

AURORA R-VIII HIGH SCHOOL

STUDENT HANDBOOK

2023 -2024



AURORA HIGH SCHOOL

Principal – Karla Shiveley, Ed.D

Assistant Principal – Mr. DJ Gutscher

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AHS MISSION STATEMENT

The mission of Aurora High School is to be innovative, collaborative, and committed to excellence.

**Aurora High School is a partnership of staff, parents, students,
and a community with the following vision....**

The vision of Aurora High School is to create an environment that fosters a culture of academic excellence and individuality where students are encouraged to think critically and creatively and are empowered to pursue their passions, becoming responsible members of our community.

Directory Information

High School Office (417) 678--3355

Dr. Karla Shiveley – Principal

Mr. DJ Gutscher – Assistant Principal

Mrs. Beth Price- Secretary

Ms. Amy Jones- Secretary

Nurses Office (417) 678--5561

April Fare – School Nurse

Activities/Athletic Office (417) 678--4965

Mr. James Hoffman– Activities Director

Mrs. Savanna Gutscher – Activities Secretary

High School Counseling Office (417) 678--2251

Mrs. Stacey Hopper –Counselor

Mrs. Dana Manuel – Counselor

Mrs. Joy Lee – rootEd Advisor

Mrs. Savanna Gutscher – Counseling Secretary

Superintendent's Office (417) 678--3373

District Website www.aurorar8.org

Aurora High School Staff

Department	Teacher
Speech/Debate/Drama/ELA	Theresa Blackburn
Communication Arts	John Day Victoria Janacek Debbie Hoenshell
Communication Arts/Publications	Kim Mobley
Spanish	Lena Rivera
Science	Todd Campbell Paige Carr Leanne Cope Laura Strong
Mathematics	New Teacher Mia Duncan Shanna LaNore Stephen Opoka
Social Studies	Michael Barnett Mandy Botlik Tim McBride Elijah Schroeder
Art	Lori Barton
Instrumental Music	Haley Adams Austin Hicks
Vocal Music	Julie Griffith
Industrial Art/Technological Design	Kyle Doss
Business	Ashley Dummit Michelle Yocom
Agriculture Education	Sam Percival Kristy Sivils
FACS	Samantha Holt
Physical Education	Chris Bodo Brandon Pitts Adam Thornhill

Special Education	Carrie Cavender Sadie McMenamy Libby Mills Becky Thrasher
Library Science/Media	Angie Miller
Alternative School	Kyran Dixon Monica Dummit
Paraprofessionals	Agnes Elsey Lacey Batson Ray Perry Richard Koogler
Building IT	David Harter
Resource Officer	Officer Tim Swadley
Instructional Coach	Nicole Barr
JAG	Holly Harmon
Counselors	Stacey Hopper (Grades 9&10) Dana Manual (Grades 11 & 12)
ISS/Attendance	Joey Spittler
Activities Director	James Hoffman

School Song

Here's to Aurora, Alma Mater
We will sing thy praise
Voices glad to thee, our high school
We will ever raise.

Upward and onward is our motto
We will rise to fame;
Then three cheers to old Aurora
Heights untold we'll gain.

AURORA R-VIII SCHOOL DISTRICT

2023-2024

Academic Year Calendar

4-Day School Week

Monday through Thursday
Draft 1

August 23						
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		

October 23						
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				

February 24						
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		

June 24						
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						

November 23						
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		

March 24						
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						

July 24						
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 23						
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 24						
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				

August 24						
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

September 23						
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 24						
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 24						
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	

*The Board has the right to revise the calendar after approval.

August 21-First Day of School
September 4-Labor Day
November 22-24-Thanksgiving Break
Dec 20-Jan 2-Christmas Break
January 3-Second Semester Begins
January 15-No School for Students
May 23-Last Day of School
Teacher Inservice: Aug 14, 15, 16, 17; Sep 8, 22; Oct 20; Nov 10; Dec 8; Jan 15; February 16, March 22 (12 Total)
Snow Make-up Days
April 5, 12, 19, 26; May 3
Start and End Times Per Day
Pate-7:50 a.m. to 3:30 p.m.
Robinson-7:50 a.m. to 3:30 p.m.
Junior High-7:50 a.m. to 3:30 p.m.
High School-7:50 a.m. to 3:30 p.m.
Student Days-148
Teacher PD Days-12
Semester 1 - 67
Semester 2 - 81
School in Session
School not in Session
Teacher PD Day
Last Day of School
Make-up Day (if Needed)

Aurora High School 2022-2023 Bell Schedule

Period	Time
1	7:50 – 8:49
2	8:53– 9:52
3	9:56 – 10:55
A Lunch	10:55 – 11:15
B Lunch	11:30– 11:50
C Lunch	12:00 – 12:21
4	10:59– 12:21
5	12:25 – 1:24
6	1:28 – 2:27
7	2:31 – 3:30

Effective Study Habits

The development of effective work habits and study skills are probably the most important achievement of any high school student. A student who is having difficulty in studying any subject should request the teacher of that class to give him/her suggestions for improving performance in that particular course. Teachers have tutoring times available for students. All students are encouraged to take advantage of this service.

Parent Conferences and Communications

Communication between parents and school personnel is extremely important for student success. If for any reason parents would like to meet with teachers, counselors, or administrators, they may call the main office for an appointment (678--3355.) Other avenues of information/communication available to parents are:

- School Information System Parent Link (to receive information electronically)
- High school web page through the district webpage (to receive student announcements, lunch menus, and more). The webpage URL: www.aurorar8.org
- Counselors' web page through the high school web page (to receive information on scholarships, assessments and more)
- 3 - week progress reports (to receive classroom grade reports more frequently)
- Open House during the first month of school (to meet teachers and receive class information)
- Fall Conferences during October (to meet teachers concerning student progress)

Classification of Students

Students will be classified into grade level based on the number of credits earned. Classification will determine placement in the yearbook and participation in various meetings and activities. Students will be classified at the beginning of the year.

26 units required to graduate:

Freshman 0--4 ½ units

Sophomore 5--11 ½ units plus one complete year of high school

Junior 12--18 ½ units plus two complete years of high school

Senior 19--26 or more units of credit plus three complete years of high school

Weighted Courses

1. **Agricultural Education** – Agricultural Management & Economics, Animal Science, DC Crops, Floriculture, Greenhouse Mgt
2. **Business** – Accounting II, DC Intro. to Micro--Computers, DC Personal Finance
3. **Fine Arts** –
4. **Language Arts** – AP English 4, DC English 110, DC English 111, Honors English II, Honors English III, Spanish III, Spanish IV, Spanish V, AP Spanish
5. **Math** – Algebra II, Calculus, Trigonometry, Math Analysis, DC College Algebra, Statistics
6. **Science** – AP Biology II, Honors Chemistry I, Chemistry II, Physics I, Anatomy & Physiology
7. **Social Studies** – AP Psychology, AP American Govt.
8. **Dual Enrollment and Dual Credit Courses**

Weighted classes carry the following values:

A	13.75	C	6.25
A--	12.50	C--	5.00
B+	11.25	D+	3.75
B	10.00	D	2.50
B--	8.75	D-	1.25
C+	7.50	F	0

The classes that are non-weighted are computed on an eleven-point scale:

A	11.00	C	5.00
A--	10.00	C--	4.00
B+	9.00	D+	3.00
B	8.00	D	2.00
B--	7.00	D-	1.00
C+	6.00	F	0

Report Cards

Report cards are issued as soon as possible after the end of each semester. Letter grades are used to designate a pupil's progress.

National Honor Society

The National Honor Society is an honor organization for juniors and seniors. Excellence in scholarship, service, leadership, and character are required for membership. To be a candidate for NHS, a student must have a cumulative grade point average of at least 8.25 on a scale of 11, have an average of three on a scale of four on the faculty rating sheet, and have at least 12 extracurricular activity points. Induction into NHS is completed in the spring semester each year for sophomores, juniors and seniors who qualify. Requirements for membership include maintaining at least an 8.25 cumulative GPA, paying dues, completing 10 hours of community service, and attending meetings.

Scott Regional Technology Center-- (Vo--Tech)

A student must have a minimum of *12 credits before the beginning of their junior year to be able to attend Scott Regional Technology Center.

Students attending Scott Regional Technology Center will be transported each day by bus to Monett. The schedule of departure and arrival will be distributed on the first day of school. Students will be permitted to drive periodically, only through special permission granted by the vocational school personnel and Aurora High School administration. A student who misses the bus must report to the attendance office. Career center students will be under the rules and regulations of the school district of Monett when on their campus.

The district will pick up 50% of the cost for students who qualify for a national competition or convention. The student must work with SRTC to fundraise for the remainder of the balance. Students must attend on Friday's.

*Exceptions may be made for special services or at-risk program students.

GRADUATION REQUIREMENTS

- 4 units of language arts:
 - English I or Honors English I
 - English II or Honors English II (must take English 2 End of Course Exam)
 - English III, College Prep English III, or Honors English III
 - 1 Unit of any Level 4 English
- 3 units of math (must take Algebra 1 End of Course Exam)
- 3 units of science (Note: Three units of Ag. may replace the third unit of science, but must complete Biology End of Course Exam.)
- 3 units of social studies:
 - American History
 - World History
 - American Government (must take Civics Test, End of Course Exam and pass US and MO Constitution Test)
- 1 unit of fine arts (art, music, drama, debate, oral interp.)
- 1 unit of practical arts (Ag., industrial technology, business, family and consumer science, Career Center)
- 1 unit physical education
- ½ unit health (CPR Training)
- ½ unit of Personal Finance
- 9 ½ Electives

Starting for the class of 2021 – American Government will be a full year course; students must pass a Civics test and receive CPR training during their Health course.

Starting with the class of 2027, students will be required to take a semester Freshman Success course.

COLLEGE-- PREPARATORY STUDIES CERTIFICATE

- 4 units of English/language arts, one of which may be speech or debate, and two of which must be in courses emphasizing composition or writing skills
- 4 units of mathematics, Algebra I and higher (Applied Math I and II may count as one of these units, provided that the student successfully completes Algebra II)*
- 3 units of science, selected from biology, chemistry, or physics
- 3 units of social studies, including American history and at least one semester of government

- ½ unit Health
- ½ unit Personal Finance
- 1 unit of fine arts courses in the visual arts, music, dance and theater
- 1 unit practical art (Ag., industrial technology, business, family and consumer science, Career Center)
- 3 units selected from core electives: foreign language (two units of one foreign language) and combinations from two or more of the following course areas: English, mathematics, social studies, science and fine arts.
- 4 units of general electives, sufficient to meet State and local graduation requirements.
 - At least one unit of computer courses is strongly recommended.
- At least a 3.0 grade point average on a 4.0 scale (8.25 on an 11.0 scale), in the subject areas of English/language arts, math, science, and social studies.
- Score above the prior year's national composite average on the ACT or SAT.
- Maintain a 95% attendance rate during High School

GOCAPS

Students who participate in the GOCAPS program must provide their own transportation daily. Students are responsible to meet dress code standards, daily attendance policies, and CAPSTONE project guidelines as set by the GOCAPS program. In addition, students must attend GOCAPS on Friday's.

Additional College Prep Information

The University of Missouri's admissions requirements include 4 units of English, 4 units of math (algebra I and higher), 3 units of social studies, 3 units of science, 1 unit of fine art/performing arts, and 2 units of one foreign language. Different colleges have established different minimum ACT and SAT scores for admission.

The only college--level courses that may count as weighted classes are those that are offered at Aurora High School's dual--credit program. In this program, three college credit hours are equivalent to one--half weighted high school credit. The maximum number of units a student will be allowed to take through correspondence is two. This would normally be four courses a ½ unit each.

Commencement Requirements

Only students who have completed all required courses, tests and units of credit (which can be officially documented as of graduation day) will be allowed to participate in the graduation ceremonies. (No exceptions) Required credits must be verifiable through official transcripts and records. Homeschool credits do not satisfy these requirements. Additionally, students who are not in good standing with the school at the end of his/her final semester may be prohibited from participating in commencement ceremonies.

Qualifications for Differentiated Diploma

The diploma presented to each student at the Commencement Ceremony will reflect the accomplishment and course of study completed. Requirements for each are as follows:

Distinguished Achievement Diploma

1. Complete the coursework necessary to qualify for the College Preparatory Certificate.
2. Accumulate a total of 28 units of credit.
3. Score Proficient or above on all high school End of Course Exams.
4. Maintain an accumulative GPA of 10.0 or better through 7½ semesters.
5. Score a minimum of 24 on the ACT.

Regular Aurora High School Diploma

1. Complete the coursework necessary to meet requirements for the graduating class.

Laude System

Through the laude system, all high school students pursuing a high school diploma will be eligible to earn a special designation. Every student who excels academically will be appropriately recognized. Class rank will continue to be calculated based on a weighted grade point average system for college and scholarship purposes. Based on the final weighted grades at the end of the student's 7th semester, graduates may be recognized during commencement as having earned one of these special designations.

Summa Cum Laude ("with highest praise")	--11.0 or higher GPA
Magna Cum Laude ("with great praise")	--10.3125 to 10.9999 GPA
Cum Laude ("with praise")	-- 9.6250 to 10.3124 GPA

Procedure for Students Applying for Early Graduation

A student must attend a minimum of seven semesters, accumulate the required number of credits to be eligible for early graduation, and must have a 90% attendance rate (Overall and during the 7th Semester). Any student requesting early graduation must submit a plan stating post--high school goals which is endorsed by the parent/guardian and returned to the counseling office. The plan will be reviewed by the counselor and must receive final approval of both the counselor and administrator. NOTE: Students who are enrolled in the Scott Regional Technology Center during their senior year are not eligible for early graduation. The student must fulfill the SRTC commitment in order to be eligible to participate in commencement. Any exception to the above procedure must be reviewed and approved by the Aurora R-VIII Board of Education.

Grading

The semester grade in each class appears on the student's official transcript. Grades will reflect the student's progress throughout the grading period. Students and parents should refer to the course syllabus for each class for specific information. Semester finals will consist of 10% of the semester grade. Students may be exempt from the final if they meet all of the following criteria in each class:

- Have no more than 3 absences in a class per semester
- No ISS or OSS
- C- or better in each course.

Students taking dual credit and/or weighted courses must take the semester final.

Late Work/Make-up Work

Standard Based--Grading requires a student to demonstrate knowledge and perform on assessments to certain standards. Close communication with the instructor will be very important when dealing with absences. Students should make every effort to complete all assignments and assessments in a timely manner. A student may receive full credit for the knowledge he or she demonstrates, however, separate grades for timeliness may be applied. Please see the syllabus in each course for late work policy.

Incomplete Grades

NO grade of Incomplete shall be assigned to a student except for extenuating circumstances that receive administrative approval.

Progress Reports

Progress reports are done beginning 6 weeks into each semester and then every 3 – week thereafter. These reports are designed to inform students and parents of the progress or lack of progress in courses. A student who is failing a class(es) at any grading period may be restricted in activities. Please refer to “Eligibility Guidelines” in this handbook. If you have questions or would like additional information, please contact the office to make an appointment with the instructor or administrator.

Parent Information

Parents may access additional information for their student via computer by enrolling in the Parent Link of Infinite Campus, additional information is available at the high school office.

Academic Letter

An academic letter is awarded to a student who meets the following criteria:

1. Attains a 9.0 or better average on an 11.0 grading scale. The 9.0 average must be maintained over four consecutive quarters for a specific school year.
2. Maintain full time attendance or take a minimum of six classes.
3. Receive grades after the first quarter of attendance at Aurora High School if a transfer student.

Schedule Changes

Pre-enrollment for freshmen, sophomores, juniors and in-coming eighth graders will be completed in the spring for the coming year. Schedules will be distributed at pre-registration in August. Any changes in the original spring schedule must meet one of the following criteria:

1. Misplacement: Student is enrolled in an incorrect level according to his/her ability.
2. Failure: Student failed a course needed for graduation.
3. Repeated class: Student is enrolled in a class for which credit has already been received.
4. Enhancement of the academic program: Student desires to move to a higher-level course.
5. Medical reasons: Illness, injury or disability as documented by a physician.
6. Disciplinary change: An informal hearing with the parent, student and administrator must be conducted.
7. Class overloads to balance class size.
8. Religious objection: Beliefs are in conflict with course objectives and/or content.
9. Unforeseen or extenuating circumstances: Approval must be obtained from the principal and appropriate counselor.

All affected teachers and the parent/guardian must sign the request form. Once all signatures are obtained, the request form must be returned to the Counselor’s office for final approval and teacher notification. **NOTE: ALL SCHEDULE CHANGES REQUIRE PARENT MEETING WITH THE STUDENT’S COUNSELOR.** Students must continue to report to the original class(es) until all paperwork is complete, parent meeting has taken place, and all teachers have been notified.

Virtual Coursework

Virtual instruction can be an effective education option for some students, therefore the Aurora R-8 School District may offer virtual sources through district staff and/or contracted for services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP) if it is determined to be in the best educational interest of the child.

Fully Virtual Students:

- Must meet with the assistant superintendent for approval.

- High school students enrolled in the virtual program may earn up to 4 credits per semester, or a cumulative of 8 credits per academic year. Not including summer school
- Students and parents are expected to communicate frequently with school staff and return staff attempts for contact in a timely manner (24 hours). Failure to meet these expectations will result in district review of virtual enrollment for the following semester and may result in termination of the virtual instruction opportunity.

Partially Virtual Students:

- Must have approval from the principal, **before** the start of the semester, to enroll in a virtual course. Students must make an appointment with their counselor to initiate the process. If a student has not been successful virtually in the past or a seated version is offered, the student may be required to enroll in seated classes.
 - Limit of two virtual classes for seated students per semester.
- Virtual class will be scheduled at the beginning of the day or at the very end of the day. Virtual classes must be completed from home. This means if you have two virtual classes at the beginning of the day, the student should not arrive at school until the very end of the 2nd hour or if they have two virtual classes at the end of the day the student must leave the school campus immediately after their last seated class.
- Students are expected to complete work in a timely manner and stay on pace.

All Virtual Students (Full-time or Partially Virtual)

- Students not on track in virtual classes will be subject to 3 week progress reports for eligibility.
- Must complete online coursework in good standing to receive credit or to be promoted to the next grade level.
- If the student does not make satisfactory progress on their coursework, he/she is at risk of failing to earn credit and/or be promoted to the next grade level.
- Participation in virtual learning does not exempt the student from taking mandatory state assessments (MAP, EOC, WIDA, etc), and must work with building counselors and administration to schedule times for the student to come on-site to complete such assessments.
- Commitment to the virtual instruction program is for the semester and a change in placement cannot happen after the first two weeks of each semester.
- Virtual decisions regarding placement for the second semester must be made before the last day of first semester. This includes students enrolled in the virtual program first semester wanting to return to the seated session. An additional 1 credit may be earned during the summer session if enrolled in a summer school program.

Grading for All Virtual Students:

- Grading for all virtual students will align with the AHS grading scale and weighting:
 - 5% learning opportunities/assignments/practice work
 - 5% quizzes/formative assessments
 - 80% tests/summative assessments
 - 10% semester final exam
- One retake for tests/summative assessments

Withdrawal and Transfer

Students who are thinking of dropping from school should talk with a counselor for suggestions and procedures. Students must secure authorization for withdrawal or transfer with a signed note from the parent or guardian. All checkout forms must be completed and signed by the teachers, librarian, activities director, school nurse, counselor, administrator, and parent. All school books, and property must be returned and all fees and fines paid. The completed form must be returned to the principal's office for final clearance.

A student transferring to AHS will be graded during a semester only on the time they are doing academic work on the campus. The remaining grade for a given period will be determined by the time and grade brought to AHS at the time of transfer. Students who drop a Dual Credit class will receive a "F" on their high school transcript and "WD" (withdraw) on their college transcript. Dropouts will be recorded to the Missouri State Literacy Hotline as required by law.

Attendance Policy

In order to receive maximum benefit from the educational opportunities offered at Aurora High School, all students are expected to attend school regularly. Lifelong habits, which will follow students throughout their professional and personal 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.

Parents and guardians are responsible for notifying the principal's office when a student is absent and for giving a reason for the absence. If a student misses school, a phone call or email to the attendance office on the day of the absence is best. If a parent plans to pick up his/her son or daughter during the day, the parent must contact the principal's office and the student must check out through the office before leaving. Students under the age of 17 who do not attend school regularly and do not notify the attendance office will have a hotline call made to authorities for educational neglect, a police report filed, and referral to the appropriate prosecutor (Barry or Lawrence County.)

In addition to the specific academic requirements in each class, an acceptable attendance rate, >90% must be maintained. To maintain an acceptable rate, a student may miss no more than eight (8) times per class per semester.

AHS does not differentiate between verified and unverified absences, therefore there are no excused absences of any kind. All full and partial absences (other than those which are school related) count toward the eight. Absences should be supported with appropriate documentation such as a doctor's note, drivers test verification, court papers, etc. Documented absences may help in determining extenuating circumstances if the student reaches the ninth absence.

Notification will be made after the following absences:

Fourth absence from any class -- the Attendance Officer will notify the classroom teacher who will talk with the student personally. The student and teacher will sign an Attendance Record form as documentation of the meeting.

Sixth absence from any period -- a letter will be sent home to the parent/guardian reminding them of the attendance policy and outlining the record of absences. Students will meet with the Attendance Officer and/or Attendance Committee to review the students' attendance and document the meeting.

Ninth absence from any period -- the parent/guardian will receive a letter notifying them that the student has exceeded the maximum allowable absences and will be receiving no credit for the class.

Attendance Committee: The Attendance Committee, (consisting of the attendance officer, an administrator, a counselor, and 1-3 teachers), will analyze extenuating circumstances (illness, injury, custody, psychological, etc.) The Attendance Committee will meet at 3:30 PM each Wednesday at the high school as needed. The student, accompanied by his/her parents or guardians will then have the option of appearing before the Attendance Committee. It is the responsibility of the student and/or parent/guardian to contact the attendance office to set up the Attendance Committee meeting within ten (10) days of receipt of the sixth absence letter.

The Attendance Committee will review the student's entire attendance record. If they determine that extenuating circumstances have contributed significantly to the student's poor attendance, they may grant an exception to the policy. THERE IS NO GUARANTEE THAT AN EXCEPTION WILL BE GRANTED. If an exception is granted, the student will be allowed to remain in the class and work toward successful course completion. The committee may assign additional expectations. If the Attendance Committee finds no extenuating circumstance(s), the committee, the parent, and the student will determine which of the following courses of action are appropriate:

- Students will only be allowed to make up attendance by making up hours in tutoring, after school detention, or Friday school, Edgenuity is NOT an option.
- If the student is a Senior and has met all requirements for graduation, the parent and student may request part-time status by signing an agreement indicating that the parent will be responsible for the student during the specified time. If part-time status is approved, the student will not be required to attend classes during that time; however, the student will remain on the roster for the class(es) and will receive the appropriate grade earned at the end of the semester. (This is a decision to be made by the Attendance Committee.)
- If the student is not a Senior, is passing the class(es) in question and does not meet attendance requirements as directed by the Attendance committee, the student will receive an F until the attendance obligation has been fulfilled. The student will need to complete the attendance requirements prior to the end of the semester. If the student is failing the class(es) he/she will be required to remain in the class in an attempt to learn and will receive the grade earned at the end of the semester. Students in this situation WILL NOT be allowed to withdraw from the class unless they meet the criteria as established for schedule changes as outlined in this handbook.

Students are not allowed to participate in any school activities (field trips, athletics, and other extra-curricular events, etc.) if they are absent for any part of the day of the activity unless a compelling reason is approved by the principal or assistant principal PRIOR to the absence.

Homebound – If a student cannot attend for an extended period of time (more than three days in a given calendar week) due to illness or injury, the school may be able to provide homebound instruction at the request of the student's physician. Homebound requests should be directed to the High School Office or to the Aurora School District's Special Services Director.

Flex Work: Students on Flex Work that no longer qualify (loss of job or attendance below 95%) during the semester will be placed in Edgenuity courses equaling the number of flex work classes the student is enrolled in.

Students who have more than 3 absences in a class per semester will be required to take a semester final for that class. Semester finals will consist of 10% of the semester grade. Requirements to be exempt from the semester final include:

- No more than 3 absences in the semester
- NO ISS or OSS
- Must have a C- or better in the course.
- All weighted and/or dual credit courses MUST take finals.

POINTS OF CLARIFICATION:

1. Students are expected to make up all class work missed due to an absence.
2. Any missed 10-minute segment of a class would constitute an absence. If a student reports to class at the beginning of the period before that time, a tardy will be recorded.
3. If a student makes a schedule change after classes have begun, prior absences during that class will be carried over to the new class for attendance policy purposes.
4. If discrepancies exist between the attendance office record of absences and the teacher's record, the Attendance Officer will determine the number of absences after consulting with the classroom teacher.
5. If the school nurse sends a student home, that absence is considered verifiable, But still counts toward the eight absences.
6. If a student enters during the school year from another school district, the number of allowable absences will be prorated. For example, a student who enters at the end of the first nine weeks will be allowed five absences per period for the remainder of that semester.
7. The student/parent recourse for grievances to the policy would be:
 - a. Step One: Attendance Officer/Attendance Committee
 - b. Step Two: Principal
 - c. Step Three: Superintendent of Schools
 - d. Step Four: Board of Education

Tardiness

Students are expected to be in class when the tardy bell rings. Students arriving after 8:05 a.m. in the morning must report to the attendance office for a pass to class and must sign in on the daily sign in/out form. The recording of tardies in Infinite Campus for the remainder of the day is the responsibility of the classroom teacher. Tardiness of 10 minutes or more to a class constitutes an absence. If a student is detained by a teacher, administrator or counselor that tardy will be excused and not counted as an absence.

Check Out Procedure

All students who leave school grounds during the regular school day (7:50 – 3:30) must:

1. Be granted permission to exit school grounds by school officials in the high school administrative office.
2. Have parental/guardian permission to exit the school grounds. If the parent is unavailable, a person designated on the student's Emergency Card may be contacted.
3. Sign out in the office, stating time and destination.

Eligibility Guidelines

ANY STUDENT WHO PARTICIPATES IN AURORA HIGH SCHOOL ACTIVITIES MUST PASS 3 UNITS OF CREDIT THE PRECEDING SEMESTER TO BE ELIGIBLE TO COMPETE IN ACTIVITIES SPONSORED BY THE MISSOURI STATE HIGH SCHOOL ACTIVITIES ASSOCIATION (MSHSAA). ANY STUDENT WHO WISHES TO PARTICIPATE ON ATHLETIC TEAMS, IN COMPETITIVE GROUPS, PERFORMING GROUPS, CLUBS AND CLASSROOM RELATED FIELD TRIPS MUST MEET THE REQUIREMENTS OF THE AHS ELIGIBILITY POLICY. THE ELIGIBILITY POLICY DOES NOT APPLY TO PARTICIPATION IN CEREMONIAL EVENTS SUCH AS PROM, COMMENCEMENT, SCHOOL SPONSORED HONORARY BANQUETS, OR HONORARY AWARDS CEREMONIES. ELIGIBILITY WILL BE DETERMINED AS FOLLOWS:

1. If a student receives more than one F on any 3-week grade check, he/she will be placed on academic probation for 5 school days. If the student is failing more than one class at the end of the academic probation period, he/she will remain ineligible until the next 3-week grade check. If the student is not failing more than one class when the next 3-week grades are due, he/she will become eligible on the day the failing list is posted. If the student is still failing more than one class, he/she remains ineligible until the next 3--week grade period.
2. A student who has more than one F at the end of the fourth quarter will be ineligible until first 3-week grades of the first quarter are posted for the next school year. If grades are satisfactory at that time (i.e., no more than one F), he/she will be eligible.
3. If a student fails two classes at the end of fourth quarter, he/she may become eligible in the fall by successfully completing one core course in summer school. Failure in more than two classes would render the student ineligible by MSHSAA standards.
4. MSHSAA Eligibility Standard: Students must pass 3 units of credit or 80% of their classes the previous semester in order to be eligible.
5. Coaches and sponsors are encouraged to become involved with students in an effort to improve academic performance. Those students who are failing any class and wish to participate in activities will be encouraged to attend tutoring sessions in an effort to raise grades to a passing level. If a student is ineligible to participate in the activities of a co--curricular class due to ineligibility under the AHS policy, the instructor will provide alternate assignments for the student as a means of meeting class requirements.

Participation in School Activities

1. If a student misses any part of the school day without being excused by an administrator, the student shall not be considered eligible on that date. A student who misses any part of the school day on the final day of the

school week will be ineligible for any activities that take place until the next school day. Example: A student missing part or all of school on a Thursday will not be eligible to participate in activities taking place on Friday or Saturday. Parents must contact the principal to verify the legitimate reason for the absence. (Missouri State High School Activity Association standard)

2. Any student who has an attendance rate of less than 90% is considered ineligible to participate in extracurricular activities until their attendance meets the 90% mark.
3. Students will not be allowed to drive themselves to school activities.
4. Students may ride home from school activities with their parent/guardian upon notification of the coach/sponsor. Permission to ride with another verifiable adult must be obtained prior to the activity through an administrator with proper parental consent.
5. If Friday School is assigned for discipline purposes, the student will be ineligible to participate in any after school activity until that Friday School is complete. This will include all extra--curricular activities and athletic practices and games. This policy will not include an activity that is required for a grade.

Student Identification Cards

All students will be provided a picture identification card (ID) which must be carried while at school or school-sponsored activities. IDs will be used to access lunch accounts, check out media center materials, and gain entry into school dances at which outside guests are not permitted. Students who have purchased an athletic/activity card must also present an ID upon entering covered events. Students must be prepared to produce an ID if requested by any staff member or substitute teacher. Failure to comply will be considered insubordination. If the ID card is lost or mutilated, the student should pay the replacement fee of \$5.00 in the attendance office and then go to the counseling office to be issued a new card.

Textbook and Material

Aurora High School provides textbooks without charge to all students. Students are responsible for the care and maintenance of the texts as well as library books. If books or materials are lost, damaged, or defaced, the student will be assessed a charge for replacement.

Locker

Each student will have the option of having a locker assigned to him/her at the start of the school year; students may opt to not use a locker. The locker and its contents remain under the jurisdiction of the school. The student occupying a locker is responsible for the care of that locker and should not deface the property in anyway. Do not switch lockers unless it is approved through the office.

Students are discouraged from bringing cash or valuable items to school. The school cannot be responsible for lost money or items from purses, backpacks, lockers, etc. If valuables must be brought to school they can be stored in the office for safekeeping.

Each student enrolling in physical education will be issued a locker and lock for storage of personal equipment. All personal articles should be properly secured before leaving the locker room. Students are responsible for seeing the locker is kept in good order and that the lock is returned at the close of the school year.

The school will not be responsible for items not properly stored in secured lockers.

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)

Laptop Usage

All AHS students, faculty and staff will be required to sign a Computer Use Agreement prior to utilizing school computers. School personnel have the right to monitor student computer activity to ensure compliance with the agreement. Due to the expense of the equipment, all rules outlined in the 1:1 Technology Handbook **MUST** be followed or this privilege may be lost. All arrangements for use of the equipment must be made in advance through the computer lab instructor.

Accidents/Injuries

Any accident (especially those resulting in an injury) should be reported immediately to the teacher, coach, school nurse or the administrative office. Parents will be notified and arrangements for transportation home or for medical attention will be handled through the office.

Bus Transportation

The safety of students during their transportation to and from school activities is the shared responsibility of the student, parents, bus driver and school officials. Students are responsible for following all the rules of conduct while waiting for or riding a school bus. The bus is an extension of the classroom so all school rules apply. Students are to be reminded that bus riding is a privilege, not a right, and this privilege will be forfeited if students choose not to follow the rules of safe bus behavior.

Parking Regulations

Driving to school is a privilege. The following regulations will apply:

1. Students must park in marked parking spaces in the south parking lot only.
2. All vehicles must be registered in the office.
3. Students who habitually violate parking regulations may face disciplinary measures.
4. Students may not park in spaces designated handicapped or visitor, along curbs, or in the spaces North (behind) of the school.
5. Students are not to be in their cars during school hours without permission from the office.
There is to be no loitering at cars before or after school.
6. Students must obey traffic laws and use extreme caution around school grounds.
Any infraction of the above rules may result in suspension of driving privileges.

Student Insurance--Attention Athletics

All students participating in athletics **MUST** be covered by insurance. This may be his or her own insurance policy or the insurance available for purchase by students through the school. It is also recommended that physical education students be covered by insurance. Insurance is available to all members of the student body through an outside agency at a nominal cost.

Health Services & Emergency Card

The nurse maintains immunization records, conducts screenings, provides general care of the students, and is available during school hours. A student should obtain permission from a teacher or the office before going to the nurse.

Students 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.

A student who becomes ill or needs medical attention must report to the nurse's office located in the main office for evaluation. If necessary, parents will be contacted and will be responsible for transportation if the student is sent home. **STUDENTS WILL NOT BE ALLOWED TO LEAVE SCHOOL FOR AN ILLNESS UNLESS THEY HAVE VISITED THE NURSE'S OFFICE.** Once it has been determined that a student needs to leave for medical reasons, they must sign out in the attendance office.

Each student must have an updated emergency card on file in the office. This card must be completed at the time of registration/enrollment. The card provides information vital to student health care as well as provides a list of all individuals approved by the parent/guardian to grant permission of the student to leave school premises in the event the parent/guardian cannot be reached. **Failure to have an emergency card on file may result in students being detained at school if no parent/alternative contact can be made.**

All medication to be taken during school must be taken to the Health Office along with a note from a parent/guardian giving permission for the health staff to give medication. Medication must be in the original 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. Medication not picked up at the end of the year will be discarded. Selling, dispensing or distributing any kind of medication by students may be grounds for disciplinary action. The following statement has been added to the emergency card each student must have on file. Medical Information--over the counter Medications, 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.

Drills

Tornado Drills

Tornado drills will be held at intervals during the year. The tornado-warning signal is a voice stating "This is a tornado warning." All students and teachers are to take cover in the location designated on the evacuation plans/routes posted in the room or area throughout the building.

Fire Drills

When the alarm sounds, students will immediately form a single file line as they leave the room to proceed to the nearest outside exit. No one is to pass another or break the line of march. Running is not permitted. The

first students to reach an outside door are to hold it open until all have left the building. Students are to check in and remain with their teacher once outside the building.

Students are not to talk during a fire drill and are to remain across the road surrounding the school until the signal is given to re--enter. No one is to return to the building until the signal is given by the principal or authorized representative.

Intruder Drills

Intruder drills will be held periodically throughout the year. When the lockdown announcement is made over the intercom teachers will close and secure the classroom door. Students are to remain calm and quiet until the signal is given by the principal or authorized representative that the drill is over.

Daily Announcements

Student announcements will be emailed to the students each day. Occasionally, important announcements are also read throughout the day. All students are expected to be attentive and are responsible for all information. A copy of the announcements is posted on the district web site and a copy is available in the office.

Soliciting

No solicitation will take place on school property. Advertisements for non-school activities must gain prior approval before posting. Signs concerning school events may be posted for a one-week period upon administrative approval. The person(s) who put up the signs is also responsible for removing them and any tape residue.

Visitors

Parents are welcome at AHS. Social visitation of outside students is discouraged and can only be allowed through prior arrangements with the principal. **All visitors must check in and out through the principal's office.** Visitors will receive a badge, which must be visibly displayed at all times and returned to the office upon checking out.

Electronic Devices

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. If brought through necessity, cell phones should be stored in the student's bag/backpack or as directed by the teacher and should not be used or displayed during class time. Students may use these devices during passing times and lunch. Students that disrupt class with a cell phone or leave class to use their cell phone will be subject to discipline. **CELL PHONES ARE NOT TO BE USED IN ANY SCHOOL--WIDE EMERGENCY SITUATION DUE TO THE LIKELIHOOD OF INTERFERENCE WITH OFFICIAL ACTIONS.**

Electronic Music Devices

Teachers will decide in individual classrooms if MP3 players, iPods, and devices that store music will be allowed. It will be student responsibility to comply with the teacher's classroom decision.

****The school will not be responsible for lost, damaged, or stolen electronic devices or cell phones.***

Breakfast/Lunch Period Procedures

Aurora High School operates a closed lunch schedule including the terminal or test days at semester's end.

- All lunch must be eaten in the commons.
- Lunch items purchased at local restaurants brought in during the lunch hour will not be allowed.
- Students are to remain on campus during the lunch period.
- Students may eat/drink items from the vending machines during lunch, before or after school.
- Students will not bring outside food items, homemade or pre-packaged to share with staff and students.

Infinite Campus Lunch System

The lunch system offers a convenient way for students to arrange in advance for payment of lunches. Everyone is encouraged to get involved in the program. Procedures are as follows:

Place a check or cash (a check is better) in the Lunch Account envelope, seal it, fill in the blanks on the outside, and place it in the lunch lockbox in the office. If more than one student from a family attends our school, one check can be written to cover them all.

Using the information on the envelope, the cashier will credit the student's account or the family account. Each student will be issued an identification card to access his/her account. The student must present the card or lunch PIN to the cashier at the time of lunch purchase. If a card becomes lost or is mutilated to the point that it will not work in the scanner, the student may be charged a replacement fee of \$5.00.

If a student does not have their lunch card or PIN the student will be asked to go to the end of the line unless prior arrangements have been made by the lunch secretary.

If a student is absent, brings lunch, or for some other reason does not eat, the account will, of course, not be charged that day. The money simply remains in the account for use on another day.

When the amount in the student's meal account is below \$5.00 a phone call will go out notifying the parent/guardian on Wednesday afternoon. Lunch account balances can be accessed at any time using the Parent Portal for SIS (follow the link at www.aurorar8.org). ADDITIONS TO THE ACCOUNT MUST BE IN THE DEPOSIT BOX BY 10 AM TO BE AVAILABLE ON THAT DAY.

Students will use their lunch account and not be allowed to use other students to purchase their lunch on a separate account.

Some students may qualify for a free or reduced lunch*. We encourage everyone to complete the necessary application form and return it to the main office. Free and Reduced lunch status does not qualify the student for ala carte items, only one hot tray per day.

Student Welfare

The welfare of students at AHS is our highest priority. Any student that commits an act of violence or threatens another student/staff member, even in a joking manner, will be taken very seriously and could cause the student to be removed from campus or referred to a law enforcement agency.

Sportsmanship

Aurora High School has a great deal of pride and tradition in all phases of our school. We must continue to exemplify the highest degree of sportsmanship and courtesy to our fellow conference schools and all people we come into contact with. We do not condone nor will tolerate unsportsmanlike conduct from our students or fans. Let's all pull together to really make our school strong and to especially add meaning to "It's Great To Be A Houn Dawg!"

Activities

Activities are an important part of the educational process. Aurora High School has a wide variety of activities and athletic programs, and we encourage student involvement. We are proud of our Houn Dawg tradition and expect participants and spectators alike to exemplify the highest degree of sportsmanship and courtesy.

Athletic opportunities for male students include baseball, basketball, cheerleading, cross-country, football, golf, soccer, tennis, track, and wrestling. Female athletics include basketball, cheerleading, cross-country, softball, soccer, tennis, track, volleyball, and wrestling. Students may also wish to get involved in academic activities such

as Band, Choir, Future Business Leaders of America (FBLA), Family Career Community Leaders of America (FCCLA), Future Farmers of America (FFA), Future Teachers of America (FTA), Drama, Job's for America's Graduates, (JAG), Speech and Debate, , or Student Council. Art Club, Fellowship of Christian Athletes (FCA), Every Student Matters Club, Literary Club, Science Club, Spanish Club, and Unraveled provide a variety of opportunities. Students may also qualify for National Honor Society (NHS). For more information about these groups and meeting schedules, please contact the main office, the counseling office, and listen closely to daily announcements.

School Dances

Students attending a school-sponsored dance will be subject to all school policies concerning behavior and dress code. Appropriate dress will be determined by the organization sponsoring the dance. An administrator and/or sponsor will check for any violation of the AHS drug and alcohol policy. If a violation is detected, parents will be notified and the students will not be allowed to attend the dance. Any student at the dance not conducting himself in an appropriate manner, as interpreted by adult sponsors, will be asked to leave. Parents will be notified and the conduct will be reported to the administration.

Adequate adult/staff supervision will be provided. If adequate supervision is not available, the dance will be canceled. Students must present an AHS identification to enter. Only current AHS students in "good standing" will be allowed. (A current AHS student on OSS or expelled will not be permitted to attend. An AHS student with chronic/excessive discipline and/or 5 or more unverified absences could be withheld from a dance.) All guests (everyone attending other than AHS students in "good standing") must be pre-registered and approved through the office prior to attending. All guests will be expected to follow all established rules and policies of AHS. AHS students are responsible for their guests while at the dance. No junior high students may attend a high school dance. **Any date or guest 21 years or older will not be permitted to attend dances.**

All students attending will be required to sign in upon arrival and sign out when leaving if leaving more than 15 minutes prior to the scheduled conclusion. Students will not be allowed to leave and re-enter. No loitering will be allowed around the outside of the building during the dance. School dances will end no later than 11:00 p.m.

The administration and staff of AHS realize that dances can be significant activities for both students and parents. Parents are welcome at dances. However, sponsors reserve the right to specify designated areas for parents/guardians as needed for the adequate monitoring of all AHS students and their guests.

Junior/Senior Prom

(All the above criteria, rules and regulations apply to the Junior/Senior Prom unless indicated below)
The Junior / Senior Prom is an opportunity for the junior class to pay their respect and show their gratitude and admiration to members of the senior class for their guidance and leadership during their high school careers. In keeping with the integrity and tradition of the Junior/Senior Prom at AHS, only juniors and seniors currently enrolled in AHS and in "good standing" may attend without pre--registering. All guests (including out of school, out of town, and AHS high school underclassmen) juniors and seniors need to be pre--registered and approved through the office prior to attending. All guests will be subject to all rules and regulations of AHS and must be in "good standing" in order to attend. Parents who would like to assist with specific activities at prom are urged to contact the junior class sponsor for an assignment.

A+ Program Requirements

In order for a student to participate in the A+ program the following requirements must be met:

- Enter into written agreement during high school career prior to graduation
- Have attended a designated A+ School for two (2) consecutive years prior to high school graduation
- Graduate from high school with a grade point average of six point eight seven five (6.875) or higher on a eleven (11) point scale;

- Have at least a ninety-five percent (95%) attendance record for the four (4) year period of high school;
- Perform fifty (50) hours of unpaid tutoring or mentoring for younger students;
- Obtain a score of Proficient or Advanced on the Algebra 1 End of Course Exam or higher math Course Exam; and/or Qualifying combination of HS GPA/ACT math subscore;
- Maintain a record of good citizenship and avoidance of the unlawful use of drugs.
- If required to register under the United State Military Selective Service Act must show proof of registration to be eligible for programs for financial assistance for postsecondary education

Aurora High School School--Parent Compact

The Aurora R--VIII School wide Title I Program helps students become independent learners, succeed in school, and contribute positively to society. The Aurora High School teachers, administration, and Board believe that:

- All people must be treated with dignity and respect.
- High expectations lead to high achievement.
- The learning environment impacts student learning.
- Family members are children's first and lifelong teachers and their involvement contributes positively to student success.
- Student achievement is enhanced by collaboration between families, classroom teachers, Title I personnel, and the entire school and community.

School Responsibilities

Aurora High School staff will:

Provide high--quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the Missouri Learning Standards as follows:

- Retain highly qualified principals and teachers
- Provide instruction, materials, high-quality professional development, and incorporate the latest research
- Maintain a safe and positive school climate

Hold Parent-Teacher conferences to:

- Discuss student progress/grades during the first quarter
- Discuss this compact as it relates to achievement

Provide parents with frequent reports on the student's progress as follows:

- Timely suggestions from the teacher and
- Progress reports sent home by the school on a three-week basis.

Be accessible to parents through the following:

- Phone calls or person-to-person meetings
- Scheduled consultations
- Parent-Teacher conferences
- Notes/packets sent home

Promote and support responsible parenting through the following:

- Resources for effective parenting.
- Opportunities for parents to volunteer and participate in their child's class and observation of classroom activities adhering to the guidelines set forth by the Board of Education policies, state regulations, and federal regulations.

Parent Responsibilities

I, as a parent, will support my child's learning in the following ways:

- Make sure my child is in school every day possible.
- Check my child's progress on a regular basis.
- Monitor the amount of time my child plays video games or watches television.
- Be aware of my child's extracurricular time and activities.
- Stay informed about my child's education by reading all communications from the school and responding appropriately.
- Communicate with my child's teacher on a regular basis.
- Spend time daily with my child reading, writing, or in discussion activities.
- Attend parent meetings when possible.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will:

- Spend time daily reading, writing, or discussing with a parent or reading partner.
- Display appropriate behavior at all times.
- Obey school rules and demonstrate respect for myself, my peers, and adults.
- Accept responsibility for my actions and accept the consequences for poor choices.
- Ask questions and consult with teachers regarding my progress and achievement.

Having read this compact, I agree to uphold my responsibilities in order to achieve success for the student in the Title I Schoolwide Program.

Principal: _____

Date: _____

Parent/Guardian(s): _____

Date: _____

Student: _____

Date: _____

Please sign and return this portion as soon as possible.

ATHLETIC HANDBOOK

INTRODUCTION

Activities supplement the secondary curriculum program, and as such, become a vital part of a student's total educational experience. This handbook is given to you so that you may make an informed decision about the programs that are available to you. We encourage you to take part in as many activities as your time and talents allow.

PURPOSE

The purpose of the Activities Handbook is to inform students and parents of rules and regulations affecting activities. Eligibility to represent Aurora High School in interscholastic activities is a privilege to be attained by meeting the standards of eligibility set by Aurora High School and Missouri State High School Activities Association. (MSHSAA)

PHILOSOPHY

The activities program provides opportunities above and beyond the basic curriculum of the regular classroom. As an integral part of the educational program, activities provide supplemental experiences and help students acquire additional knowledge, skills, and emotional patterns necessary as attributes of good citizenship. This program should provide educational and social experiences that will help develop young men and women physically, mentally and emotionally.

STUDENT RESPONSIBILITY

It is the student's responsibility to know and understand the rules for the activity participation. Failure to follow the rules could result in consequences outlined in this handbook.

MSHSAA

Aurora School District is a member of the Missouri State High School Activities Association. The purpose of this organization is to promote, develop, direct, protect and regulate amateur interscholastic activities between member schools and to stimulate fair play, friendly rivalry, and good sportsmanship among contestants, schools, and communities throughout the state.

SPORTSMANSHIP EXPECTATIONS

Sportsmanship involves fair play, courtesy, and respect for both the activity and opponents. The values of activities should last a lifetime. We are asking for your support to promote sportsmanship by emphasizing what is expected as competitors or spectators at any activity/contest/event. Such events are an extension of the school day and we expect the same type of respectful behavior exhibited in the activities/contest/events as we do in a regular classroom. We ask students, spectators, and parents to support sportsmanship, ethics, and integrity at all times.

HOUN DAWG PLEDGE

We feel the parents, coaches and fans play a vital role in the development of student athletes, therefore, we (the community of Aurora) believe in the following:

- We must be a positive role model through your own actions to make sure every child has the best athletic experience.
- Be a "team fan", not a "my kid" fan.
- Please communicate with the coaches; don't just take hearsay as the absolute truth.
- Show respect for the opposing players, coaches, spectators and support groups.
- Be respectful of all official's decisions.
- Don't instruct athletes during a game, because it may conflict with the coach's plans and strategies.
- Praise student--athletes in their attempt to improve themselves as students, as athletes and as people.
- Gain an understanding and appreciation for the rules of the contest.

- If you, as a parent, have a concern, take time to talk with the coaches in an appropriate manner including proper time and place. Be sure to follow the designated chain of command.
- Please reinforce our drug and alcohol-free policies by refraining from the use of any controlled substance before and during athletic contests.
- Remember that a ticket to a school athletic event is a privilege to observe the contest.

PARTICIPATION GUIDELINES

ELIGIBILITY CRITERIA

All students participating in the activities program must meet the requirements of the Missouri State High School Activities Association and the requirements of the Aurora R--8 academic and conduct eligibility standards. All students must meet the residence and transfer of enrollment requirements of the MSHSAA. All students must meet MSHSAA criteria: pass a minimum of 3 units of credit the previous semester or 80% of the maximum available credit and maintain creditable citizenship. Under certain conditions/restrictions up to one unit of credit from summer school may be counted toward activity eligibility. In addition, all students must meet Aurora R--8 eligibility criteria.

HIGH SCHOOL STUDENTS

9th Grade and Transfer Students

Transfer students must meet MSHSAA transfer guidelines in order to be eligible.

9th through 12th Grades

Students will be ineligible to participate in activities if:

They did not receive 3 credits in the previous semester or 80% of the maximum credits available.
(MSHSAA=1 semester ineligibility)

ACADEMIC ELIGIBILITY GUIDELINES

Any student who participates in Aurora High School activities must pass 3 units of credit the preceding semester to be eligible to compete in activities sponsored by the Missouri State High School Activity Association (MSHSAA). The eligibility policy DOES NOT apply to participation in ceremonial events such as prom, graduation, school sponsored honorary banquets, or honorary awards ceremonies. Eligibility will be determined as follows:

The following eligibility standards will apply to all extra--curricular and co--curricular activities:

1. If a student receives more than one F on any 3--week grade check, he/she will be placed on academic probation for 5 school days. If the student is failing more than one class at the end of the academic probation period, he/she will remain ineligible until the next 3--week grade check. If the student is not failing more than one class when the next 3--week grades are due, he/she will become eligible on the day the failing list is posted. If the student is still failing more than one class, he/she remains ineligible until the next 3-week grade period.
2. All grades/assignments/tests etc. must be completed before the grading period ends. An incomplete is an F as far as eligibility is concerned.
3. A student who has more than one F at the end of the fourth quarter will be ineligible until the first 3-week grades of the first quarter are posted for the next school year. If grades are satisfactory at that time (i.e., no more than one F), he/she will be eligible.
4. If a student fails two classes at the end of the fourth quarter, he/she may become eligible in the fall by successfully completing one core course in summer school. Failure in more than two classes would render the student ineligible by MSHSAA standards.

5. MSHSAA Eligibility Standard: Students must be enrolled in courses offering 3 units of credit and must have passed 3 units of credit the previous semester in order to be eligible.

Coaches and sponsors are encouraged to become involved with students in an effort to raise their grades. Those students who are failing any class and wish to participate in activities will be encouraged to attend tutoring sessions in an effort to raise their grades to a passing level. If a student is in a MSHSAA sponsored sport or activity and wishes to drop a course, the student must have a passing grade. If the student is failing the course, one of the following will occur:

1. The grade must be raised to passing before a schedule change can be considered, or
2. The student will be ineligible until the end of the semester.

TRANSFER STUDENTS

Students new to the district must meet MSHSAA rules for transferring schools/school districts.

SPECIAL SERVICES STUDENTS

All special services students must comply with published MSHSAA guidelines for participation.

ATTENDANCE (Regular school day)

Students must be in school the day of the contest for ALL HOURS (1--7). ANY absence for any period on the day of the contest must be excused by the Principal/Assistant Principal in order for the student to be eligible for competition. Parents must contact the principal's office to verify the legitimate reason for the absence.

Students participating in extracurricular activities are to maintain an attendance rate of no lower than 90%. Students whose attendance rate is below 90% will be ineligible to participate in extracurricular activities until their attendance rate reaches the 90% mark.

PHYSICAL EXAMINATIONS

EVERY ATHLETE MUST HAVE A CURRENT VALID PHYSICAL BEFORE they are allowed to practice. Physicals obtained after Feb. 1 of the current year are valid for the next school year.

INSURANCE

The school district has purchased insurance for all students participating in MSHSAA athletics and activities. This policy offers coverage to students while he/she is "in season" during practices, transportation on school-sanctioned vehicles, and during the activity or event. This policy only covers the student during the season in which he/she is participating. (Example: A student playing football will be covered under the school's insurance policy during football season. However, once football season ends the student is no longer covered. If that student participates in a winter or spring MSHSAA activity, he will again be covered during the applicable season.) For this reason, parents/guardians are strongly encouraged to carry private insurance in addition to the school's coverage.

CONDUCT AT EXTRA- - CURRICULAR ACTIVITIES

Our expectation of extracurricular activities is that they are educational in nature (will contribute to the accepted aims of education) and of benefit to participants. Each school is responsible for the conduct of its teams, students, coaches, and fans at both home and away contests. Any player, coach, student, or fan ejected from a contest may be prohibited from playing/attending the next contest at the same level. Coaches should inform the building activity director of any ejection or flagrant foul as soon as possible. Activity director will conference with individuals as soon as possible.

PARENT/COACH COMMUNICATION PROCEDURES

I. Communication you should expect from your child's coach

- a. Philosophy of the coach
- b. Expectations the coach has for all team members
- c. Locations and times of practices and contests
- d. Team requirements, i.e., fees, special equipment, off--season conditioning
- e. Procedure should your child be injured during participation

II. Appropriate concerns to discuss with coaches

- a. The treatment of your child, mentally or physically
- b. Ways to help your child improve
- c. Concerns about your child's behavior
- d. How your child can help the team to be competitive

III. Issues not appropriate to discuss with coaches

- a. Playing time (rationale for playing time may be requested)
- b. Team strategy
- c. Play calling
- d. Other student/athletes

Note: There are situations that may require a conference between the coach and the parent. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

IV. If you have a concern to discuss with the coach, please use the following procedures

- a. The student athlete must bring the issue to the coach's attention
- b. If the issue needs further attention, contact the coach during his/her planning period to get clarification or to set up a meeting
- c. Please do not attempt to confront a coach before or after a contest or practice

V. What can a parent do if the meeting with the coach did not provide a satisfactory resolution?

- a. Call during school hours and set up an appointment with the Activities Director to discuss concerns
- b. At this meeting the appropriate next step can be determined

CITIZENSHIP

Students who represent Aurora High School in interscholastic activities must be creditable citizens judged so by the proper authority. Those students whose character or conduct is such as to reflect discredit upon themselves or our school are not considered "creditable citizens". MSHSAA Citizenship Guidelines will be followed.

CITIZENSHIP STANDARDS

Participation in student activities is a privilege and a not a right; therefore, the Aurora School District requires students to adhere to standards of behavior which will bring credit to students, the particular activity, the school, and the community. Students who represent the Aurora School District must demonstrate good citizenship and conduct at all times. The Aurora School District requires student behavior be in compliance with school board policy, with the school's Student Handbook Regulations, and public laws. Behavior not in compliance with these policies may result in student's suspension from all extra--curricular activities.

SUSPENSIONS

OSS – Out of School Suspension, ISS - In School Suspension, Friday School

Students are not allowed to practice or participate in games on days they have OSS,
Friday School
Students may practice but are not allowed to participate in games until assigned Friday
School has been served.

ASD - After School Detention

If students are assigned after school detention (ASD), students may participate in games and practices but must make every effort to serve ASD.

CHEMICAL ABUSE

We recognize that the use of mood-altering chemicals poses a significant health problem for many adolescents. The effects can be detrimental to the physical and emotional welfare of students. Chemicals adversely affect extracurricular participation and the development of related skills.

Activities are an extension of school and all regular school rules and regulations are applicable. Rules for activity participants are stricter and are enforced in and out of school. In addition, violations involving tobacco, alcohol, and mood--altering chemicals will result in suspension from activities. **Alcohol and Drug Penalties are cumulative for the student's entire High School career.** The following penalties will be enforced:

A. Tobacco:

First violation: Two (2) weeks or 2 games/matches/meets, whichever is the more severe penalty. If the offense occurs before the start of contests, the punishment shall begin on the date of the first contest for that sport season. If a student is not in a sport at the time of the infraction, the punishment shall carry over until the next sport season in which the student participates.

Second violation: A four (4) week suspension will begin on the date of the first contest the student is being suspended for. The suspension will carry over into the next sport the student participates in starting on the first contest of the new season if the suspension is not completed in the current season.

Third Violation: This will be a case-by-case basis with a minimum of an eight (8) week suspension following the same guidelines, as the first two violations and the student will appear before the athletic director and administration.

B. Alcohol:

First violation: Suspended from 20% of maximum number of allowable contests

Second violation: Suspended 365 days from date of infraction

C. Illicit chemicals/Illegal substances

First violation: Suspended from 20% of maximum number of allowable contests

Second violation: Suspended 365 days from date of infraction

SPORTS SEASON

Any student who is on the eligibility list of a team may not begin (participate in) the next sport season until the previous season is officially over (last contest). All obligations need to be cleared before the next season's practice begins. The athlete will not be allowed to participate in practice or games until all obligations are taken care of (i.e. – turn in equipment, pay for lost equipment, etc.). Athletes are responsible for all equipment that has been check out to them.

COLLEGE BOUND ATHLETES

Athletes who wish to play sports in college at an NCAA institute are encouraged to sign up with the NCAA clearinghouse at the following website: www.web1.ncaa.org/eligibilitycenter/common/

Please sign up before you take an official campus visit that is paid for by the college or any time before your senior year.

MISSED PRACTICE

If an athlete is to miss a practice for any reason, he/she should notify their coach in advance, if at all possible. An unexcused absence from practice may result in loss of playing time. Repeated unexcused absences will result in suspension from the team for the remainder of the season.

“SNOW DAY” PRACTICES

“Snow day” (Bad Weather) practices called by the coach and approved by the administration will always be on an optional basis for the athlete.

DROPPING A SPORT

Athletes who choose to quit a sport and join another sport must do so prior to the 1st contest of the sports involved. In the event that an athlete wishes to participate in another sport both head coaches, principal and the activities director must grant permission.

PARTICIPATION IN MORE THAN ONE SCHOOL SPORT IN THE SAME SEASON

An athlete may participate in more than one sport in the same season under the following conditions:

- That the athlete chooses to participate in two sports.
- That the parents approve.
- That both coaches involved approve.
- That the administration is aware of the details, and approves.
- That the athlete designates which sport takes precedence if there is a conflict.

PARTICIPATION IN NON - SCHOOL COMPETITION DURING A SCHOOL SPORTS SEASON

MSHSAA guidelines will be followed.

TRANSPORTATION/ACTIVITIES

In general, **students are required to ride school buses to and from activities.** Students are expected to return from activities the same way they go. Certain occasions may warrant consideration of some alternatives.

1. Athletes may ride from activities only with an adult and a written parental request. **(Parents must talk with the Principal/Assistant Principal or Athletic Director and/or send a note prior to departure requesting alternate transportation.)**
2. OR, Parents may sign out their son/daughter after an away contest.

ATHLETES WILL MEET THE FOLLOWING EXPECTATIONS ON ALL ATHLETIC TRIPS:

1. Ready at the scheduled departure time.
2. No cleats or spikes on the bus.
3. No food on the bus (unless authorized).
4. Dress appropriately and properly as determined by the coach.
5. Display good citizenship.
6. Keep the bus clean. Pick up all litter after a trip.
7. Close all bus windows at the end of the trip.
8. Leave the bus in better shape than you found it.
9. Notify parents of return time.

EQUIPMENT

Students are accountable for all equipment they have checked out. Any equipment lost/stolen/abused will be charged to the student in whose name the equipment was checked out. The following suggestions should help reduce problems with equipment:

1. Do not exchange or loan equipment.
2. Keep your locker locked at all times.

3. Report loss of equipment immediately to the coach.
4. Report any defective/unfit equipment to the coach.

MSHSAA regulations prevent schools from loaning or selling equipment.

TEAM AWARDS/LETTERS

Students are eligible for awards. All awards require the student to be a member of the team/activity at the end of the season. Activity award requirements are available from the coach/sponsor of each activity. A copy of award requirements is also available from the building activity director's office.

The rules outlined in this handbook are the minimum standards. Each sponsor/coach may impose stricter rules for their specific activities. The coach/sponsor will provide written rules to parents/students when those rules deviate from this handbook.

FORMS

The following forms will be required before a student may practice or perform in any athletic activity.

1. Physical Verification, Participation Agreement.
2. Student Agreement
3. Parent Permission
4. Verification of receiving Concussion Education Materials
5. Staff/Student Relations Form
6. Athletic Trainer Waiver Form

Board Policy
Policy Descriptor Code: JG

STUDENT DISCIPLINE

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. It should be noted that these guidelines are in effect throughout the school day, at any school--sponsored event, or on a school bus going to or from school or a school--sponsored event.

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.

The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

Disciplinary Actions Ref: BOE policy JGA/JGB/JGD/JGE/JGR

Students who become involved in areas of problem behavior will be subjected to certain disciplinary actions. 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.

1. Informal talk -- a school official (teacher, administrator, or counselor) will talk to the student and try to reach an agreement regarding how the student should behave.
2. 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.
3. Parent involvement -- parent(s) will be 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.
4. After School detention -- To facilitate proper discipline in the high school, student detention is scheduled Monday through Thursday from 3:30 to 4:30 pm each day. Students are expected to observe school rules during this time and to complete the introductory writing assignment. A student can do homework after the writing assignment. Students should not be making or creating a disturbance during this discipline time. Students will be responsible for coordinating transportation for after school detention or will be allowed to ride the tutoring bus if one is scheduled for that day. **A student who does not complete an assigned detention will be given Friday School and cannot attend district activities until the Friday School is completed.**
5. Friday School – Friday School is a program utilized by the school district for dealing with student discipline and behavior, which could normally result in options including out-of-school suspension. A student assigned Friday School will also be ineligible for any after school activity until the Friday School is complete. (This includes extra-curricular and athletic events) Students who are assigned to Friday School must be in the assigned room before 8:00 AM on the Friday they are assigned. Students will remain in Friday school with the supervisor until 12:00 PM. A break will be given to the students at 10:00 AM, at which time they may use the restroom and get a drink. (No food or drink will be allowed at Friday School.) Failure to report to Friday School will result in out-of-school suspension on the next regular school day. The student will be responsible for transportation to and from Friday School. **The student will still be required to make-up the original Friday School that was assigned, and will remain ineligible for after school activities until the Friday School is made up.**
6. ISS-In School Suspension - Students will be in an alternative educational setting during normal school hours. Students will receive all their assignments and be eligible for full credit work completed during this time. ISS can be used at the administrator's discretion. Students who do not adhere to the ISS procedures will then be subject to further discipline, such as multiple days of detention, Friday school or OSS.
7. Out-of-School Suspensions (up to 10 days) –Students will be awarded due process in an OSS situation. A student suspended may not attend school functions during suspension. During the term of the suspension, students may complete class work for credit. Full credit can be obtained by parents requesting work from the office during the suspension and the student turning in the complete assignments the day they return from suspension. If work is not completed the day they return it may be turned in the second day for half credit. After that the student will receive no credit for the work assigned during the suspension.
8. Out-of-School Suspension (up to 180 days) -- The board of education authorizes the superintendent of schools to suspend a student for up to 90 calendar 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 superintendent of schools determines that a long-term suspension is in order, it will be administered at that point. A suspension of more than 10 calendar days may be appealed to the board of education through the superintendent of schools.
9. 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 with which the authority for expulsion rests.

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.

Aurora R--VIII

Date Adopted: 9/15/2015

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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
§160.261, RSMo.	<u>State Statute</u>
§160.262, RSMo.	<u>State Statute</u>
§160.263, RSMo.	<u>State Statute</u>
§167.161, RSMo	<u>State Statute</u>
§167.171, RSMo	<u>State Statute</u>
§171.011, RSMo.	<u>State Statute</u>
Federal Reference	Description
20 U.S.C. §§ 7102--7165	<u>Safe and Drug--Free Schools and Community Act</u>
FED COURT	<u>Beussink v. Woodland R--IV Sch. Dist., 30 F. Supp. 2d 1175 (E.D. Mo 1998)</u>

Description

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION

USE OF TOBACCO PRODUCTS AND IMITATION TOBACCO PRODUCTS

TRAFFIC AND PARKING CONTROLS

REPRODUCTION OF COPYRIGHTED MATERIALS

STAFF/STUDENT RELATIONS

GRADUATION EXERCISES

TEST INTEGRITY AND SECURITY

Regulation

Descriptor Code: JG--R1

STUDENT DISCIPLINE

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

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. Report to law enforcement.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement.

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 perpetuated 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:	In-school suspension, 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.

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

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

4. 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/Vaping

1. 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 3 days out-of-school suspension.

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 3 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. Electronic devices will be turned over to SRO and will not be returned to the student unless 18 years of age.
Subsequent Offense:	Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension. Electronic devices will be turned over to SRO and will not be returned to the student unless 18 years of age.

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.

Discipline Behavioral Offenses

Knives of any kind are not allowed at school. Possession of any knife with a blade 4 inches or longer or a knife used as a weapon will be a violation of the safe schools act and will be punished according to the weapons section of the handbook. Any knife not falling in these categories will be subject to seizure and punishment. Punishments will range from a conference with the student to OSS. All knives that are taken from students will only be returned to the parents of that student.

Bus Misconduct

Any offense committed by a student on a district--owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, bus--riding privileges may be suspended or revoked.

- 1st Offense -- Conference / 2 days off the bus
- 2nd Offense -- 5 days off the bus
- 3rd Offense -- 10 days off the bus or long-term suspension from bus

Cell Phones

During class time, these devices must remain off or on silent. Failure to adhere to these guidelines may result in a classroom referral, confiscation and the phone sent to the office to be claimed at the end of the day.

- 1st Offense -- Conference with Principal/Confiscate Phone
- 2nd Offense-- Detention (2 Days)/Confiscate Phone
- 3rd Offense -- Friday School/Confiscate Phone
- 4th Offense -- ISS (1-3 days)

Cheating

- 1st Offense -- Conference and/or Detention (1-2 days)
- 2nd Offense -- Alternate Assessment Provided/Detention (2-3 days)
- 3rd Offense -- ISS (1-3 days) or Possible Removal from Course

Chronic Documented Classroom Misconduct

Students that have had attempts by teachers to change behavior and there is documentation of corrective action will have the following consequences:

- 1st Offense -- Friday School (1-2 days)
- 2nd Offense -- ISS (2-3 days)
- 3rd Offense -- ISS (3-5 days)
- 4th Offense -- OSS (3--10 days)
- 5th Offense-- OSS (6-10 days)

Classroom Referral

Sent to the office by a teacher or staff member. Referrals may be all from one teacher or the sum from two or more teachers.

- 1st Offense -- Conference with Principal and/or Detention (1 day)
- 2nd Offense -- Detention (2 days)
- 3rd Offense -- Friday School (1-3 days)
- 4th Offense -- ISS (3-5 days)
- 5th Offense-- OSS (1-3 days)

Computer Misuse

Ref. BOE policy JGR, EHB, EHB--R

Attempting, regardless of success, to gain access to a technology system or information that is deemed inappropriate for the educational setting.

1st Offense – Detention (1--4 days), Friday School, 1--180 days OSS, loss of user privileges and/or confiscate student laptop, possible notification of law enforcement and documentation in student's discipline record.

Confrontation Between Students

- 1st Offense-- Friday School (1 day)
- 2nd Offense-- ISS (1--3 days)
- 3rd Offense-- ISS (3-5 days)

Dishonesty

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

1st Offense – Nullification of forged document, Principal/Student Conference, parent contact, Friday School (1-2 days), or 1-10 days OSS

Subsequent Offense-- Nullification of forged document. Friday School (2-3 days), OSS (10--180 days), or expulsion

Disorderly Conduct

Any action which disrupts the educational process.

- 1st Offense -- Detention (1-3 days)
- 2nd Offense -- Friday School (1--2 days)
- 3rd Offense -- ISS (1-3 days)
- 4th Offense-- OSS (3-5 days)

Defiance/Insubordination/Disrespect

Rude or otherwise inappropriate language or action that is directed at a staff member. Any verbal or non-verbal refusal to comply with a reasonable direction or order of a school employee responsible for the care and supervision of students.

- 1st Offense – Friday School (1 days)
- 2nd Offense –ISS (1-3 days)
- Subsequent Offenses – OSS (3-10 days)

Disruptive Conduct or Speech

Verbal, written, pictorial, or symbolic language that is directed at any person that is

rude, vulgar, defiant, in violation of district policy or considered inappropriate in the school setting 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.

1st Offense --Detention (1--2 days)

2nd Offense--Detention (2--3 days)

3rd Offense --Friday School (1 day)

4th Offense -- ISS (1-3 days)

5th Offense-- OSS (3 - 10 days)

Failure to Meet Conditions of Detentions/Friday School/Suspension Students may not come within 1000 feet of any public school in the district while on suspension, or appear at district activities while on Friday School suspension.

First Offense:

will result in the next higher disciplinary action that was administered. (Example-- missing detention results in 1 Friday School, which results in suspension from district activities until Friday School is completed and possible suspension if Friday School is missed.)

Subsequent Offense:

Repeated failures to cooperate will result in progressive penalties and/or Out--of--school suspension from 1--180 days

Ref: BOE Policy -- JG--R

False Alarm

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing or causing the evacuation or closure of school property.

1st Offense -- Restitution, conference, 1--180 OSS or expulsion.

2nd Offense -- Restitution, conference, OSS (10--180 days), or expulsion.

Forgery

Writing and using the signature or initials of another person, including parent note. (May also include deception by telephone.)

1st Offense --Detention (1--3 days)

2nd Offense --Friday School (1--2 days)

3rd Offense -- ISS (1--3 days)

4th Offense--OSS (1-10 days)

Gang Symbols

This includes any apparel, jewelry, accessories, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute denotes membership in gangs, which advocate drug use, violence, or disruptive behavior.

1st Offense -- Conference with administrator

2nd Offense -- ISS (1--3 days)

3rd Offense -- 3 days OSS

Additional offenses will be handled with longer school suspensions. Ref:
BOE policy – JFCE

General Misconduct

Behavior that is disruptive to the orderly procedure of school.

1st Offense--Conference

2nd Offense-- Detentions (1--2 days)

3rd Offense-- Detentions (2--3 days)

4th Offense-- ISS (1 day)

Subsequent Offenses--ISS (1-3 days)

Inappropriate Language/Profanity

Profanity, lewd, or obscene language verbal and/or written, to include gestures directed at another student or group of students.

1st Offense --Detention (1-2 days)

2nd Offense - Detention (2-3 days)

3rd Offense - ISS (1 day)

Subsequent Offenses--ISS (1-3 days)

Restricted Area Violation

A student may not be in unauthorized areas (parking lots, hallways at lunch,one person per bathroom stall at a time, outside the buildings, etc.)

without purpose and permission.

1st Offense --Detention (1 day)

2nd Offense --Detention (2--3 days)

3rd Offense --ISS (1-3 days)

Sexual Harassment (Verbal)

Verbal, written, or symbolic acts that are sexual in nature.

1st Offense --Conference and/or Friday School (1-2 days)

2nd Offense --OSS (1-10 days)

3rd Offense --OSS (10-180 days)

Sexual Harassment (Physical)

Physical contact that is sexual in nature and content.

1st Offense --OSS (1-180 days) or expulsion.

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.

1st Offense: Confiscation -- Conference, detention, Or 1--180 days OSS

Subsequent Offenses: 1--180 days OSS, or expulsion

Tardiness

1st tardy --	Initial Warning
2nd tardy --	2nd Warning
3rd tardy --	Final Warning
4th tardy --	Detention (1 day)
5th tardy --	Detention (2 days)
6th tardy --	Friday School (1 day)
7th tardy --	ISS (1 day)

Skipping School

1st Offense --	Friday School (1 day)
2nd Offense --	ISS (1-3 days)
3rd Offense --	Repeat offenses-- OSS (3--10 days)

Cutting Class

Being out of an assigned class without that teacher's permission and remaining on campus.

1st Offense -	Detention (2 day)
2nd Offense -	Detention (3 days)
3rd Offense -	Friday School

Leaving School Premises Without Permission

1st Offense --	Detentions (1--3 days)
2nd Offense --	Friday School (1 day)
3rd Offense --	Friday School (2days)

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.

1st Offense--	Principal/Student Conference, Detention, Friday School, or 1--180 days OSS
2nd Offense--	OSS (1--180 days) or expulsion

Excessive Violations

The purpose of the sanctions listed above is to improve the behavior of the student. If the student continues to engage in inappropriate behavior after repeated interventions, more serious corrective measures may be necessary. A student/parent/administrator conference will be scheduled to discuss the behavior and possible alternative actions. Long--term suspension or expulsion may be recommended.

Vandalism

Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students.

1st Offense --	Friday School, OSS (1--10 days), restitution
2nd Offense --	OSS (10--180 days), restitution required

Ref: BOE policy –

JFCJ Ref: RSMO

571.010

DEVIATION FROM THE ABOVE SCOPE AND SEQUENCE MAY OCCUR AT THE DISCRETION OF THE BUILDING ADMINISTRATOR. OTHER OFFENSES NOT NOTED IN THIS SCOPE AND SEQUENCE CHART WILL BE HANDLED ACCORDING TO SCHOOL BOARD POLICY AND IN ACCORDANCE WITH MISSOURI STATUTE 167.171.

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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.

Policy

Descriptor Code: JFCA

STUDENT APPEARANCE AND DRESS CODE

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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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.

Aurora R--VIII

Date Adopted: 9/15/2015

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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
§167.166, RSMo	State Statute
Federal Reference	Description

20 U.S.C. § 1681	Federal Statute
FED COURT	Bishop v. Colaw, 450 F.2d 1069 (8th Cir. 1971)
FED COURT	Stephenson v. Davenport Comm. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
Policy Reference	Description
EBBA	ILLNESS AND INJURY RESPONSE AND PREVENTION

Administrative Procedure

Descriptor Code: JFCA--AP(1)

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.

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Aurora R--VIII

Date Issued: 11/2/2015

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DRESS CODE--5th Through 12th 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. Some general guidelines are as follows:

1. Footwear is required. Shoes with wheels/skates or house shoes/slippers are not to be worn in the building.

2. Teachers of specific courses where safety is a factor may require students to adjust hair and/or clothing accordingly for that class.
3. Clothing 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.
4. Shorts of appropriate length are permitted. Spandex shorts, cut--offs, bicycle shorts, mini--skirts, and short--shorts are not permitted. Shorts/skirts are permitted but should not be considered immodest or interrupt the education process.
5. Yoga pants, leggings, and tights are allowed unless they cause a disruption to the educational process.
6. Tank tops, halters, midriffs, backless, spandex, spaghetti straps, net, low--cut tops, and see--through clothing are 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.
7. 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 (holes cannot be more than (3) inches above the top of the knee--short length).
8. Hats, 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.
9. Facial piercings will not be permitted if they cause a disruption to the educational process.
10. Jeans, slacks, skirts, and shorts will be worn at waist level.
11. Students are discouraged from wearing athletic jackets from other districts to school or school activities.
12. Muscle shirts, cut--off sleeves, and mesh football jerseys may only be worn over shirts.
13. Clothing styles or unusual grooming that create disorder, either in the classroom or while attending school--sponsored activities, will not be allowed.
14. No pajamas
15. No blankets

Ref: BOE Policy -- JFCA

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

The Aurora R-VIII School District offers several virtual/online courses through Edgenuity. In addition, the district also partners with the Springfield Public School's Launch Program, which has a large variety of rigorous online courses available for K 12.

MOCAP

Missouri Course Access and Virtual School Program (MOCAP) was established in 2007 as the state's online school. It was previously known as Missouri Virtual Instruction Program (MOVIP). Currently, MOCAP offers courses for kindergarten through grade 12. Students can take courses from any Internet-connected computer, available 24 hours a day, and 7 days a week. MOCAP's mission is to offer Missouri students equal access to a wide range of high quality courses, and interactive online learning that is neither time nor place dependent.

Beginning January 2020, virtual course registration follows the same timelines and procedures used in each district school to place students in regular classes. Aurora R-VIII open enrollment in virtual courses occurs between August 1 and the end of the second week of school. Open enrollment for virtual courses also occurs during the first two weeks of second semester. Below is a link to the district's school board policy and Administrative procedure regarding virtual courses (IGCD and IGCD-AP(1)) and a link to the DESE (Department of Elementary and Secondary Education) MOCAP page. If you would like additional information about virtual courses, please contact the building counselor or principal where your child attends.

The district will pay the cost of a virtual course only if the district has first approved the student's enrollment in the course as described in the policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. Students taking courses virtually are subject to district policies, procedures, and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying, and cyberbullying.

When determining if enrollment in a virtual course is the best educational decision for a student, the student and parent should consider the following information.

Preferred Student Skills for Success in Virtual Courses:

- The student has demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders.
- The student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
- The student has demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not provide nonverbal cues to support the student's understanding,
- The student has the necessary computer or technical skills to succeed in a virtual course.
- The student has access to technology resources to participate in a virtual course,
- The student previously has been successful with virtual coursework.

Appeals Process

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board. However, if the student is receiving special education services, the student's IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to DESE. The appeal to DESE must be filed within 7 days of the Board's final decision.

Board Policy IGCD and Administrative Procedure IGCD-AP(1)

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=IGCD&Sch=271&S=271&C=1&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

[https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=IGCDAP\(1\)&Sch=271&S=271&C=1&RevNo=1.01&T=A&Z=R&St=ADOPTED&PG=6&SN=tru](https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=IGCDAP(1)&Sch=271&S=271&C=1&RevNo=1.01&T=A&Z=R&St=ADOPTED&PG=6&SN=tru)

MOCAP Website: <https://mocap.mo.gov/>

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.

Missouri Department of Elementary & Secondary Education
No Child Left Behind Act of 2001 (NCLB) COMPLAINT PROCEDURES

1 Programs include Title I, A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C Revised 1/15 2 In compliance with NCLB Title IX Part C. Sec. 9304(a)(3)(C) Local education agencies are required to disseminate, free of charge, this information regarding NCLB complaint procedures to parents of students and appropriate private school officials or representatives.

Missouri Department of Elementary and Secondary Education Complaint Procedures for NCLB Programs Table of Contents	
General Information 1. What is a complaint under NCLB? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to private school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint under NCLB?

For these purposes, a complaint is an allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under NCLB.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an NCLB program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

- A. **Record.** A written record of the investigation will be kept.
- B. **Notification of LEA.** The LEA will be notified of the complaint within ten days of the complaint being filed.
- C. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- D. **Report by LEA.** Within thirty days of the complaint being filed, the LEA, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
- E. **Verification.** Within ten days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, and/or telephone call(s).
- F. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to private school children handled differently? If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Departments' resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. An independent on-site investigation may be conducted if the Department determines that it is necessary. The investigation may be continued beyond the thirty-day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

**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
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.

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Aurora R--VIII
9/15/2015

Date Adopted:

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.

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
201 S. Madison Ave.

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

2022--2023

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 EBAC).

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 Show--Me 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.

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, 409 W. Locust, Monday – Friday from 8:00 a.m. until 4:00 p.m. This notice will be provided in native languages as appropriate.

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 this 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.

STUDENT RECORDS:

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 Street, 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.

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

TEACHER QUALIFICATIONS

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.

COMPLIANCE COORDINATOR

Superintendent of Schools, 201 S. Madison Ave. 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 Ave. 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 nonseverable 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, "R e p o r t i t" I n c l u d e s c h o l n a m e a n d c i t y .

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.

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.

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

Special Education Director, 201 S. Madison Ave. 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>.

Aurora High School Building Parental Involvement Plan

In addition to the District parent involvement policy, Aurora High School staff and parents 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

Aurora High School personnel **will**:

1. 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
2. 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
3. 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
4. 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
5. if requested by parents, hold regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
6. 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 Aurora High School 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 Aurora High School compact **will**:

1. describe the school's responsibility to provide high--quality curriculum and instruction in a supportive and effective learning environment
2. 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
3. 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, Aurora High School personnel **will**:

1. 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
2. provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate
3. 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
4. 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
5. 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
6. provide other reasonable support for Title I parental involvement activities as requested by parents.

The district and participating school **may**:

1. pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school--related meetings and trainings
2. train parents to enhance the involvement of other parents
3. provide necessary literacy training if all other available sources of funding have been exhausted
4. arrange school meetings at a variety of times or other locations to maximize parental involvement and participation
5. adopt and implement model parent involvement approaches
6. establish a district--wide parent advisory council to advise on all Title I parent involvement matters
7. 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 417--678--3373 or 417--229--0277.**