2026

Jody Phillips
Superintendent

Jessica Block
Special Education Director

409 J Street
Aurora, NE 68818
Phone: 402-694-6707
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Visit us online at :
www.aurorahuskies.org

Aurora Preschool & Pre-K Handbook

Aurora Public School Mission Statement

Tradition of Excellence:
One Husky at a time

All students will improve through the use of an integrated academic, behavioral and social –emotional tiered continuum of supports.

Aurora Early Childhood Mission Statement

In partnership with families, the Aurora Preschool helps children learn, play, communicate, and develop social skills. Every child, Every Day, A Success.

Aurora Preschool & Pre-K Parent/Student Handbook

This handbook is designed to help you and your child understand Aurora Elementary preschool policies and regulations, as well as to inform you about some exciting programs our school has to offer. If you have questions about any of our policies, regulations, or programs, please give us a call.

The Aurora Early Childhood program is an inclusive setting for children with and without needs. Services are tailored to each child.

Often services include early childhood special education and speech-language therapy; however, physical therapy, occupational therapy, hearing services, and vision services are also available.

Children are referred anytime during the year. Children are usually referred by their parents, family doctors, or preschool teachers. Children must qualify for the program by meeting state guidelines. The program is supported through local, state, and federal taxes.



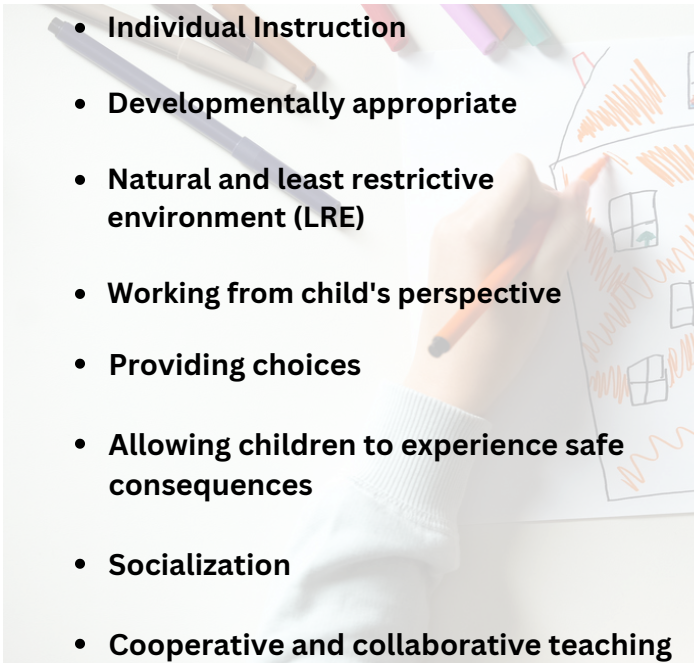
The Early Childhood program is an inclusive, Rule 11, preschool for children with and without needs. Services are tailored to each child.

Often, services include early childhood special education and speech-language therapy; however, physical therapy, occupational therapy, hearing services, and vision services are also available. Children are referred anytime during the year.

The school also invited peer models to participate in classes. The peers model effective communication, play, social, and school skills. Children learn through their relationships with others.

The Aurora Preschool is staffed by full-time early childhood special educators, a speech -language pathologist, and paraeducators, who are employees of the Aurora Public Schools. A physical therapist, occupational therapists, deaf educator, vision consultant, and school nurse also visit as needed..

Preschool & Pre-K Philosophy



- Individual Instruction
- Developmentally appropriate
- Natural and least restrictive environment (LRE)
- Working from child's perspective
- Providing choices
- Allowing children to experience safe consequences
- Socialization
- Cooperative and collaborative teaching



The Aurora Public Schools invites you to assist in our "Nebraska Childfind" efforts. This is an ongoing statewide search for all unserved children with disabilities, birth through 21.

If you know a child who is experiencing difficulties with motor development, speech and language, vision, hearing, or learning, please refer the parent to the number below. Our school district will provide an education evaluation at no cost to the parent. If the child qualifies under Nebraska law, a free and appropriate educational program will be developed to meet his/her educational needs.

To contact us, please call the Aurora Special Education Director at (402) 694-6966, Ext.7.
You can also contact Nebraska Childfind at (888) 806-6287.
The Childfind website isat: http://www.nde.state.ne.us/ATP/childfind.html.

Non-Discrimination: Aurora Public Schools does not discriminate on the basis of race, color, national origin, sex, marital status, disability, or age or in admission or access to, or treatment of employment or educational programs or activities. The following person has been designated to handle inquiries regarding the School District's non-discrimination policies:

Superintendent, who may be contacted in writing at 300 L Street, Aurora, Nebraska, at jphillips @4rhuskies.org by e-mail or by telephone at 402-694-6923. Any person may also contact the Office of Civil Right, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599, regarding compliance with the regulations implementing Title VI, Title IX, Section 504, or any other applicable laws.

Meet the Team



Tracy Eckhardt

Early Childhood Specialist

The certified Staff of three and four-year-old classroom. Home Visitor.

teckhardt@4rhuskies.org



Grayce Seger

Early Childhood Specialist

The certified staff of four and five-year-old classroom.

gseger@4rhuskies.org



Shana Merrihew

Speech Pathologist

SLP: Diagnosis & Therapy for students who qualify for services in the area of articulation, voice, fluency, language, & social skills.

Home Visitor.

smerrihew@4rhuskies.org

Meet the Team



Cynthia Dearth Paraprofessional Educator

cdearth@4rhuskies.org



Heather Schlautman Paraprofessional Educator

hschlautman@4rhuskies.org



Lauren Schillinger Paraprofessional Educator

lschillinger@4rhuskies.org



Keeley Allen Paraprofessional Educator

kallen@4rhuskies.org

Meet the Team



Carla Christenson

Occupational Therapist

OT: Providing Occupational Therapy services to students attending Aurora Public Schools.

cchristenson@4rhuskies.org



Cami Knust

Physical Therapist

PT: Providing Physical Therapy services to students attending Aurora Public Schools.

cknust@4rhuskies.org



Alexis Linehan

Occupation Therapist

OT: Providing Occupational Therapy services to students attending Aurora public schools

Home Visitor.

alinehan@4rhuskies.org



School Hours

Preschool (3 & 4-Year-Old) Class:
Aurora Elementary Building

Pre-K (4 & 5-Year-Old Class:
Aurora Elementary Building

AM Session: 8:00- 11:30 (Monday, Tuesday, Thursday, & Friday)

PM Session: 12:15- 3:45 (Monday, Tuesday, Thursday, & Friday)





Backpacks

Please provide an empty bag or backpack so that your child can carry home papers and projects. The bag should be brought to school each day. Please have your child leave all personal belongings, such as toys from home, unless approved or requested by classroom instructors.

Please read the Peek at the Week and any District Preschool calendar or notes that come home. These contain information about school holiday's, late starts, and early dismissals. In general, we follow the Aurora Elementary School schedule for vacation, snow days, in-service days, etc.



Calendars



Clothing Expectations

Please dress your child in comfortable, washable clothing. Preschool students may wish to leave an extra set of clothes at school in case of an accident. Parents should provide diapers and pull-ups as needed. Tattoos are not permitted. Please do not have your child wear flip-flops due to inside/outside activities.

If a student becomes ill at school, action will be taken to accommodate the student's needs. Please understand that there is not a place for ill children at school. When a child becomes ill at school, parents are contacted so that they can make arrangements outside of the school setting for their ill child. In case of a fever of 100 degrees or above, the child needs to be home. Temperature must be normal 24 hours before returning to school. If the child has diarrhea or has been vomiting, please keep them at home.



Illness



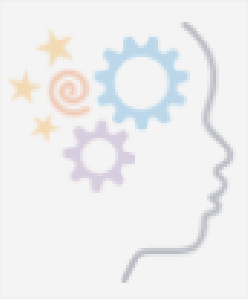
Communication to Parents & Community

A monthly newsletter is sent to parents from the elementary office to communicate activities and news that is happening in the district. Aurora Early Childhood teachers communicate through various means, including Thrillshare (Rooms), email, journals, notes, newsletters, monthly calendars, phone calls, and conferences. Parents are encouraged to attend select field trips that are taken throughout the year.



Concerns

Concern about student's class work, behavior, social/emotional status, or school activities should be initially expressed to the teacher. If the concern remains after the meeting/ discussion, the special education director should be contacted. It is encouraged that parent(s) put their concerns in writing.



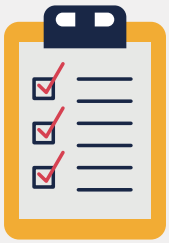
Curriculum

The preschool uses Tools of the Mind, Heggerty, Second Step, and PEERS with all students attending the Aurora Public School Early Childhood Program. We use a research-based curriculum that is developmentally appropriate for the young learner. In addition, each child that is being served through an Individual Education Plan (IEP) will have an individualized curriculum according to the student's needs.



Custody Disputes

The school will not be involved in custody disputes. Every parent has the right to the same information on their child. Parents will have legal right to their child unless parental rights have been taken away or a restraining order has been issued. The courts issue these documents. The elementary office must have a copy placed in the student cumulative file for compliance.



Eligibility for the Aurora Preschool/ Pre-K

Resident students of the Aurora Public School District will have the Aurora Preschool / Pre-K available to them if they have been verified through Multidisciplinary Team Assessment (MDT), approved for placement, or meet the criteria for private pay.



MDT/ IEP

Resident students attending the Aurora Preschool / Pre-K could qualify for a Multidisciplinary Team Evaluation (MDT) and could qualify to receive services through an Individual Education Plan (IEP).



Private Pay Students

The district offers private pay opportunities for 3-5-year-old non-verified students (Peer Models). The district strives to have classes that have diverse learning levels within the same classroom. A waiting list and application process are used by the district to place students who use private pay. The fee for Private Pay $175. All families are encouraged to complete the Free and Reduced application. In the event children are identified through a Multidisciplinary Team Evaluation as needing services, placement of private pay students will be re-evaluated.

Emergency Information

Each parent is asked to complete the registration information forms. Each year it is very important for parents to verify the information given at registration time. Many times situations change and the office needs to be updated. The office will follow the written instructions. Special care should be used in filling out the “name to contact in an emergency” section. Parents should make arrangements with a friend or relative to serve as an emergency contact person in the event the child is injured at school and the parent cannot be reached.



Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) a Federal law, requires that Aurora Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records.

Field Trips/Picture permission/Class List Distribution Form

Parents will sign a form at the beginning of the school year to give permission for their child to be taken on field trips, pictures taken for public media and your child's name to be shared with other parents for parties. Pupils taken on excursions or field trips in the interest of class activities must have the approval of the Early Childhood Director in advance, and whenever transportation is involved in such excursion, parent notification will be the standard procedure.

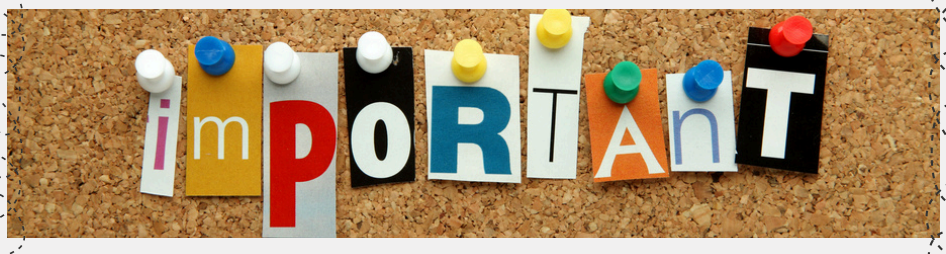
Forms

At the beginning of the school year or at the time services begin for your child, many forms are needed to fulfill requirements for the State and Federal Government. Your prompt return of all completed forms will be appreciated. Many of the forms will be completed at the MDT/ IFSP/IEP.

Home Based



Home-based services are provided for children who are verified, from birth through three years of age. The services are usually provided at the home site or in mutually agreed upon sites. The primary goal of the Home-Based Program is to provide parents and primary caregivers with strategies, techniques, and other ideas to implement for their child on a daily basis. It is requested that at least one parent participate in home-based sessions in order to acquire information needed to best assist their child in learning. Progress of home-based students is monitored through the use of the Teaching Resources Gold Assessment, jointly completed by home base staff, parents, and primary caregivers.





Identification for Special Education Services

Child Find procedures will be a continuous process with district personnel available for prescreening and formal assessment of children birth to 5 years of age throughout the calendar year. Parents, physicians, or other agencies may initiate referrals. Screening dates are usually in April but referrals for screening and/or assessment may be arranged at any time during the calendar year.

The district will need prior approval from the parents before a formal assessment, completed by the assessment team, can occur. The team may consist of a school psychologist, speech and language pathologist, occupational therapist, physical therapist, physician reports, or other pertinent specialists. An Individual Family Service Plan (IFSP) will be created and followed for students who are verified with a disability, birth through three years of age.

Individual Education Plan (IEP)

Children 3-5 years of age who have met the criteria of Rule 51 will be served free by the school district for educational opportunities and growth. An Individual Educational Plan (IEP) will serve the students. The Staff will meet with parents on an annual basis to review and upate the IEP.



Family Services Coordinator

A Family Services Coordinator will be provided for families with children birth to three years of age that have challenges that need to be addressed by many agencies, one being the school system. This coordinator guides and assists families with young children through the process until the child reaches age 3. The students will have met criteria of Rule 52 and will be served free through an IFSP by the school district. The Early Childhood staff and the Services Coordinator meet with the parents either quarterly, twice a year, or on a cycle agreed by all parties.

Immunizations

Parents are urged to keep track of immunizations are kept up to date according to state law. A copy of current immunizations will be maintained in each student's cumulative folder, housed at the preschool/elementary building sites. Effective as of 2007, the State of Nebraska mandates the following immunizations be administered to preschool and school-age children; measles, mumps, rubella poliomyelitis, diphtheria, pertussis, tetanus, and hepatitis B, chicken pox.

Exceptions to this law are:

*If the child did not receive the required immunizations because of a medical reason, the parent will have the physician sign the Refusal of Immunization for Medical Reasons form and turn it in to the school office before school begins.

*If the child did not receive the required immunizations because of a religious reason, the parent will need to sign and have notarized the Refusal of Immunization of Student Religious Reasons form and turn it in to the school office before school begins. (DTBE #5003)



Medication

If a student must receive mediation during the school day, medications must be given to the Aurora Preschool staff in a prescription container, be properly labeled including required dosage; contain the name of the medication, student's name, and the name of the prescribing physician. The parent shall fill out the medication form giving the staff permission and the directions for the dispensing of the medication. Only staff trained in distributing medication to students. **No medication or any pain relievers are allowed to be carried by the child or kept in backpacks or lockers.** The staff will log each time a child is given medication during the school day to be used for reference by parents and the school nurse.

Option Student

AURORA PUBLIC SCHOOLS DOES NOT HAVE THE CAPACITY TO HAVE STUDENTS OPTION IN TO THE DISTRICT FOR THIS PROGRAM, WHETHER STUDENTS ARE PRIVATE PAY OR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES.

Records

The School District of Aurora will transfer student records to other schools and institutions upon the written request of the parent/guardian of the student.

Registration

All students in the program must complete a registration form to be enrolled in the Aurora Preschool. A copy of the birth certificate and immunization records also needs to be given to the district to complete the process.



Reports to Parents

The Early Childhood schedules individual parent conferences during designated Parent-Teacher Conferences, as well as throughout the school year. The philosophy of the Aurora

Preschool includes a strong school-parent connection, in order to best encourage use of techniques and strategies, designed to promote learning opportunities, in a variety of formal and informal means. (i.e. conferences, personal contact, phone calls, calendars, notes, etc...)

Visitors

We love to have you visit. Please contact us in advance about bringing pets and other guests. The school district's policy limits parent visits to around 30 minutes. We balance the children's need of consistency with the parent's desire to see what they do.

Visit during the first and last two weeks of school are not encouraged due to many schedule changes and keeping students on task.

Transportation Guidelines



The Aurora Public Schools will provide free transportation for students who attend Aurora Preschool that have been verified as eligible to receive Special Education Services. The Aurora Public School's responsibility for each child begins when the student boards the bus and terminates when the student leaves the bus. The parents/guardians are responsible for the safety and general conduct of their child between the home and the bus stop.



If there will be a change in transportation, such as not riding the bus or someone else picking up, please **inform** both the **driver** and the **teachers** as soon as possible.



Please watch for the bus as the driver will **not honk the horn**. The driver will wait two minutes and then proceed on the route. If your child misses the bus, the driver **WILL NOT** stop back again later. **You** will need to arrange transportation on that date.



The driver must stay on the bus with the children and cannot leave to escort a child. Therefore, we ask that a parent or sitter assist your child in getting on and off the bus, especially in bad weather. Drivers will not release a child from the bus unless they **CLEARLY SEE** that an adult is present.



Please make alternate arrangements for your child's transportation if your child will not be at the **usual** pick-up or drop-off site. We cannot alter the van's route for temporary daily changes because it disrupts the schedules of other families and difficult for the drivers to complete their routes.

Transportation Guidelines



Rules for Safety

Pick- up

1. Your child **must be ready** 3-5 minutes before the scheduled pick-up time. Drivers are instructed to **wait only 2 minutes at each location**. The bus driver will then notify the school about the absence and go on their route.
2. **Walk your child** to the bus to load. The bus driver and monitor are not to leave the bus.
3. Dress your child in clothing appropriate for the weather conditions.
4. Talk to your child about safe behavior while riding, loading, and unloading, crossing in front of the school minibus, and wearing seat belts.
5. Do **not** send meals or snacks with your child to eat on the bus.
6. Do not detain the bus driver since the driver is on a tight schedule.

Drop- Off

7. The parent must walk to the bus and take the child off the bus.
8. The bus driver has been instructed to **wait 2 minutes** for the parent/caregiver to receive the student.
9. If the parent/caregiver does not come to the bus within the 2 minutes period, the driver will keep the student on the bus, notify the school who will attempt to contact the parent/caregiver.
10. If the parent/caregiver cannot be contacted, the student will be taken back to the school. The office will try and reach the parent. If that is not successful, the office may call the Department of Social Services for assistance.

Transportation Guidelines



Expected Behaviors

1. Students are to stay seated with the seat belts (or car sear harness) buckled up.
2. Students are to keep hands and feet to self.
3. Students are not to throw objects in the bus.
4. Students are not to scream or shout. Swearing or use of vulgar language is not allowed.
5. Eating food, gum, or drinking beverages are not allowed on the bus.
6. Disruptive items on the bus are not allowed (toys, etc...).
7. Follow the directions of the bus monitor and driver. Drivers may assign seats whenever such action is appropriate.
8. Adaptive equipment for students with special needs will be transported.

Additional Transportation Information

1. If a child becomes ill at school, it is the parent's responsibility to provide transportation home.
2. Students will not be picked up or dropped off at the parent's work site.
3. Transportation will only be provided within the district's property boundaries.

Contact Information

Bus Driver: TBA
Head Transportation Director: Gerad Olsen, 402-694-3197
Special Education Director: Jessica Block, 402-694-6966, ext 7.

Please share your e-mail address with us so we may contact you.

Room Area Descriptions

Art & Writing Area
Open-ended art materials allow children to express their ideas and feelings, develop fine motor control, and learn to make choices. Process-oriented art instruction encourages creativity and stimulates appreciation for beauty. Writing allows children to practice emerging skills through the used of various tools—magnetic, tactile, stamp letters. Children are allowed to develop writing at their own rate.

Sensory Table
Exploration with water, sand, rice and beans promote fine motor development and provide opportunities to release stress and find comfort. Sensory play encourages development of language, mathematical, and scientific concepts.

Dramatic Play
Role-Playing and using props allow children to learn about themselves, their families, and the community around them. Imaginative play promotes problem-solving, social interaction with peers.

Music
Exploring rhythm, beat, pitch, and volume with a variety of instruments and recordings offer an opportunity to sing, move, and enjoy the beauty of music. Language and auditory discrimination skills are developed.

Books
Books provide young children an important opportunity to experience print as a means of communication. They strengthen the love of reading and literature while developing oral language skills and early literacy concepts.

Discovery/Science
Interacting with items related to the natural world encourages a sense of wonder and curiosity and promotes opportunities to discover relationships of change and growth. Cause and effect concepts also develop basic scientific inquiry skills

Ladder House/Outdoor Play
Equipment that promotes physical development is essential to understanding the natural world. Coordination and large and small muscles are developed.

Blocks
Blocks and accessories promote cooperative play and creativity. Tactile manipulatives enhance imagination, problem-solving, visual discrimination, and language and concept development. Blocks help children build many things, like hand-eye coordination and fine motor skills. They also help build patience, social skills and an understanding of spatial relationships. In time, kids start to think outside the blocks by creating farms, houses, or whatever they dream up. So they are building their imaginations!

Room Area Descriptions

Small Toys

Play with age-appropriate games and puzzles promotes hand-eye coordination, visual discrimination, and fine motor skills. Concepts-size, color, shape, number and letter recognition and Skills; sorting, classification, serrations, and matching are developed.

Coat & Bag Area

By hanging up my bag and taking off my coat I learn...

*How to be independent
*How to problem solve
*How to follow a sequence of events
*How to zip, button, snap, velcro , and manipulate other fasteners
*How to ask for help
*That items belong in a specific place
*How to hang coats & bags by their loops
*I can be successful -WATCH ME!!!



Safety and Emergency Drills

Outside School Doors

The entrance doors are kept locked at all times.

Emergency Drill

All students are instructed in procedures to used during an emergency drill. Such instructions are practiced. Students will proceed to the assigned safe area to obtain shelter during a tornado drill. Students are not to leave the school building if a tornado hits unless they are released to their parents.

If a crises occurs requiring evacuation of the classroom, the Early Childhood will go to either the Middle School, High School or the Elementary buildings or their designated area.

“SECURE THE CLASSROOM AND CONTINUE INSTRUCTION”: All students and staff remain in their classroom or where ever they may be until the all clear is given by administration. A non-emergency lock down may occur for a variety of reasons. Teaching and learning still occurs at this time.

“LOCKDOWN”: All students and staff remain in their classroom or where ever they may be until the
all clear is given by administration. Lights are turned off and a safe place to sit is directed by the adult.



Teaching Strategies-- GOLD Assessment

Our Early Education Program Curriculum
Creative Curriculum

Aligned with the Assessment:
Teaching Strategies GOLD

Social-Emotional

1. Regulates own emotions and behaviors
   A. Manages feelings
   B. Follows limits and expectations
   C. Takes care of own needs appropriately

2. Establishes and sustains positive Relationships
   A. Forms relationships with adults
   B. Responds to emotional cues
   C. Interacts with peers
   D. Makes friends

3. Participates Cooperatively and constructively in group situations
   A. Balance needs and rights of self and others
   B. Solves social problems

Physical

4. Demonstrates traveling skills

5. Demonstrates balancing skills

6. Demonstrates gross-motor manipulative skills

7. Demonstrates fine-motor strength and Coordination

Language

8. Listens to and understands increasingly complex language
   A. Comprehends language
   B. Follow directions

9. Use language to express thoughts and needs
   A. Uses and expanding expressive Vocabulary
   B. Speaks clearly
   C. Uses conventional grammar
   D. Tells about another time & space

10. Uses appropriate conversational and other communication skills
    A. Engages in conversations
    B. Uses social rules of language

Teaching Strategies-- GOLD Assessment

Cognitive

11. Demonstrates positive approaches to learning
    - A. Attends and engages
    - B. Persists
    - C. Solves problems
    - D. Shows curiosity and motivation
    - E. Shows flexibility and inventiveness in thinking

12. Remembers and connects experiences
    - A. Recognizes and recalls
    - B. Makes connections

13. Uses classifications skills

14. Uses symbols and images to represent something not present

Literacy

15. Demonstrates phonological awareness
    - A. Notices and discriminates rhyme
    - B. Notices and discriminates alliteration

16. Demonstrates knowledge of the alphabet
    - A. Identifies and names letters
    - B. Uses letter-sound knowledge

17. Demonstrates knowledge of print and its uses
    - A. Uses and appreciates books
    - B. Uses print concepts

18. Comprehends and responds to books and other texts
    - A. Interacts during read-aloud and book conversations
    - B. Uses emergent reading skills
    - C. Retells stories

19. Demonstrates emergent writing skills
    - A. Writes name
    - B. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
    - A. Counts
    - B. Quantifies
    - C. Connects numerals with three quantities

21. Explores and describes spatial relationships and shapes
    - A. Understand spatial relationships
    - B. Understand shapes

22. Compares and measures

23. Demonstrates knowledge of pattern

Characteristics of a 3-year-old



- Jump up & down
- Begin to pedal a riding toy
- Throw a big ball and catch it
- Sort two objects that match
- Play with others and share toys sometimes
- Talk in short sentences and try to tell you what I'm feeling
- Ask what and why questions



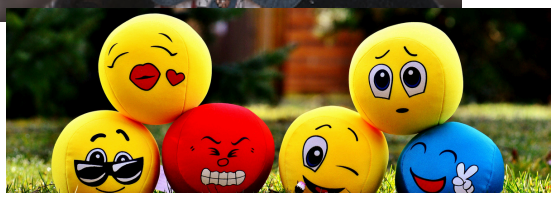
My Family Can:

- Help me put my toys away
- Play imitation action games like "Simon Says"
- Let me help with simple chores so I feel like a "big girl or boy"
- Model when to use please, thank you and sorry
- Show me how to take off shoes, socks, and pants
- Talk to me about the things we are going to do or we have done during the day



Characteristics of a 4-year-old





- Talk with words in sentences that can mostly be understood (75% of what I say)
- Draw simple circles and stick figure people
- Match and name 3 or 4 colors
- Climb up and down a slide by myself
- Put together simple puzzles with 5 or 6 pieces
- Follow simple two-step directions
- Use the toilet with just a little help

My Family Can:



- Pay attention to me when I'm talking and add a little "new" information to my sentences
- Let me dress myself but help with buttons and zippers
- Understand that I still might have nighttime "accidents"
- Give me opportunities to play with other children my age
- Help me understand how others have "feelings"
- Let me help you with things the grown-ups do
- Give me crayons, markers, so that I can practice "drawing"





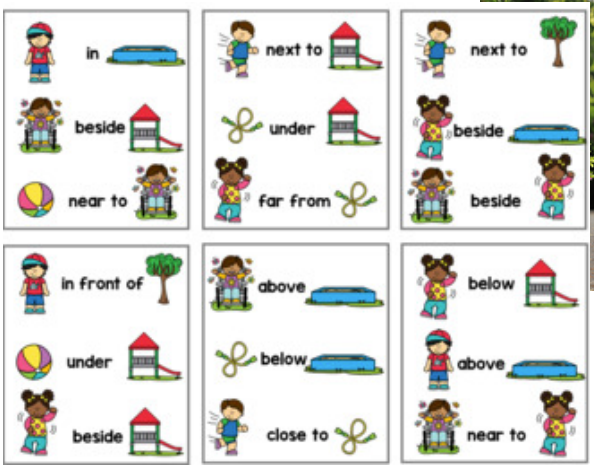
Characteristics of a 5-year-old

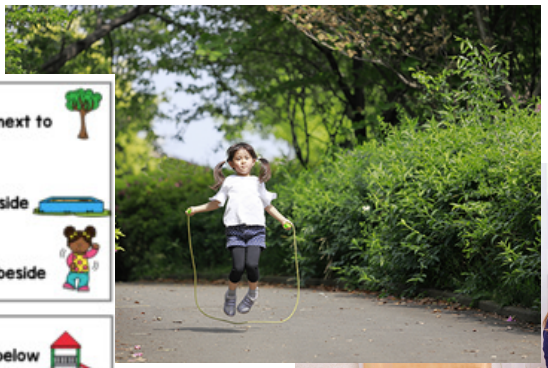
- Dress and undress myself without help
- Run, jump, hop, skip, and climb with ease
- Follow three-step directions
- Ask and answer who, what, when, where questions
- Play well with others in a group
- Enjoy games and follow simple rules
- Recognize my printed name
- Name 3—6 colors
- Count a small group of objects



My Family Can:

- Help me understand and follow a few simple “rules”
- Read, read, read to me
- Point out words and familiar symbols for me to name
- Sort and count all kinds of household things with me
- Talk about things that are “in, out, on, under and behind”
- Let me help plan activities and events
- Catch me being good and encourage all the good things I do







AURORA PUBLIC SCHOOLS

Aurora Nebraska

Aurora Preschool/ Pre-K Handbook
Parent Signature Page

Child's Name: _____

I _____have read the Aurora Preschool/ Pre-K
(Parent/Guardian's Name)
Handbook and agree to the guidelines as it is written.

_____ _____

Parent/Guardian Signature Date

"The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator. The school district's Title IX policy, notice, and other information may be accessed at the following link: https://www.aurorahuskies.org/page/title-ix"