



Student Family Handbook
2019-2020



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School Mission

Building a foundation of knowledge, skills, and character, Aurora Collegiate Academy educates students in kindergarten through fifth grade for success in college preparatory middle and high schools, and sets them on the road to college beginning in kindergarten.

School Vision

We focus **unrelentingly** on getting our scholars to and through **college**.

Aurora Collegiate Academy believes every student deserves access to an achievement-oriented learning environment, beginning in kindergarten. We will provide our students with the foundational skills necessary for entrance into high-performing secondary schools and put them on the path to college starting in kindergarten.

At Aurora Collegiate every child **will**:

- Work hard in academically rigorous courses that set them on the path to college starting in kindergarten.
- Achieve high behavioral standards that lead to respectful character and leadership.
- Learn from dedicated teachers in a safe and highly structured environment.
- Succeed on standardized tests including nationally normed assessments and state tests.
- Visit more than 6 colleges and civic or historical sites.
- Participate in a variety of teacher lead enrichment courses.



Admission Statement: If fully enrolled for the next year by January 10th, Aurora will hold an anonymous lottery, providing preferred picks to current students and siblings.

Family Involvement

Aurora Collegiate believes parents/guardians are our partners in the education of children. The important task of educating a child calls for the school, the student, and the family to work together to ensure success. We strive to cultivate positive and productive relationships with all of our families.

Aurora Collegiate family-school relationships are maintained through:

- Conferences with students, families, and teachers (including three formal parent conferences per year and one family orientation per year)
- Community-wide events, celebrations, and performances
- Teacher-family calls
- Newsletters
- Homework, independent reading, and behavior logs

Aurora Collegiate families are asked to:

- Reinforce Aurora Collegiate's academic and behavioral standards at home
- Establish a daily routine for students
- Provide a quiet space for students to study
- Provide positive reinforcement of student progress and success
- Discuss academics and student work among family members
- Ensure that students complete all of their homework every night
- Chaperone field trips
- Provide links to summer enrichment opportunities
- Assist with student recruitment
- Support other Aurora Collegiate families

Family-School Communication



Report Card Conferences

At the end of the first, second, and third quarter, a parent/guardian will be required to come to the school for Report Card conferences with their children's teachers.

Bi-Weekly progress reports and Tuesday Folders (1-5)

Every scholar will receive an academic progress report every two weeks in their homework folders. You must sign it and return it to school the next day in their homework folders.

Every student will be given one school homework folder and one red Tuesday for the sole purpose of communication. Graded papers will be sent home on the third Tuesday of the month. Parents should sign the communication form inside the folder and return the folder by Thursday of the same week.

Behavior Logs (K-1)

Every day your child will bring home a behavior log in their homework folder that informs you of their color for that day. You must sign it and return it to school the next day in their homework folders.

Behavior Logs (2-5)

Every Friday your child will bring home a behavior log in their homework folder that informs you of positive and/or negative behaviors they may have displayed that week. You must sign it and return it to school the next school day in their homework folders.

Phone Calls

Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours.

Appointments



To maximize instructional time during instructional hours, the teachers and Principal are available by appointment. If you need to meet with a teacher, they are available by appointment after 3:45 (end of dismissal). Teachers will not be permitted to meet during instruction.

Parent/Family Concerns

Building relationships with our families is essential to our continuous success. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you take some time to reflect on it and then contact the school. We promise to treat you and your concern with respect.

Cell Phones

Students are not allowed to use cell phones in school or on school field trips. If a cell phone is used during school, rings during school, or is seen by a staff member, it will be confiscated from the student and only returned after a parent/guardian has come to the school to pick it up. The school is not responsible for lost or stolen cell phones.

Messages/Phone Use/Voicemail

We understand the need for you to communicate with teachers and students. If you need to get a message to your child's teacher, please call the school and leave a message or e-mail the teacher. Teachers will make every effort to return your call within 24 hours. If they do not call you within 48 hours, please call the Principal to ensure that your issue is addressed.

Attendance

Daily attendance is required. PLEASE do not allow your child to miss a day of school except for serious illnesses. Excessive absences will be considered a violation of the family-school commitment, and students who miss an excessive number of days may be at risk of not being promoted to the next grade.

All Absences – “Excused” and “Unexcused” – Are Still Considered Absences



Any day your child does not attend school is considered an absence. Student illness (with doctor's note), a death in the family, religious holiday (with parent's/guardian's notes) are all considered excused absences at Aurora Collegiate.

Suspensions Are Considered Absences

If students are absent from school due to suspension, these days will be treated in the same way as absences.

Early Dismissal

Students are expected to stay in school until the very end of the day (3:30 pm for regular dismissal; 2:00 pm Fridays). Students will not be released after 2:30 pm on M-Th. We have intervention at this time, so it is important that scholars are present for this hour. Students will not be released after 1pm on Fridays. Please make appropriate arrangements if a student needs to be picked up early.



How the School Will Keep Track of and Follow Up on Student Absences

The school will keep records of all student absences. If a student misses school, Aurora Collegiate staff will make reasonable efforts to contact the student's parent/guardian by telephone, writing, and/or in person. Staff will explain the school's strict attendance policy and request the parent/guardian's strong support in enforcing this policy. The Principal will follow up with parent/guardian about attendance issues.

Tardiness

Our doors open at 7:00 am each morning. Students must arrive between 7:00 am and 7:30 am; they eat breakfast during this time. Students arriving after 7:30 am are considered tardy and a parent will be required to sign them in.

Consequences for Absences	
No Absences in a Quarter	The child and family are congratulated and recognized for exceptional attendance and commitment to their education.
Three Absences in a Quarter	If a student is absent three times in a quarter, it is considered a serious issue. At this point, the parent/guardian may be called to the school to meet with the Principal. At the meeting, the problem will be discussed and an attendance plan will be developed.
Eight Absences in a Year	If a student is absent eight times in a year, it is considered a serious issue. At this point, the parent/guardian may be called to the school to meet with the Principal. At the meeting, the problem will be discussed and an attendance plan will be developed.
More than Ten Absences in a Year	If a student is absent ten times in a year, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Principal. In addition, report may be filed with the Department of Social Services.
Sixteen Absences in a Year	If a student is absent sixteen times in a year, the student will be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. Aurora Collegiate Academy Board or Board designee will submit an annual report to the State Department of Education that reports the number of habitual truant:



Consequences for Tardiness

No Tardies in a Quarter

The child and family are congratulated and recognized for being “on time” and for their true commitment to education.

Three Tardies in a Quarter

If a student is late three times in a quarter, it is considered a serious issue. At this point, the parent/guardian may be called by the Principal. The problem will be discussed and an “On Time” plan will be developed.

Three Tardies Equals One Absence

Every three tardies will equal one absence and be recorded as such in the student’s file.

Eight Tardies in a Year

If a student is late eight times in a year, it is considered a serious issue. At this point, the parent/guardian may be called to the school to meet with the Principal. The problem will be discussed and an “On Time” plan will be developed.

Since every three tardies will be recorded as an absence, excessive tardiness is a truancy problem. If a student is absent ten or more times (and some or all of these absences may actually be due to excessive tardiness), the student may be at risk of not being promoted to the next grade.

Arrival & Dismissal Policy

Arrival

- The school officially opens to students at 7:00 am each day.
- Students must be at school by 7:30 am each day.
- Parent/ guardian must check in any student arriving after 7:30 am.

Dismissal

- Monday – Thursday, the school day officially ends at 3:30 pm.
- Friday the school day officially ends at 2:00 pm.
- Families are responsible for picking up students at the entrance to the school.



- No student will be allowed to leave the school without an adult escort.
- Families MUST submit a written release form listing the names and information for any individuals, besides parent/guardian, who regularly are authorized to pick up their children.

School Uniforms

All students must come to school in the Aurora Collegiate uniform every day. If a student arrives to school out of uniform, parents/guardians will be called and asked to bring in a uniform before the student is sent to class. We have a required school uniform for several very important reasons:

- Uniforms unite us as a community
- Uniforms reduce distractions and clothing competition.
- Uniforms make us all equal
- Uniforms look professional

Please note: All uniform purchases are made through a third-party, and all sales, exchanges, and reimbursements are handled exclusively by the uniform company.

School Visitor Policy

Visitors, especially parents/guardians, are a vital part of the Aurora Collegiate community. Upon arrival, all visitors must sign in within the Main Office. If you want to visit your child's classroom, please contact the Dean of Students to arrange a time.

Because we want our transitions to be as efficient as possible for scholars, we cannot accept visitors during the following transition times:



Arrival and Breakfast 7:00-8:30

Lunch/Recess 11:00-12:30

Dismissal after 3:00

Volunteers

Aurora welcomes all volunteers/visitors to assist with the work at Aurora. In order to keep our students and volunteers safe, volunteers should never be alone with a scholar, especially in a non-public area. If we anticipate within the scope of work of the volunteer they may be alone with children, FBI background checks will be required per TN State Law. If you have questions about the policy please reach out directly to the Executive Director.

Homework

Homework is an essential part of Aurora Collegiate's educational program: it is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Homework will be assigned EVERY night at Aurora Collegiate. This means that families must help students with their homework in ways that include creating routines at home for students to follow each day, providing a quiet, organized place to work, and signing off on homework completion.

All students are provided with Homework Folders that include a nightly Reading Log. The Reading Logs must be filled out properly with a parent/guardian signature, and all assigned homework must be completed and in the folder. Homework folders are turned in to teachers each morning as soon as students arrive at school. If the homework is late, missing, incomplete, or of poor quality, or if the Reading Log is not completed properly, then the student may face in-school consequences.

Independent Reading

Research shows that the #1 way to improve a student's reading skills is to have them READ, READ, READ. The students who read frequently outside of school are the students who are the best readers and who are most successful in school. Supporting your child's independent reading at home is the best way to help him or her build vocabulary and improve the speed, accuracy, fluency, and comprehension of his or her reading.



Parents/guardians should make sure to supervise their child reading at least 20 minutes every night and every day on the weekends. It would be especially helpful if you asked the child to read out loud and stopped occasionally to have the child summarize what he or she has just read and to answer simple comprehension questions. Please do not sign your child's independent reading log if you have not actually seen him or her read.

Discipline

Our approach to discipline is rooted in a belief that the learning environment is sacred. At Aurora Collegiate, we will do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions.

Our teachers will use a large array of strategies to promote positive behavior and to correct problem behaviors. Our faculty uses positive reinforcement whenever possible, and recognizes and celebrates student successes at every opportunity.

We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges (choice time, field trips, etc.) when they violate the rules.

Our Dean of Students is the point person on discipline issues. The Dean of Students works closely with teachers, families, and students to help them learn and grow. The Dean of Students has the authority to decide on the appropriate consequences for student behavior. The Dean of Students may solicit parent/guardian input in certain situations, and will communicate proactively and consistently with parents.

Our Core Values

Five core values - personal responsibility, respect, integrity, determination, and excellence - are at the heart of Aurora Collegiate's community and represent the cornerstones of the school's Code of Conduct. All students are proactively and explicitly taught these values, all teachers model and support these values, and all students are expected to conduct themselves according to these values.



Personal Responsibility

- I accept consequences for my own actions.
- I keep my hands to myself.
- I will ask my teacher for help when I have a question.
- I will keep my personal space and desk clean.
- I will come to school prepared.

Respect

- I will track the speaker.
- I will tell myself and others that differences are okay.
- I will sit silently when others are speaking.
- I will take deep breaths before I tell my teacher how I am feeling.
- I will not take anything that is not mine.

Integrity

- I will always tell the truth even when unprompted.
- I will follow school expectations regardless of who is or is not watching.
- I will own up to my actions whether they are good or bad.

Determination

- I will work to find answers and not focus on problems.
- I will say "I can" and keep my head up.
- I will not stop trying even when I get a consequence.

Excellence

- I can follow directions the first time.
- The assignments I hand in to my teacher will be nice and organized.
- I speak loud and proud.
- I contribute in class by answering questions, asking questions and sharing my thoughts.



Scholar Rewards/Recognition

Positive Consequences for following our Code of Conduct (PRIDE values)

At Aurora Collegiate Academy, students have the opportunity to earn rewards for demonstrating excellent behavior, academic growth, and good citizenship.

Daily Praise/Stickers/Notes/Community Shout Outs/Whole Class Reward System

Teachers will recognize students who follow the code of conduct by giving praise or community shout outs, providing students with stickers or notes, or by implementing a whole class reward system. Teachers will implement the incentive system that they developed for their class at the beginning of the year.

SWAG Bag

Scholars in K-1st that earn either blue or green every day and submit their homework on time will be eligible for an item out of the SWAG Bag.

Scholars in 2nd-5th that earn at least 25 PRIDE points and submit their homework on time will be eligible for an item out of the SWAG Bag.

Pride Value Celebration

Each month, Scholars will focus on one Pride value for the month, and Scholars who earn a certain number of points for that Pride value will be eligible to attend the Pride Value Celebration.

Monthly Attendance Celebrations

Scholars who earn perfect attendance each month will participate in Monthly Attendance Celebrations.

Birthday Celebrations

Parents may choose to bring in store-bought treats on Friday of the student/s birthday week. The birthday treat will be shared after lunch. Please be sure to include enough treats for the students' entire class.



Scholar Consequences

Consequences for Failure to Meet Behavioral Expectations

Every minute matters. As a result, we actively work to prevent disruptions to learning. Teachers are taught to deliver consequences with minimal disruption to the class and in a consistent manner across the school. At Aurora Collegiate our teachers use redirections as a **pause**, an **acknowledgment** of digression, a **redirection** and a **starting point** for positive choices.

The committing of a disciplinary offense by a student on school grounds before, during, and after school hours; while traveling for a school activity; and during field trips or other school functions will result in a consequence.

K-1 In kindergarten through first grade, students have the opportunity to end the day on one of four colors:

Blue—exceptional “all star” behavior

Green- good “star” behavior

Yellow-“needs improvement” behavior

Red- “fix it” behavior.

Each of these colors is placed in a student’s class behavior tracker. Every student has a section on the behavior tracker and colors are changed as a direct consequence of the students following or failing to follow the school expectations.

Every student begins the day on green and changes colors throughout the day. Scholars who are moved down to red or yellow can still end the day on green. We believe that it is important for our students to have a growth mindset and see that persisting through challenges, either academic or behavioral, results in positive consequences. Where a student has been given a correction and color change and shows improvement for a sustained period of time, they will have a positive color change. Once students have been given a warning, they are subject to a color change. For more serious infractions, students can move immediately to red or to a more serious consequence

3-5 Student’s behavior will be tracked individually. Students will earn or lose points based on student behaviors. Throughout the day, students will lose one point for behavior infractions and gain a point for displaying PRIDE behaviors. This system



will be reinforced with classroom incentives and consequences. A weekly total will be sent home on Fridays to assist parents in reinforcing scholarly behaviors.

Every student will start each day with one point for homework and one point for on-time attendance.

Value ranges for scholar incentives

Blue —exceptional “all star” behavior	25+ points
Green - good “star” behavior	20-24 points
Yellow - “needs improvement” behavior	15-19 points
Red - “fix it” behavior.	0-14 points

Level One Offenses

(Mild Student Misbehavior)

- Failure to comply with school expectations
- Dress code violation
- Unexcused absences/unexcused or excessive tardiness
- Having unauthorized food, gum, or distracting items such as toys
- Littering

Level One Consequences

- Verbal reminder/student conference
- Parent contact
- Time out/loss of privileges/loss of recess
- Reflection of offense on PRIDE rubric

Level Two Offenses

(Moderate Student Misbehavior)

- Minor threatening of peers (for students in kindergarten through second grade)
- False accusations
- Cheating/plagiarism/forgery
- Offensive behavior/use of profanity or obscene language toward peers (for students in kindergarten and first grade)
- Minor physical aggression and/or horseplay
- Possession of obscene materials



- Unauthorized or inappropriate use of the Internet, computers, or software
- Gambling
- Theft (for students in kindergarten through second grade)
- Damaging or destroying school supplies/property (for students in kindergarten through second grade)
- Disrespectful/defiant language/behavior towards peers or school personnel

Level Two Consequences

- Student conference and parent contact
- Time out/loss of privileges/loss of recess and parent contact
- Parent-student conference
- Lowering of grade/assignment or failing grade and parent contact (for cheating/plagiarism/forgery)
- Reflection of offense on PRIDE rubric

Level Three Offenses

(Severe Student Misbehavior)

- Continued Level One or Level Two misbehavior
- Fighting/violent behavior (resulting in minor injury)
- Threatening peers (for students in third through fifth grade)
- Bullying and harassment of peers
- Bus related misbehavior/disruptive behavior in a motorized vehicle
- Theft (for students in third through fifth grade)
- Damaging or destroying school supplies/property (for students in third through fifth grade)
- Offensive behavior/use of profanity or obscene language toward peers (for students in second through fifth grade)

Level Three Consequences

Could include but are not limited to:

- Disciplinary office referral and administrative parent contact
- Reflection of offense on PRIDE rubric
- Administrative consequences include, but will not be limited to:
 - Parent/student conference
 - Behavior contracting



- In-school suspension
- Short term out-of-school suspension

Level Four Offenses

(Zero Tolerance Behavior)

- Fighting/violent behavior resulting in serious injury or with the use of a weapon
- Assault and battery against a school community member
- Possession of a weapon or explosive device of any kind
- Possession, use, or distribution of illegal or unauthorized prescription drugs

Level Four Consequences

Could include but are not limited to:

- Disciplinary office referral and administrative parent contact
- Reflection of offense on PRIDE rubric
- Administrative consequence:
 - School expulsion (for a maximum of one year)

Guardians will be fully informed at all stages of any disciplinary decision.

Short-term Suspension

If a student commits an infraction that calls for short-term suspension (ten or fewer days), such action will be taken at the discretion of the Principal. In such cases, the school will adhere to the following procedure, consistent with applicable federal case law and providing students with their full due process rights (see *Goss v. Lopez* (419 U.S. 565)):

- The student shall be informed of the cause for the suspension and evidence for those causes; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Principal or his or her designee(s) will immediately notify a guardian of the child, in person or on the phone, and will send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend a student.



- The guardians of the student will have the opportunity to have a meeting with the Principal or his or her designee(s) to discuss the suspension.
- The Principal or his or her designee(s) may require the guardians to meet with representatives of the school before the student may return to classes.
- Alternative instruction will be provided
- Where the suspension is for more than five (5) days, the Dean of Students shall develop and implement a plan for improving the behavior.

Long-term Suspension or Expulsion

Long-term suspension refers to the removal of a student from the school building for disciplinary reasons for more than ten days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The following procedure is followed:

- The student is immediately removed from the class or the school, as needed.
- The student shall be informed of the cause for the suspension or expulsion and the evidence for those causes; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Principal or his or her designee(s) will immediately notify a guardian of the child, in person or on the phone, and will send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel.
- The Principal or his or her designee(s) will set a date for a formal meeting and notify guardians in writing of the date, time, and place of the meeting, as well as:
 - The cause(s) for the suspension or expulsion;
 - A summary of the supporting evidence; and
 - Their right to be represented at the meeting (at their own expense) by an attorney, present evidence, and question witnesses.
- After the meeting, the Principal or his or her designee(s) presiding at the meeting will issue a written decision, which will be sent to the student's guardians and the Board of Directors and placed in the student's permanent file.
- If the Principal or his or her designee(s) find that long-term suspension or expulsion is indicated, the guardians of the student may appeal this decision to the Board of Directors within ten days of the decision to suspend or expel.
- Such appeal will be heard at the discretion of the Chair of the Board by a Director sub-committee (one or more Directors designated by the Chair), but no later than ten (10) days after the beginning of the suspension; in such cases, the guardians will be again notified in writing of the date, time, and place of the meeting, as well as:



- The cause(s) for the suspension or expulsion;
- A summary of the supporting evidence; and
- Their right to be represented at the meeting (at their own expense) by an attorney, present evidence, and question witnesses.

Expulsion

There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or students. A student may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property. Expulsion might also be used when a student is so repeatedly disruptive that a teacher and classroom cannot function. Expulsion would also be considered in the case of a student who has been suspended repeatedly and shows no evidence of an effort to change the problem behavior. In each case, expulsion would only be considered for a child who has not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, and advisor support.

Discipline of Students with Special Needs

The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to appropriately and effectively address disruptive behavior. In the case of a special education student, or a student who receives 504 accommodations, Aurora Collegiate will ensure that it makes the necessary adjustments to comply with state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a student with accommodations under Section 504 or a student with special needs, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability, whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct, and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.



Student Grades

Aurora Collegiate is committed to setting students up for success, so we have rigorous standards for promotion. It is not automatically assumed that students will pass from one grade to the next. Each student must earn promotion by demonstrating mastery of essential grade-level knowledge and skills. Students may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a student’s grades, standardized test scores, attendance, homework completion record, and other measures. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions.

A student may be a candidate for retention if he or she misses more than 10 days in a school year. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absences on any child’s academic progress.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP in alignment with the school’s promotion policy.

Grading Categories/Percentages

- Classwork..... 40%
- Participation.....30%
- Assessments.....30%

Missing and Failing Assignments

Students will be given an opportunity to make up missing assignments and should be given multiple opportunities to demonstrate mastery on a skill, standard or objective. This can be done in-class tutoring time. Teachers may also create packets with the skills for the quarter and have students complete those assignments if the assignments students miss require materials such as videos, power point, etc. that cannot be provided to them.

Parent Contact About Grades

Parents will be informed as soon as students are failing each quarter, even if it falls before the progress report period.

Retention/Promotion Policy

An “F” in any subject for the final grade will require a student to fail. If a student has more than one “F” they are retained. If a student has one “F,” they are required to



attend summer school for promotion. If student refuses or does not pass summer school, they will be retained.

Dean's List

Summa Cum Laude: All As

Magna Cum Laude: All As and 1 B

Cum Laude: As and Bs

***Grade Scale**

93-100= A

92-85 = B

84 -75 = C

74-70 = D

69 and below = F

Parent Teacher Conferences

At the end of the first, second, and third quarter, a parent/guardian will be required to come to the school for conferences with their children's teachers.

Parent Teacher Conference Dates

Quarter	Grades Due	Conference Date
1	October 11th	October 25th
2	December 13th	January 3rd
3	March 13th	March 27th
4	May 22nd	Mailed

The school administration is in charge of student records. If a parent/guardian would like to examine a child's record, the parent/guardian should submit a form in writing to the Principal (available at school). Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.



There are two different types of student records, which will be treated differently:

1. **Directory Information**

Directory Information is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parent/guardian. For example, teachers may distribute class lists to everyone in the class so that students may help each other with homework. If a parent/guardian would not like such information released, he or she should submit a request to the Principal.

2. **Confidential Records**

Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian.

School Food Program

Both breakfast and lunch will be available at Aurora Collegiate. Breakfast is served from 7:00-7:30. Lunch is served in three shifts. Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send in nutritious foods. **Please do not let your child bring unhealthy drinks (e.g., colas or juices heavy in sugar) or sugary or hot snacks to school. Candy, gum, hot chips and soda are not allowed at school.** There is an allotted snack during the day. No snacks will be provided by the school. Families may send a small, non-sharable nutritious snack for this time. At Aurora we know that eating a full lunch is important for our scholar's ability to learn in the afternoon. We want all students to eat a lunch, however we will no longer be able to accommodate delivered lunches to students dropped off after arrival. It creates a challenge for our front office staff to hand deliver lunches. We recognize that occasionally a student may forget their lunch and we will be happy to accommodate bringing a lunch, if however, it becomes a habit we will be unable. Please note that every student is provided a full lunch including a meal, fruit, and milk free of charge by the school everyday.



Assessments

Aurora Collegiate employs multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. Staff work to ensure that assessments are not stressful times for students; rather they are presented as opportunities to show off all that students have learned. The assessments, the Developmental Reading Assessment (assessments of literacy development), NWEA MAP Test (nationally normed quarterly assessments), internally developed assessments, and Tennessee State assessments (beginning in third grade), are administered throughout the year. Teachers analyze the results to inform their instruction, identify students in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results are shared with families through the report cards that are distributed four times each year.

Medication

If your child requires medication during school hours, we will assist by administering medication. However, medication may not be given without the completion of the "Administration of Medication" form which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.

All student medicines will be kept in a locked cabinet. The school will keep a detailed log of all medicines that are administered.



Lock down

Hard Lock Down

Based on a real or perceived threat the school may enter a hard lock down meaning all exterior and interior doors are locked and students shelter in place. Only law enforcement will be permitted to enter the building during this time. No students will be dismissed during an active hard lock out. Parents will be notified as soon as possible of the hard lock down.

Soft Lock Out

Based on law enforcement recommendation or observation by the Executive Director/Principal the school maybe placed on a soft lock out meaning all exterior doors are locked, students and staff maintain a normal schedule, but no one is permitted to exit or enter building besides law enforcement. No students will be dismissed during an active soft lock out. Parents will be notified as soon as possible of the soft lock out.



Acknowledgement of Receipt

Aurora Collegiate Family Handbook 2019-2020

Students and their parent(s)/ guardian(s) must read and sign this sheet. A student must have this sheet returned to the office before they are eligible to participate in any school activity.

We have received a copy of, read and agree to abide by and support the Aurora Collegiate Family Handbook for the 2019-2020 academic year,

Grade Print student name Student signature

Print parent/ guardian name Parent/guardian signature

Aurora Collegiate Academy prohibits discriminatory harassment or bullying of students on the basis of sex, race, color, national origin, and disability.