

Aurora Junior High Handbook



2022-2023

Aurora R8 School Board Approved Calendar

AURORA R-VIII SCHOOL DISTRICT											
2022-2023											
Academic Year Calendar											
4-Day School Week											
Monday through Thursday											
Full Christmas Break											
August 22											
Su	M	Tu	W	Th	F	Sa					
	1	2	3	4	5	6					
7	8	9	10	11	12	13					
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28	29	30	31								
September 22											
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November 22											
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December 22											
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February 23											
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March 23											
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June 23											
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August 23											
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August 22-First Day of School
 September 5-Labor Day
 November 23-25-Thanksgiving Break
 Dec 19-Jan 1-Christmas Break
 January 2-Second Semester Begins
 January 16-No School for Students
 May 25-Last Day of School

Teacher Inservice: Aug 15, 16, 17,
 18; Sep 9, 23; Oct 14; Nov 11;
 Dec 9; Jan 16; March 24; April 7
 (12 Total)

Snow Make-up Days
 Feb 10, 24; March 10, 31;
 April 21

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 - 65
 Semester 2 - 83

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

	School in Session
	School not in Session
	Teacher PD Day
	Last Day of School
	Make-up Day (If Needed)

The official Board of Education policies are available at the school office and on the district website:

Aurora R-8 District Website
www.aurorar8.org

Aurora Junior High Website
<https://www.aurorar8.org/o/aurora-junior-high>

Aurora Junior High

500 W. Olive St.
Phone: 417- 678-3630
Fax: 417-313-1058

District Mission Statement

Ensuring all students are successful learners.

School Color	Red and Black
Mascot	Houn Dawgs'
Approximate Enrollment	280
Office Hours	7:15am - 4:00 pm
Tutoring Hours	Available upon request

Aurora Junior High School

Faculty & Staff

Junior High Office Staff

Mr. Scott Spooner - Principal

Mrs. Dana Wright - Secretary

Ms. Cindi Grace - Counselor

Ms. Peggy Stone - Nurse

Mr. Tim Swadley - Resource Officer

Ms. Kaitlin Rundel - Resource Officer

Mrs. Alyssa Kennedy - Instructional Technology Coach

English

Zach Bellah

Heather Greninger

Josh Johannes

Math

Jacob Reiner

Tina Risner

Lori Rook

Science

Julia Edwards

Matt Gower

Valerie Luce

Social Studies

Roger Ball

Lewis West

Physical Education

Tanner Schmidt

Austin Wilson

Spanish

Lena Rivera

Media Center

Laura Schulteis

Special Education

Ladonna Huff

Ian Margreiter

Madeline Phillips

Electives

Art

Ben Huguenot

Band

Tyler Hamilton

Austin Hicks

Family and Consumer Science

Melanie McClure

Industrial Technology

Austin Lawrence

JAG

Holly Harmon

Business

Kaitlin White

Aid / Paraprofessional

Amanda Janes

Kristi Claybough

ARRIVING AT SCHOOL

Students should plan to arrive at school no earlier than 7:30 a.m. The building will be locked until that time. If it is necessary for parents to bring students earlier than 7:30 a.m., students will need to wait at the A-9 Entrance. Student 7:30 am A-9 entrance will be opened, students are required to report to the assigned waiting area until the 7:45 am bell. Breakfast in the classroom will be available between 7:45 am and 7:50 am. Students who are not in their assigned class by 7:50 am will be considered tardy.

Buses unload on the NORTH side of the school. Parents should drop off students on the east side of the school near the A-9 entrance. **All visitors, parents, and students will need to enter on the east side of the building at the A-10 entrance, between 7:50 a.m. and 3:30 p.m.**

AFTER SCHOOL

Dismissal time is 3:30 p.m. Students are *only* allowed to remain in the building after school for specified organized activities if they are under the direct supervision of a teacher. Students who are parent pick up will need to report to the A-9 Entrance and wait for their parent / ride at that location. Bus riders will report to the cafeteria or other assigned location .

ABSENT FROM SCHOOL

Absence from school should be kept to a minimum. When possible, appointments should be made outside the school day. When a student is absent from school for any reason, parents should notify the secretary, Mrs. Dana Wright, at 678-3630. A written note upon return to school will also be acceptable. This is for the child's safety and protection. When it is necessary for a student to leave during the school day or arrive late, parents or guardians picking up or dropping off a student must enter the building and sign the student in or out with the junior high secretary. *In order for a student to attend or participate in an after school activity it is required that the student be present for a minimum of **four full** class periods on the day of the activity.*

Verified Absence-This is an absence for which the parent provides a call or note to the school concerning the absence. A child who misses school with a verified absence will be allowed to make up his work within a reasonable amount of time. A reasonable amount of time will be defined as one day for every day of absence.

Non-Verified Absence-This is an absence for which the parent provides no call or note to the school concerning the absence.

Truancy-This is an absence of which the parents were not aware. These will be unverified absences and disciplinary consequences will result.

ATTENDANCE POLICY

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

In addition to the specific academic requirements in each class, an acceptable attendance rate must be maintained. Policy exemptions may be granted for extenuating circumstances only. The Principal and/or the Attendance Committee, (consisting of one administrator and four teachers), will analyze extenuating circumstances.

If a student misses school, the parent/guardian should notify the school by either a phone call or written note. A phone call to the attendance office by 10:00 a.m. on the day of the absence is best. **The student will have a maximum of two days upon his/her return to verify the absence. If the absence is not verified, it will be considered unexcused.** All other absences must be supported with appropriate documentation such as a doctor's note, court papers, etc.

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

1. Personal injury or illness
2. Serious illness in the immediate family
3. Professional appointments that cannot be scheduled outside the school day
4. Court summons
5. Religious holidays
6. Inclement weather
7. Quarantine
8. Death in the family
9. Other absences approved by the committee

When a student's attendance rate drops to 95% or below, the attendance office will send a notification letter home and the principal or designated personnel will visit with the student. The student and principal or designated personnel will sign the Attendance Record form as documentation of the meeting. If a student's attendance rate drops to 90% or below, the principal or designated personnel will contact the student and parents.. The principal can allow the student to make up missed days by attending after school detentions and/or Friday School. If the student chooses not to attend, the student, accompanied by a parent/guardian, will need to speak with the administration. The administration will review the student's entire attendance record. **The student will also be ineligible for attendance incentives/awards.** 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.

A student with 90% or less attendance is subject to a hotline call for educational neglect, notification of juvenile authorities and a letter written to the prosecuting attorney.

If a student has less than 90% attendance, mandatory summer school will be considered. If a student has less than 90% attendance in each semester, retention will be considered. In cases of extreme absence and/or truancy, school officials will contact the Lawrence County Juvenile Office as well as the Barry County and Lawrence County Prosecuting Attorney's Office. Educational Neglect charges can and will be filed against the parent in issues of extreme absence

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

STUDENT CHECKOUT PROCEDURE (PRIOR TO DAILY DISMISSAL)

Students will be dismissed from school to the custody of their parents, guardians, and other persons specifically listed on the emergency card. It will be necessary for the individual picking up the child to personally sign the student out through the office. Identification will be required. Picking students up in front of the building will not be permitted. This procedure is necessary to ensure the safety of all students.

ACADEMICS

GRADES

Grades are determined by teachers and reported via progress reports, which are issued approximately every three weeks. Parent teacher conferences will be scheduled in the fall and spring and as situations require. Students are encouraged to take responsibility for their academic success. If parents are concerned or have questions related to their child’s academics, they are encouraged to contact their students’ teacher. If additional questions Parents are encouraged to call the office to schedule an appointment if needed. Additionally, all teachers are available to tutor students either before or after school during their scheduled tutoring times. Please contact the office if tutoring assistance is needed.

ACADEMIC EXPECTATIONS

Aurora R-VIII Standards Based Grading Scale Grades 7 - 12

Descriptor	Scale Score	Grade	Scoring Content	A student might say...	A teacher might say...
Advanced/ Exceptional	4.0	A	More Complex Learning Goal	I could teach this topic. I can apply the information to other topics and ideas, and probably to new situations, and I can give examples not covered in class.	You can apply and use the information in a new way.
	3.5	A-	In addition to score 3.0 performance, partial success at score 4.0 content		
Proficient/ Accomplished	3.0	B+	Target Learning Goal (Power Standard, Essential Skills, Etc.)	I am sure I get all the ideas. I can do problems, questions and explanations about this topic if they are like the ones we did in class.	You can explain the ideas and concepts.
	2.5	B	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content		
Basic/ Developing	2.0	C	Simpler Learning Goal (Progressing Toward Proficiency)	I can follow what we did, but I have a hard time retelling the information in my own words. I can remember a lot of the vocabulary that deal with the topic.	You can recall or remember the information.
	1.5	D	Partial Success at score 2.0 and 3.0 content		
Below Basic/ Beginning	1.0	F	Major errors or omissions regarding score 3.0 content, but partial success at score 2.0 content	I am not sure I understand or followed what was happening, but I got a few of the simpler parts of it.	You know parts of it. You can recall or remember parts of the information.
	.5	F	Inconsistent or No Success	I tried, but I was totally confused.	You can recall or remember very little of the information.
	0	F	No attempt or incomplete Assessment		

Overall Grade Weight - 1.0

Learning Opportunities / Formatives (.1) - Students should complete all learning opportunities and formatives assigned by the teachers to develop skills and abilities within the content area.

Summatives (.8) - Summative assessments allow students to demonstrate mastery of their knowledge and ability. If an adequate score is not achieved. A student must: 1) Ensure all learning opportunities and formative assessments have been completed and 2) Complete the necessary additional learning opportunities to be eligible for the opportunity at a retake.

Finals (.1) - The final assessment of the class will be comprehensive over class content and allow students to raise their overall grade for the course.

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 important when dealing with absences. It is the students responsibility to make every effort to complete all assignments and assessments in a timely manner.

LATE WORK

Standards Based Grading provides students opportunities to show mastery of standards. Homework, projects, and assessments may be repeated to demonstrate mastery. The student must have learning opportunities completed, complete the additional learning requirements assigned by the teachers, and complete the retake within a 2-week period. Students seeking tutoring or additional assistance may have the 2-week deadline extended. However, students need to be aware of the eligibility guidelines and

avoid late work as much as possible because “Incomplete” grades can result in students not being eligible for activities and be assigned mandatory tutoring.

TUTORING

Teachers can assign tutoring for students who have missing assignments or in need of additional learning support to achieve academic success. Students will be required to attend and complete assigned learning activities as needed to achieve a satisfactory level of success. Tutoring can be assigned by the teacher, attendance can be made mandatory, disciplinary consequences can result if students do not attend as required or suggested.

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--3630) Other avenues of information/communication available to parents are:

- School Information System Parent Link (to receive information electronically)
- Three - 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)
- Spring Conferences during March (to meet teachers concerning student progress)

PROMOTION REQUIREMENTS

Junior high school students who fail one or more classes in a semester may be required to attend summer school. Students who do not attend and pass summer school may be subject to retention. Students who fail one or more classes in the first semester and the second semester can be required to meet (accompanied by a parent) with the promotion/retention committee to discuss their academic future.

ASSEMBLIES

Assemblies will be held throughout the year. Proper conduct is essential. Students who choose not to conduct themselves in an appropriate manner will be removed from the assembly and potentially lose future assembly or reward privileges.

BEHAVIORAL EXPECTATIONS & CODE OF CONDUCT

Appropriate student contact promotes a safe and effective learning environment for all students. Students will be expected to meet the behavior expectations identified in the BARK acronym. Students who fail to meet the expectations negatively impact the school learning environment and can be disciplined.

B - Behavior : Appropriate behavior in all areas of the school, during the day as well as extra curricular activities.

A - Academic Achievement : Learning is a student's primary responsibility. All students have to give effort to experience academic growth by completing tasks assigned by the teachers.

R - Respect and Responsibility: All students and staff should demonstrate respect in communications and actions. It is the responsibility of each individual to conduct their manners and follow procedures and expectations.

K - Keeping Safety First - Rules, procedures, and expectation

Students who choose not to meet the expectation and procedures in place will be disciplined according to district discipline policy, JG and JG-1. Consequences can range from the following:

- warning
- student / teacher conference
- teacher / parent conference
- principal conference
- lunch detention
- after school detention
- In School Suspension (served at the high school)
- Out of School Suspension
- Expulsion

DAILY SCHEDULE

Students should not be dropped off prior to 7:30 am and students should be picked up between 3:30 and 3:45 pm. Student supervision will not be provided prior to 7:30 am. The building does not provide daily supervision for students prior to 7:30am or After 3:45 pm. Do not drop off or leave students unattended during unsupervised times.

Gym Dismissal 7:55

1st Period 8:00 - 8:52

2nd Period 8:56 - 9:48

3rd Period 9:52 - 10:44

4th Period 10:48 - 11:25

5th Period 11:29 - 12:42

1st LUNCH 11:29 - 11:50 ((ELA and SC Hallway)

2nd LUNCH 11:54 - 12:15 (SS Hallway & Band)

3rd LUNCH 12:21 - 12:42 (C Building & Math)

6th Period 12:46 - 1:38

7th Period 1:42 - 2:34

8th Period 2:38 - 3:30

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 Junior High School in interscholastic activities is a privilege to be attained by meeting the standards of eligibility set by Aurora Junior 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.

ELIGIBILITY CRITERIA

Participation in the activity programs at the junior high is a privilege. Eligibility guidelines for extracurricular and co-curricular activities will be in effect as follows:

- 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.
- 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.
- If a student fails two classes at the end of semester, 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.
- MSHSAA Eligibility Standard: Students must pass three units of credit or 80% of their classes the previous semester in order to be eligible.
- Students must maintain 90% cumulative attendance to be eligible

EXCLUSION FROM ACTIVITIES GUIDELINES

Participation in the activity programs at Aurora Junior High is a privilege. 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 over the following weekend(Friday, Saturday, Sunday). Parents must contact the principal to verify the legitimate reason for the absence (Missouri State High School Activity Association standard). Students may ride home from school activities with their parent(s) or guardian(s) 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. If Friday School/Extended Detention is assigned for discipline purposes, the student will be ineligible to participate in any after school activity until that Saturday School/Extended Detention 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. **When a student's conduct in school results in ISS or OSS, the student will be excluded from the activity programs for the length of the suspension.**

BUS TRANSPORTATION

The safety of students during their transportation to and from school or activities is a responsibility shared by the student, parents, bus drivers, and school officials. Students are responsible for following all the rules of conduct while waiting for or riding a school bus. School rules apply to students concerning bus conduct. Students are to be reminded that bus riding is a privilege, not a right. This privilege will be forfeited if students choose not to follow the rules of safe bus behavior. Buses will load and unload on the north parking lot of the junior high. (see Board policy JFCC / JFCC-AP(1))

Transportation Code of Conduct Rules and Expectations

1. ALL STUDENTS ARE TO REMAIN SEATED PROPERLY
 2. RESPECT THE DRIVER, BUS, OTHER STUDENTS, AND THEIR BELONGINGS.
 3. INSIDE VOICE ON THE BUS.
 4. TECHNOLOGY USE NEEDS TO MEET THE DISTRICT TECHNOLOGY USE POLICY.
 5. WATER IN A SCHOOL APPROVED CONTAINER IS ACCEPTABLE, OTHER DRINKS ARE UNACCEPTABLE.
 6. EATING FOOD OF ANY KIND IS NOT PERMITTED.
- ALL SCHOOL RULES APPLY -

CELL PHONE/MOBILE DEVICE USE

It is strongly suggested that cell phones/mobile devices not be brought to school due to the possibility of theft and interruption of the daily school routine. Mobile devices include, but are not limited to, any device that can electronically communicate to the Internet, or be connected in any way to another device. Examples include tablets, smartwatches, computers, music players, Bluetooth devices, etc. If deemed a necessity; mobile devices *must be* turned off and stored in a safe place upon entry during scheduled school days. They are to stay off and not accessed until leaving school property.

To ensure test security protocols are being followed. Cell phones will be required to be turned into a secured drop box in the classroom during standardized testing sessions in the fall, winter, and spring. This applies to NWEA benchmark assessments and Missouri Assessment Program Assessment administered in the Spring.

Phones/ear buds / headphones are not to be used during class, passing time, lunch, after school activities. If a student is given direction to turn them off or remove them and they choose to not follow that expectation, disciplinary consequences can follow.

Parents that need to contact a student should call the office. Contacting your child on his/her mobile device can result in disciplinary consequences for the student. Students who need to use the phone should secure permission from their assigned teacher to report to the office for permission to receive or send a message or call from a parent / guardian.

MOBILE DEVICES ARE NOT TO BE USED IN ANY SCHOOL-WIDE EMERGENCY SITUATION DUE TO THE LIKELIHOOD OF INTERFERENCE WITH OFFICIAL ACTIONS.

Other electronic devices such as personal audio devices, pagers, and digital cameras, should not be brought to school without special approval through the administration. Such items will be subject to seizure.

The school is not responsible for lost, damaged, or stolen devices. Any phone/mobile device confiscated by the staff will be available in the office for parents to pick up.

CLOSED CAMPUS

Aurora Junior High is a **CLOSED CAMPUS**. Our belief is that parents wish to know where their children are during the school day. Therefore, once students arrive at school, they are not to leave early without permission through the office.

DEVICES/GADGETS/FIDGETS/BLANKETS

Any devices or gadgets that are used inappropriately to disrupt the teaching/learning process or draw undue attention to an individual student is prohibited. Examples of such devices include, but are not limited to, fidgets, spinners, headphones, etc. Such items will be subject to seizure. Any item seized can be picked up by a parent. **Blankets are prohibited in the building.**

DIGITAL/VIDEO IMAGES - STUDENT PICTURES

Throughout the year, staff members at Aurora Junior High School may utilize a digital camera, a video camera, and potentially a webcam to photograph students for news articles, video yearbooks, school newsletters, and presentations. If a parent wishes not to have their child photographed, you must have a signed waiver stating this on file in the junior high office.

Students will appear in the printed yearbook unless a parent specifies this on the waiver.

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:

- A. Footwear is required. Shoes with wheels/skates or house shoes/slippers are not to be worn in the building.
- B. Teachers of specific courses where safety is a factor may require students to adjust hair and/or clothing accordingly for that class.
- C. Clothes shall not have writing, drawings, or emblems that are obscene or make sexual innuendos, derogatory, or which promote the sale or use of drugs including tobacco and alcohol products.
- D. Shorts of appropriate length are permitted. Spandex shorts, cut-offs, bicycle shorts, mini-skirts and short-shorts are not permitted.
- E. Tank tops, halters, midriffs, backless, spandex, spaghetti straps, net, low-cut tops and see-through clothing is not permitted. All tops must have enough length to extend beyond the waistband of the student's pants/skirt/shorts at all times (undergarments shall not be seen) and the straps of tops should be at least one-inch wide.
- F. Extremely tattered, ragged, baggy or frayed clothing is not permitted (undergarments shall not be seen). Clothing with holes that create an inappropriate appearance or that is distracting are prohibited.
- G. Hats, hoods, bandannas or other forms of head covers are not to be worn. Sunglasses and jewelry, which create disorder, are not to be worn in the building.
- H. Facial piercings will not be permitted if they cause a disruption to the educational process.
- I. Students are discouraged from wearing athletic jackets from other districts to school or school activities.
- J. Muscle shirts, cut-off sleeves and mesh football jerseys may only be worn over shirts.

- K. Clothing styles or unusual grooming that create disorder, either in the classroom, or while attending school-sponsored activities, will not be allowed.
- L. No pajamas are to be worn to school.

Ref: BOE Policy - JFCA / JFCA-AP(1)

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

Revised 6/27/201

ATTENDING EXTRACURRICULAR ACTIVITIES

Attending after school functions should be considered a privilege. To earn this privilege, students must accept certain responsibilities and obey the rules. Any major disciplinary problem will prevent a student from attending extra curricular activities. Any student who is on the failing list will not be allowed to attend an extracurricular activity held at the Junior High. If a student leaves the school building or event during an extracurricular activity, he/she will not be permitted to re-enter. Students should not be congregating in the lobby during ball games except at halftime. Students will not be allowed to attend a school dance if he/she leaves school during the day for any reason other than a doctor's excuse.

FIELD TRIPS

Field trips are designed to enhance the understanding of class learning objectives and increase positive student attitude in the learning process. All regular school rules of conduct will be followed during the trip. These trips are for educational purposes and students who cannot conduct themselves properly in the regular school setting will not be allowed to attend the field trip. If a student has been assigned an **in-school suspension, out of school suspension, received more than six after school detentions or one Friday School assignment** during the semester in which a field trip is to occur, the student will not be eligible to participate in the field trip. Students must also maintain 90% attendance to be eligible for field trips. Ineligible students will be given an alternative assignment to complete so his/her grade will not be affected.

Misbehavior on a field trip may affect eligibility for future field trips.

Student academic success is a priority at Aurora Jr. High. Therefore, if a student has any F's and or I's at the last 3-week grading point, the student will not be eligible to participate in scheduled field trips. Students ineligible to attend a field trip will stay at school and complete an alternate assignment and utilize the remainder of the day to work on raising any failing or incomplete grades. All library fines and cafeteria fees must be paid before a student may participate in a field trip.

Eligibility requirements for certain field trips may be changed and communicated to students based on the discretion of administration.

FOOD

- Students are allowed to carry water bottles throughout the day. If they become disruption or a distraction from the learning environment, the privilege can be revoked.
- Students are not allowed to carry drinks with lids or food from restaurants or stores into the building during school hours.
- Energy Drinks of any kind or brand are NOT PERMITTED during the school day. They should not be brought into the building or consumed within the building or on any school sponsored activities or event.

BREAKFAST

- All students will be eligible to receive and participate in free breakfast in the classroom program.
- Breakfast will be available prior to the start of First Hour. Students will need to report to their assigned First Hour and have breakfast prior to the start of academic learning.
- Students who are late to school, will have the opportunity to have breakfast upon arrival to school.

LUNCH

There will be three lunch shifts. Full plate lunches and a la carte items will be available for all students to purchase during their respective lunchtime. Seconds are available on all items for an additional charge. The following guidelines deal with behaviors and procedures to be followed during the lunch period.

- When you come to lunch, do so in a polite and orderly manner. Stay in the lunch line and do not allow others to cut in line ahead of other students.
- After you have eaten, return your tray to the window. Leave the area where you have eaten neat and clean. We need your help to keep the cafeteria clean for others who will be eating after you have finished.
- Following your meal and cleanup, you should return to your table and sit until you are dismissed.
- You should leave your seat only to purchase food or to return your tray
- Lunch should be prepaid. However, should charges occur, students would not be allowed to charge over \$10.00.
- Students that receive Free or Reduced lunches will receive the contracted price for the first lunch. Any additional items will be charged at full price.
- All lunch must be eaten in the cafeteria or other assigned location.
- Lunch items purchased at local restaurants brought in during the lunch hour will not be allowed in the cafeteria. Students who are delivered food from restaurants or business outside of the building will be required to eat their lunch in an alternative location.

- Students are to remain on campus during the lunch period.
- Students may purchase, eat/drink, items from the vending machines during lunch **after** all students in the lunch shift have had the opportunity to get a school lunch.

Information for free and reduced lunch eligibility is distributed at the beginning of each school year. After submitting documentation, if there is a change in your family status that can impact eligibility please contact the office. Information can be requested related to free and reduced lunch programs.

Policy EFB: FREE AND REDUCED-PRICE FOOD SERVICE

**** Vending machines are not to be used during passing time or after school ****

Food, snack, and drink items served and available to students through food service programs meet assigned nutritional guidelines. Food or snacks brought in by students or parents that will be distributed to students will need to meet the nutritional guidelines developed by the Wellness Committee. Board Policy ADF: District Wellness Program.

HALLS AND HALL PASSES

When you are dismissed from class, go by the shortest route to your next class. All students should practice common courtesy. When walking, stay to the right side of the hall. At the water fountains, form a line next to the wall, get a drink and go directly to class.

When you are in the halls for any reason during class time, you are required to have a pass from a teacher via the Smart Pass system.

HEADPHONES / EARBUDS

For safety in common areas and to reduce distractions during academic instruction, headphones or earphones are not to be worn during the school hours (during class, lunch, hallways, restrooms, etc) without the permission of a teacher or administrator. Students who fail to meet this expectation may face disciplinary consequences.

HEALTH INFORMATION - NURSE

A health aide is at the school on a full-time basis. A student should obtain permission from a teacher or the office before going to the nurse. If your child has an elevated temperature (greater than 100 degrees F), vomiting or diarrhea, he/she should stay home until these symptoms have not occurred for 24 hours or otherwise approved by the school nurse.

Medication - any medication that has to be taken at school should be taken to the nurse along with a note from a parent giving permission for the nurse to give medication. A permission form may be found on the district's website. Medication must be in the original labeled container. Students who are required to take medication on a daily basis must have the medication at school or the student will not be allowed to attend until medication is provided. **Acetaminophen (Generic Tylenol) or Ibuprofen (Generic Motrin/Advil) are available and will be given to students if the designated area on the emergency card is checked giving nurse permission to do so. Ref: BOE Policy – JHCD**

Head lice - The Aurora R-8 School District checks students periodically for head lice. If a student is found to have head lice or their nits (eggs), information will be sent home for the family. If a student is found to have head lice (live bugs), the child will be removed from school. To re-enter school the student must be medically treated with approved lice, and nit killer. The school nurse will check the student before returning the student to class. Ref: BOE Policy – JHC

INTERNET POLICY

All students and parents will be required to sign an agreement with the district Internet policy prior to use of the computer lab or library internet facilities. Any violation of the agreement can result in temporary or permanent loss of privilege. Physical damage to equipment will result in restitution. Board Policy EHB: Technology Usage

LIBRARY USE

AJH Library Media center will be open to students from 7:30 am to 3:45 pm daily. After students have signed a library use policy, books are loaned for a 3-week period. Students are expected to pay for books that are lost or damaged. Students are allowed to use the library during the school day with permission and a hall pass from their classroom teacher.

LOCKERS AND LOCKS

Each student is assigned a locker. The student should use the locker that is assigned to him/her and **only that locker**. Exceptions will be made only with administrative approval. Locks are recommended but not required. Students will be responsible for providing their own locks. The combination or a spare key should be provided to Mrs. Dana Rogers in the office. **If the lock has to be cut for any reason, the cost of the lock and replacement will not be reimbursed by the school.** Lockers shall be kept neat and clean without **personal markings, signs, stickers, decals, etc...** Student book bags should remain in the locker for the course of the day.

LOCKER SEARCH

School lockers, desks, and buildings are provided for the convenience of students but are the property of the school district. They are subject to periodic inspection without notice, including searches by drug dogs. Students or student property such as backpacks, purses, etc. may be searched if officials have reasonable suspicion that they conceal objects that are in violation of district policy or state law. Ref: Board Policies - JFG

LOST AND FOUND

All articles found will be placed in the lost and found, located in the cafeteria or in the office. Please check the box when you lose something. Many articles are not claimed. Articles not claimed will be periodically given to a charitable organization. Please use name labels or some form of identification on items of clothing and other belongings so that they can be recognized and returned to the owner.

PERSONAL PROPERTY

Expensive items or materials of value should not be brought to school or taken on school functions. This includes radios, MP3 players, iPods, cell phones, CD players, expensive calculators, cameras, expensive watches and large sums of money.

The school will not be responsible for lost, damaged, or stolen personal items.

SCHEDULE CHANGES

Due to the age of our students, it is our hope that they will explore as many elective areas as possible. However, due to class time and size constraints, it is not always possible to place students in all of the elective classes they have chosen or want.. When scheduling, an attempt will be made to honor as many classes as possible, but your child may be scheduled into a class they did not pick due to class size and/or scheduling constraints. Schedule changes should take place prior to the beginning of each semester. After the beginning of the semester, in order to make schedule changes the student will need to make an appointment with a counselor and the change will need to be approved by the principal.

SKATING DEVICES

Skateboards, in-line skates, and skate shoes are not allowed in district buildings or district facilities during normal school operating hours or special events.

STUDENT CHECKOUT PROCEDURE

Students will be dismissed from school to the custody of their parents, guardians, and other persons specifically listed on the emergency card. It will be necessary for the individual picking up the child to personally sign the student out through the office. Identification will be required. Picking students up in front of the building will not be permitted. This procedure is necessary to ensure the safety of all students. Parents and guardians will be required to sign students out.

STUDENT DIRECTORY INFORMATION

Please be advised that the school district will release "Directory Information" of students upon request. This will include the following information: student's name, participation in extracurricular activities, height and weight of members of athletic teams, dates of attendance, diplomas and awards received, photographs and other similar information. Parents who do not wish this information released should send a signed note to the building principal. Ref: BOE Policy- JO-1

STUDENT GUIDANCE AND COUNSELING

The student guidance and counseling program is designed to meet student needs in the areas of academics, career development, personal counseling and consultation with parents and teachers. Student appointments with the counselor will be arranged to minimize disruption of classroom time. When appropriate, counselors will be responsible for explaining to students the ramifications of and limitations to confidentiality. Ref: BOE Policy – JHD

TELEPHONE USAGE

School phones are for school business only. Students may use the phone for emergency use only and must report to the office for such use or can call from a classroom with teacher permission. Students need to gain permission from their teacher to report to the office to contact parents. Any student making bogus or prank 911 calls is subject to suspension from school and a forwarding of information regarding his/her actions to appropriate juvenile authorities. (Cell phone use is prohibited during the school day.)

TEXTBOOK POLICY

Students are responsible for the care and maintenance of the textbooks as well as library books. If lost, damaged or defaced, the student will be assessed a charge for damages or replacement of textbooks, library books or materials.

VISITORS TO SCHOOL

Visitors may enter the A-10 entrance on the eastside of the building after being granted access through the buzz-in system. Visitors will need to report to the principal's office upon entry. Visitors will be issued a "Visitor's Pass" which will be required to be worn while visiting in a classroom or other parts of the building. Please return the pass to the office when leaving. Students are not permitted to bring non-Aurora students to school during the school day.

Virtual/MOCAP

Students interested in MOCAP (Virtual Education) should see the counselor for more information including:

- Enrollment requirements
- Authorized vendors
- Course offerings
- Eligibility criteria
- MSHSAA requirements

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:

*Student has demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders.

*Student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.

*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.

*Student has the necessary computer or technical skills to succeed in a virtual course.

*Student has access to technology resources to participate in a virtual course.

*Student has previously 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=I&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

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

MOCAP Website

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

WEATHER CANCELIATION

In the event of school cancellation due to weather or other unforeseen circumstance or situation. The superintendent or designated administrator will record and send a message indicating the cancellation and other necessary information. School cancellations will also be on local news and weather channels along with the district website.

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 plead guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

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

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

Enforcement

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

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The

Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff are required to enforce district policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

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

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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.

9/15/201
Date Adopted:5

Aurora R-VIII

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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
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20 U.S.C. §§ 7102-7165 Safe and Drug-Free Schools and Community Act
Beussink v. Woodland R-IV Sch. Dist., 30 F. Supp. 2d 1175 (E.D.
 FED COURT Mo 1998)

e **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

PRINT



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 out-of-school suspension or expulsion. Restitution if appropriate.

Assault

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

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

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.

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

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

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

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

Drugs/Alcohol (see Board policies JFCH and JHCD)

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

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

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

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

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

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

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

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

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

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

Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences – Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district- sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

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

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

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

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

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

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

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

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

Harassment, including Sexual Harassment (see Board policy AC)

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular schoolday,

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

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 1-10 days out-of-school suspension.

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

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

Truancy or Tardiness (see Board policy JED and procedures JED-AP1 and JED-AP2)

– Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

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

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

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

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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.

9/15/201
Date Adopted:5

Aurora R-VIII

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Policy Reference

ECD

EHB

Description

TRAFFIC AND PARKING CONTROLS

TECHNOLOGY USAGE

Administrative Procedure**Descriptor Code: JFCA-AP(1)****STUDENT DRESS CODE**[Select Language](#)

PRINT



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.

Date Issued: 11/2/2015
Aurora R-VIII

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Policy JFCF: BULLYING

Aurora R-VIII

Original Adopted Date: 09/15/2015 | Last Revised Date:
12/06/2016

Policy JFCF: BULLYING

Aurora R-VIII

Original Adopted Date: 09/15/2015 | Last Revised Date: 12/06/2016

Original Adopted Date: 09/15/2015 | Last Rev

General

In order to promote a safe learning environment for all students, the Aurora R-VIII School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the district wide anti bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and anti-bullying education and training programs. In addition, the anti bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's anti bullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's anti-bullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school

counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.

- 4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

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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 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.	State Statute
§160.775, RSMo.	State Statute
§565.090, RSMo.	State Statute

Policy Reference	Description
AC	PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION

EHB	<u>TECHNOLOGY USAGE</u>
GCPD	<u>SUSPENSION OF PROFESSIONAL STAFF MEMBERS</u>
GCPE	<u>TERMINATION OF PROFESSIONAL STAFF MEMBERS</u>
GDPD	<u>SUSPENSION OF SUPPORT STAFF MEMBERS</u>
GDPE	<u>NONRENEWAL AND TERMINATION OF SUPPORT STAFF MEMBERS</u>
IGCD	<u>VIRTUAL COURSES</u>
IGD	<u>DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS</u>

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

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:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within ten days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. 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 a public record and may be made available to parents, teachers, and other members of the general public.
5. 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).
6. 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 programs.

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

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

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

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS

Descriptor Code: IGBC

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

Parent/Family Involvement Goals and Plan

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

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

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

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - ▶ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - ▶ Providing access to educational resources for parents/families to use together with their children.
 - ▶ Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.

3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

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

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

Title I Program Parent Involvement

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

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

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

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.

3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

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

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

Limited English Proficiency Program Parent Involvement

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

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

Policy Evaluation

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

* * * * *

Aurora R-VII 9/15/201

Date Adopted:

AURORA R-VIII School District
Public Notices 2022-23 School Year

ASBESTOS

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

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

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

ASSESSMENT

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

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

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

HUMAN SEXUALITY CURRICULUM

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

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

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

EARTHQUAKES AND OTHER EMERGENCIES

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

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

DROP, COVER and HOLD ON. So remember to DROP to the floor and get under something for COVER and HOLD ON during the shaking. (Board Policy EBC-1).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special

education even though they are advancing from grade to grade. The Aurora R-VIII School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

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

The Aurora R-VIII School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the **Family Educational Rights and Privacy Act (FERPA)**.

The Aurora R-VIII School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the district's Central Office, 201 S. Madison, Monday – Friday from 8:00 a.m. until 4:00 p.m. This notice will be provided in native languages as appropriate. (Board Policy IGBA-AP1, IGBA-AP2)

PHYSICAL EXAMINATIONS AND SCREENINGS

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

READING INSTRUCTION

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

Searches

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice. Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. Personal searches, and searches of student property, shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, and never in front of other students. Students shall not be required to undress, although they may be asked to empty pockets, or remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

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

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

STUDENT DISCIPLINE POLICY

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

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

STUDENT RECORDS -FERPA

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

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

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

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

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

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

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

MILITARY RECRUITER ACCESS/STUDENT RECRUITING INFORMATION: Upon request of military recruiters, the District is required by law to provide access to secondary students' names, addresses, and telephone listings. The District is also required to provide military recruiters with the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers. However, any secondary student or parent of a secondary student may request that the student's name, address, and telephone listing not be released without prior written consent of the parent. Requests that a student's name, address, and telephone listing not be released to military recruiters must be submitted, in writing, to the Assistant Superintendent, Aurora R-VIII School District 201 S. Madison, Aurora, Missouri 65605-1422; phone (417) 6783373.

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

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

SURVEYS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT

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

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

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

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

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

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

TEACHER QUALIFICATIONS-PARENTS RIGHT TO KNOW

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

Parent Information and Resource Centers

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

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Aurora R-VIII School District ("School District") are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups.

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

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

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office for

Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; telephone (816) 268-0550. (Board Policy AC) **COMPLIANCE COORDINATOR** - Superintendent of Schools, 201 S. Madison Aurora, MO 65605

COMMITMENT TO COMPLIANCE UNDER THE AMERICANS WITH DISABILITIES ACT

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

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

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

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

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

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

Complaints that a School District service, program, or activity is not accessible to persons with a disability may be directed to the Compliance Coordinator below. In addition, as stated in the School District's Notice of Nondiscrimination, a person who is unable to resolve a problem or grievance arising under Title II of the ADA may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; telephone (816) 268-0550. **COMPLIANCE COORDINATOR** - Superintendent of Schools, 201 S. Madison Aurora, MO 65605

DROPOUTS TO BE REPORTED TO STATE LITERACY HOT LINE--AVAILABILITY OF INFORMATION ON WEBSITE.

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

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

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

Because a high school education can significantly increase a person's lifetime earnings and employability and improve their standard of living, the Department of Elementary and Secondary Education wants to contact the students who have left school as soon as possible. When schools report on a regular basis; such as monthly, it increases the chances of students receiving important information from DESE, such as the availability of [Adult Education and Literacy \(AEL\) classes](#) in their area of the state. For more information, contact the hotline at 800-521-7323.

SCHOOL SAFETY PROVISIONS--RULES.

160.6601. 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.

Any rule or portion of a rule, as that term is defined in section [536.010](#), that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section [536.028](#). This section and chapter 536 are non-severable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2000, shall be invalid and void. **Missouri Violence Hotline** - CALL 1-866-748-7047, toll-free [ONLINE](#): Fill out a form — 24/7; Download the free "MO ReportIt" App from your App store; TEXT to 847411 using keyword, "ReportIt" Include school name and city.

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

IMMUNIZATION RECORDS, DISCLOSURE, TO WHOM--DISCLOSURE FOR UNAUTHORIZED PURPOSE, LIABILITY.

167.183. 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 childcare 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.

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

ANTI-BULLYING POLICY REQUIRED--DEFINITION--REQUIREMENTS.

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

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

3. Each district's anti-bullying policy shall be founded on the assumption that all students need a safe learning environment. Policies shall treat students equally and shall not contain specific lists of protected classes of students who are to receive special treatment. Policies may include age appropriate differences for schools based on the grade levels at the school. Each such policy shall contain a statement of the consequences of bullying.
4. Each district's anti-bullying policy shall require district employees to report any instance of bullying of which the employee has firsthand knowledge. The district policy shall address training of employees in the requirements of the district policy. (Board Policy JFCF)

FOSTER CARE EDUCATION BILL OF RIGHTS--SCHOOL DISTRICT LIAISONS TO BE DESIGNATED, DUTIES.

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

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

- (1) Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children;
- (2) Assist foster care pupils when transferring from one school to another or from one school district to another, by ensuring proper transfer of credits, records, and grades;
- (3) Request school records, as provided in section 167.022, within two business days of placement of a foster care pupil in a school; and
- (4) Submit school records of foster care pupils within three business days of receiving a request for school records, under subdivision (3) of this subsection. **Educational Liaison for Foster Care Children - Assistant Superintendent, 201 S. Madison Aurora, MO 65605**

REPORTS OF ABUSE, NEGLECT, AND UNDER AGE EIGHTEEN DEATHS--PERSONS REQUIRED TO REPORT--SUPERVISORS AND ADMINISTRATORS NOT TO IMPEDE REPORTING-DEATHS REQUIRED TO BE REPORTED TO THE DIVISION OR CHILD FATALITY REVIEW PANEL, WHEN--REPORT MADE TO ANOTHER STATE, WHEN.

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

TELEPHONE HOTLINE FOR REPORTS ON CHILD ABUSE--DIVISION DUTIES, PROTOCOLS, LAW ENFORCEMENT CONTACTED IMMEDIATELY, INVESTIGATION CONDUCTED, WHEN, EXCEPTION--CHIEF INVESTIGATOR NAMED--FAMILY SUPPORT TEAM MEETINGS, WHO MAY ATTEND--REPORTER'S RIGHT TO RECEIVE INFORMATION-ADMISSIBILITY OF REPORTS IN CUSTODY CASES.

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

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

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

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

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE IMPROVEMENT ACT

The following is the policy of the Congress:

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

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

Virtual/MOCAP

Students interested in MOCAP (Virtual Education) should see the counselor for more information including:

- Enrollment requirements
- Authorized vendors
- Course offerings
- Eligibility criteria
- MSHSAA requirements

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:

- *Student has demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders.
- *Student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
- *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.
- *Student has the necessary computer or technical skills to succeed in a virtual course.
- *Student has access to technology resources to participate in a virtual course.
- *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=I&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true&SB=2>

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

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

Alternative Methods of Instruction (AMI)

The Aurora R-VIII School District has worked through a collaborative process to implement an Alternative Method of Instruction (AMI) plan to be utilized for up to 5 days when school is closed due to a health concern, inclement weather, flooding, exceptional emergency circumstances, or other natural disasters.

The goal of the AMI plan is to embed learning activities focused on reinforcement of critical learning standards, enrichment activities, or support for further skill development. Consistent practice and exposure to skills without interruption is the most effective way to ensure student understanding and mastery of content knowledge.

We will notify all parents/guardians, as we have in the past, via school outreach calls/text and social media postings in the event of school closures and use of AMI days.

Missouri Department of Elementary and Secondary Education Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs' that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)'.

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents
<p>General Information</p> <ol style="list-style-type: none"> 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?

<p>Complaints filed with LEA</p> <p>4. How will a complaint filed with the LEA be investigated?</p> <p>5. What happens if a complaint is not resolved at the local level (LEA)?</p>	<p>Complaints filed with the Department</p> <p>6. How can a complaint be filed with the Department?</p> <p>7. How will a complaint filed with the Department be investigated?</p> <p>8. How are complaints related to equitable services to nonpublic school children handled differently?</p>
<p>Appeals</p> <p>9. How will appeals to the Department be Investigated?</p> <p>10. What happens if the complaint is not resolved at the state level (the Department)?</p>	

1. What is a complaint?

For these purposes, a complaint is a written 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 ESSA.

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 the 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 ESSA 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-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five 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.
5. **Verification.** Within five 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, or telephone call(s).
6. **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 nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services 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 Department's 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. This 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.

Programs include Title I, A, B, C, D, Title II, Title III, Title IV, A, Title V 1 In compliance with ESSA Title VI lit-Porte. Sec. 83G4(a)(3)(C)

Revised 4/17

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.