills Paraprofessional	<a href="mailto:tlindeman@aurorar8.org">tlindeman@aurorar8.org</a>
McFall, Jordan	6 <sup>th</sup> Math	<a href="mailto:jmcfall@aurorar8.org">jmcfall@aurorar8.org</a>
Moore, Meagan	5 <sup>th</sup> English Language Arts	<a href="mailto:mmoore@aurorar8.org">mmoore@aurorar8.org</a>
Nelson, Danette	Paraprofessional	<a href="mailto:dnelson@aurorar8.org">dnelson@aurorar8.org</a>
Nielson, Matthew	K-6 ISS	<a href="mailto:mnielson@aurorar8.org">mnielson@aurorar8.org</a>
Ortman, Daniel	6 <sup>th</sup> Science/Social Studies	<a href="mailto:dortman@aurorar8.org">dortman@aurorar8.org</a>
Rook, Kanin	3-6 Physical Education	<a href="mailto:krook@aurorar8.org">krook@aurorar8.org</a>
Smith, Erin	6-12 Band	<a href="mailto:esmith@aurorar8.org">esmith@aurorar8.org</a>
Strahan, Keri	Reading Interventionist	<a href="mailto:kstrahan@aurorar8.org">kstrahan@aurorar8.org</a>
Swadley, Carrie	Paraprofessional	<a href="mailto:cswadley@aurorar8.org">cswadley@aurorar8.org</a>
Thornsberry, Jeanette	Speech/Language Pathologist	<a href="mailto:jthornsberry@aurorar8.org">jthornsberry@aurorar8.org</a>
Tucker, Lonna	3-6 Computers/Art	<a href="mailto:ltucker@aurorar8.org">ltucker@aurorar8.org</a>
Wade, Skye	5-8 Instructional Technology Coach	<a href="mailto:swade@aurorar8.org">swade@aurorar8.org</a>
Williams, Linda	2-6 Challenge/Gifted	<a href="mailto:lwilliams@aurorar8.org">lwilliams@aurorar8.org</a>
Willis, Kyle	Counselor	<a href="mailto:kwillis@aurorar8.org">kwillis@aurorar8.org</a>
Zielke, Jennifer	3-6 Vocal Music	<a href="mailto:jzielke@aurorar8.org">jzielke@aurorar8.org</a>

# 2019-2020

# Academic Year Calendar

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

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

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

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

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

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

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

\*The Board has the right to amend the calendar after approval.

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

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	No School
	1/2 Day-12:30 p.m. Dismissal
	Start of 1st and 2nd Semester
	Scheduled Last Day of School
	(May change due to inclement weather)
	Summer School Begins
	Summer School Ends

## **SCHOOL INFORMATION**

### **ACADEMICS**

## **RIS Standards Based Grading Scale**

<b>Descriptor</b>	<b>Scale Score</b>	<b>Scoring Content</b>	<b>A student might say...</b>	<b>A teacher might say...</b>
<b>Advanced</b>	40	More Complex Learning Goal	I could teach this topic. I can apply the information to other topics and ideas, and probably to new situations, and I can give examples not covered in class.	I know you know it. You can apply and use the information in a new way.
	35	In addition to score 3.0 performance, partial success at score 4.0 content		
<b>Proficient</b>	30	Target Learning Goal (Power Standard, Essential Skills, Etc.)	I am sure I get all the ideas. I can do problems, questions and explanations about this topic if they are like the ones we did in class.	I think you know it. You can explain the ideas and concepts.
<b>Basic</b>	25	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content		
	20	Simpler Learning Goal (Progressing Toward Proficiency)	I can follow what we did, but I have a hard time retelling the information in my own words. I can remember a lot of the vocabulary that deal with the topic.	I know you know parts of it. You can recall or remember the information.
	15	Partial Success at score 2.0 and 3.0 content		
<b>Below Basic</b>	10	Major errors or omissions regarding score 3.0 content, but partial success at score 2.0 content	I am not sure I understand or followed what was happening, but I got a few of the simpler parts of it.	I think you know parts of it. You can recall or remember parts of the information.
	5	Inconsistent or No Success	I tried, but I was totally confused.	I know you don't know it.
	0	No attempt or Incomplete Assessment		

Parent teacher conferences will be held on a predetermined date (see school calendar) and as situations require. Parents are encouraged to call the office to schedule an appointment if needed. Additionally, several teachers are available to tutor students either before or after school. Please contact the office if tutoring assistance is needed.

### **PROMOTION REQUIREMENTS**

**Robinson students who fail three or more classes in a semester may be required to attend and pass summer school before they are eligible for promotion. Students who fail three or more classes first semester and third quarter will be required to meet (accompanied by a parent) with the promotion/retention committee to discuss their academic future.**

### **ARRIVING AT SCHOOL**

Students should plan to arrive at school no earlier than 7:40 a.m. If it is necessary for parents to bring students earlier than 7:40 a.m., those students are required to stay in the cafeteria until dismissed to class at 7:40 a.m. Doors will not open until 7:00 a.m. Behavioral guidelines must be followed if students come early. Classes begin at 8:00 a.m. Students who are not in their assigned class by 8:00 a.m. will be considered tardy.

### **AFTER SCHOOL**

Dismissal time is 3:00 p.m. Students are allowed to remain in the building after school for specified organized activities or under the direct supervision of a teacher. If it is necessary for students to wait for their parents to pick them up after school, they are to wait at or outside the front (west) main entrance. Students who are not participating in supervised activities need to be picked up no later than 3:15 p.m. Students will be encouraged to ride the bus or make other transportation arrangements if they can't be picked up by this time.

### **ATTENDANCE POLICY**

In order to receive maximum benefit from the educational opportunities offered at Robinson Intermediate School, all students are expected to attend school regularly. Lifelong habits, which will follow students throughout their lives, are being formed by school attendance. Cultivating the habit of regular school attendance is a shared responsibility between the school, the parents, and the student.

In addition to the specific academic requirements in each class, an acceptable attendance rate must be maintained. Policy exemptions may be granted for extenuating circumstances only.

If a student misses school, the parent/guardian should notify the school either by a phone call or written note. A phone call to the attendance office by 9:00 a.m. on the day of the absence is best. **The student will have a maximum of two days upon his/her return to verify the absence. If the absence is not verified, it will be considered unexcused.** All other absences must be supported with appropriate documentation such as a doctor's note, court papers, etc. In the event that a doctor signs a student out for multiple days, with documentation students can make up the attendance days by staying 1 hour after school per day missed.

All full and partial absences (other than those which are school related) are figured in the student's attendance rate. The parent/guardian must notify the school if a student misses classes for legitimate reasons such as:

- Personal injury or illness
- Serious illness in the immediate family
- Professional appointments that cannot be scheduled outside the school day
- Court summons
- Religious holidays
- Inclement weather
- Quarantine
- Death in the family
- Other absences approved by the committee

The above are considered verified absences.

When a student's attendance rate drops to 90% or below, the attendance office will send a notification letter home and the principal may visit with the student. If a student's attendance rate drops to 85% or below, the principal may contact the student and parents to arrange a meeting. A student with 80% or less attendance is subject to a hotline call for educational neglect, notification of juvenile authorities and a letter written to the prosecuting attorney. In cases of extreme absence and/or truancy, school officials will contact the Lawrence County Juvenile Office as well as the Lawrence County Prosecuting Attorney's Office. Educational Neglect charges can and will be filed against the parent in issues of extreme absence.

**If a student has less than 80% attendance, mandatory summer school will be considered. If a student has less than 80% attendance in each semester, retention will be considered.**

#### **39<sup>th</sup> Judicial Circuit Truancy Guidelines**

Section 211.031.1(2) (a) provides that the Juvenile Court shall have exclusive original jurisdiction in proceedings involving any child because:

“(a) the child while subject to compulsory attendance is repeatedly and without justification absent from school.”

Prior to any proceeding being brought against a child under Section 211.031.1(a), the school attendance officer or referring school official shall provide evidence that he and the appropriate school personnel in the school in which the child is enrolled have, within the school year during the truancy occurred:

- (1) met with the child’s parent or guardian to discuss the child’s truancy or have attempted to meet with child’s parent or guardian and they have refused;
- (2) provided an opportunity for educational counseling to the child to determine whether a change in the child’s curriculum would resolve the child’s truancy and considered curriculum modifications;
- (3) evaluated the child to determine whether learning problems may be a cause of the child’s truancy, and, if so, have taken appropriate action or made appropriate referrals;
- (4) conducted an evaluation to determine whether social problems may be a cause of the child’s truancy and, if so, have taken appropriate action or made appropriate referrals;
- (5) all dates in which it is alleged the child was truant are to be verified by school records or school personnel, on the specific date(s) that the child was truant;
- (6) provide a report on what, if any, contributory factors to the truancy may have been committed by the parent or custodian and whether a report was filed with the Prosecuting Attorney.

Written reports pertaining to the above are to be provided to the Juvenile Officer prior to the filing of a petition with the Prosecuting Attorney

The Public School Laws of Missouri, 167.031, state, “Every parent, guardian, or other person in this state having charge, control or custody of a child between the ages of seven and sixteen shall cause the child to attend regularly some day school, public, private, parochial or parish, not less than the entire school term of the school which the child attends or shall provide the child at home with regular instruction during the usual school hours which shall, in the judgment of a court of competent jurisdiction, be at least substantially equivalent to the instruction given children of like age in the day school in the locality in which the child resides;...” Absences, which are deemed excessive, even if the parent is aware of such absences, shall be dealt with on a case-by-case basis. An excessive pattern of non-attendance will be reported to the Division of Family Services and/or juvenile authorities. Ref: BOE Policy-JEA

### **ASSEMBLIES**

Assemblies will be held throughout the year. Proper conduct is absolutely essential. Those who cannot conduct themselves in an appropriate manner will be subject to consequences per this handbook.

### **BUS TRANSPORTATION**

The safety of students during their transportation to and from school or activities is a responsibility, which is shared by the student, parents, bus drivers and school officials. Students are responsible for following all the rules of conduct while waiting for or riding a school bus. School rules apply to students concerning bus conduct. Students are to be reminded that bus riding is a privilege, not a right. This privilege will be forfeited if students cannot follow the rules of safe bus behavior.

#### **Rules of Conduct**

- 1) Respect driver, bus, others and their belongings.
- 2) Remain seated while bus is in motion.
- 3) No food, drink, or gum.
- 4) Do not throw things.
- 5) Library voices please.
- 6) All school rules apply.

## **CLOSED CAMPUS**

Robinson School is a CLOSED CAMPUS. Our belief is that parents wish to know where their children are during the school day. Therefore, once students arrive at school, they are not to leave unless signed out by an authorized adult.

## **DIGITAL/VIDEO CAMERA USAGE**

Throughout the year, staff members of the Aurora School District utilize the cameras, video camera, and web cam to photograph students for news articles, video yearbooks, school newsletter, presentations and other media to promote and recognize students. If a parent or guardian wishes not to have his/her child photographed, he/she must have a signed waiver stating this on file in the building office. Your child will appear in the printed yearbook unless you specify this on the waiver.

## **DRESS CODE-5<sup>th</sup> Through 12<sup>th</sup> Grade**

The primary responsibility for proper dress rests with students and parents. The school reserves the right to request that students dress in a manner that is acceptable to the best interest of the entire student body. **Dress or grooming will not disrupt the teaching/learning process or draw undue attention to an individual student.** When student dress or grooming is considered disruptive, the student shall be required to change to appropriate clothing or be removed from the school program. General guidelines are as follows:

- A. Footwear is required. Shoes with wheels/skates or house shoes/slippers are not to be worn in the building.
- B. Teachers of specific courses where safety is a factor may require students to adjust hair and/or clothing accordingly for that class.
- C. Clothes shall not have writing, drawings, or emblems that are obscene or make sexual innuendos, derogatory, or which promote the sale or use of drugs including tobacco and alcohol products.
- D. Shorts of appropriate length are permitted. Spandex shorts, cut-offs, bicycle shorts, mini-skirts and short-shorts are not permitted.
- E. Tank tops, halters, midriffs, backless, spandex, spaghetti straps, net, low-cut tops and see-through clothing is not permitted. All tops must have enough length to extend beyond the waistband of the student's pants/skirt/shorts at all times (undergarments shall not be seen) and the straps of tops should be at least one-inch wide.
- F. Extremely tattered, ragged, baggy or frayed clothing is not permitted (undergarments shall not be seen). Clothing with holes that create an inappropriate appearance or that is distracting are prohibited.
- G. Hats, hoods, bandannas or other forms of head covers are not to be worn. Sunglasses and jewelry, which create disorder, are not to be worn in the building.
- H. Facial piercings will not be permitted if they cause a disruption to the educational process.
- I. Students are discouraged from wearing athletic jackets from other districts to school or school activities.
- J. Muscle shirts, cut-off sleeves and mesh football jerseys may only be worn over shirts.
- K. Clothing styles or unusual grooming that create disorder, either in the classroom, or while attending school-sponsored activities, will not be allowed.
- L. No pajamas are to be worn to school.

Ref: BOE Policy - JFCA

\*\*\* *Exceptions to the dress code may be made during spirit day/week if approved by building administrator*

## **EXCLUSION FROM ACTIVITIES GUIDELINES**

Participation in the activity programs at Robinson Intermediate School is a privilege. When a student's conduct in school results in a suspension of any type, the student will be excluded from the activity programs for the length of the suspension. School suspensions can result in the loss of field trip privileges if the trip has been designated as a reward for good behavior. In order for a student to attend or participate in an after school activity, it is required the student be present at school for a minimum of half a day.

## **FOOD & DRINK AT SCHOOL**

Gum is allowed only at teacher or administrator discretion. All food, candy, and snack items must be eaten before school, lunchtime or after school in the Robinson Intermediate cafeteria. The Aurora Public School System is under contract with Sodexo food service. Energy drinks of any type are strictly prohibited during the school day. Drinks with caffeine and high sugar content are highly discouraged and only allowed during breakfast time. All drinks, other than water, must be completed before 8:00 and are not allowed in classrooms. **Students and parents are prohibited from providing lunch to multiple students in the cafeteria and due to food allergies are not allowed to share food at any time.**

## **HALLS AND HALL PASSES**

When you are dismissed from class, go by the shortest route to your next class. All students should practice common courtesy. When walking, stay to the right side of the hall or stairs. At the water fountains, form a line next to the wall; get a drink; and go directly to class. When you are in the halls for any reason during class time, you are required to have permission from a staff member.



### **HEALTH INFORMATION - NURSE**

A nurse is at the school on a full-time basis. A student should obtain permission from a teacher or the office before going to the nurse as well as bring a pass with them, or the student will be sent back to class. Children should not be sent to school sick. They are unable to learn well when they are feeling ill. If your child has a temperature of 100 degrees or greater, vomiting or diarrhea, he/she should stay at home until these symptoms have not occurred for 24 hours or otherwise approved by the school nurse.

**Medication** - any medication that has to be taken at school should be taken to the nurse along with a note from a parent giving permission for the nurse to give medication. Medication must be in the original labeled container. Students who are required to take medication on a daily basis must have the medication at school or the student will not be allowed to attend until medication is provided. No over-the-counter medication will be given longer than one week without a doctor's request. As a parent/guardian of a Robinson Intermediate student I give permission for my child to receive over-the-counter medications, Acetaminophen (generic Tylenol) or Ibuprofen (generic Motrin) for the school year, to be provided by the School District. The Nurse or designated person approved to give the medication will only give the amount on the bottle according to age and recommended dosage. The medication will only be given for headache, muscle/joint stiffness, menstrual cramps, dental pain and only after making sure the student has no allergies to the over the counter medication. Ref: BOE Policy - JHCD

**Head lice** - The Aurora R-8 School District checks students periodically for head lice. If a student is found to have head nits (eggs), information will be sent home for the family. If a student is found to have head lice (live bugs) the child will be removed from school until proper treatment has been used. To re-enter school the student must be treated with an approved lice and nit killer. The school nurse will check the student before returning to class.

### **HOMEWORK POLICY**

During the course of the school day students are given time to work on assignments. Any homework assigned will be given a return date (our goal is to provide several days to complete, if possible). If a student misses school due to illness they will be given two days to make up work for the days missed. Recess, homework lab, or after school tutoring time may be used by teachers as a time for students to make-up late work.

### **INTERNET POLICY**

All students and parents will be required to sign an agreement with the district Internet policy prior to use of the computer lab, library internet facilities, or any other district provided devices. Any violations of the computer agreement will be subject to the discipline policy.

### **LOCKERS AND LOCKS**

Lockers will be used for lunchbox/book bag and coat storage only. They will not be locked. Lockers shall be kept neat and clean without personal markings, stickers, decals, etc. The student should use the locker that is assigned to him/her and only that locker. Any personal locks, which are utilized, will be immediately removed. Student book bags and coats (other than recess time) should remain in the locker for the course of the day.

### **LOCKER AND STUDENT SEARCHES**

School lockers, desks, and buildings are the property of the school district and are provided for the convenience of the students, and as such, are subject to periodic inspection without notice, including searches by drug dogs. Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy or state law. Ref: Board Policies - JFG and JFCI

### **LOST AND FOUND**

All articles found will be placed in the lost and found by the nurse's office. Please check that area when you lose something. Many articles are not claimed. Articles not claimed by the end of each quarter will be given to a charitable organization. Please use name labels or some form of identification on items of clothing and other belongings so that they can be recognized and returned to the owner.

### **LUNCH**

Each grade is assigned to a lunch period. **Lunches should be pre-paid**, however, should charges occur, they will not be allowed to go over \$10.00. At that time students will no longer receive a regular school lunch. They must bring a lunch from home or receive an alternative school lunch. Students should follow all posted lunch rules while eating.

### **MOBILE DEVICES**

It is strongly suggested that any type of personal mobile device not be brought to school due to the possibility of theft and interruption to the learning environment. Mobile devices include, but are not limited to, any device that can electronically

communicate to the Internet, other device, or be connected in any way to another device. Examples include tablets, smart watches, computers, music players, Bluetooth device, etc. These devices are not to be used during class, between classes, during recess, or at lunch. Certain permissions may be granted ahead of time by staff or for various student needs in the learning process. Any use of a mobile device during the school day will result in immediate confiscation and subject to additional discipline.

### **PERSONAL PROPERTY**

Expensive items or materials of value should not be brought to school. This includes trading cards, radios, electronic devices, expensive calculators, cameras, expensive watches and large sums of money. Such items will be subject to seizure. The school will not be responsible for lost or stolen items. Laser lights of any kind will be confiscated immediately and a guardian will have to pick up.

### **PLANNERS**

Each student will be encouraged to utilize the online planner/calendar that will be presented at the beginning of the school year. This can be accessed on each student's iPad throughout the year for communication purposes.

### **SCHOOL COUNSELING**

The School Counseling program is designed to meet student needs in the areas of academics, career development, personal counseling and consultation with parents and teachers. Student appointments with the counselor will be arranged to minimize disruption of classroom time. Consistent with the rights of the individual and the obligations of the counselor as a professional, the counseling relationship and resulting information is, in most instances, considered as privileged communications. When appropriate, counselors will be responsible for explaining to students the ramifications of and exceptions to this confidentiality. Ref: BOE Policy – JHD

### **SKATEBOARDS / IN-LINE SKATES / SKATE SHOES / HOVERBOARDS**

Skateboards, in-line skates, hoverboards, and skate shoes are prohibited. This decision is based on the safety of all students.

### **STUDENT CHECKOUT PROCEDURE**

Students will be dismissed from school to the custody of their parents, guardian, and other persons specifically listed on the enrollment data verification forms. It will be necessary for the individual picking up the child to personally sign the student out through the office. (Identification will be required if the guardian is not recognized by office staff.) Picking students up in front of the building will not be permitted during the school day. This procedure is necessary to ensure the safety of all students.

### **TELEPHONE USAGE**

School phones are for school business only. However, students may use classroom phones for emergencies. This will be done under the supervision of the classroom teacher. Students abusing this privilege are subject to disciplinary action. Any student making bogus or prank 911 calls are subject to suspension from school and a forwarding of information regarding his/her actions to appropriate juvenile authorities.

**Cell phones:** It is strongly suggested that cell phones not be brought to school due to the possibility of theft and interruption of the daily school routine. Phones are not to be used during class, between classes, during recess, or at lunch. Students who need to use a phone should report to the office for permission. Cell phones must remain in the student's lockers or given to a staff member when entering school in the morning. Any cell phones used or visible during the day will be immediately confiscated. Persistent violations will result in disciplinary action. **CELL PHONES ARE NOT TO BE USED IN ANY SCHOOL-WIDE EMERGENCY SITUATION DUE TO THE LIKELYHOOD OF INTERFERENCE WITH OFFICIAL ACTIONS.**

### **SCHOOL PROPERTY & TEXTBOOK POLICY**

Students are responsible for the care and maintenance of all school property, as well as library books, textbooks, and planners. If lost, damaged or defaced, the student will be assessed a charge for damages or replacement of textbooks, library books, or any other school material.

### **VISITORS TO SCHOOL**

All visitors must report to the main office upon arriving on school grounds. Visitors will be issued a "Visitor Pass", which is required to visit in a classroom or other parts of the building. Students are not permitted to bring non-Aurora students to school during the school day.

## **STUDENT DISCIPLINE DEFINITIONS/POLICIES**

We are all proud of the general tone of good discipline that exists in our schools. Most students are very serious about their school experiences and want to get the most from them. Unfortunately, some students choose actions that are unsafe and/or disruptive to the educational process. Depending upon the behavior problem of the student, one or more of the following actions will be taken by the school officials. Depending upon the severity of the offense, certain steps may be omitted in an effort to correct a problem or administer appropriate disciplinary action.

Beginning in the 2018-2019 school year, Robinson Intermediate will utilize a specific school-wide discipline plan. Robinson Intermediate School will begin implementing components of the Behavior Intervention Support Team (BIST) model for handling inappropriate behavior. Each teacher or teaching team will communicate standards of conduct to students. Individual teachers will utilize the BIST model and may assign disciplinary consequences to students. Persistent behavior problems may be referred to the grade level or SIT teaching team to create a behavior plan. Teacher teams may confer with the student and may include parents in an attempt to correct behavior problems. The team may additionally assign disciplinary consequences. In cases of continuous misbehavior, the principal may assign additional consequences. The focus of the disciplinary policy at our school is to protect the right of all students to learn by encouraging positive behavior. Corporal punishment is not used in our school. Our staff works with students to improve behavior and develop self-discipline. Within our behavior model, staff members help students develop the following goals for life:

1. I can be productive and follow directions even if I am mad (or have overwhelming feelings).
2. I can be productive and follow directions even if others are not okay.
3. I can be productive and follow directions even if I don't want to (or it is difficult for me).

Individual teachers or the grade level team handle most discipline problems. In some cases however, behavior may violate laws or require immediate action by the principal.

### **Discipline Definitions**

- A. INFORMAL TALK - A school official (teacher, administrator, or counselor) will talk to the student about behavior.
- B. CONFERENCE - A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his/her behavior.
- C. PARENT INVOLVEMENT - Parent(s) notified by telephone, personal contact, or letter. A conference may be conducted between the student, his/her parent(s), appropriate school personnel and any other individuals concerned.
- D. BEFORE/AFTER SCHOOL DETENTION - To facilitate proper discipline in the school, teachers or the principal may assign after school detention. After school detention begins promptly at 3:00 and is dismissed at 4:00. A student who is absent from an assigned detention time will be assigned to a ½ day of In-School-Suspension. Ref: BOE Policy – JGB
- E. IN-SCHOOL-SUSPENSION - (ISS-Supervised Non-traditional classroom) In-School-Suspension occurs when a student's behavior warrants removal from classes for a period of time, but suspension or expulsion from school is not recommended. Students should understand that any violation of the rules and regulations of the ISS program would result in out of school suspension. Ref: BOE Policy JGB
- F. SHORT SUSPENSIONS - (Up to ten (10) school days) The student is informed that he/she is subject to a suspension. The student is afforded the appropriate due process procedure. Following this procedure, if the building administrator determines that a suspension is in order, it will be administrated at that point. A student suspended may not attend school functions during suspension days. Work assigned during OSS will be given full credit if turned in completed on the first return day to school. Ref: BOE Policy – JGD
- H. LONG SUSPENSION - (Up to 180 school days) The Board of Education authorizes the Superintendent of Schools to suspend a student for up to 180 school days. The student is informed that he/she is subject to a suspension. The student is afforded the appropriate due process procedure. Following the procedure, if the Superintendent of Schools determines that a long suspension is in order, it will be administered at that point. A suspension of more than ten (10) school days may be appealed to the Board of Education through the Superintendent of Schools. A student suspended out of school will make up daily assignments, quizzes, and/or performance/participation activities. Assignments may be picked up in the office. Full credit will be given for assignments returned on the students' first day back to class. Ref: BOE Policy – JGD
- I. EXPULSION - The Board of Education authorizes the expulsion of students. The student is informed that he/she is subject to expulsion. The student is afforded the appropriate due process procedure. Following this procedure, if the Superintendent of Schools determines that the expulsion is appropriate, he would make that recommendation to the Board of Education in which the authority for expulsion rests. Ref: BOE Policy – JGD

J. PROHIBITION FROM BEING ON OR NEAR SCHOOL PROPERTY DURING SUSPENSION – All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the superintendent or designee. Any student who is suspended for any offenses listed in 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school in the district unless one (1) of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian or custodian. 2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian. The designation must be made in advance and in writing to the principal of the school that suspended the student. 3. The student is in an alternative school that is located within 1,000 feet of a public school in the district. 4. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence. If a student violates this prohibition he or she may be suspended or expelled in accordance with the offense, "Failure to meet conditions of Suspension"

## Policy JG

## STUDENT DISCIPLINE

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It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board

of Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The comprehensive written code of conduct of the district is composed of this policy and includes, but is not limited to, the following policies, procedures and regulations: JG-R, JGA, JGB, JGD, JGE and JGF. A copy of the district's comprehensive written code of conduct will be distributed to every student and the parents/guardians of every student at the beginning of each school year and will be available in the superintendent's office during normal business hours.

**Application**

These policies, regulations and procedures will apply to all students in attendance in district instructional and support programs as well as at school-sponsored activities. Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations and procedures. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

The Board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

**Enforcement**

Building principals are responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff are required to enforce district policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the district shall annually receive instruction related to the specific contents of the district’s discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

\* \* \* \* \*

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Reference	Description
<a href="#">§160.261, RSMo.</a>	<a href="#">State Statute</a>
<a href="#">§160.262, RSMo.</a>	<a href="#">State Statute</a>
<a href="#">§160.263, RSMo.</a>	<a href="#">State Statute</a>
<a href="#">§167.161, RSMo</a>	<a href="#">State Statute</a>
<a href="#">§167.171, RSMo</a>	<a href="#">State Statute</a>
<a href="#">§171.011, RSMo.</a>	<a href="#">State Statute</a>
Federal Reference	Description
<a href="#">20 U.S.C. §§ 7102-7165</a>	<a href="#">Safe and Drug-Free Schools and Community Act</a>

Policy Reference	Description
AC	<u>PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION</u>
AH	<u>USE OF TOBACCO PRODUCTS AND IMITATION TOBACCO PRODUCTS</u>
ECD	<u>TRAFFIC AND PARKING CONTROLS</u>
EGAAA	<u>REPRODUCTION OF COPYRIGHTED MATERIALS</u>
GBH	<u>STAFF/STUDENT RELATIONS</u>
IKFB	<u>GRADUATION EXERCISES</u>
ILA	<u>TEST INTEGRITY AND SECURITY</u>

**Descriptor Code: JG-R1****STUDENT DISCIPLINE**[Select Language](#) ▼

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The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

**Reporting to Law Enforcement**

It is the policy of the Aurora R-VIII School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

**Documentation in Student's Discipline Record**

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

**Conditions of Suspension, Expulsion and Other Disciplinary Consequences**

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. In addition, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school, if appropriate.

In accordance with law, any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any district property or any activity of the district, regardless of whether the activity takes place on district property, unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.

2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates the prohibitions in this section, he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

### Impact on Grades

As with any absence, absences due to an out-of-school suspension may result in the student earning a lower grade in accordance with the district's policy on absences.

## Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

**Academic Dishonesty** – Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

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

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

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

### Assault

1. Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third degree.

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

2. Knowingly causing or attempting to cause serious bodily injury or death to another person, recklessly causing serious bodily injury to another person, or any other act that constitutes assault in the first or second degree.

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

**Automobile/Vehicle Misuse** – Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense:	Suspension or revocation of parking privileges, detention, or in-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

**Bullying and Cyberbullying (see Board policy JFCF)** – Intimidation or harassment of a student or multiple students perpetrated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law.

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

**Bus or Transportation Misconduct (see Board policy JFCC)** – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

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

First Offense:	Nullification of forged document. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

**Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved)** – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.



**Drugs/Alcohol (see Board policies JFCH and JHCD)**

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

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

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

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

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

First Offense:	1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

**Failure to Care for or Return District Property** – Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment.

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

**Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences** – Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any

district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

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

**False Alarms (see also "Threats or Verbal Assault")** – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

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

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

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

**Gambling** – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

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

#### **Harassment, including Sexual Harassment (see Board policy AC)**

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of

illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

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

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

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

**Hazing (see Board policy JFCF)** – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity. Hazing may occur even when all students involved are willing participants.

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

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

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

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

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

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

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

**Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material** – Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

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

**Sexual Activity** – Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

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

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

1. Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.

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

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

First Offense:	Confiscation, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

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

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

- Use of audio or visual recording equipment in violation of Board policy KKB.

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

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

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

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

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

## **Tobacco**

- Possession of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD.

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

2. Use of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be used in accordance with district policy JHCD.

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.
Subsequent Offense:	Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension.

**Truancy or Tardiness (see Board policy JED and procedures JED-AP1 and JED-AP2)** – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

First Offense:	Principal/Student conference, detention, or 1-3 days in-school suspension.
Subsequent Offense:	Detention or 3-10 days in-school suspension, and removal from extracurricular activities.

**Unauthorized Entry** – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

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

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

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

#### **Weapons (see Board policy JFCJ)**

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

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

2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).

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

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

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

\* \* \* \* \*

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

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Date Adopted: 9/15/2015

**Policy Reference**  
ECD  
EHB

**Description**  
TRAFFIC AND PARKING CONTROLS  
TECHNOLOGY USAGE

### **OTHER APPLICABLE BOARD POLICIES**

**Descriptor Code: JFCA**

#### **STUDENT DRESS CODE**

[Select Language ▼](#)



The Board of Education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests.

All dress code procedures will adhere to health and safety codes and comply with applicable law. Dress that materially disrupts the educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable.

\* \* \* \* \*

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Date Adopted: 9/15/2015

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State Reference</b>	<b>Description</b>
§167.166, RSMo	<a href="#">State Statute</a>
<b>Federal Reference</b>	<b>Description</b>
20 U.S.C. § 1681	<a href="#">Federal Statute</a>
FED COURT	<a href="#">Bishop v. Colaw, 450 F.2d 1069 (8th Cir. 1971)</a>
FED COURT	<a href="#">Stephenson v. Davenport Comm. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)</a>
<b>Policy Reference</b>	<b>Description</b>
EBBA	<a href="#">ILLNESS AND INJURY RESPONSE AND PREVENTION</a>

**Descriptor Code: JFCA-AP(1)**



[Select Language](#) ▼

PRINT



## STUDENT DRESS CODE

The Board of Education expects student dress and grooming to be neat, clean and in good taste so that each student may share in promoting a positive, healthy and safe atmosphere within the school district.

Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will be clean and in keeping with health, sanitary and safety requirements.
2. All students must wear shoes, boots or other types of footwear.
3. Dress and grooming will not disrupt the educational environment.
4. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class period in the interest of maintaining safety standards.
5. Additional dress guidelines may be imposed upon students participating in certain extracurricular activities.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. No employee or volunteer shall direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as it is worn in a manner that does not promote disruptive behavior.

Additional requirements may be detailed in building handbooks.

\* \* \* \* \*

Aurora R-VIII

Date Issued: 11/2/2015

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## **State/Federal Requirements**

(updated 5/2010)

### **Federal Programs Parent/Guardian Notification**

No Child Left Behind (NCLB) requires notification to parents/guardians when any of the following situations exist in a district/LEA (local educational agency) receiving Federal funds.

1. Districts/LEAs must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating school district/LEA must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district/LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. When a school is identified for School Improvement, the district/LEA must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
5. Within thirty days after the beginning of the school year, a district/LEA must inform parents/guardians that their limited English proficient (LEP) child has been identified for participation in a language instruction educational program.
6. Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of violent criminal offense while on school property, must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

(From the Missouri Consolidated Federal Programs Administrative Manual, January 2005)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102- 0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

### **Parents' Right-to-Know Regarding Teachers' Qualifications**

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to The No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent –

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

(03/10)

## **Parental Information and Resource Center (PIRC)**

Local educational agencies (LEAs) or buildings that receive Title I.A funds must assist parents and parental organizations by informing them of the PIRCs and their purpose. Documentation of notifications need to be kept on file.

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>.

## **PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS**

### **Descriptor Code: IGBC**

The Aurora R-VIII School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

### **Parent/Family Involvement Goals and Plan**

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as

- parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
    - ▶ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
    - ▶ Providing access to educational resources for parents/families to use together with their children.
    - ▶ Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
  3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
  4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
  5. Perform regular evaluations of parent/family involvement at each school and at the district level.
  6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
  7. If practical, provide information in a language understandable to parents.

## **Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs**

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

### ***Title I Program Parent Involvement***

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

### ***Migrant Education Program Parent Involvement***

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

### ***Limited English Proficiency Program Parent Involvement***

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

## **Policy Evaluation**

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

\* \* \* \* \*

Aurora R-VIII

Date Adopted: 9/15/2015

## **PROGRAMS FOR HOMELESS STUDENTS**

### **Descriptor Code: IGBCA**

The Aurora R-VIII School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

### **Enrollment/Placement**

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a homeless student to submit contact information.

The district must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.

If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to the district homeless coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

## **Services**

Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; before- and after-school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

## **Transportation**

If the homeless student's school of origin and temporary housing are located in the Aurora R-VIII School District, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student's school of origin and temporary housing are located in two different school districts, the districts will equally share the responsibility and costs for transporting the student.

## **Records**

Any records ordinarily kept by the school for each homeless student, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act (FERPA).

## **Coordinator**

The Board designates the following individual to act as the district's homeless coordinator:

Assistant Superintendent  
409 W. Locust Street  
Aurora, MO 65605  
Phone: 417-678-3373

The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless coordinator. The homeless coordinator will ensure that:

1. Homeless students are identified by school personnel and by other entities and agencies with which the school coordinates activities.
2. Homeless students enroll and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students receive educational services for which they are eligible, including Head Start, Even Start and preschool programs administered by the district, as well as referrals to health care services, dental services, mental health services and other appropriate services based on their assessed needs.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.
6. Enrollment disputes are mediated in accordance with law.
7. The parent or guardian of a homeless student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.
9. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.

## **Resolving Grievances**

*Level I* – A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

*Level II* – Within five business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

*Level III* – If a resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. Within 30 business days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

*Level IV* – If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P. O. Box 480, Jefferson City, MO, 65102-0480. An appeal of this decision can be made within ten days to the Deputy Commissioner of Education.

**AURORA R-VIII SCHOOL DISTRICT Public Notices**  
**2019-2020 School Year**

**ASBESTOS**

Asbestos is a naturally occurring mineral that has properties that made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. There have been over 3,000 different products made using asbestos materials. However, when it became recognized as a health hazard, Congress enacted the Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) in order to determine the extent of, and to develop solutions for any problems schools may have with asbestos. The EPA began action to limit uses of asbestos products in 1973 and most uses of asbestos products as building materials were banned in 1978.

The Aurora R-VIII School District has recently had our facilities inspected by a certified asbestos inspector, as required by AHERA. The inspector located, sampled, and rated the condition and hazard potential of all material in our facilities suspected as containing asbestos. The inspection and laboratory analysis records were turned over to a professional certified to develop asbestos management plans. He has developed an asbestos management plan for our facilities which includes: this notification letter, education and training of our employees, and a set of plans and procedures designed to minimize the disturbance of the asbestos containing materials, and plans for regular surveillance of the asbestos-containing materials.

A copy of the asbestos management plan is available for your inspection in our administrative offices during regular office hours. All inquiries regarding the plan may be directed to the Asbestos Coordinator at 417-678-3373. We are intent on not only complying with and exceeding federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a healthy, safe environment in which to learn and work. (Board Policy EBAB-AP(1)).

**ASSESSMENT**

The Aurora R-VIII Schools will use standardized assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy. In cooperation with the administrative and instructional staff, the Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary. The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

The superintendent or designee shall ensure that the district has a written assessment plan that shall test competency in the subject areas of communication arts, reading, language arts, science, mathematics, social studies and civics, as required by law. The purposes of the district wide assessment plan are to facilitate and provide information regarding student achievement, student counseling, instructional change, and school and district evaluation.

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Missouri Learning Standards, as set forth by the Missouri State Board of Education. Any eligible student for whom English is a second language shall participate, but the student's scores shall not be counted until the student has been educated for three (3) full school years in a school in which English is the primary language. (Board Policy IL).

**HUMAN SEXUALITY CURRICULUM**

Pursuant to requirements of state law, if the district chooses to use any course materials and instruction relating to human sexuality and sexually transmitted diseases the materials and instruction shall be medically and factually accurate. The law also requires that the materials and instruction, if used, shall: (1) present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy; (2) stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases; (3) present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; (4) include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan; (5) teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure; (6) advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of chapter 566, RSMo., pertaining to statutory rape.

Students may be separated by gender for human sexuality instruction. The Board shall determine the specific content of the district's instruction in human sexuality, in accordance with the requirements of state law. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent or legal guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction. (Board Policy IGAEB).

#### **EARTHQUAKES AND OTHER EMERGENCIES**

In accordance with law, the Aurora School District has developed and implemented a district-wide school building disaster plan, in order to protect students and staff during and after earthquakes and other emergencies. Emergency exercises that require students and staff to simulate emergency conditions are held each year for fire, severe weather, tornado, bus evacuation, earthquakes, lock-down, shelter-in-place, and evacuation.

Earthquakes are the shaking, rolling or sudden shock of the earth's surface. Earthquakes happen along "fault lines" in the earth's crust. Earthquakes can be felt over large areas although they usually last less than one minute. Most of the time, you will notice an earthquake by the gentle shaking of the ground. You may notice hanging plants swaying or objects wobbling on shelves. Sometimes you may hear a low rumbling noise or feel a sharp jolt. A survivor of the 1906 earthquake in San Francisco said the sensation was like riding a bicycle down a long flight of stairs. Earthquakes are sometimes called temblors, quakes, shakers or seismic activity. The most important thing to remember during an earthquake is to DROP, COVER and HOLD ON. So remember to DROP to the floor and get under something for COVER and HOLD ON during the shaking. (Board Policy EBC-1).

#### **Individuals with Disabilities Education Act**

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 Aurora R-VIII 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 Aurora R-VIII 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 Aurora R-VIII 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 Aurora R-VIII 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 at the district's Central Office, 201 S. Madison, Monday – Friday from 8:00 a.m. until 4:00 p.m. This notice will be provided in native languages as appropriate. (Board Policy IGBA-AP1, IGBA-AP2)

#### **Physical Examinations and Screenings**

The Aurora R-VIII Schools will notify parents of the specific or approximate dates on which any non-emergency invasive physical examination or screening will be performed, if there are to be any such examinations or screenings. This notice is mandatory for any such procedure that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health or safety of the student and that exposes private body parts or includes incision, insertion, or injection into the body. The notice need not exclude hearing, vision or scoliosis screenings. If any such examination or screening is scheduled and any such notice made, the notice will offer an opportunity for the parents or an appropriately aged student to opt out of this activity. (Board Policy JHC).

#### **Reading Instruction**

Students in grades K-4 are provided systematic, research-based instruction in reading for all students. Systematic and explicit instruction is used in the teaching of reading. All students receive at least ninety minutes of reading instruction per day. Additional materials are used to support and supplement the teaching of reading.

#### **School Accountability Report Card**

The Aurora R-VIII Schools will provide, at least annually, an accountability report card for each school building to any household with a student enrolled in the district. This report card may be distributed by: (1) providing a copy to students at enrollment, (2) inclusion with student grade reports, (3) in newspaper publications, (4) posting on the internet or other electronic means accessible to the public, or (5) making copies available at all building administrative offices.

#### **Searches**

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice. Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or

reasonable inference drawn from such facts or information. Personal searches, and searches of student property, shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, and never in front of other students. Students shall not be required to undress, although they may be asked to empty pockets, or remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if the school authority has reasonable suspicion to believe that such a search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Law enforcement officials shall be contacted if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such articles. Law enforcement officials may be contacted in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. (Board Policy JFG).

#### **STUDENT DISCIPLINE POLICY**

The Aurora R-VIII Schools has a discipline policy and student code of conduct, which has been approved by the Board of Education and is published in the student handbook. This policy is designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operation of district schools.

Board policy defines a weapon or weapons violation as the possession or use of any instrument or device, other than those defined in 18 U.S.C § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMO., which is customarily used for attack or defense against another person or any instrument or device used to inflict injury to another person. (Board Policy JG, JG-R1, JGA-2, JGB, JGD, JGE, JGF, JFCJ).

#### **STUDENT RECORDS -FERPA**

The Aurora R-VIII School District complies fully with the Family Educational Rights and Privacy Act ("FERPA"), which affords parents/guardians ("parents") and students who are at least age 18 ("eligible students") the following rights:

**RIGHT TO INSPECT:** Parents or eligible students have the right to inspect and review the student's "educational records," as that term is defined under FERPA, within 45 days of the date upon which the District receives a request for access. Parents or eligible students should submit to their School Principal a written request identifying the records to be inspected.

**RIGHT TO PREVENT DISCLOSURE:** Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. The District will attempt to limit the disclosure of information contained in educational records to those instances when prior written consent has been given for the disclosure. However, upon request, the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA that allow disclosure without prior written consent, as well as directory information (unless you have refused to permit such disclosure of directory information), in accordance with FERPA regulations. The District will disclose educational records to school officials who have a legitimate educational interest in the records. Officials include those persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff; persons retained by or under contract to the District to perform a special task, such as an attorney, auditor, etc.; or persons who are employed by the District's law enforcement unit. School officials have a legitimate educational interest if the officials are: performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.

**DESIGNATION OF DIRECTORY INFORMATION:** The District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. The District considers the following to be directory information:

Students in kindergarten through eighth grade -- Student's name; parent's name; date and place of birth; grade level; bus assignment; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; honors and awards received; artwork or coursework displayed by the district; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

High school and vocational school students -- Student's name; parent's name; address; telephone number; date and place of birth; grade level; bus assignment; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or coursework displayed by the district; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

The District may disclose directory information for any purpose in its discretion without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends. In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

**MILITARY RECRUITER ACCESS/STUDENT RECRUITING INFORMATION:** Upon request of military recruiters, the District is required by law to provide access to secondary students' names, addresses, and telephone listings. The District is also required to provide military recruiters with the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers. However, any



secondary student or parent of a secondary student may request that the student's name, address, and telephone listing not be released without prior written consent of the parent. Requests that a student's name, address, and telephone listing not be released to military recruiters must be submitted, in writing, to the Assistant Superintendent, Aurora R-VIII School District 201 S. Madison, Aurora, Missouri 65605-1422; phone (417) 678-3373.

**RIGHT TO REQUEST AMENDMENT:** Parents or eligible students have the right to request that the District correct any parts of an educational record believed to be inaccurate, misleading or otherwise in violation of their rights. A request should be submitted by the Parents or eligible students must identify, in writing, the part of the record sought to be corrected and specify why it is inaccurate/misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

**RIGHT TO COMPLAIN TO FERPA OFFICE:** Parents or eligible students have the right to file an external complaint regarding the District's implementation of FERPA, and such complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202. (Board Policy JO-1)

#### **Surveys Under PROTECTION OF PUPIL RIGHTS AMENDMENT**

The federal Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: Political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family; Sex behavior or attitudes; Illegal, anti-social, self-incriminating, or demeaning behavior; Critical appraisals of others with whom respondents have close family relationships; Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; Religious practices, affiliations, or beliefs of the student or parents; or Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the District or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use: Protected information surveys of students; Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law. The District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: Collection, disclosure, or use of personal information for marketing, sales or other distribution; Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under the PPRA have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920 (Board Policy JHDA and KI)

#### **Teacher Qualifications-Parents Right to Know**

Parents can request information regarding the professional qualifications of their student's classroom teacher. This information will include whether the teacher is fully, partially, or provisionally certified by the state, whether the person is teaching in his or her area of certification, whether the child is provided services by a paraprofessional and that person's qualifications, and what degrees, endorsements or certifications are held by the teacher. The Aurora R-VIII Schools will notify parents in a timely manner if their child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks.

#### **Parent Information and Resource Centers**

Parent Information and Resource Centers (PIRCs) help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children. Additional information, as well as resources for parents are available online at <http://www2.ed.gov/programs/pirc/index.html>.

#### **NOTICE OF NONDISCRIMINATION**

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Aurora R-VIII School District ("School

District”) are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups.

Any person having inquiries concerning the School District’s compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the respective Compliance Coordinator listed below, who oversees the School District’s efforts to comply with the laws and regulations implementing the laws and regulations cited above.

The School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District’s Compliance Coordinator will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; telephone (816) 268-0550. (Board Policy AC)

#### **COMPLIANCE COORDINATOR**

Superintendent of Schools, 201 S. Madison Aurora, MO 65605

#### **COMMITMENT TO COMPLIANCE UNDER THE AMERICANS WITH DISABILITIES ACT**

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (“ADA”), the Aurora R-VIII School District (“School District”) does not discriminate on the basis of disability against qualified individuals with a disability with respect to the School District’s services, programs or activities.

Employment: The School District does not discriminate on the basis of disability in its hiring or employment practices. The School District complies with the federal regulations under Title I of the ADA (which governs the application of the ADA in the hiring and employment setting).

Effective Communication: The School District will comply with the ADA with respect to providing auxiliary aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in School District programs, services, and activities. These aids and services are designed to make information and communications accessible to people who have impairments, in areas such as speech, hearing, and vision. The School District will not place a surcharge on a qualified individual with a disability, or any group of qualified individuals with disabilities, to cover the cost of providing auxiliary aids/services or reasonable modifications of policy (for example, retrieving items from locations that are open to the public but inaccessible to users of wheelchairs).

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a service, program, or activity of the School District should contact the respective Compliance Coordinator, whose contact information is listed below. Such contact should be made as soon as possible, but not later than 48 hours before the scheduled event (and, preferably, at least five (5) business days before the event).

Modifications to Policies and Procedures: The School District will make reasonable modifications to policies and programs to ensure that qualified individuals with disabilities have an equal opportunity to enjoy its services, programs and activities.

The ADA does not require the School District to take any action that would fundamentally alter the nature of its programs or services or impose an undue financial or administrative burden.

Complaints that a School District service, program, or activity is not accessible to persons with a disability may be directed to the Compliance Coordinator below. In addition, as stated in the School District’s Notice of Nondiscrimination, a person who is unable to resolve a problem or grievance arising under Title II of the ADA may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; telephone (816) 268-0550.

#### **COMPLIANCE COORDINATOR**

Superintendent of Schools, 201 S. Madison Aurora, MO 65605

#### **Dropouts to be reported to state literacy hot line--availability of information on website.**

167.275. 1. Effective January 1, 1991, all public and nonpublic secondary schools shall report to the state literacy hotline office in Jefferson City the name, mailing address and telephone number of all students sixteen years of age or older who drop out of school for any reason other than to attend another school, college or university, or enlist in the armed services. Such reports shall be made either by using the telephone hotline number or on forms developed by the department of elementary and secondary education. Upon such notification, the state literacy hotline office shall contact the student who has been reported and refer that student to the nearest location that provides adult basic education instruction leading to the completion of a general educational development certificate.

2. All records and reports from or based upon the reports required by this section shall be made available by free electronic record on the department's website or otherwise on the first business day of each month. The names of the students who drop out and any other information which might identify such students shall not be included in the records and reports made available by free electronic media.

As required by law ([167.275 RSMo](#)), all public and nonpublic secondary schools are to report secondary students who drop out of school for any reason other than to attend another school, college or university, or enlist in the armed services to the Department of Elementary and Secondary Education. A 2009 revision to the law now requires the Department to make available by free electronic record on the first business day of each month the number of dropouts reported by school districts during the previous month without the identifying information on individual students.

Because a high school education can significantly increase a person’s lifetime earnings and employability and improve their standard of living, the Department of Elementary and Secondary Education wants to contact the students who have left school as soon as possible. When schools

report on a regular basis; such as monthly, it increases the chances of students receiving important information from DESE, such as the availability of [Adult Education and Literacy \(AEL\) classes](#) in their area of the state. For more information, contact the hotline at 800-521-7323.

#### **School safety provisions--rules.**

160.660. 1. On or before July 1, 2001, the state board of education shall add to any school facilities and safety criteria developed for the Missouri school improvement program provisions that require:

- (1) Each school district's designated safety coordinator to have a thorough knowledge of all federal, state and local school violence prevention programs and resources available to students, teachers or staff in the district; and
- (2) Each school district to fully utilize all such programs and resources that the local school board or its designee determines are necessary and cost-effective for the school district.

2. Any rule or portion of a rule, as that term is defined in section [536.010](#), that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section [536.028](#). This section and chapter 536 are non-severable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2000, shall be invalid and void.

#### **Missouri Violence Hotline**

CALL 1-866-748-7047, toll-free

[ONLINE](#): Fill out a form — 24/7

Download the free "MO ReportIt" App from your App store

TEXT to 847411 using keyword, "ReportIt" Include school name and city.

More information can be found at: <https://www.schoolviolencehotline.com/>.

#### **Immunization records, disclosure, to whom--disclosure for unauthorized purpose, liability.**

167.183. 1. Information and records pertaining to the immunization status of persons against childhood diseases as required by section [167.181](#) and section [210.003](#) may be disclosed and exchanged without a parent's or guardian's written release authorizing such disclosure, to the following, who need to know such information to assure compliance with state statutes or to achieve age-appropriate immunization status for children:

- (1) Employees of public agencies, departments and political subdivisions;
- (2) Health records staff of school districts and child care facilities;
- (3) Persons other than public employees who are entrusted with the regular care of those under the care and custody of a state agency including, but not limited to, operators of day care facilities, group homes, residential care facilities and adoptive or foster parents;
- (4) Health care professionals.

2. If any person, authorized in subsection 1 of this section, discloses such information for any other purpose, it is an unauthorized release of confidential information and the person shall be liable for civil damages. (Board Policy JHCB)

#### **Anti-bullying policy required--definition--requirements.**

160.775. 1. Every district shall adopt an anti-bullying policy by September 1, 2007.

2. "Bullying" means intimidation or harassment that causes a reasonable student to fear for his or her physical safety or property. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts.

3. Each district's anti-bullying policy shall be founded on the assumption that all students need a safe learning environment. Policies shall treat students equally and shall not contain specific lists of protected classes of students who are to receive special treatment. Policies may include age-appropriate differences for schools based on the grade levels at the school. Each such policy shall contain a statement of the consequences of bullying.

4. Each district's anti-bullying policy shall require district employees to report any instance of bullying of which the employee has firsthand knowledge. The district policy shall address training of employees in the requirements of the district policy. (Board Policy JFCF)

#### **Foster care education bill of rights--school district liaisons to be designated, duties.**

167.018. 1. Sections 167.018 and [167.019](#) shall be known and may be cited as the "Foster Care Education Bill of Rights".

2. Each school district shall designate a staff person as the educational liaison for foster care children. The liaison shall do all of the following in an advisory capacity:

- (1) Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children;
- (2) Assist foster care pupils when transferring from one school to another or from one school district to another, by ensuring proper transfer of credits, records, and grades;
- (3) Request school records, as provided in section [167.022](#), within two business days of placement of a foster care pupil in a school; and
- (4) Submit school records of foster care pupils within three business days of receiving a request for school records, under subdivision (3) of this subsection.

#### **Educational Liaison for Foster Care Children**

Assistant Superintendent, 201 S. Madison Aurora, MO 65605

**Reports of abuse, neglect, and under age eighteen deaths--persons required to report--supervisors and administrators not to impede reporting--deaths required to be reported to the division or child fatality review panel, when--report made to another state, when.**

210.115. 1. When any physician, medical examiner, coroner, dentist, chiropractor, optometrist, podiatrist, resident, intern, nurse, hospital or clinic personnel that are engaged in the examination, care, treatment or research of persons, and any other health practitioner, psychologist, mental health professional, social worker, day care center worker or other child-care worker, juvenile officer, probation or parole officer, jail or detention center personnel, teacher, principal or other school official, minister as provided by section [352.400](#), peace officer or law enforcement official, or other person with responsibility for the care of children has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person shall immediately report to the division in accordance with the provisions of sections [210.109](#) to [210.183](#). No internal investigation shall be initiated until such a report has been made. As used in this section, the term "abuse" is not limited to abuse inflicted by a person responsible for the child's care, custody and control as specified in section [210.110](#), but shall also include abuse inflicted by any other person.

**Telephone hotline for reports on child abuse--division duties, protocols, law enforcement contacted immediately, investigation conducted, when, exception--chief investigator named--family support team meetings, who may attend--reporter's right to receive information--admissibility of reports in custody cases.**

210.145. 1. The division shall develop protocols which give priority to:

- (1) Ensuring the well-being and safety of the child in instances where child abuse or neglect has been alleged;
- (2) Promoting the preservation and reunification of children and families consistent with state and federal law;
- (3) Providing due process for those accused of child abuse or neglect; and
- (4) Maintaining an information system operating at all times, capable of receiving and maintaining reports. This information system shall have the ability to receive reports over a single, statewide toll-free number. Such information system shall maintain the results of all investigations, family assessments and services, and other relevant information.

Child Abuse and Neglect Hotline: 1-800-392-3738

More additional information visit: <http://dss.mo.gov/cd/can.htm>. (Board Policy JHG)

#### **McKinney-Vento Homeless Education Assistance Improvement Act**

The following is the policy of the Congress:

- (1) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
- (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
- (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
- (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. (Board Policy IGBCA)

#### **COMPLIANCE COORDINATOR**

Assistant Superintendent of Schools, 201 S. Madison Aurora, MO 65605

## **Robinson Intermediate Building Parental Involvement Plan**

In addition to the District parent involvement policy, Robinson Intermediate developed a written parent involvement plan. This plan will be updated periodically to meet the changing needs of parents and the school. It has been developed in a format and language readily understood by parents and district personnel.

### **Strategies for Involvement**

Robinson Intermediate **will**:

- hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved
- offer a number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement plan and the development of the school-wide plan
- provide parents of participating children: timely information about Title I programs, an interpretation of the school's annual performance report, an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
- if requested by parents, hold regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
- provide timely responses to the suggestions made by parents that have been offered in the meetings including comments from parents of participating children who find any aspect of the school-wide plan unsatisfactory when it is submitted to the school district.

### **Shared Responsibilities for High Student Academic Achievement**

As a component of the Robinson Intermediate Title I Parental Involvement Plan, a school-parent compact has been developed jointly with parents. The compact outlines how parents, the entire school staff, and students share the responsibility for improving student achievement and describes how the school and parents will build and develop a partnership to help children achieve the Missouri Core Academic Standards.

The Robinson Intermediate School-Parent Compact **will**:

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment
- describe how parents will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and TV viewing;
- volunteering in their child's classroom; participating, as appropriate, in decisions relating to the education of their child; and positive use of extracurricular time
- describe opportunities for parents and teachers to communicate on an ongoing basis including, at a minimum: a parent-teacher conferences at least annually, during which the compact will be discussed in relation to their child's achievement; frequent reports to parents on the progress of their child; reasonable access to staff and opportunities to volunteer, participate; and observe in their child's classroom according to Local, State and Federal Guidelines.

### **Expanding Opportunities for Involvement**

To ensure effective involvement of parents and build a partnership to improve student academic achievement, Robinson Intermediate **will**:

- provide assistance to participating parents with such topics as understanding the Missouri Core Academic Standards, the MAP test, and local assessments; understanding how to monitor a child's progress; and knowing how to work with teachers to improve the performance of their child
- provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate
- educate, with parental assistance, all school personnel in valuing parent contributions, communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school
- coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Practical Parenting Partnerships, public preschool programs
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and language they can understand
- to the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues
- provide other reasonable support for Title I parental involvement activities as requested by parents.

The district and participating school **may**:

- pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and trainings
- train parents to enhance the involvement of other parents
- provide necessary literacy training if all other available sources of funding have been exhausted
- arrange school meetings at a variety of times or other locations to maximize parental involvement and participation
- adopt and implement model parent involvement approaches
- establish a district-wide parent advisory council to advise on all Title I parent involvement matters
- develop appropriate roles for community organizations and businesses in parent involvement activities.

**\*A copy of the Schoolwide Program Plan can be obtained from the Building Office or Central Office. For more information, please call 678-3373 or 229-0277.**