



# Parent-Student Handbook Anchorage Public School

<http://www.anchorage-school.org>

2024-2025

## **BOARD OF EDUCATION**

Hannah Barnes, Chair  
Rosanna Gabriele, Vice-Chair  
Wilson Greene  
Andrew O'Brien  
Sara Tyler

## **ADMINISTRATION**

Karen Solise, Superintendent  
Jeff Rogers, Principal  
Bart Roettger, Assistant Principal  
Sara Wiles, Counselor  
Kristy Clark, Director of Exceptional Child Education

## **SCHOOL COUNCIL**

Jeff Rogers, Principal  
Kristy Crouch, Teacher  
Jeff Dunn, Teacher  
Stephanie Liford, Teacher  
Brian Jones, Teacher  
Kegan Flum, Classified Staff  
Jennifer Archibald, Parent  
Whitney Cook, Parent  
Amanda Matter, Parent  
Amanda Pagano, Parent  
Kate Weber, PTA President Elect

## **MISSION STATEMENT**

The mission of Anchorage Public School is to unite with the Anchorage community to equip all students with the knowledge, skills, behaviors, and mindset that will inspire and empower them to make a positive impact on their community and world.

## **VISION STATEMENT**

The Anchorage School Learning Community  
Launching Lifelong Learning Through Inspiration – Exploration – Connection

## **CORE VALUES**

### **Community**

Anchorage Anchors are dedicated, loyal, and responsible members of our community. We are considerate of all students, families, staff, and the environment around us. We are helpful, respectful, supportive, and welcoming. We believe in the power of teamwork as we celebrate our differences and embrace all members of our community. We strive to show commitment, character and integrity in every aspect of our lives.

### **Excellence**

Anchorage Anchors pursue excellence in every facet of our lives and continually strive to make the best use of our talents, time, and resources. We search for ways to contribute to our community. We set high standards and commit ourselves to helping all students grow academically, socially, and emotionally. Adults and students engage in relevant, in-depth, individualized, and integrated learning that promotes whole-child growth. We endeavor to persevere in the face of adversity and work to perform at our highest academic level. At Anchorage, we are lifelong learners.

### **Voice**

Anchorage Anchors value all members of the school community and believe stakeholder voice is a crucial component of the school culture. Seeking and valuing stakeholder voice promotes student success. We display tolerance of others who hold different beliefs and points of view, seek to understand others through active listening, and work together to prepare our students for the future. We believe that collaboration between the school and community leads to better decisions, better programs, better curriculum, and ultimately, better learning experiences for students.

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# Anchorage Team 2024-2025

## Administration

Karen Solise – Superintendent, Jeff Rogers – Principal, Bart Roettger – Assistant Principal, Kristy Clark – Director of Exceptional Child Education, Sara Wiles – Counselor

## District Office Personnel

Jamie Korfhage – Infinite Campus, Lee Collard – District Technology Coordinator, Ashleigh Foster – District Secretary, Beau Arney – Athletic Director & After-School Programs Coordinator, Mackenzie Bartley - Director of Food Service, Hillary Arney - Administrative Assistant, Kathy Revell - Exceptional Child Education Administrative Assistant

## School Office Personnel

Susan Dilday - Nurse, Roxane Grayson - Bookkeeper, Karen Crawford - Front Office Secretary

### K Teachers

Brigid Breetz, Courtney Van Nevel

### 1<sup>st</sup> Grade Teachers

Amber Elder, Jessie Thornton

### 2<sup>nd</sup> Grade Teachers

Alex Flannery, Linda Hall

### 3<sup>rd</sup> Grade Teachers

Erin Bixler, Sherri Hafling, Stephanie Liford

### 4<sup>th</sup> Grade Teachers

Lisa Campbell, Melissa Durham, Jackie Holt, Brooke Noon

### 5<sup>th</sup> Grade Teachers

Morgan Babey, Bridget Just

### Middle School Teachers

Amy Cheyne – ELA  
Kristy Crouch – ELA  
Vicky Johnston – Science  
Judy Lamoreaux – Math  
Beth Nally - Math  
Deborah Sloan – Science  
Ben VanKlompberg – Social Studies  
Amanda Weyhing – Social Studies  
Carey Wilson – Spanish

### Resource/Gifted & Talented Teachers

Sarah Fischer, Becca Weible

### Instructional Assistants

Lindsay Connor, Kegan Flum, Margaret Gibson, Jean Kabazie, DeAnna Lyninger, Sandy McAfee, Kim McClure, Vickie Roberson, Leah Schmidt, Johanne Thonney, Susan Tucker, Tammy Young

### Intervention Instructor

Laura Sohl

### Essential Arts Teachers

Laura Broyles – Technology/STEM  
Pilar Del Castillo-Gomez – K-6 Spanish  
Jeff Dunn – Art  
Lauren Morris – Music  
Yancey Walters – PE/Health

### Exceptional Child Education Teachers

Jennifer Fannin, Alison Santoro, Casey Sentz, Steve Stewart

### Speech Teacher

Rachel Benavidez

### Occupational Therapist

Scott Yaden

### Communication Coordinator

Adrienn Carman

### STEM & Outdoor Lab Coordinator

Carol Lynn Warren

### Cafeteria Staff

Mary Hance, Theresa Tooley, John Vincent, Wilmer Avila-Roldan

### Maintenance/Housekeeping Staff

Heather Rivera, Roberto Rivera, Emily Logan

### Library Media Center Specialist

Sydney Travis

### Innovation Lab

Brian Jones

## Important Dates

August 4	Newcomer Parent Orientation & Social (Wilson home), 6:00pm
August 19	School Board Meeting, 6:00pm
August 22	Back-to-School Night, 5:00-7:00 pm (parents and students)
August 26	First Day of School, Full Day
September 2	Labor Day, No School
September 6	Back-to-School Picnic, 6:00-8:00pm
September 3-6	Fall Map Testing
September 10	Grandparents' Lunch (Grades: K, 1, 6, 7, 8)
September 11	Grandparents' Lunch (Grades: 2, 3, 4, 5)
September 11	Open House, Middle School, 6pm (parents/guardians only)
September 12	APTA Board Meeting, 9:30am
September 12	High Attendance Day
September 12	Bike   Walk to School Day
September 16	School Board Meeting, 6:00pm
September 18	Open House, Elementary School, 6pm (parents/guardians only)
September 19	Fall General Meeting, 9:30am, location TBD
September 20	Middle School Dance, 7:00-9:00 pm
September 24	High School Fair, Large Gym, 6:00-7:30 pm
September 25	Picture Day
September 30-October 4	Fall Break
October 9	School Council, 3:30pm
October 10	APTA Board Meeting, 9:30am
October 25	Halloween Parade & Carnival, 5:00-7:30 pm
October 28	School Board Meeting, 6:00pm
October 29	Picture Retake Day
November 6	School Council, 3:30pm
November 8	Veteran's Day Program (5th & 7th grade performance), 9:00am
November 8	End of 1st Trimester Grading Period
November 8-15	Fall Book Fair (tentative)
November 14	APTA Board Meeting, 9:30am
November 14	Thanksgiving Luncheon
November 18	School Board Meeting, 6:00pm
November 27-29	Thanksgiving Break
December 4	School Council, 3:30pm
December 10	Holiday Performance (K-5th grade performance), 6:00pm
December 12	APTA Board Meeting, 9:30am
December 12	APTA Christmas in Anchorage Kick Off Party, 6:30pm Home of Lorissa Ivers & Richard Garner
December 14	APTA Christmas in Anchorage
December 16	School Board Meeting, 6:00pm
Dec.23,2024- Jan.3, 2025	December Break
January 6	Back to School

January 8	School Council Meeting, 3:30 pm
January 9	APTA Board Meeting, 9:30am
January 13-17	Winter MAP Testing
January 23-26	Anchorage Children's Theatre, Jr. Performance
January 20	Martin Luther King, Jr. Day, No School
January 21	School Board Meeting, 7:00pm
January 30	APTA Winter General Meeting, 6:30 pm, MozzaPi
January 31	Middle School Event (dance or alternate event)
February 13	APTA Board Meeting, 9:30am
February 17-21	Winter Break
March 5	Kindergarten Registration
March 8	APTA Auction
March 13-16	Anchorage Children's Theatre Performance
March 31-April 4	Spring Break
April 10	APTA Board Meeting, 9:30am
April 11	End of 3 <sup>rd</sup> Mid-Trimester Grading Period
April 13-17	8th Grade Trip (tentative)
April 18-25	Spring Book Fair
April 21-25	Spring MAP Testing
April 24	8th Grade Graduation Video Filming (tentative)
April 23 - 24	Kindergarten Screening, by appointment
April 30	K/1 Mini Derby
May 2	Oaks Day, No School
May 5	Awards Assembly, 9:00am
May 5-9	APTA Teacher & Staff Appreciation Week
May 7	Art Show, 5:30-7:00 pm
May 8	APTA Board Meeting, 9:30am
May 14	Bike   Walk to School Day
May 15	APTA Spring General Meeting, 11:30am, location TBD
May 16	Middle School Dance, 7:00-9:00 pm
May 20	Field Day (May 21- Rain Date)
May 23	Last Day of School, Full Day
May 27, 28, 29	Snow Make-up Days (if needed)
June 2	Report Cards mailed

\*School Council and Board of Education meeting dates for the 2nd semester will be established during January meetings. Dates will be posted on the APS website as they are set.

## GENERAL INFORMATION

### Arrivals and Dismissals

The school day begins at 8:00 a.m. and ends at 3:00 p.m. The following days are early release Fridays, therefore we dismiss at 1:50 p.m.: September 13, October 18, November 15, December 13, January 17, February 14, March 14, and April 25. Students should be in their appropriate class and ready to begin the day's activities by 8:00 a.m. Students arriving late to school must be signed in to school by a parent/adult at the school office and receive a tardy slip for entrance to their classroom. Tardies to school will be recorded on the student's report card. Tardies to class will be handled by the individual teacher.

#### **Arrival:**

- Students may arrive at school between 7:30 a.m. and 8:00 a.m. Students may not arrive prior to 7:30 a.m.
- Student Entry Points
  - **K - 2:** Front Carpool - Main Entrance
  - **3 - 8:** Back Carpool - Gym Lobby Entrance
- Students arriving before 7:50 a.m. will report to their assigned grade level area; students arriving after 7:50 will report directly to classrooms.

Students may meet with a teacher if arrangements are made the day before. Students who would like to purchase breakfast should be on campus by 7:45 a.m. and go directly to the cafeteria. Students eating breakfast are expected to be in class and ready to begin the day's activities by 8:00 a.m.

#### **Dismissal:**

School is dismissed at 3:00 p.m. Monday - Friday. The following days are early release Fridays, therefore we will dismiss at 1:50 p.m.: September 13, October 18, November 15, December 13, January 17, February 14, March 14, and April 25. All students will be dismissed directly from their classroom. After 3:15 p.m. Monday – Friday and at 2:05pm on early release Fridays, remaining students will be sent to the front office to await their ride.

If anyone other than the parent will be picking up your child during school, a note signed by the parent must be submitted to the school's front office and/or designation must be changed in the *PikMyKid* system prior to 2:30 p.m. Monday through Friday and 1:20 p.m. on early release Fridays

For dismissal, APS uses the *PikMyKid* system to help organize and ensure the safety of students during the school dismissal process. This program will allow you, the parent, to use a smartphone application to easily notify the school of pick-up changes and to authorize others to pick-up your child from school. You can enable the system to alert you when your child has been picked up or left campus to walk home. The *PikMyKid* registration process is easy, and parents/guardians must register themselves before the start of the school year. When using the *PikMyKid* system, it is important for parents to keep in mind the following:

- You should keep your password confidential. Do not share with other individuals as your user account information is your key to authorizing your child's pick-up schedule and to authorize other individuals to pick-up your child from school. If you believe your password has been compromised, you should notify the school immediately and change your password.
- You can login to the system and make changes any time prior to 30 minutes before dismissal. The cutoff time for changes is 2:30 p.m. on Monday through Friday and 1:20 p.m. on early release Fridays. Parents may not make changes to pick-up arrangements after this time. We do understand, however, that at times emergencies may arise requiring a late change. In those instances, the parent should contact the school secretary with dismissal instructions and the student will be advised of the change.
- Prior to dismissal, you should ensure that dismissal information for your child has been entered into the *PikMyKid* application. Options include:
  - FRONT CARPOOL: select this option if your child is in Kindergarten, first grade, second grade or has a sibling in Kindergarten or first grade or second grade and someone will be picking them up in a car.



- **BACK CARPOOL**: select this option if your child is in grades 3rd through 8th and does not have a sibling in Kindergarten, first or second grades, and someone will be picking them up in a car.
- **FRONT PARENT WALK UP**: select this option if your child is in Kindergarten, first or second grades, or has a sibling in Kindergarten, first or second grades, and someone will be walking up to the school front lawn area to pick them up.
- **BACK PARENT WALK UP**: select this option if your child is in grades 3rd through 8th and does not have a sibling in kindergarten, first or second grades, and someone will be walking up to the school outdoor classroom area to pick them up.
- **INDEPENDENT WALKER**: select this option if your child will not be picked up by an adult and has permission to walk or bike home independently at the end of the school day. Independent Walkers may also pick-up a sibling in Kindergarten, 1st or 2nd grades to accompany them home. When doing so, these independent walkers should meet their younger sibling in the classroom of the younger sibling. Younger siblings will be delegated as Sibling Pick Up.
- **SIBLING PICK UP**: select this option if your child is in Kindergarten, 1st or 2nd grades and will be walking or biking home after-school, but should not be released to do so until an older sibling who is designated as “Independent Walker” arrives at the designated location (younger student’s classroom) to accompany them home. These students are dismissed from the Front Parent Walk Up exit.
- **AFTER-SCHOOL PROGRAMS**: select from the list of after-school programs if your child will be staying after school to participate in an activity or to attend Homework Help.

Please note, you have the option to select a default dismissal mode when completing your online registration. On days they will be going home via their default mode, parents do not have to program a change in PikMyKid. Additionally, when a student has a recurring after-school activity or other transportation change, parents can create a recurring schedule in PikMyKid in order to minimize the need to enter dismissal changes daily.

Below are some guidelines we utilize to make dismissal run smoothly and safely for all involved:

#### **Front Carpool: Ridge Road**

- ➔ Upon arrival on the school campus, click the *PikMyKid* announcement button that will appear on your phone screen upon entering the school geofence. This alerts school staff that you have arrived and to announce for your child to dismiss.
- ➔ If someone without the *PikMyKid* phone app is picking up your child at dismissal, they will not be able to check-in and can simply display your carpool tag in their window.
- ➔ **Students will remain with their teacher and class in the classroom until escorted to their car or adult picking them up.**
- ➔ **Pull all the way up to the car in front of you.** We can load about 5 cars when everyone follows this procedure...safe and efficient!
- ➔ **Please plan to load your child on the passenger side.** This prevents adults and children from walking BETWEEN cars.
- ➔ **Use Walnut Lane as your pick-up route. You should not turn left from Ridge Road to enter the pick-up line. Right only!**

Carpool Map: [Car Pool Map 24-25](#)

#### **Back Carpool: Bellewood Road**

- ➔ Upon arrival on the school campus click the *PikMyKid* announcement button that will appear on your phone screen upon entering the school geofence. This alerts school staff that you have arrived and to announce for your child to dismiss
- ➔ If someone without the *PikMyKid* phone app is picking up your child at dismissal they will not be able to check in and can simply display your carpool tag in their window.
- ➔ **Students will remain on the sidewalk until called or escorted to their car or adult picking them up.** Children will not be allowed to walk to you or your car once they see you.

- Carpool runs most efficiently when you pull all the way up to the car in front of you.
- Students MAY NOT go to the street to get in your car on Bellewood Road.

**ALL Carpool AREAS are NO CELL PHONE ZONES! While you will need to use your cell phone to click the PikMyKid announcement you should not use your cell phone beyond that point.**

**Independent Walker:**

- Students are checked out by staff members. They are expected to leave school grounds and go directly home.

**Front Parent Walk Up:**

- Parents are to report to the Front Lawn, little library area and announce their arrival. Do not announce before you are in the designated area because your child is dismissed when you announce.

**Back Parent Walk Up**

- Parents are to report to the Outdoor Classroom area and announce their arrival. Do not announce before you are in the designated area because your child is dismissed when you announce.

**EARLY DISMISSAL:** Students who must leave early from school should bring a note from his/her parent/guardian to school and turn it in to their homeroom teacher and/or front office when they arrive at school that day. We ask your cooperation in keeping early dismissals to a minimum; they are reported as tardies in the KDE attendance program.

**Pikmykid | PARENT TRAINING**  
PIKMYKID PHONE APPLICATION

### REGISTRATION

The app is available for download from your smartphone's app store (Google-Play, Windows or iTunes). Once you have downloaded the PikMyKid phone app, you will press the "Sign Up" button. Please fill in your personal information, personal cell phone number, personal email address and create a password. Each parent & user will need to register on their own smartphone with their own information. After you press submit, you will be sent an OTP code by text message. Please enter this code into the next screen. This will complete your registration process. If for any reason you do not receive the code please contact [support@pikmykid.com](mailto:support@pikmykid.com) with your full name and email address used to register & listing OTP code as the issue.

Once Registration is complete, you will be able to login and see the school's name listed (your child(ren) listed below). If you are a parent/guardian and see a blank screen it is likely that the school did not have your mobile number on file. Simply email [support@pikmykid.com](mailto:support@pikmykid.com) with your child(ren)'s school, name, and grade -- listing blank home screen as the issue. If you are not a parent or guardian and see a blank screen, this is because no one has assigned you to pick up their child for the day and is normal.

If you have any questions about the app, simply email [support@pikmykid.com](mailto:support@pikmykid.com), and be sure to include the name of your child's school, and the child's name - as well as outlining any questions.

**Pikmykid**

**TO ALLOW SOMEONE BESIDES YOURSELF TO PICK UP YOUR CHILD**

1. Press the stylus icon to the right of the school's name
2. Select the child's name
3. Select the applicable calendar date
4. Select "Delegate" and continue
5. Choose the person's name from your contact list that pops up
6. Select the 10-digit mobile number (that they would have used to register with the PikMyKid App.)
7. Choose from the drop down menu how they will be picking up your child & decide if it is a recurring (repeating) change—if so, for how long and how often (weekly, daily, monthly etc.).
8. Press Done! You will then see a dot for those calendar dates and the school will have it in their dismissal schedule

**TO CHANGE THE WAY MYSELF OR THE OTHER PARENT WILL PICK-UP MY CHILD...**

1. Press the stylus icon to the right of the school's name
2. Select the child's name
3. Select the applicable calendar date
4. Select "Change Pick-Up Mode" and continue
5. Choose from the drop down menu the way your child will be picked up & decide if it is a recurring (repeating) change—if so, for how long and how often (weekly, daily, monthly etc.).
6. Press Done! You will then see a dot for those calendar dates and the school will have it in their dismissal schedule

**TO SEND YOUR CHILD TO AN AFTER SCHOOL PROGRAM OR CLUB...**

1. Press the stylus icon to the right of the school's name
2. Select the child's name
3. Select the applicable calendar date
4. Select "After School Programs" and continue
5. Choose from the drop down menu the correct After School Program & decide if it is a recurring (repeating) change—if so, for how long and how often (weekly, daily, monthly etc.).
6. Press Done! You will then see a dot for those calendar dates and the school will have it in their dismissal schedule

## Attendance

To achieve the level of excellence desired by everyone in the Anchorage Community, there must be a strong commitment of arriving at school on time and attending school on a regular basis. Poor attendance and tardies to school (late arrival or early dismissal) are barriers to learning. It is important for parents and students to realize that tardies and absences are a part of a child's permanent record and may preclude a child from meeting other schools' entrance requirements. The attendance rate is calculated by the minutes that students are in attendance in school. Tardies are calculated as absences after the minutes the students have been tardy to school add up to a school day.

State Law requires students to attend school every day school is in session unless they have a justifiable reason for their absence per KRS 159.030 and KRS 159.150. The parent/guardian is responsible for keeping the child in regular school attendance. Anchorage School recognizes that attendance is a vitally important part of the learning process and that absences may have a detrimental effect on a student's performance. Schoolwork missed due to an absence cannot be duplicated in all situations outside the classroom, due to the nature and extent of the instruction provided, so it is essential for a student to be present. Failure to make up work can adversely affect the student's achievement.

The Anchorage School academic year includes a minimum of 1,062 instruction hours for students from mid-August to late May. Within that time frame, there are many weekdays in which students do not attend school due to school breaks and holidays. The number of days when school is not in session during our school year provides ample time for vacations, additional rest, scheduled appointments, etc.

Per School Board policy 09.123, Truancy is defined as "any pupil who has been absent from school without valid excuse for three (3) days or more or tardy without valid excuse on three (3) days or more." Any student who has been reported as a truant two (2) or more times is a habitual truant.

For unplanned absences, please telephone the school office the morning of your child's absence. The number is 245-2121, ext. 2200. Upon return to school from an absence, parents are required to send in a written note or email a statement to the school secretary noting the reason for the child's absence. The note or email should include the student's name, dates of absence and reason for absence. The district is required to keep copies of all emails on file for attendance audit reviews conducted by KDE.

An absence will be posted as unexcused unless a parent/guardian sends a note to the school secretary within five school days from the date of the absence. After ten (10) parent notes, a doctor's note will be required to excuse an absence. (The ten absences does not include excused doctor note absences).

Attendance is based on the regularly scheduled school day and is reported as full days, half days and tardy. Any absence from school, whether excused or unexcused is recorded on students' attendance record. The Kentucky Department of Education sets the standards for students' attendance based on Kentucky law 702 KAR 7:125 Section 2:

- a **full day** of attendance is recorded for a student who is in attendance more than 65% of the school day;
- a **tardy** is recorded for a pupil who is in attendance 99% to 65% of the school day;
- a **half day** absence is recorded for a student who is in attendance 64% to 16% of the school day; and,
- a **full day** absence is recorded for a student who is in attendance 15% or less of the school day.

Students may be **absent, excused**, from school for the following reasons:

- a death or severe illness in the student's immediate family;
- an illness of the student substantiated with an email from the parent (please notify the school for long term illnesses or hospitalizations, the student may qualify for school services at home or in the hospital);
- religious holidays and practices;
- one day for attendance at the Kentucky State Fair; and,
- other valid reasons as determined by the principal.

A student receiving an excused absence for the following shall be **considered present, in school** and will have the opportunity to make up school work missed and will not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence:

- If a student's parent or legal guardian is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve unit, and is called to federal active duty, the student will be granted an excused absence (coded as AFD per the state's Student Information System, Infinite Campus) for one school day when the parent/guardian is deployed. The student will also be granted an excused absence for one school day when the parent/guardian returns from deployment.
- If a student's parent/guardian is stationed out of the country and is granted rest and recuperation leave, the student will be allowed up to ten excused absences for visitation (coded as AFR per the state's Student Information System, Infinite Campus).
- Students may be marked as present for the purpose of educational enhancement (EHO), when granted by the school principal, for up to ten school days in order for a student to pursue an opportunity that is determined to be of significant educational value, provided that the date(s) requested does not conflict with state or district testing periods. This opportunity may include, but is not limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in one of the core curriculum subjects of English, science, mathematics, social studies, foreign language, or the arts. Regularly scheduled appointments, family vacations, participation in athletic events do not fall under the realm of an educational enhancement. The principal's determination may be appealed to the superintendent/designee, whose decision may then be appealed to the Board.
- Eighth graders are allowed two (2) EHO days to shadow at high schools. To limit disruption to instruction, students are encouraged to schedule these days on "shadow friendly dates." APS collaborates with high schools at which students have typically shadowed in the past to select these "shadow friendly dates." Other shadow days must be taken when school is not in session. Parents are strongly encouraged to schedule all student shadow days during our fall, winter or spring breaks so that students do not miss instruction. Seventh graders **will not** be approved for EHO days or excused to shadow high schools.

The school EHO request form is posted on the web site. All approval forms for Educational Enhancement Opportunities (coded as EHO per the state's Student Information System, Infinite Campus) **must be submitted for principal approval five (5) days prior to the first date of the absence.**

On the school day of an extracurricular activity, athletic event, or special event (ex: school dance, art show) a student is required to be in attendance at school for a minimum of 210 minutes. For educational enhancement opportunities (EHO) students are counted present at school so this rule does not apply.

### **Unexcused Tardy**

Students are considered tardy to school if they are not in the school building by 8:00 a.m. or dismissed from school before 3:00 p.m. M - F or 1:50 p.m. on early release Fridays. A tardy to school is considered to be excused if it meets the same guidelines as an excused absence. **Any students arriving at school after the school day has started must be signed in at the school office by an adult; any student leaving school before the school day ends must be signed out at the school office by an adult.** Students in the building but not in their classrooms by 8:00 a.m. are considered to be tardy to class. It takes a student about five minutes to go to his/her locker and then get to class, **so parent drop offs should be at 7:55 or sooner.** After the third occurrence of an unexcused tardy to school or class, students may face disciplinary action.

### **Unexcused Absences**

More than three unexcused absences will result in students' truancy from school. Common unexcused absences are absences due to family vacations and more than ten absences from school due to sickness without doctors' notes. Truant students may be subject to serving after-school detention; and, non-participation in extracurricular activities.

## **Make Up Work**

As listed in the district's Code of Conduct, a student receiving an excused absence will have the opportunity to make up missed school work and not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence. Students in grades four through eight have the same number of days as their excused absences plus one additional day to make up any missed work. The teacher is not responsible for re-teaching the lessons missed. It is the responsibility of the student to make arrangements for make-up work, as well as missed quizzes and tests with the teacher involved. **Work cannot be made up for unexcused absences.**

If a student is suspended from school, projects or homework assigned prior to suspension will be accepted for credit. Students are responsible for submitting assignments due during the time of the suspension. Long-term projects assigned during the suspension and due at a later date will also be accepted. However, work assigned and due during any suspension will not be accepted.

The following forms, related to attendance, can be found in the Appendix of this document: Educational Enhancement Opportunity, Armed Forces Day, Armed Forces Rest and Relaxation Day.

## **Backpacks**

Students are welcome to carry a backpack to and from school but must store it in their lockers or on their hook during the school day. Backpacks are to be off the floor, on the hooks or in the lockers. Closed locker doors maintain a safe environment for hallway traffic and therefore should be closed and locked at all times.

In accordance with Board Policy 09.436, backpacks and computer bags may be searched by authorized school personnel when "there are reasonable grounds to believe the search will reveal evidence that the pupil has violated or is violating either a school rule or the law."

## **Cafeteria**

Anchorage Public School supports and promotes a school nutrition environment that helps all children be fit, healthy and ready to learn. Anchorage Public School is committed to working to increase awareness of nutrition issues which impact health and learning, to support nutrition education within our curriculum and to increase the use of nutritious food in school environments and our community.

Breakfast will be available from 7:30 to 7:52. Students can purchase a cold breakfast (hot breakfast not available). If students do not want a full breakfast, they will pay the a la carte price for whatever individual items they purchase.

Anchorage Cafeteria allows for lunch/breakfast a la carte charges. The maximum allowed charge threshold is \$100.00. After the \$100.00 charge threshold is met, prewrapped a la carte charges will not be permitted.

We continue to offer semester and yearly lunch plans for students at a 5% discount off the full lunch price. The 5% discount will be for each meal purchased. If a student does not eat lunch each day of the school year the unused funds will roll over to the next school year. The additional funds can also be used to purchase extra items at lunch.

Students are expected to respect the directives of the staff in charge of the cafeteria when using those facilities.

Parents are always welcome to have lunch with their children and should simply sign in and submit their identification at the front office upon arrival. There will be special tables in the cafeteria designated for parents to enjoy a lunchtime visit with their child (children) only. With the individual attention of the parent, this special time can be an enhancement to the child's day. As lunch is finished, parents are asked to say goodbye, and students will transition to their physical activity time, or back to class, as scheduled.

Siblings, who are no longer at Anchorage School and under 18 years of age, may, with written parent permission, come to have lunch with their younger siblings. These lunch visits are restricted to the lunchroom; visiting classrooms and former teachers during the academic day is not permitted. Friends of siblings are not permitted to visit.

## **Lunch Schedule**

1st Grade	11:00-11:25	Kindergarten	12:00 - 12:25
2nd Grade	11:05-11:30	4th Grade	12:05 - 12:30
3rd Grade	11:30-11:55	6th Grade	12:30 - 12:55
5th Grade	11:35-12:00	7th Grade	12:35 - 1:00
		8th Grade	12:40 - 1:05

## **Communication Modes**

To keep current on the announcements and happenings throughout the school, teachers, students and parents all need to assume responsibility for effective communication. Contact between parents and the school takes the following forms: Board Newsletter, School News (emailed weekly), Online Event Calendar, APS Web Page containing grade level web pages, Parent/Student Handbook, Infinite Campus, US Mail, phone messages, email, teacher/team newsletters, REACH Alerts, parent meetings, conferences with individual teachers or the teaching team, and orientation meetings.

Students who need to make contact with home during the school day, should discuss this need with their classroom teacher. A phone is available in the front hallway for students who need access to a phone after school hours. Classroom phones are not intended as personal message services between parents and children. Students are generally discouraged from calling home for things forgotten, i.e. lunch, homework, etc. Phone calls during class interrupt instruction, and teachers do not necessarily check to see if there is a message every time they walk into the room. Therefore, it is not a reliable way of getting a message to your child.

The school website ([www.anchorage-school.org](http://www.anchorage-school.org)) is a great source of school information. We encourage you to log on to the website for information regarding events, sports schedules, class pages, student grades, etc. Please visit the website on a regular basis so you will keep current about school news and be more efficient regarding student information.

## **Directory Information and Publication Consent Notice**

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Anchorage School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The primary purpose of providing permission to publish directory information is to allow the Anchorage School to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook produced by the APTA;
- Student recognition lists;
- Graduation programs; or
- Sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings and prospective high schools. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

Please advise Anchorage School in writing whether or not you want us to disclose directory information from your child's education records without your prior written consent. We request that you utilize the *Anchorage Public School Online Registration Application* before the start of the school year to advise the District in writing, with regards to whether or not you want us to disclose directory information from your child's education records.

Both the *Publication Consent* and *Student Directory Information* sections included within the *Anchorage Public School Online Registration Application* provide you a mechanism for providing the District written notification. If permission is not received within 30-days of the start of the school year the District will withhold all directory information for your child.

Anchorage School has designated the following information as directory information: (Note: a Local Education Agency may, but does not have to, include all the information listed below.)

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503 as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

### **Dress Code**

Pride in self at Anchorage School is reflected in appropriate attire. Appropriate dress enables kindergarten through eighth grade students to focus on academics. We believe that dress and appearance are the responsibility of the students and parents. Dress and appearance can greatly influence self-image and behavior. When it is felt the appearance of a student is a disruptive influence on the educational program at school, corrective measures may be taken by the staff.

### **Dress Code Requirements:**

- No exposed undergarments.
- Pajamas and sleepwear are not permitted during school unless for a special sponsored "dress down day" (this includes onesies and flannel pants).
- Hats are not permitted unless for medical or religious reasons or for a special sponsored "hat day."
- Students are required to wear shirts and shoes at all times. The recommendation for shoes is sneakers. Slippers are not allowed. Students may wear other shoes on days they do not have PE.
- Words/Slogans – no clothing or accessories may display obscene words or slogans or those that advertise or promote the use of drugs, alcohol, or tobacco.
- All students go outside daily for recess, weather permitting and are expected to wear appropriate clothing for forecasted weather conditions. Generally, when determining if weather conditions are appropriate for outdoor recess, the principal adheres to the guidelines outlined by the [Child Weather Watch guide](#) which was produced by the Iowa Department of Public Health through federal grant funds from the U.S. Department of Health & Human Services.
- The middle school Dress for Success Code requirements are specified in the Anchorage Middle Handbook which can be found in the Middle School Section of the APS website.

Students that are not appropriately dressed will be asked to adhere to the dress code or call home for a change of clothes.

### **Electronic Devices**

Students are asked not to bring laser pen lights or electronic games to school. Use of these devices during the school day may result in confiscation of the items. Items may be returned after a parent conference (in person or via the phone). Cell phones may be brought to school for after school communication only. They are to remain in lockers and to be turned off during school hours. Wearable smart devices capable of attaching to a phone, Bluetooth device, wifi, or data plan, are to be treated the same as all other personal technology, and subject to the same rules and restrictions. This means smart watches, Go Cams, battery-operated drones and other similar devices should be left in lockers during school hours unless previously approved by the principal. Basic fitness trackers without cameras, speakers or microphones may be worn throughout the day.

### **Extra-Curricular Programs**

Students may participate on an Anchorage Public School Athletic Programs team or other school sponsored teams if they have a grade point average of at least 2.0, no failing grades in any subject, and nothing less than a Satisfactory conduct grade in any subject. The Athletic Director will pull grades from Infinite Campus weekly. If a student does not meet the eligibility requirements, the coach(es) and parents will be notified by the Athletic Director on Mondays. The period of ineligibility to participate in practices and games is one week from the notification (Tuesday-Monday). After the ineligibility period has expired, a student may be reinstated to the team if the grade/conduct marks are raised to passing/satisfactory levels. Eligibility determinations are made on Mondays.

On the school day of an extracurricular activity, athletic event, or special event (ex: school dance, art show) a student is required to be in attendance at school for a minimum of 210 minutes. For educational enhancement opportunities (EHO) students are counted present at school so this rule does not apply.

All students are required to have up-to-date immunizations and other health records on file prior to participation in any extracurricular activity or field trip.

There are many opportunities for participation in extracurricular activities. An Extra-Curricular Programs Booklet for parents to reference which includes a description of offerings as well as fees and participation information is linked here, and will be distributed electronically and posted on the school webpage.

### **Facility Use After School Hours**

After-school clubs and community groups may only have access to common areas of school buildings such as auditorium, classrooms, gyms and library. Any facility used by after-school clubs or community groups must be scheduled with the After-School Programs Coordinator and/or Athletic Director.

Parents are to accompany all students under age 11 to after-school functions that are open to the public.

Teachers may not conduct private tutoring at school.

### **Handle with Care Program**

Anchorage Public School participates in "Handle With Care," which is a program provided by the Kentucky State Police that allows for schools to be notified when one of their students encounters a traumatic event. APS additionally partners with the Anchorage Police Department (APD) to receive similar notifications when Louisville Metro Police Department, Jefferson County Sheriff's Office, other area first responders and/or the APD encounter a child at a traumatic scene.

The "Handle With Care" and similar local notifications provide select school administrators with the child's name, age, grade and school. The situation is not described, just that the child was witness to a traumatic event. This notification allows our school to provide trauma-sensitive support to identified students in a timely manner.



Anchorage School is proud to be a part of this partnership with our state and local law enforcement agencies in order to best meet the needs of our students.

### **House System**

In Middle school, grades 6-8, students are organized into three houses to promote unity and healthy competition. Prior to the beginning of their 6<sup>th</sup> grade year, students are organized into one of three houses by homeroom and remain in that house throughout middle school. The houses are the Bellewood Bears (blue), the Evergreen Crocs (green), and the Ridge Raptors (purple). Each year students will compete to win the title of House Champion. Students can earn individual points by demonstrating the Big Three (Make Smart Decisions, Maximize Your Potential and Treat Others Right). These individual points count towards a student's individual account and towards their house totals. Students can use their individual points to purchase rewards in the once monthly reward store. Once a month, all students will compete in a house competition with their homeroom to earn points. The house with the most points at the end of the year wins for the year. Rewards will be given to homerooms and houses throughout the year for winning various competitions.

The house system is led by student representatives. Each house has two 8th Grade House Leaders that are elected by the entire house each spring. In the fall, each homeroom will elect a homeroom representative. These students work together to plan house competitions and the reward store. They work closely with teachers and the APTA to ensure the success of the house system.

### **Illness/Medication**

If your child has medications that need to be administered during the school day you must fill out a [medication release form](#) that gives the nurse and other trained staff permission to administer the medication. The medication form must be filled out yearly and upon any change in medication type, dosage, or schedule and must be on file before medications can be administered by trained staff. If prescription medication is involved, written authorization of the student's physician/health care provider is required. As a courtesy, the school nurse will send a reminder when the prescription medications need to be refilled, but the child's parent/guardian is responsible for providing the medication in a timely manner. When dropping off prescription refills all controlled medications must be counted and documented in the presence of the parent/guardian. The person supervising the administration of medications must keep a written or electronic record. Non-prescription medications need to be submitted in the original box or packaging with associated expiration, ingredient and dosage information and labeled with the child's name and DOB.

Students may be authorized to carry on their person and independently take their own emergency medications (ie. Inhalers, epiPens). The parent/guardian must provide written approval of self-administration of emergency medications from his/her physician. Such approval shall assure school personnel that the child has been properly instructed in self-administering the medication. When the student has this authorization, the student will be responsible for bringing the medication to school and all school events. A parent may request a second, duplicate medication be kept in the nurse office in case of need. Students are not permitted to carry on their person or store any other prescription or nonprescription medications. This is to ensure the safety of all students.

Medication should be given at home when possible. If your child requires medical intervention the nurse and or trained staff will assess the injuries and provide the appropriate first aid treatment. Injuries will be cleaned with soap and water and bandaged. Ointments and medications are not provided by the school. Parents will be notified if staff deem necessary, and if further medical attention may be warranted.

Students who have a fever of 100.4 or above will need to be picked up from school and can return once the child is free of symptoms of illness and has remained fever-free for 24 hours without the use of fever-reducing medication.

### **Injury on School Grounds/School Insurance**

The school district has Student Accident Insurance that covers students while they are here during the school day or participating in school events. This insurance is with K&K Insurance Group and is 'excess' medical coverage that may

be utilized after your personal insurance's processing has been completed. All benefits will be made payable to providers of service involved, unless accompanied by paid receipts.

A school official with knowledge of the accident will complete their portion (Section 2) of the claim form first. Then the form is given to the parent/guardian of the student/athlete for completion (Section 1 and insurance questionnaire). Any related medical bills and primary insurance EOB must be attached as the parent/guardian then forwards the completed form to K&K Insurance Group. Completed claim forms must be submitted within 90 days of the accident.

If you feel you need to initiate a claim for a school-related student/athlete injury, contact our school nurse at [susan.dilday@anchorage.kyschools.us](mailto:susan.dilday@anchorage.kyschools.us) or 502-245-2121, ext. 2209.

### **Instructional Materials/Supply Fee**

The purpose of the instructional materials/supply fee is to provide the receipts to cover costs of the instructional materials used directly for and/or by students. For example, it could be used to purchase art supplies, supplemental books, novels, student periodicals, instructional software, science supplies and materials, consumable mathematics manipulatives, etc. The fees are as follows:

\$200.00 for the first child

\$175.00 for the second child

\$150.00 for the third child and additional children from the same household

Fees are expected to be paid prior to the first day of school.

### **Lockers**

Locker use for students in 4th & 5th grades varies; refer to individual teacher policies for usage.

Students in grades 6th, 7th & 8th will be assigned lockers that may not be shared. Students are provided with combination locks for the lockers and will be asked to replace any lost combination locks. Locks must remain on the locker and in the lock position unless circumstances prevent a student from utilizing a combination lock. Students may not deface the locker in any way and acts of vandalism by others must be reported to an adult in the building. Students share the locker with the school as a co-tenant, and the school reserves the right to open lockers at any time.

### **Lost and Found**

Students or parents who find lost articles are asked to take them to the Lost and Found area near the Front Office. Items are cleaned out and donated **at least** twice per year.

### **Media Center**

**Hours of Operation:** Monday-Friday 7:45-3:00; Early Dismissal Fridays 7:45-2:00

The Library Media Center hosts scheduled class visits as well as flexible student book check-out times. The **Flexible book check-out schedule** will be announced at the beginning of each school year.

**LMC supports online opportunities for everyone:** Staff and students are encouraged to utilize **MACKINVIA**, our online book subscription, which houses thousands of titles to be enjoyed by all. Another LMC subscription, **KYVL**, offers access to databases to support research.

### **Student Book Checkout Guidelines:**

1. All incoming Kindergarten students and new students to APS in all grade levels must return a parent signed permission slip to checkout APS library books before they may checkout library books.
2. Each school year, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students must specifically have a 12 Year+ or 13 Year+ online permission form signed by a parent or guardian before exploring or checking out books from the respective section(s). Our

12 Year+ and 13 Year+ sections are a collection of literature for and about teens, which is intended to bridge the gap between children's and young adult's books. Genres include romance, paranormal, mystery, horror, and literary fiction. Our APS Library 12 Year+ and 13 Year+ sections contain non-fiction and biography choices too. At the start of each school year, parents can access a listing of our 12 Year+ and 13 Year+ titles [here](#). This listing is updated for parents annually via the Parent/Student Handbook. New books added to either section during the school year are posted on the [library Google Site in the Parent Resources section](#). Parents additionally may search for books within the collection using [Follett-Destiny](#) (Click on the link and login as guest). Parents granting permission may contact the school media librarian to revoke their child's permission at any time during the school year.

A student with a permission form signed and submitted for the 13 Year+ section will be allowed to checkout books from either section. A student with only a 12 Year+ permission form signed and submitted may not checkout books from the 13 Year+ section.

The 12 Year+ restricted section in the library for middle school students includes books that are rated 12 years old+ or younger per *Common Sense Media* review; and 7th grade+ or lower per *School Library Journal* review. If a book is rated to only be appropriate for an age or grade range older than the specified criteria, on either review site, the material will not be placed in the 12 Year+ section.

The 13 Year+ restricted section in the library for middle school students includes books that are rated no older than 13 years old+ per *Common Sense Media* review; and no higher than 8th grade+ per *School Library Journal* review. If a book is rated to only be appropriate for an age or grade range older than the specified criteria, on either review site, the material will not be placed in the 13 Year+ section in the library.

If after being placed in the library, a rating is changed and a material is found rated for an older age per *Common Sense Media* or an older grade per *School Library Journal* it would be removed or placed in the 13+ section if eligible, with no further review or consideration.

3. All students must participate in a book care lesson/refresher before checking out library books.
4. Kindergarten-Eighth Grade students may have up to two books checked out at a time.
5. A student with an overdue book may not check out any more books until the overdue title is returned or paid for if lost.
6. Damaged or lost library books must be paid for before a student may check out another book.

### **Money and Valuables**

No money, other than that designated for a school purpose (lunch money, field trip payment, library fine, etc..) or valuables should be brought to school. The school is not responsible for lost or stolen money or valuables.

### **Parental Concerns**

Parents are always encouraged to express concerns regarding their student's educational experience in accordance to board policy 09.42. The protocol for handling any concern is as follows:

- Step 1. Contact the teacher. This can be accomplished by email, phone call, or note.
- Step 2. If there is still a concern, there should be a meeting scheduled with the teacher.
- Step 3. If a concern continues after the parent/teacher meeting, the parent should contact the teacher and request a meeting with that teacher and an administrator. The administrator in attendance will depend on the area of concern.

Direct contact from parents to an administrator can be heard but no action can follow unless proper steps are followed as described above.

Administration understands there may be isolated occasions in which a parent feels more comfortable communicating directly with a school administrator.

### **Parent/Teacher Conferences**

Parents are encouraged to confer with his/her child's teacher when there are concerns. With prior notice, teachers will set up meetings with parents before or after school or during planning periods. Additionally, the school recommends parents attend conferences designated within the second and third trimesters so student progress can be communicated. Parents may not interrupt classroom instruction to conference with a teacher.

### **Parent Portal (through Infinite Campus)**

Families can monitor their student's grades and attendance **in real time with** a Parent Portal Account. Parent Portal accounts can only be obtained by requesting it from the school's District Coordinator. A letter with the necessary instructions for creating an account will be provided at that time. Families with multiple students can set up their accounts to view all of their students with one log-in. If you already have Parent Portal access, it will continue as long as you have a student enrolled at Anchorage Public School.

Once logged in, the Parent Portal offers a wealth of features. Stay informed with access to the school calendar, assignments, grades, attendance records, schedules, and updated family information. Receive important messages from teachers and the school directly through the portal. Additionally, find a convenient contact list of all your student's teachers, along with a tool to track the expiration of your student's sports physical. Make the most of your Parent Portal account to stay engaged and informed about your student's educational journey.

### **Physical Exams/Immunizations/Health Screenings**

The Kentucky Department of Education requires the items listed below for student enrollment. Please contact the school nurse with any questions regarding any of these requirements.

All students are required to have an up-to-date immunization certificate, physical and other health records on file.

**PHYSICAL EXAMINATION:** A KENTUCKY School Physical (must be on a KDE approved Preventative Health Care Examination Form) is required to be on file at the time of enrollment.

- All transfer students have 30 days to complete the requirement for the Kentucky School Physical Examination.
- Kindergarten students' physicals are **DUE no LATER than October 15** of the year the student enrolls in Kindergarten. (Public school preschool preventative health physicals completed within 1 year prior to enrollment are acceptable.)
- 6<sup>th</sup> grade students must have a completed KY 6<sup>th</sup> Grade School Preventative Health Care Examination
- within one year **PRIOR** to the 6<sup>th</sup> grade enrollment. KHSAA sports physicals are completed on
- a separate form and **cannot be accepted** as the KY 6th Grade School Physical Exam.

**EYE EXAM:** A KENTUCKY eye exam by an OPTOMETRIST or OPHTHALMOLOGIST.

- All transfer students have 30 days to complete the requirement for the Kentucky School Eye Examination.
- KINDERGARTEN: **DUE by January 1** of the school year enrolled in Kindergarten. Pre-K/Head Start Eye Exams are valid for Kindergarten enrollment.

**DENTAL EXAM:** A KENTUCKY dental **exam** by a dentist or trained Health Department RN.

- All transfer students have 30 days to complete the requirement for the Kentucky School Dental Examination.
- KINDERGARTEN - **DUE by January 1** of the school year enrolled in Kindergarten.

**IMMUNIZATION:** We are required by law to have the current **ORIGINAL** Kentucky Immunization Certificate on file, **DUE within TWO weeks of the child's enrollment.** It must record all age-appropriate immunizations on a signed immunization certificate having a valid expiration date & the administration date of each immunization. Medical & Religious exemption certificates are accepted.

<b>Required Immunizations 2024-2025</b>	
<b>By the time a child is this age:</b>	<b>These immunizations are required for attendance:</b>
<b>Kindergarten Entry 5 years</b>	5 DTaP (5 <sup>th</sup> dose not needed if 4 <sup>th</sup> dose given after 4 <sup>th</sup> birthday) 4 Polio (4 <sup>th</sup> dose not needed if 3 <sup>rd</sup> dose given after 4 <sup>th</sup> birthday) 3 Hepatitis B 2 MMR 2 Hepatitis A 2 Varicella (unless child has a diagnosis or verification from healthcare provider of varicella immunity [non-vaccine]).
<b>Sixth grade entry Age 11-12 years</b>	5 DTaP (5 <sup>th</sup> dose not needed if 4 <sup>th</sup> dose given after 4 <sup>th</sup> birthday) 4 Polio (4 <sup>th</sup> dose not needed if 3 <sup>rd</sup> dose given after 4 <sup>th</sup> birthday) 3 Hepatitis B 2 MMR 2 Hepatitis A 2 Varicella (unless child has a diagnosis or verification from healthcare provider of varicella immunity [non- vaccine]) 1 Tdap 1 Meningococcal
<p>Immunization Exemptions (medical and religious)</p> <ul style="list-style-type: none"> <li>● A medical exemption certificate must be presented for students who, in the opinion of their attending physician, have medical concerns that preclude immunization with one or all of the required vaccines. The medical exemption certificate should specify which vaccine(s) the student has received.</li> <li>● A religious exemption certificate can be issued for students whose parent/guardian present a sworn notarized statement of their objection to immunization based on religious grounds. Original certificate and letter will be on file with the Student Records Office.</li> </ul> <p>Refer to <a href="https://apps.legislature.ky.gov/law/kar/titles/902/002/060/">https://apps.legislature.ky.gov/law/kar/titles/902/002/060/</a> for details on exceptions and exemptions.</p> <p>For further information on immunizations schedules and requirements, refer to <a href="https://apps.legislature.ky.gov/law/kar/titles/902/002/060/">https://apps.legislature.ky.gov/law/kar/titles/902/002/060/</a> . Additional information also available at <a href="https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent.html">https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent.html</a></p>	

**Health Screenings Provided by Anchorage School**

- Vision screenings are provided for students in grades 3 & 5.
- Hearing screenings are provided for grades 1, 2 & 3.

**Playground Equipment Usage**

The playground equipment is only for children ages 5 - 12 per the manufacturer’s recommendation. The Sport Court is enjoyed by all students K-8. After school hours, first priority is given to any school-related activity or function.

## **Positive Behavior Intervention System**

Positive Behavior Interventions and Supports (PBIS) is an approach used to promote school safety and good behavior. With PBIS, schools teach kids about behavior expectations and strategies. The focus of PBIS is “prevention, not punishment.”

### **School-Wide Expectations**

- Make Smart Decisions
- Maximize Your Potential
- Treat Others Right



## **Behavior Management Protocol**

[135531 Behavior Management Protocol Poster PROOF\(1\).pdf](#)

### **Anchors in Action**

Anchors in Action is a monthly recognition system in which K-5 students are chosen based on the Core Essential value of each month and 6-8 students based on demonstrating the Character Strong attributes. Selected students receive a certificate to take home and their photos are on electronic displays throughout the school.

### **Anchor Down!**

Each classroom teacher has in place an **organized and consistent way to recognize students who meet our school's behavioral expectations - a classroom acknowledgement system**. While this system will be different in each classroom, all systems **MUST** have a component that includes working towards a whole class celebration; for example, marble jars, compliment chains, etc... The school-wide acknowledgement system will build on these celebrations in teacher classrooms.

**Goal:** Drop The Anchor. Each time a class earns a whole group reward, the school Anchor is dropped one link. This will initiate the APS Celebration to drop its anchor one link. **When the Anchor has dropped 25 links, the whole school celebrates!**

## **Recess**

As outlined in Board Policy 09.2, *Student Welfare and Wellness*, our school provides 2nd–8th grade students daily recess periods of at least twenty (20) minutes and K-1st grade students at least two (2) daily recess periods of at least twenty (20) minutes each, excluding transition time. APS recess consists of unstructured free play or structured games and activities. At least one (1) daily recess typically occurs outdoors between the second (2nd) and sixth (6th) hour of the school day and takes place on the school's playground, campus spaces, or community trails. At least two (2) daily recess periods for students in K-1st grade typically occurs outdoors. Recess beyond required minimums may be held at any time of the day and scheduled at teacher discretion.

Students are expected to wear appropriate clothing for forecasted weather conditions so they are safe and comfortable playing outdoors.

The principal may temporarily suspend outdoor recess and provide an alternative option for physical activity to occur in an indoor setting. Factors such as temperature, wind chill, heat index, precipitation and thunder/lightning are considered in determining if recess should be held outside. Generally, the principal adheres to the guidelines

outlined by the Child Care Weather Watch guide, which was produced by the Iowa Department of Public Health through federal grant funds from the US Department of Health & Human Services.

Daily recess is not modified or withheld for punitive or academic reasons unless the safety of students is in question.

### **Restraint & Seclusion**

On February 1, 2013 revisions to the Use of Restraint and Seclusion in Public Schools Regulation (704 KAR 7:160) were approved at the state level. As required, this regulation was adopted into Anchorage Board Policies in March 2013. One of the requirements of the regulation in section 2(1)(a) is to ensure that parents are notified how to access the policy and procedure regarding physical restraint and seclusion. The following is a link to a copy of the regulation: <http://tinyurl.com/oe3rty>.

### **School Council**

[The complete School Council Plan and Procedures can be accessed here.](#)

### **Severe Weather/Emergency Status/School Closing**

In the case of severe weather, emergency status or unexpected closings, delays and dismissals, the superintendent will enable the **REACH Alert System** that sends school alerts via text messages, phone calls (cell or landline) and/or emails.

To register for REACH Alert, simply follow the following steps:

- Go to [www.reachalert.com](http://www.reachalert.com) and click on **MY ACCOUNT** and then select **CREATE ACCOUNT** to establish your initial account.
- Follow the prompts.
- When prompted for Network Name, enter **Anchorage School** and click on the school name when it appears in the dropdown list.
- When prompted for a role, select **parent**.
- Upon joining the school network you may also want to click on **JOIN** and select the **City of Anchorage** network.

If you opted to receive text alerts, REACH Alert will send a text message to your cell phone immediately upon completion of your registration. Please enter the **4-digit number** on the registration screen and then click the word **VALIDATE**. If you do not receive this message, please call REACH Alert at (877) 307-9313 for assistance. After you have completed the registration process, you may add other phone numbers and email addresses. From your dashboard page, click on the second tab at the top of the page – **CONTACT INFO**. From this page you will see where you can add and delete numbers and addresses.

If you already have registered for REACH Alert through the City of Anchorage, your place of employment, child care center, another school, or any other organization you can skip the registration process and simply go to [www.reachalert.com](http://www.reachalert.com) and login to your current account and click on JOIN NETWORK on the right side of your dashboard page. Enter Anchorage School and click on our name in the dropdown list and follow the prompts.

Official announcements for school closing may also be heard over WHAS radio and local TV stations. Listen for Anchorage Public School information.

**\*\*\*\*\*We do not follow Jefferson County's decisions on school closings.\*\*\*\*\***

### **STEM LAB**

All elementary students, grades Kindergarten - 5<sup>th</sup> grade, may attend STEM (Science Technology Engineering Mathematics) 1-2 days a month, based on the teacher's classroom schedule. Students will use the Engineering Design Process to complete challenges. Emphasis is placed on students using problem-solving skills and cooperatively working as a team. Teachers are expected to accompany the students to STEM and stay with them to provide an extra layer of support for student supervision. Co-teaching and working with the STEM Coach will provide continuity for science classes and also provide teachers with a toolbox of activities and ideas to use in their science classrooms.

*Updated August 29, 2024*

## **S.T.O.P.! Tipline**

The Safety Tipline - Online Prevention, or S.T.O.P! Tipline is designed for use as an “online” reporting/prevention tool. If students, parents or community members know of an unsafe situation in school (bullying, weapons, drugs or alcohol, etc.), they can anonymously pass on that information to school personnel by using the basic email format. A link to this Tipline can be found on the Anchorage School website.

**What is it?** This [Tipline](#) in no way replaces the face to face open communication and relationships built at our school. The [S.T.O.P.! Tipline](#) is just one more tool available for use by students or parents to communicate unsafe situations at school. One unique attribute of an “online” tipline is its availability. A student, parent or community member can submit information day or night. Also, some students may feel more comfortable utilizing an online format to report a situation instead of a face to face meeting with school officials. The main purpose of the Tipline is to add another layer of accessibility between student and trusted school personnel. This [Tipline](#) is not for immediate response. If anyone needs immediate assistance, they should dial 911.

**How does it work?** Students, parents or community members click the “Tipline” link on the Anchorage School website and choose whether they want to submit a tip about 1.) bullying, 2.) violence or 3.) other risky behaviors (i.e. alcohol, drugs, self-harm, sexual abuse or theft, etc...). Next, they fill-in the check boxes and provide an explanation of the behavior and click submit. Anchorage administrators will investigate tips in a timely manner and take the appropriate next steps.

## **Technology**

Technology resources will be used during the course of the year for instruction. Our school is 1:1, meaning we have a Chromebook for every student in all grades for use during the school day. All students must have an Acceptable Use Policy acknowledgement on file. This is included in the online registration process. The AUP and Code of Conduct apply to the use of all technology resources and misuse may result in suspended privileges.

As part of our middle school program, students are required to either rent, rent-to-own, or purchase a Chromebook through the school. We understand that some families who purchased Chromebooks for their former 8th graders may wish to pass these devices down to younger siblings once their older children move on to high school. Unfortunately, this does not align with our district procedures.

We would like to clarify that once 8th grade students graduate, the ownership of their Chromebooks transfers to the family, making these devices personally owned. According to our school procedures, personally owned computing devices, including phones, tablets, laptops, and others, are not permitted for use in APS classrooms.

## **Visitors**

Anchorage Public School uses the enhanced visitor management system, Eyemetric TPASS, to better ensure the safety and security of our students, staff and visitors. All visitors are asked to buzz in at the front entrance monitor declaring their school business and displaying an ID. After signing in to the secure vestibule, the visitor’s picture will be taken and included on a visitor’s badge, in order that all badges will include the visitor’s picture, date and purpose of visit. (A picture will only be taken during a visitor’s initial visit/registration with the system.) The system also automatically checks the visitor’s name and date of birth against a national database of registered sex offenders. At the end of the visit, the visitor may exit through the main entrance, sign out, and collect their ID. This process is not only for safety reasons but also allows the school to be able to better monitor and track all visitors and their reasons for being in the building. We understand that it is a minor inconvenience, but appreciate the cooperation of our school community as the safety of the children and staff is well worth the effort.

Visitors should only go to areas of the school that are specified when checking in at the front office.

Student visitors (without parents) are discouraged at Anchorage School due to the disruption these visitors may cause. Siblings, who are no longer at Anchorage School and under 18 years of age, may, with written parent permission, come



to have lunch with their younger siblings. These lunch visits are restricted to the lunchroom; visiting classrooms and former teachers during the academic day is not permitted. Friends of siblings are not permitted to visit.

Safeguarding the well-being of all students, staff and visitors is a primary concern at Anchorage Public School, therefore a properly installed system of school security cameras monitor and ensure safety on school grounds.

### **Volunteers**

Any adult seeking to volunteer in the school, chaperone field trips, lead student groups in Junior Achievement, Art Discovery, etc, must complete the volunteer approval process. This includes the completion of two forms and submitting a copy of a valid driver's license or Social Security Card. The forms are available at the following link: <https://anchorage-school.org/parents/school-forms/> under *Youth Leader Request Form* and *Cabinet for Health and Family Services Central Registry Check*. Please note, when chaperoning a field trip, younger siblings should not attend.

### **Wellness Plan**

Local School Wellness Policy (LSWP) requirements were established by the Child Nutrition and WIC Reauthorization Act of 2004, and further strengthened by the final ruling of the Healthy, Hunger-Free Kids Act (HHFKA) in August 2016. It requires each local education agency (LEA) participating in the National School Lunch Program and/or School Breakfast Program to develop a local school district wellness policy that promotes the health of students and addresses the growing problem of childhood obesity.

In response to this legislation, Anchorage School has formed a School Health & Wellness Committee, which is composed of the Health and PE teacher, Director of Food Services, School Nurse, School Counselor, and parent representative. This committee works to review and implement the School Wellness Plan, as well as address a wide range of health and wellness issues. This includes setting goals for nutrition education and physical activity, recommending nutrition standards, and promoting student and staff wellness throughout the school.

# ACADEMIC INFORMATION

## **Field Trips**

As stated in Board Policy 09.36, "All students enrolled in the Anchorage Independent School District (AISD) shall have the opportunity to participate in field trips. Typically, each grade level will annually participate in at least one (1) field trip outside of the Anchorage city limits prior to December break and at least one field trip outside of the Anchorage city limits after December break. Whenever a field trip is cancelled due to unforeseen circumstances, every effort shall be made to reschedule or arrange an alternate field trip for the affected grade(s) within the same school year."

Field trips are considered instructional activities and the time spent on field trips is a part of a student's regular attendance. When students are signed out by their parents for any part of the field trip, it is considered non-school time and documented as an absence. Every student is required to ride the bus and stay on the field trip until they return to school. All exceptions to this procedure must be approved by the principal 5 days prior to the field trip.

## **Gifted & Talented Program**

The Anchorage Independent Board of Education believes that all children and youth should be provided with educational services that allow them to develop to their maximum potential. Gifted children and youth exist in all levels of society regardless of sex, race, socioeconomic background, ethnic origin, or disability. They should be identified by their outstanding intellectual, academic, creative, leadership and visual and performing arts abilities and be provided with educational experiences commensurate with these abilities.

Primary Talent Pool (K-3rd) and Gifted & Talented (4th-8th) are a unique segment of our school's population who, because of their abilities and/or capabilities for advanced achievement, may need educational opportunities different from those available through the regular school program to realize their potential. To learn more about Gifted and Talented/Primary Talent Pool at APS [review this brochure](#) which gives an overview of the program including identification protocol and service delivery options.

Whole Grade Acceleration is the practice of assigning a student full-time to a higher grade level than is typical, given the student's age, in order to meet the high-achieving or gifted student's unique needs. Whole grade acceleration is rare, and many factors are considered when evaluating whether a child is a good candidate.

Subject-level acceleration is when a student is assigned to content at a higher grade level to meet the needs of gifted or high-achieving students. At APS we offer subject-level acceleration in reading and/or math. Subject-level acceleration is utilized when whole-grade acceleration is not best suited for the child.

## **Grades**

Report cards are sent home every twelve weeks. Parents are encouraged to monitor student progress via Parent Portal (3 - 8) or contact their child's teacher to remain well-informed about their child's progress at school. Teachers will notify parents if a reason for concern arises throughout the twelve weeks grading period.

**Primary Teachers** (K - 2) use a balanced approach to determine grades for each subject. Academic grades are based on standards and reflect what the student knows and is able to do. The reporting code in use is as follows:

**M - Meets:** The student is meeting this grade level expectation with minimal to no support.

**P - Progressing:** The student is progressing towards meeting this grade level expectation with moderate support; additional time and practice are needed.

**NI - Needs Improvement:** The student needs significant support towards meeting this grade level expectation.

**Intermediate and Middle School** teachers also use a balanced approach to determine grades for each content area.

The grading scale in grades 3 - 8 is:

A	90-100
B	80-89
C	70-79
Unsatisfactory	69 and below
I	Incomplete

An Incomplete (I) must be converted by the end of the trimester or the grade will be a failing grade.

Report cards will use our school-wide behavior anchors, The Big Three, to communicate student behavior in the classroom:

- Make Smart Decisions
- Treat Others Right
- Maximize Your Potential

### **Homework**

Homework is designed to support instructional goals and does one or more of the following: reinforces class instruction and skills; increases understanding and retention; or prepares for class discussion.

Parents can expect homework at APS to meet the following criteria:

- Is not used as punishment (example: homework cannot be assigned because of an individual or class-wide disobedience).
- Does not introduce new concepts or skills.
- Could include the completion of unfinished classwork in addition to the regularly scheduled homework.
- Considers school-wide events and other subject area requirements, such as state testing, when assigned.
- Is not to be completed during Recess.
- Should be able to be completed by a student independently (with minimal assistance).

Note: If students are struggling with homework completion, please contact the teacher to set up a meeting or phone conference.

<b>Recommended Time for Homework</b>			
<b>Grade Level</b>	<b>Homework</b>	<b>Independent Reading</b>	<b>Total Max</b>
Kindergarten	10 minutes	10 - 15 minutes	25 min
1st Grade	10 minutes	10 - 15 minutes	25 min
2nd Grade	10 minutes	15 - 20 minutes	30 min
3rd Grade	30 minutes	15 - 20 minutes	50 min
4th Grade	40 minutes	15 - 20 minutes	60 min
5th Grade	50 minutes	15 - 20 minutes	70 min
6th Grade	60 minutes	20 minutes	80 min
7th Grade	60 minutes	20 minutes	80 min
8th Grade	60 minutes	20 minutes	80 min

### **Homework Help Clinic**

Homework Clinic is available Monday - Thursday after school in the Library from 3:00-4:00pm for students in grades 1-8. A teacher is available to help students during this time.

### **Instructional Resources**

All textbooks are furnished by the school for use during the school day and at home, should that be necessary. Students should put his/her name on the inside cover of any book issued to them immediately upon receipt.

Students will be responsible for replacing lost or damaged books. Individual teachers may require book covers or other special procedures for textbooks.

### **Math Pathways**

It is important for parents to understand the Math Pathway options that Anchorage School offers for our students. It is important for parents to know that all of the Anchorage Middle School Math Pathways will prepare our students to be enrolled in college-readiness high-school programs in order to perform well on college-entrance assessments. Students following any of the Anchorage School mathematics pathways will be prepared to pursue degrees and eventual careers in any area.

In order to be placed in a pathway that is above grade level, a student must demonstrate the needed prerequisite knowledge, as well as a strong drive to learn advanced mathematics topics in middle school. Our overall program is focused on providing all students rigorous instruction and learning opportunities that will prepare them for high school.

<a href="#"><u>4th &amp; 5th Math Placement Pathways</u></a>	<a href="#"><u>Middle School Math Pathways</u></a>
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### **Multi-Tiered Systems of Support (MTSS)**

As a school APS is committed to providing high-quality instruction and support to all students. MTSS (Multi-Tiered System of Supports), is a **prevention** model that utilizes a whole-child approach. It is a framework that includes both academic and behavioral support that assists educators in utilizing information (data) to identify students in need of additional supports (behavioral and academic.) A prevention model is utilized for early identification of students who need additional support and intervene quickly. Many of the needs identified are met during Anchor Time.

**Universal Screeners** are assessments that schools use to identify students meeting grade-level standards (expectations) and students in need of additional support, whether that be remedial or enrichment.

At APS, we administer the *MAP Growth* (Measures of Academic Progress) assessment three times per year: Fall, Winter, Spring. This data is used in conjunction with other pieces of information to identify and make decisions about students needing additional support.

In addition to Universal Screeners, other diagnostic measures and observations are used when designing and modifying instruction for all learners. These include but are not limited to KPREP, AIMSweb Plus, the Dyslexia Screener and classroom observations.

A defining feature of a MTSS framework is its **multi-tiered, layered approach**. Instruction and intervention are organized into tiers, or levels of support.

**Tier 1** - All students receive high-quality instruction.

**Tier 2** - In addition to Tier 1, students identified as needing more support also receive small-group intervention and support. The difference is increased time, smaller groups of students, or narrowed focus of instruction.

**Tier 3** - In addition to Tiers 1 and 2 students receiving Tier 3 intervention receive the most intensive supports based on individual needs. The difference is individual team-based problem-solving, increased time, smaller group size and narrowed focus of instruction.

Every child's growth is monitored daily at APS by the grade level teachers. Additionally, a child who is Tier 2 or Tier 3 in an academic area will be **Progress Monitored** using AIMSweb Plus. That is, a child's progress is monitored frequently to determine a rate of improvement as well as the effectiveness of a particular intervention.

The **Student Teacher Assistance Team** (STAT) is composed of school administrators, grade level teachers, and other support staff representing various instructional departments at APS. They meet regularly to analyze student growth performance academically, socially, and behaviorally. While the majority of intervention and enrichment decisions are made by students' grade level teachers in conjunction with interventionists/resource teachers, the STAT team continuously looks at school and students data to make overarching decisions or individual intervention decisions, as needed.

**Anchor Time: Every Anchor, Every Day** is a period of time provided to every student. This is a dedicated block of time (Monday- Thursday). We recognize the importance and necessary impact of this time as we collaboratively work to differentiate classrooms for not only the struggling student and the gifted learner but for ALL of our Anchors. (This time was previously called LEAPS.)

### **Anchor Time**

Anchor Time is a dedicated block of time built into each student’s daily schedule Kindergarten through 8th grade. Some students might be working toward grade level norms whereas others could be receiving enrichment, including those in Primary Talent Pool and Gifted/Talented. Anchor Time is highly structured in that learning opportunities are designed for each child during this time by classroom teachers, Interventionist & Enrichment Resource teachers, and Essential Arts teachers. Anchor Time is also flexible. Students’ classroom performance, along with summative and formative assessment data, are used on an ongoing basis to determine needs. As they grow and change, so too will the instruction they receive during Anchor Time. At the Middle School Level, Anchor Time may include some level of student choice.

### **Retention/Promotion Criteria**

Retention and Promotion is determined on the evaluation of the growth and development of the whole child by the parents, teacher and principal. The classroom teacher notifies the principal of any student who may need to be retained. The principal will convene the group of next level teachers and assign a chair who will coordinate the team meetings to evaluate the evidence, such as test data, classroom work, special classes, tutors, etc. that has been submitted by the referring teacher to document the need for retention.

- The committee makes a recommendation to retain the child if the evidence supports the decision.
- The student’s parents and the principal will meet to discuss the recommendation and supporting evidence.
- The principal makes the final decision on retention or promotion.

Students in grades 4 –8 must have a final passing grade in three of the four content areas (Math, English Language Arts, Science, Social Studies) to be promoted to the next grade level.

Students who are retained may attend a summer program in content areas of need. Competency shall be demonstrated in the content areas in summer instruction for student placement the following year at the next grade level.

### **Social and Emotional Learning**

Anchorage Public School implements the Core Essentials program in grades K-5 and the Character Strong program in grades 6-8. Both curriculums focus on a monthly value word and definition and involve everyone in the school.

#### **Core Essentials (K-5)**

The elementary Core program includes an engaging weekly lesson about the character value of the month. In the first week of each month, students are encouraged to SAY IT (“it” refers to the Big Idea of the month), in the second, to KNOW IT, in the third week to SEE IT, and in the fourth week, to BE IT.

#### **Character Strong (6-8)**

The middle school Character Strong program is focused on well-being, belonging, and engagement. We encourage parents to be on the lookout for monthly information in our school news about the value of the month and to engage their children in conversations and activities to support their in-school learning.

# CODE OF CONDUCT

## INTRODUCTION

The central purpose of the school system is to educate each student while holding them accountable to the standards of this Code in a fair manner. Compliance with these standards is necessary to provide:

- Orderly operation of our school;
- A safe environment for students, employees and visitors;
- Opportunities for students to achieve at a high academic level in a productive learning environment;
- Assistance for students at risk of failure or of engaging in disruptive behavior;
- Regular attendance of students;
- Protection of property.

This Code applies to all students in the Anchorage Independent School system, while in school, anywhere on the school campus, and while participating in or attending school-sponsored trips and activities. The superintendent/designee is responsible for the implementation of this Code within his/her school or at events sponsored by his/her school. Students not on district provided transportation en route to or from school are not under the code of conduct. Teachers and other instructional personnel are responsible for administering this Code in the classroom, halls, and any other assigned locations. All school employees shall administer the Code in a uniform and fair manner without partiality or discrimination. In this regard, the Board pledges its full support to all school employees responsible for implementing this Code.

Every student, parent, and school staff member receives a web link to this Code and receives instructions on how to use it. A print copy of this Code is available to students, parents and school staff upon request. The Code shall be included in all student handbooks distributed at school. In your handbook is an "Appendix" which includes definitions and selected Kentucky Revised Statutes related to our Code. Please be advised, this Code may be updated during the school year due to changes in the law, after it has been distributed. \*Staff may use reasonable judgment on how to apply the Code, but the Code will be enforced equitably.

This Code was developed by parents, teachers and administrators and adopted by the Anchorage Public School Council and by the Anchorage Independent Board of Education. It establishes minimum behavior standards. Recognizing that the school, grade or class may require special provisions, administrators and teachers have full authority to make rules to enforce these standards in keeping with their areas of responsibility.

*\*Anchorage Independent School District does not discriminate on the basis of age, color, disability, parental status, marital status, race, national origin, religion, sex (including sexual orientation or gender identity) or veteran status in the programs, activities and services it provides, as required by law.*

## ROLES IN THE DISCIPLINE PROCESS

### **The Teacher's Role in Discipline**

**Teachers are expected to handle their own discipline problems as much as possible. To maintain a proper educational atmosphere, the teacher may:**

- give student a verbal reprimand
- require a student-teacher conference
- place student in an alternative setting
- refer student to the counselor
- notify parents for help
- assign student detention lunch or after school
- assign constructive assignments/tasks during or outside school

If inappropriate behavior continues after the interventions, the student will be sent to the principal for further action.

Teachers shall refer any student reports to the principal/designee for further action when the student report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

## **The Counselor's Role in Discipline**

A significant number of behavioral problems are actually guidance issues. The guidance counselor is utilized by both the teacher and principal to seek positive resolution to difficulties being experienced by a student. The guidance counselor shall refer any student reports to the principal/designee for further action when the student report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

## **The Principal's Role in Discipline**

This code provides general guidance for the principal and assistant principal as well as all school parties; however, each individual circumstance is unique and often requires principal discretion when administering related consequences. Principals may exercise reasonable discretion beyond the parameters of this policy -- as should teachers -- in dealing with each situation within its own context. The principal will notify parents when he/she meets with a child to discuss a behavior issue.

## **The Parent's Role in Discipline**

Parents should acquaint themselves with the Code of Conduct and review the code with their child/children. Parents should adhere to the appropriate guidelines and support their child as well as the school and faculty. Parents modeling the behavior they expect of their children is the most effective form of teaching expected behavior.

***Procedures for Expressing Parental Concerns: When there is a concern, the parent should first go to the teacher involved. The teacher will report the concern to the principal for review. If the parent is dissatisfied with the teacher's handling of the concern, the parent may proceed to the principal. If the concern remains after these two meetings, the parent may present specific concerns to the superintendent. Only after meeting with the teacher, principal and superintendent should the parent approach the Anchorage Independent School Board.***

## **The Student's Role in Discipline**

Students are expected to read and/or be familiar with the Code of Conduct which they should follow. Students will assume responsibility for their own actions and are expected to show respect for school personnel, other students, the personal property of others, and the school buildings and grounds.

## **Conduct Towards Staff and Students**

No person shall direct speech or conduct toward a teacher, administrator or other school staff functioning as a board employee, when the person knows or should know that such will disrupt or interfere with normal school activities or undermine the good order and discipline of the school. No person shall bully, harass or abuse any student, school employee or visitor to the school.

## **STUDENT CONDUCT**

**Students shall abide by the laws of our state and nation and exercise self-control as required by the particular situation and school rules, or be subject to removal from the classroom setting or denied participation in extracurricular activities or field trips.**

Examples of prohibited behaviors include, but are not limited to:

### **1. Disruption of School, Including Fighting and Physical Assault**

### **2. Possession/Use/Distribution of a Weapon or an Object Resembling a Weapon**

Any object may be removed from students when a teacher has reason to believe that it may be used in an unauthorized manner to cause harm to person or property.

Administrators retain full authority to determine what constitutes a weapon for school disciplinary purposes especially when evaluating potential danger and may consider the intent of the student.

### **3. Use/Possession/Distribution of Alcohol, Drugs, Controlled Substances, Drug Paraphernalia, Volatile Substances and/or Unauthorized Prescription or Over-the-Counter Medications**

A student may be considered to have “used” these substances when one or more of the following indicators are noted: vomiting, staggering, odor, incoherence/disorientation, slurred speech, dilated pupils, and/or other physical evidence. Please see Appendix A for definitions of “Controlled Substance, Drug Paraphernalia and Volatile Substance.”

Toward the goal of maintaining a drug and alcohol-free environment, while acknowledging that drug and alcohol dependency is an illness that requires assistance and treatment, the Board fully supports the provision of instruction in the areas of substance abuse prevention and intervention.

#### **4. Use or Possession of Tobacco Products/Alternative Nicotine or Vapor Products**

Students shall not be permitted to use or possess any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 on or in all Board property at all times, including any vehicle, owned, operated, leased, or contracted for use by the Board and while attending or participating in any school-related student trip or student activity.

Adequate notice shall be provided to students, parents and guardians, school employees, and the general public.

In addition to disciplinary consequences, violators will be given information about the health risks of tobacco use and assistance if they decide to quit using tobacco products.

#### **5. Theft and Abuse of School Property or the Property of Others**

#### **6. Harassment/Bullying/Cyberbullying/Intimidation**

***ANTI-BULLYING POLICY – Anchorage Public School prohibits acts of harassment, intimidation or bullying.***

Kentucky has relevant laws against harassment, bullying, cyberbullying and harassing communications. These laws provide the basis for the definitions of harassment and cyberbullying set forth in this code of conduct. Please see Appendix A for a definition of each.

In the event that harassment, bullying and/or intimidation is determined to exist, following investigation and due process, the offending student(s) will be disciplined in accordance with the Code, including without limitation, referral to local officials for legal action where appropriate. Additionally, the school shall consider the appropriateness of a variety of intervention strategies and then implement appropriate intervention strategies for the offending student(s) in an attempt to prevent future harassing conduct. The school shall also consider the appropriateness of and necessity for a variety of counseling options for the complainant and the respondent.

##### Responsibility of Bystanders

Anchorage Public School prohibits both active and passive support for acts of harassment, intimidation or bullying. The staff should encourage students to walk away from these acts when they see them, and report them to the designated authority.

##### Harassment/Bullying/Cyberbullying/Intimidation Reporting and Investigation Procedure:

A student who feels aggrieved or reports when others are being harassed, bullied or intimidated may make a written complaint to the building principal or other office administrator. Students wishing to report bullying or other violations of the Code may also report it to a classroom teacher, who shall take appropriate action as defined by the code. The teacher shall refer the report to the principal/designee for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy as well. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

Employees and other students shall not retaliate against a student because s/he reports a bullying or other violation of the code or assists or participates in any investigation, proceeding, or hearing regarding the violation. The superintendent/designee shall take measures needed to protect students from such retaliation.



Please see Policy 09.42811 and 9.422 and Administrative Procedure 09.42811 AP.2 contained in Appendix B of this handbook for further details regarding prohibited conduct and for guidelines and a form related to the reporting and investigation of sexual or other unlawful harassment.

### Consequences and Remedial Measures for Harassment, Intimidation, Bullying and Cyberbullying

The consequences and remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence* of the behavior; and *protect the complainant* of the act.

#### Factors for Determining Consequences and Remedial Measures

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Consequences may include, but are not limited to:

- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension, expulsion or termination - In instances involving out-of-school suspension and/or expulsion, a student shall be entitled to the appeal process set forth in the student conduct section of this code of conduct.
- Legal action

Personal and environmental remedial measures may include, but are not limited to:

#### *Personal*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/Restorative Justice/peer mediation, etc.
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Behavioral management plan, with benchmarks that are closely monitored
- Student counseling
- Parent conferences
- Student treatment/therapy

#### *Environmental (Classroom, School Building, or School District)*

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Targeted use of monitors (e.g., hallway, cafeteria, etc.)
- General professional development programs for all staff
- Professional development plans for involved staff
- Parent conferences

- Referral to family counseling
- Involvement of community-based organizations
- Development of a general bullying response plan
- Peer support groups
- Law enforcement involvement (e.g., police officer, juvenile officer)

#### Harassment, Intimidation, Bullying and Cyberbullying Resources

The following webpages can provide resources to parents, students, school teachers and staff, administrators, and the general public on recognizing bullying behaviors; providing strategies for preventing and intervening in bullying situations, and counseling for the offenders; and supporting and protecting the victims of bullying.

[stopbullying.gov](http://stopbullying.gov)

[Kentucky Center for School Safety](#)

[Pacer's National Bullying Prevention Center](#)

## **7. Sexual Harassment/Discrimination**

The present state of the law suggests that sexual harassment is based upon the views and reaction of the person to whom or about whom the conduct is directed, not those of the person who is accused of sexual harassment. That the offending party did not intend to commit sexual harassment or did not believe that he or she was harassing the other person may be no excuse for offensive or illegal conduct. Please see Appendix A for a definition of "sexual harassment."

A non-exhaustive list of examples of conduct that constitutes sexual harassment and/or discrimination includes:

- Comments, slurs, innuendoes, cartoons, pictures, magazines, written or photographic material, pranks, epithets, threats, derogatory remarks, offensive jokes, teasing and other conduct of a physical or verbal nature on the basis of the above classifications
- Instances involving sexual violence
- Use of the Internet, voice-mail, email and other forms of telecommunication, computers, printers, photocopiers, telefaxes and other technological equipment to view, download, or communicate offensive, obscene or other salacious material
- Destroying or damaging an individual's property based on the basis of the above classifications
- Seeking to involve individuals with disabilities in antisocial, dangerous or criminal activity where they, because of a disability, are unable to comprehend fully or consent to the activity

#### Sexual Harassment/Discrimination Reporting and Investigation Procedure:

Students or parents who believe they or any other student, employee, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practicable, report the incident to the principal. In the event the individual responsible for the alleged harassment is the principal, the complainant shall report the incident to the superintendent who, in turn, shall notify the Chair of the Anchorage Board of Education. In the event the individual responsible for the alleged harassment is the superintendent, students shall report the incident(s) to the Title IX coordinator/program coordinator who, in turn, shall notify the Chair of the Anchorage Board of Education. The Chair of the Anchorage Board of Education shall name a designee under these guidelines who may take interim measures to protect complainants during investigation.

Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report. All school employees are required to report alleged violations of Policy 09.42811 to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Please see Policy 09.42811 and Administrative Procedure 09.42811 AP.2 contained in Appendix B of this handbook for further details regarding prohibited conduct and for guidelines and a form related to the reporting and investigation of sexual or other unlawful harassment. Please see Appendix A for related definitions.

## 8. Terroristic Threatening

Terroristic Threatening in the second degree is defined in state law (KRS 508.078)

**Terroristic Threatening in the second degree includes, other than as provided in KRS 508.075, when a person, including a student, intentionally:**

- (1) **With respect to a school function, threatens to commit any act likely to result in death or serious physical injury to any student group, teacher, volunteer worker, or employee of a public or private elementary or secondary school, vocational school, or institution of postsecondary education, or to any other person reasonably expected to lawfully be on school property or at a school-sanctioned activity, if the threat is related to their employment by a school, or work or attendance at school, or a school function. A threat directed at a person or persons or at a school does not need to identify a specific person or persons or school in order for a violation of this section to occur;**
- (2) **Makes false statements by any means, including by electronic communication, for the purpose of:**
  1. **Causing evacuation of a school building, school property, or school-sanctioned activity;**
  2. **Causing cancellation of school classes or school-sanctioned activity; or**
  3. **Creating fear of serious bodily harm among students, parents, or school personnel**

Such threats to our students and school staff are totally unacceptable and will not be tolerated. As a result, the purpose of this section is to notify all parents and guardians that school district officials (in coordination with responding law enforcement agencies) will **pursue immediate legal charges for felony terroristic threatening in the second degree, to the absolute fullest extent of the law, against anyone who makes such threats, including students.** Moreover, we will advocate to our highest ability that the prosecution of these individuals be swift and their punishment be severe.

Our approach to eliminating terroristic threats in our school and district is strong and unwavering, and as a result, it is imperative that you discuss this critically important matter with your student. Please do your part to ensure that your student never becomes a party to such an offense by educating him/her on the seriousness of its consequences.

We also encourage and ask parents, students and community members to make a report if they have information about an unsafe situation. To encourage that communication Anchorage School subscribes to the **S.T.O.P.! Tipline** which is an online reporting/prevention tool. This S.T.O.P.! Tipline in no way replaces the face to face open communication and relationships built at our school. The S.T.O.P.! Tipline is just one more tool available for use by students or parents to communicate unsafe situations at school. One unique attribute of an "online" tipline is its availability. A student, parent or community member can submit information day or night. Also, some students may feel more comfortable utilizing an on-line format to report a situation instead of a face to face meeting with school officials. The main purpose of the tipline is to add another layer of accessibility between student and trusted school personnel. This tip line is not for immediate response. If anyone needs immediate assistance, they should dial 911.

How does it work? Students, parents or community members click the "Tipline" link on the Anchorage School website and choose whether they want to submit a tip about 1.) bullying, 2) violence or 3) other risky behaviors (i.e. alcohol, drugs, self-harm, sexual abuse or theft, etc...) Next, they fill-in the check boxes and provide an explanation of the behavior and click submit. Anchorage administrators will investigate tips in a timely manner and take the appropriate next steps.

## 9. Defiance of Authority/Refusal to Follow Directives/Disruptive Behavior/Disturbing Class/Forgery/Fraud

Students shall work cooperatively and productively with each other and with school personnel in a manner that is consistent with standards of respect and courtesy and that does not detract from a safe and orderly learning environment.

Examples of prohibited behaviors that would detract from a safe and orderly learning environment include, but are not limited to:

- Making abusive and harassing verbal or written statements regarding race, gender, disability, religion, sexual identity or nationality
- Use of profanity
- Lying
- Ignoring or breaking rules and procedures established to maintain order
- Academic dishonesty
- Otherwise behaving in a manner that is disrespectful of others
- Disrespect/insubordination
- Defiance of authority/refusal to follow directions

Each classroom and/or team will have a distinct set of classroom guidelines and expectations for students.

## **10. Inappropriate Use of Technology Resources/Violation of Technology Acceptable Use Policy**

Technology resources are to be used for educational purposes and students are expected to comply with the provisions of the Acceptable Use Policy which all learners must sign before access is authorized. The AUP (policy 08.2323) may be found using the [Policies and Administrative Procedures](#) link located on the School Board section of the APS website. This policy helps the parents understand the dangers of improper usage, exposure to unnecessary content, but most importantly helps the parents know that acceptable use is as important to the school as it is to the parents. All computer use at school by students shall be limited to class assignments or school-related projects.

### Student Guidelines for the Acceptable Use Of Technology:

The Anchorage Board of Education supports the use of technology resources as instructional tools and expects every student to demonstrate academic honesty and appropriate digital citizenship when using those resources. The superintendent shall implement procedures for each family's right to decide whether or not to allow their child to have access. Access is a privilege, not a right.

Students are responsible for appropriate behavior and academic honesty when using technology resources just as they are in classrooms and school hallways. Therefore, general school rules for behavior apply. Access to technology resources is offered to students who agree to act in a considerate and responsible manner. Parent permission is required before access is allowed. Based upon the acceptable use guidelines, the school administrators will deem what is inappropriate use and their decisions are final. The administration and staff may revoke or suspend user access to technology resources when these terms are violated.

The following are never allowed:

- Using school technology resources in ways which do not support classroom-related educational objectives
- Using technology resources in ways which fail to demonstrate academic honesty
- Misusing technology resources (when witnessed, misuse must be reported)
- Networking on social sites (unless for classroom-sponsored, staff-moderated, school-supported resources and activities)
- Downloading, transferring, installing, or altering software or configurations without teacher permission
- Altering hardware configurations without permission
- Accessing someone else's account, files, or folders (with the exception of shared files needed for collaborative classroom projects)
- Placing information on the Internet which could be used to identify you or others
- Sharing your password with anyone other than teachers, administrators, or parents/guardians
- Sharing your account
- Using technology resources to harass or discriminate
- Corresponding electronically in ways which are not polite and fail to demonstrate good digital citizenship
- Emailing, messaging, or commenting about non-school related work
- Using cell phones or other electronic devices to capture or transmit audio, video, or photos of students, classwork, testing, or instructional materials without teacher permission

(An exception may be made for events considered to be in the public arena, ex. sporting events, where the activity does not materially disrupt the event or prevent others from observing the event, or otherwise violate

legal rights. School events for students, activities sponsored by student clubs, and activities during the school day that are not open to the public are not considered to be in the public arena.)

- Using vulgar, obscene, or suggestive language in electronic correspondence
- Anonymizing or redirecting Internet or digital resources
- Accessing non-school provided email accounts via school technology
- Participating in commercial activities, promoting products, political lobbying, or illegal activities or their promotion

## **DISCIPLINARY MEASURES**

Students at different ages and grade levels are expected to assume varying degrees of responsibility for their actions. Therefore, a variety of disciplinary measures have been developed to reflect levels of maturity and self-discipline. The following list outlines the range of behavior management options (disciplinary measures) that may be used by school personnel to address code violations, including violations of federal, state or local laws, both initially and upon repeat violations. The list of behavior management options is for the elementary and middle school grades.

When determining responses to misconduct, administrators will consider other factors such as age, developmental level, and disability.

### **Behavior Management Options**

References: KR 158.150; KRS 158.153; KRS 158.154; KRS 161.190; USC 1400; 707 KAR 1:280-1:380

- Parent Conference
- Loss of Lunchroom and/or Technology Privileges
- After/Before School Detention
- In-School Suspension
- Removal from Extra-Curricular Activities
- Removal from Field Trips/Class Trips
- Short-Term Suspension from School (1-3 days)
- Long-Term Suspension from School (4-10 days)
- Referral to Law Enforcement and/or Other Agency
- Initiate Expulsion Procedures

### **Suspension**

Projects or homework assigned prior to suspension shall be accepted for credit. Students shall be responsible for submitting assignments due during the time of the suspension. Long-term projects assigned during the suspension and due at a later date shall be accepted. Work assigned and due during suspension shall not be accepted.

Students serving a short-term or long-term out of school suspension shall not be eligible to attend field trips or participate in extracurricular activities from the time the suspension is assigned by an administrator until the morning of the return to school after the full suspension has been served.

### **Appeals & Due Process**

In matters of discipline resulting in suspension or expulsion, the student who has allegedly committed a breach of rules is entitled to due process. In general, due process includes:

1. Being informed of charges and evidence
2. Being given the opportunity to present one's case
3. Having the right of appeal

Appeals may be made in writing through the administrative channels. Written appeals will receive a written response. The sequence of appeal begins with the principal. The next step is with the superintendent with a final resolution through the Board of Education. You may contact the principal, but there is no appeals process for behavior issues that result in disciplinary action that does not constitute suspension or expulsion.

## **Suspension/Expulsion Procedures for Students with Disabilities**

Special consideration should be given when dealing with disciplinary problems of students with disabilities. Frequently, these students' disciplinary problems are due to their disabilities.

Our Exceptional Child Educator teachers are trained to manage discipline and behavior with many special techniques. The principals are encouraged to be supportive and active in those efforts. If the procedures are well defined and implemented consistently, most severe problems may be avoided. Students may learn appropriate school behavior and proper social skills.

If further consequences are needed for inappropriate behavior, then the principal and assistant principal will use procedures that are implemented with regular program students.

Suspension may be used with students with disabilities, especially if it is a part of a well-defined management program. Prior to a student with disabilities accumulating ten days of suspension, an Admission and Release Committee (ARC) shall meet to discuss the student's behavior problems. The ARC will initiate a functional behavioral assessment and behavioral intervention plan. As soon as practicable after developing the functional assessment, the ARC will convene to address behavior and shall implement those interventions. The appropriateness and correct implementation of the Individual Education Plan (IEP) will be determined in an ARC meeting. A review by the ARC and other qualified personnel shall be conducted regarding the relationship between the student's disability and the behavior subject to the disciplinary action.

The ARC will determine if the behavior is a manifestation of the disability. If the ARC determines that the behavior is a manifestation of the student's disability, the student shall not be subject to further suspension or expulsion for the incident that was the subject of the manifestation determination. If the ARC determines that the behavior is not a manifestation of the disability, the relevant disciplinary procedures applicable to all students may be applied to the student in the same manner in which they would be applied to students without disabilities.

Expulsion is rarely, except in extreme cases, used with students with disabilities. If recommended, all ARC procedures must be followed, and it must be clearly documented that the behavior problem was not related to the student's disability. Furthermore, even if a student with a disability is expelled, education services will continue.

## **GRIEVANCE PROCEDURES**

Any student who wishes to express an educational concern or grievance shall observe the following order of appeal:

1. From Student to Teacher
2. From Teacher to Principal
3. School Council, if appropriate
4. From Principal to Superintendent
5. From Superintendent to Board

The order of appeal shall not be construed to mean that students are not free to confer with the superintendent or board whenever they so wish. However, if the grievance concerns discipline of an individual student, the board may, on a case-by-case basis, determine if it will hear the grievance based on whether the facts presented in the written grievance fall within its discretion or authority. If there is a question as to whether the grievance is within the board's discretion or authority, the board will consult with legal counsel.

Please see Administrative Procedure 09.4281 AP.1 (Grievance Procedures) details regarding filing a grievance and related procedures in Related School Board Policies and Procedures at the end of this section.

## **DEFINITION OF TERMS**

**Bullying** -- Any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.

**Complainant** – Any student or parent of a student, making a complaint in writing alleging harassment on the basis of sex as determined in Title IX of the Education Amendments of 1972, or any student or parent of a student making a complaint in writing alleging intimidation or bullying.

**Complaint** – An oral or written claim by a student, or a parent of a student on behalf of a student, that the student has been unfairly or inequitably treated as a result of sexual discrimination, intimidation or harassment.

**Controlled Substance** – Defined in federal regulation and includes such drugs as marijuana, narcotics, steroids, hallucinogens, and illegal stimulants or depressants.

**Coordinator** – The person designated to serve as coordinator of Title IX for the Anchorage Independent School District as hearing officer for appeals made from decisions rendered by the principal.

**Cyberbullying** – Occurs when, with intent to intimidate, harass, annoy, or alarm another person, a student communicates with or about another school student, anonymously or otherwise, by telephone, the Internet, telegraph, mail, or any other form of electronic or written communication in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication. This includes, but is not limited to, conduct reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Examples of cyberbullying include posting sensitive, private information about another person, pretending to be someone else, pretending to be someone else in order to make that person look bad, and intentionally excluding someone from an online group while at school.

**Drug Paraphernalia** – All equipment, products and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.

**Harassment** – In addition to sexual harassment, similarly, other unlawful harassment is any physical, verbal, or visual conduct based upon any other impermissible classification including race, color, national origin, age, religion, sex (including sexual orientation or gender identity), marital status disability, or veteran status which has the purpose or effect of unreasonably interfering with an individual's work or educational performance or environment. Harassment of this type, as well as sexual harassment, unreasonably creates an intimidating, hostile and offensive work and educational environment and may detract from a student's educational experience, such that a victim-student is effectively denied equal access to the school's resources and opportunities.

**Parent** – Any natural parent, a legal guardian or custodian of a student legally enrolled in the Anchorage Independent School District.

**Sexual Harassment** – Unwelcome sexual advances, requests for sexual favors and other physical, verbal or visual conduct based upon sex may constitute sexual harassment, a form of illegal sex discrimination prohibited under state and federal law. This conduct is unlawful when (1) submission to the conduct is an explicit or implicit term of a student's education,

or (2) submission to the conduct is used as the basis for decisions implicating a student's education, or (3) the conduct has the purpose or effect of unreasonably interfering with a student's educational performance.

**Student** – Any individual legally enrolled in the Anchorage Independent School District.

**Volatile Substance** – Any glue, cement, paint or other substance containing a solvent or chemical having the property of releasing toxic vapors or fumes which when inhaled may cause a condition of intoxication, inebriation, stupefaction, dulling of the brain or nervous system, or distortion or disturbance of the auditory, visual or mental process.

*In support of the Anchorage School's community efforts to launch lifelong learning and prepare successful, independent learners for a global community, Anchorage offers a variety of extracurricular programs. Extracurricular offerings include athletics and academic enrichment opportunities. The goal is to afford interested and committed students the opportunity to improve individual skills while contributing to a group endeavor. By promoting a "strive-to-improve-your-personal-best" philosophy, the extracurricular experience seeks to develop a cooperative spirit of team camaraderie that rewards effort and encourages achievement.*



## EXTRACURRICULAR PROGRAMS

*In support of the Anchorage School's community efforts to launch lifelong learning and prepare successful, independent learners for a global community, Anchorage offers a variety of extracurricular programs. Extracurricular offerings include athletics and academic enrichment opportunities. The goal is to afford interested and committed students the opportunity to improve individual skills while contributing to a group endeavor. By promoting a "strive-to-improve-your-personal-best" philosophy, the extracurricular experience seeks to develop a cooperative spirit of team camaraderie that rewards effort and encourages achievement.*

### ATHLETIC PROGRAMS

The Anchorage Public School Athletic Program (APSAP) offers a range of athletic opportunities for students during the three seasons of the school year, including: Co-Ed Cross Country – Co-Ed Soccer – Girls' Field Hockey – Girls' and Boys' Basketball – Cheerleading – Co-Ed Track and Field – Girls' Lacrosse – Girls' Volleyball. Please contact the Superintendent or Athletic Director with any APSAP related questions.

### PHILOSOPHY

The purpose of the Anchorage Public School Athletic Program is to provide opportunities for students to:

- Participate on a team in order to learn the values of team building, working together and playing together.
- Learn about good sportsmanship, equity, effort, valuing others, enthusiasm and spirit of fair play.
- Belong to a school team and a team sport.
- Value the skills and abilities of others on their team.
- Understand the value athletics may add to their lives.
- Create a healthy identity, which includes exercise through athletics.

### EXPECTATIONS & PARTICIPATION STANDARDS

#### Sports Physicals & Health Records

All participating athletes **MUST** have a KHSAA sports physical on file and all other medical records, including immunizations, must be up-to-date and on file in the school health records prior to participating in any extracurricular athletic program. The Board approved KHSAA form is available at your doctor's office, the school office and at the following link on our website: <https://ky50000749.schoolwires.net/Page/131>. Sports physicals are valid for one year from DATE OF EXAMINATION.

#### Grades & Attendance

Students may participate on an APSAP team if they have a grade point average of at least 2.0, no failing grades in any subject, and nothing less than a Satisfactory conduct grade in any subject. The Athletic Director will pull grades from Infinite Campus weekly. If a student does not meet the eligibility requirements, the coach(es) and parents will be notified by the Athletic Director on Mondays. The period of ineligibility to participate in practices and games is one week from the notification (Tuesday-Monday). After the ineligibility period has expired, a student may be reinstated to the team if the grade/conduct marks are raised to passing/satisfactory levels. Eligibility determinations are made on Mondays.

On the school day of an extracurricular activity, a student is required to be in attendance at school for a minimum of 210 minutes in order to participate.

#### Student Expectations

Upon registering to participate in an extracurricular program, students agree to:

1. Maintain a grade point average of no less than 2.0, receive no failing grades in any school course, and receive nothing less than a Satisfactory conduct grade in any subject.
2. Practice skills independently to develop skills to the best of his/her ability.
3. Model good sportsmanship behavior by word and deed.
4. Support coach and team members in all that he/she says and does.
5. Be a positive influence on the team and represent APS in a positive way.
6. Uphold the APSAP philosophy.
7. Arrive for practices/games only at the times communicated by the coach, remain in designated practice areas at all times, and exit the facility promptly after the practice/game ends.
8. Attend player/parent meetings and complete the end of season survey.

Consequences for not meeting expectations set forth for student athletes are as follows:

1. 1st infraction – conference with student and coach
2. 2nd infraction – conference with student, parent and coach
3. 3rd infraction – conference with student, parent, administrator and coach with possible suspension from team
4. 4th infraction – conference with student, parent, administrator and coach with possible removal from team/club

Consequences may be more punitive than those listed above, even resulting in immediate removal from the team, for serious infractions. When determining responses to misconduct, coaches and/or administrators will consider age, developmental level and other factors, as appropriate.

### Parent Expectations

Upon registering a child for an APSAP sport, parent participants agree to:

1. Model good sportsmanlike behavior during practices, games, meetings and other times when involved in an extracurricular activity.
2. Be supportive of the coach and student participants at all times. If unable to be supportive, be quiet in public and meet with the coach in private no sooner than one day after the conflict arises.
3. Encourage children to practice independent skills to increase his/her skill level in all areas.
4. Have child at practices and games on time and to communicate with the coach immediately if child has to miss a practice or a game.
5. Support the Team Rules.
6. Uphold the APSAP philosophy.
7. Attend player/parent meetings and complete the end of season survey.
8. Volunteer for admissions gate, concession stand, and team support duties as communicated by school administration and/or coach at the beginning of each season. After sign-up window has expired, parents that have not signed up to volunteer will be assigned work slots. If unable to work during assigned slot, it is the parent's responsibility to secure a replacement.
9. Ensure child returns uniform to the school at the end of the season within the timeline communicated by the coach. Misplaced uniforms will incur a replacement fee charge.

### Playing Time

APSAP is a competitive program, thus playing time is not equal for all athletes, but it is imperative that coaches encourage and support a positive team spirit. APSAP coaches are expected to provide all participants the opportunity to participate in each contest, as long as the student athlete is in good academic, behavior and practice attendance standing.

We encourage students that strive for more playing time to ask themselves the following questions:

- Am I the first one to practice and the last one to leave?
- Do I give 100% effort 100% of the time?
- Do I bring effort and energy to practice every day?

- Do I support my teammates and show it?
- Do I ask questions?
- Do I work on developing my skills in the offseason?

If parents have concerns with the playing time their child is receiving, they can ask for a private meeting with the coach to share their perspective. Parents shall adhere to the 24-hour grace period rule for contacting a coach directly when a conflict arises. Parents should not criticize the coach in public, as it detracts from our student athletes' experience. Always offer support and encouragement to your child, but never fill them with false hopes that lead to disappointment.

APS is committed to all aspects of the APSAP program adhering to the program philosophy. In keeping with that commitment, in order for students to be eligible to participate, parents and students are asked annually to acknowledge with their signature that they have read, understand and will adhere to all program expectations. A form is distributed to parents annually. The form is also available in the Records Office.

### **TEAM FORMATION**

APSAP participants will be assigned to teams, which will be determined by the number of interested participants. When a complication arises due to the number of students participating, too few or too many, the administrative team will decide what is best for the players, students and overall program.

Students registered for a sport may participate in two days of ability drills and play to demonstrate their skill levels. Afterwards the coaches will discuss their observations with the administrative team, who will approve the final team rosters. No public notification lists of rosters will be posted. Coaches will contact their team members directly.

Typically, student-athletes can expect to be participating in their sport 2-3 times per week through practices and/or games. Team practice, regular season game and tournament game schedules are communicated through TeamSnap and on the school website. Coaches may also utilize Team Snap to communicate other information to their team players and parents.

### **PARENT/PLAYER MEETINGS**

The coach in each sport will have a parent/player meeting at the beginning of each season. The purpose of this meeting is to communicate information and expectations for the season to the parents and players. Parents and players are expected to attend this meeting each season.

### **RECOGNITION CEREMONIES & CELEBRATIONS**

Athletes in 8<sup>th</sup> grade and their parents will be recognized during half time of a home game near the end of each season. Coaches will utilize the help of a team parent volunteer to plan this ceremony.

Coaches will utilize the help of a team parent volunteer(s) to host an end of season celebration for the team. The celebration may not be of an overnight nature.

### **BASKETBALL & FIELD SPORTS GAME ADMISSION**

The 2024-25 Gate Fees are: \$5 per Adult; Students - no charge. Gate fees are not collected for K-1 games.

### **ANNUAL SPORTS PASS**

The Annual Sports Pass is \$50 per adult and allows entrance to all home games (field and gym) and does not include admission to tournament games. Individuals interested in purchasing an Annual Sports Pass can do so at the following link: <https://my.hometownticketing.com/agency/224a8c5e-61a7-4cee-bbfc-33ef48b9da8f>

## **GYM WALL PLAQUES**

If you've been in our Large Gym, you've noticed our popular wall plaques. These plaques record a family's last name and the graduating year of all children who attend, or have attended, Anchorage School. This is a great way to contribute to our APSAP budget and to show your family's support of the school. Families interested in purchasing a gym wall plaque can do so on the following link: <https://aps-plaque.cheddarup.com> Please contact Roxane Grayson ([roxane.grayson@anchorage.kyschools.us](mailto:roxane.grayson@anchorage.kyschools.us)) if you have questions.

## **NON-SANCTIONED SPORTS**

Per Anchorage Independent Board of Education policy 09.31, Athletics and Sport Activities, all school-sanctioned interscholastic and intramural athletic and sport activity competition shall be in compliance with the constitution, bylaws, and competition rules of the Kentucky High School Athletic Association (KHSAA). The intramural and interscholastic athletics currently sanctioned and managed by the Kentucky High School Athletic Association (KHSAA) include basketball, soccer, volleyball, field hockey, cross country and track. Anchorage Public School additionally operates a district sanctioned lacrosse program, which follows the sports safety guidelines of KHSAA, US Lacrosse and school district policies, as applicable.

While there are athletic teams that may appear to be connected to Anchorage Public School and many or even all of the players on the team may attend the school, and sponsors or coaches may be employees of the board, the team itself operates independently of the school and of the district, as well as the KHSAA, and players are not covered by student accident insurance or by other insurances carried by the school district.

Please be advised that the individuals associated with a non-sanctioned team may not be subject to a background check, including a criminal records check, prior to associating with the team members. In contrast, background/criminal records checks are required of Anchorage Independent School District employees or volunteers prior to being permitted to supervise students. A non-sanctioned club sport may be a rough, physical contact sport and as with all contact sports, the possibility of injury to a player, be it serious or minor, always exists. While the sport may not necessarily be a contact sport per se, it may encompass various known and unknown inherent risks related to practice and/or association. There may or may not be a required medical examination for players of a club sports team, as required for participation in APSAP sports.

For questions regarding existing programs or for assistance in scheduling non-sanctioned sports, please contact afterschool programs coordinator or the Athletic Director.

## **ACADEMIC ENRICHMENT OPPORTUNITIES**

Anchorage offers a full range of academic enrichment opportunities from September through May of each school year. Anchorage Academic Enrichment programs will provide:

- An environment where faculty, parents, and students promote the welfare of others.
- Expectations where students are encouraged to take responsibility for themselves.
- Opportunities for students to develop strategies for coping with adversity and celebrating diversity.
- Challenges to set and achieve high academic goals.
- A safe environment that includes a sense of belonging.
- Opportunities for students to take risks, make mistakes and learn from them.
- Opportunities for students to understand the value of being life-long learners.

## **NON-SANCTIONED/COMMUNITY CLUBS**

While there are clubs that may appear to be connected to Anchorage Public School and many or even all of the members on the team may attend the school, and sponsors or coaches may be employees of the board, the team itself operates independently of the school and of the district and players are not covered by student accident insurance or by other insurances carried by the school district.

Please be advised that the individuals associated with a non-sanctioned/community club may not be subject to a background check, including a criminal records check, prior to associating with the club members. In contrast, background/criminal records checks are required of Anchorage Independent School District employees or volunteers prior to being permitted to be in contact with or to supervise students.

While the non-sanctioned/community club may not necessarily be a contact sport per se, it may encompass various known and unknown inherent risks related to practice and/or association. There may or may not be a required medical examination for player of a club team, as required for participation in APSAP sanctioned sports.

For additional information concerning whether an activity is school sanctioned please contact the principal. For questions regarding existing programs or for assistance in scheduling club or afterschool activities, please contact afterschool program coordinator, Beau Arney ([beau.arney@anchorage.kyschools.us](mailto:beau.arney@anchorage.kyschools.us)).

### Extracurricular Program Student & Parent Philosophy

As a student participant in the Anchorage School extracurricular program, by registering to participate in an extracurricular program I agree to:

1. Maintain a grade point average of no less than 2.0 and receive no failing grades in any school course.
2. Practice my skills independently to develop my skills to the best of my ability.
3. Follow the team/club rules or accept the consequences:
  - a. 1<sup>st</sup> infraction – conference with student and coach
  - b. 2<sup>nd</sup> infraction – conference with student, parent and coach
  - c. 3<sup>rd</sup> infraction – conference with student, parent, administrator and coach with possible suspension from team
  - d. 4<sup>th</sup> infraction – conference with student, parent, administrator and coach with possible removal from team/club
4. Understand that consequences may be more punitive than those listed above, even resulting in immediate removal from the team/club, for serious infractions and that when determining responses to misconduct, coaches and/or administrators will consider factors such as age, developmental level and disability.
5. Model good sportsmanship behavior by word and deed.
6. Support my coach and team/club members in all that I say and do.
7. Be a positive influence on my team/club and represent my school in a positive way.

As a parent participant in the Anchorage School Extracurricular Program, by signing the *Parent-Student Handbook Acknowledgement (on the enrollment form)* I agree to:

1. Model good sportsmanlike behavior during practices, games, club meetings and other times when involved in an extracurricular activity.
2. Be supportive of the coach and student participants at all times. If I can't be supportive, I will be quiet in public and meet with the coach in private no sooner than one day after the conflict arises.
3. Encourage my child to practice independent skills to increase his/her skill level in all areas.
4. Have my child at practices, club meetings and games on time and to communicate with the coach immediately if my child has to miss a practice or a game.
5. Support the Team/Club Rules.
6. Uphold the philosophy of the extracurricular programs at Anchorage School as also agreed to by your child.

## SCHOOL PROCEDURES & PROCESSES

### Business Solicitation Procedure

Our school events should not have the appearance of marketing events for any business or company. If a business wants to donate funds or items to a school event, their business will be given credit for the donation in the School News. Donated items may not have the business name on them.

Vendors who provide an educational service through a professional program (Dental Health, Jr. Achievement) through the invitation of a teacher may distribute vendor items to the individual students who participated in the specific vendor program.

### **Harmful to Minors Complaint Resolution Process**

Per KRS 158.192 "harmful to minors" means materials, programs, or events that:

- a) Contain the exposure, in an obscene manner, of the unclothed or apparently unclothed human male or female genitals, pubic area, or buttocks or the female breast, or visual depictions of sexual acts or simulations of sexual acts, or explicit written descriptions of sexual acts;
- b) Taken as a whole, appeal to the prurient interest in sex; or
- c) Is patently offensive to prevailing standards regarding what is suitable for minors.

### **Complaint Resolution Process**

Our School Board approved policy 08.23 which shall be used to address complaints submitted by parents or guardians alleging that material, a program, or an event that is harmful to minors has been provided or is currently available to a student enrolled in the District who is the child of the parent or guardian.

The complaint resolution process requires that:

- a) Complaints be submitted in writing to the Principal of the school where the student is enrolled;
- b) Complaints provide the name of the complainant, a reasonably detailed description of the material, program, or event that is alleged to be harmful to minors, and how the material, program, or event is believed to be harmful to minors.

The appeal process is outlined in 08.23 AP.21/Complaint Resolution Process which is included in this handbook. Please note that the principal may form a committee to assist in the review of any material, program or event in question.

Complaints regarding other issues shall be submitted pursuant to other appropriate policies including but not limited to: Grievances; Harassment/Discrimination; Title IX Sexual Harassment; Review of Instructional Materials; and Citizen Suggestions and Complaints

See Appendix C for Complaint Resolution Process Form

### **High School Shadowing Procedure**

Eighth grade students and their parents have these opportunities for making the right high school decision:

1. Attend the High School Fair at Anchorage School in the fall.
2. Attend the high school open houses as advertised on the school websites.
3. Attend the Jefferson County Public Showcase of Schools.
4. Shadow on the "shadow friendly dates" or when Anchorage is not in session.
5. 8<sup>th</sup> graders may request two EHO days to shadow high schools. The request must be made 10 days prior to the shadow date. Parents are strongly encouraged to schedule all student shadow days on "shadow friendly days," or during fall, winter or spring breaks so that students do not miss instruction.

**7<sup>th</sup> graders do not qualify for EHO or excused absence to shadow when APS is in session.**

### **Middle School Chromebook Care & Usage Rules/Recommendations**

Your student Chromebook is an important part of your success as a middle school student. You are always expected to bring it to school fully charged. You must use it in accordance with the Acceptable Use Policy and Code of Conduct when home and at school. In addition, you are required to follow the rules below related to using and caring for your Chromebook. Failure to properly care for your Chromebook can result in the loss of its use.

All incoming 6<sup>th</sup> graders receive a new Chromebook which includes warranty coverage through 8<sup>th</sup> grade. The warranty includes normal and most accidental repairs. It does not cover cosmetics which do not interfere with the operation of the laptop, nor does it provide coverage for abusive or careless treatment of the Chromebook. Also, coverage is available up to the original cost of the laptop (excluding the price of the warranties and license). Repairs exceeding this amount will be the responsibility of parents/guardians.

### **Store & Protect Your Chromebook Correctly**

- Store in your locker when not in class, never on the floor or in another room.
- When not in use, store securely in its sleeve, backpack, or shoulder bag.
- Do not mishandle your backpack or shoulder bag as your protected Chromebook can still be damaged.
- Do not leave it in the car or outside as it is sensitive to environmental extremes.

### **Charging Your Chromebook**

- Come to school with your Chromebook fully charged.
- Bring your charger to school if you anticipate it will lose charge.
- If you forget to charge your Chromebook, your classroom will have at least one spare charger to be used on a “first-come” basis.

### **Never Share Your Chromebook or Account or Share a Peer’s Chromebook or Account**

- Use Your Chromebook as directed.
- Your Chromebook is to be used for school assignments and activities.
- Save all your documents to Google Drive.
- Print only school-related materials and only when given permission.
- Whether at school or home, never use your Chromebook in a way which violates the Acceptable Use Policy, Code of Conduct or this document.

### **Routine Care/Support**

- Do not open the case or try to repair your Chromebook on your own. If you need help, ask your teachers.
- If your Chromebook came with a protective case attached to the Chromebook, do not remove this as it will void the manufacturer’s warranty.
- If your Chromebook needs warranty repair, you will be provided with a loaner until your unit is returned from the service center. The same rules, guidelines, and requirements for use of your Chromebook also apply to your use of a loaner.
- Do not use your Chromebook in the bathroom or near a body of water.
- Never leave your Chromebook unattended. You are always responsible for it.
- Use a pre-moistened lens cleaning tissue to clean the screen. You may also use a soft cloth with Windex Vinegar Multi-Surface Cleaner (not the blue kind).
- Clorox Wipes may be used to gently clean the keyboard, trackpad, and case.
- Do not place weight on your Chromebook.
- Stickers or other decorations may be added to your Chromebook. However, if you are an 8th grader and have rented your Chromebook all personal stickers and markings must be removed before returning your Chromebook at the end of the school year. A district \$25 sticker removal fine may be charged.
- Do not remove any of the manufacturer’s stickers as you might void the warranty on your Chromebook.

### **Monitoring & Filtering**

- All use of your Chromebook should adhere to the Acceptable Use Policy, Code of Conduct and your family’s standards for accessing the Internet. While at school, your Chromebook will additionally be subject to the firewall and monitoring policies required by the Kentucky Department of Education and Anchorage Public School.
- The use of your Chromebook does not imply the right to privacy. In other words, be aware that your files and usage may be seen by teachers, administrators, and your parents.

- Whether at school or home, if you encounter something on the web which makes you uncomfortable or that you believe would violate the AUP or the Code of Conduct, inform your teacher and your parents.

#### **Lost Chromebook**

- If you lose your Chromebook, immediately notify your teachers.
- Parents are responsible for the expense of replacing a lost or stolen Chromebook.
- A replacement Chromebook will be issued when the school has been compensated for the lost unit.

#### **Multicultural Education Procedure**

**Anchorage School may hold performances that feature music related to religious holidays as long as the performance is not dominated by sacred music.**

**Students may be excused from activities related to holiday celebrations upon written request from their parents.**

Religion may be studied as part of a cultural study within the classroom. For example, when curriculum dictates a study of South America, as one component of the study of the culture in South America, represented religions could be integrated into the unit of study.

At no time will staff evangelize or promote one religion or give higher value to one religion over another.

Anchorage School may acknowledge religious holidays as long as activities emphasize the secular instruction about religious tradition.

Anchorage School faculty may offer classroom programs during the school day that include religious content as long as the programs emphasize cultural rather than spiritual aspects. The program must have been reviewed by the teacher sponsor, approved by the principal and satisfied the requirement that the program contains instructional value related to the content of study in the classroom. Only those students for whom the content is a part of their curriculum may attend the program. Their parents and Anchorage School will provide alternative activities for students not participating.

Anchorage School may perform religious music as part of a program that includes secular music or music from a variety of religious traditions.

#### **Non-School Sponsored Clubs**

All approved clubs shall have access to the Community section of the School News to advertise their club meetings. Information needs to be restricted to the following:

- Name of the club
- What grade level students may join the club
- The date, time and location of meeting
- Name and phone number or email address, etc. of contact person for questions or more information.

Approved clubs may not use resources from the school for their organizations, including but not limited to the use of copy machines, paper, etc.

Distribution of all literature from the approved club will be assigned to a table in the front hallway of the school for a period of thirty (30) days. Approval will be based on school policy.

Approved student religious clubs may accept students in grades 7 and 8 under their statutory rights and in grade 6 with a parental letter giving permission for their child to belong to the group. School employees may not actively participate in club activities but are custodial monitors of the students to ensure the school policies are not violated and the school property not injured. The activities must be student-led and non-school persons may not control or regularly attend club meetings.



If any parent, staff member or community member has a concern regarding the content of a school-wide program, they may submit the concern, in writing, to the principal, no later than one week prior to the scheduled event. The Principal will review the concern with the School Council Student Activities committee and make a decision. The decision will be communicated with the complainant. Within ten (10) school days after the complainant has been informed of the committee's decision, the complainant may appeal the decision, in writing, to the Superintendent/designee. Upon receipt of the appeal, the Superintendent/designee will review the challenged activity and the decision of the principal and, within ten (10) school days, notify the complainant and Principal of his/her determination. Within ten (10) school days after the complainant has been informed of the decision of the Superintendent/designee, the complainant may appeal the decision, in writing, to the Board. The Board will consider the appeal at the next scheduled meeting and so notify the complainant of its final decision regarding the activity.

The school-wide program may be suspended until final disposition has been made. However, individuals may be assigned other learning activities in lieu of those being challenged.

## **Review of Challenged Instructional Materials**

### **Request for Review**

The review of instructional materials, including textbooks, supplementary materials, library books, audio-visual media, class content, and technology on the basis of citizen concerns will be conducted in response to a properly filed request. The form for such requests (Administrative Procedure 08.2322 AP.21) is available in appendix C of this handbook. The written request shall include a statement of reason for objection and a statement of desired action regarding the material. In the event of a citizen complaint regarding instructional materials, freedom of information and professional responsibility shall be the guiding principles. The use of challenged material may be restricted until final disposition has been made. However, individuals may be assigned other materials in lieu of those being challenged.

### **Review Committee**

The Superintendent/designee shall establish a Review Committee, composed of the Principal, professional librarian(s), two (2) staff members whose subject area is affected, and two (2) parents. All committee members shall represent the school receiving the complaint.

The following steps shall be taken by the Review Committee:

1. Review the specific written complaint.
2. Read and/or examine the materials in question.
3. Determine general acceptance of the challenged materials in the community, other school systems and professional media.
4. Discuss the complaint and merit of the challenged material; make a value judgment based on the materials as a whole, and not on parts taken out of context.
5. Determine the merit of potential alternative instructional materials.
6. Prepare a recommendation for disposition of the complaint.
7. File a written decision with the Principal and send a copy to the Superintendent/designee.

The Principal, shall inform the complainant in writing of the decision within ten (10) school days after receipt of the completed form.

## **Student Assignment Procedure**

The goal of successful student classroom assignments is to create a diverse student group that is balanced in a variety of areas which impact the classroom learning environment, including but not limited to: gender, age, learning needs, learning styles, social needs, leadership abilities, etc. Teachers will provide input in these areas to the school administrative staff for the next school year.

The administrators create class rosters, revising them based on sending teacher feedback, until balanced. Rosters then undergo review by receiving teachers, with adjustments made for balance. While sending and receiving teacher feedback is considered throughout the process, administrators make final placement decisions. .

Parental input may provide information regarding their child’s learning needs, social needs, learning styles, etc. Parent requests for placement in specific classrooms will not be considered. .

### **School Tour Procedure**

Upon request, school tours are given to people considering moving into the district. For safety of the students and staff, these tours will be conducted when school is not in session. A tour is allowed during the school day only if the family’s realtor sets the tour appointment and accompanies the family on the tour. Classroom observations are not allowed and teaching is never interrupted for these tours. To set up a tour, please email the school counselor.

## APPENDIX A: AISD Student Calendar -

### 24-25 School Year Calendar

## APPENDIX B: Select School Board Policies and Procedures

Anchorage Board of Education Policy 09.42811

### Sexual and Other Unlawful Harassment Policy

#### DEFINITION

Unwelcome sexual advances, requests for sexual favors and other physical, verbal or visual conduct based upon sex may constitute sexual harassment, a form of illegal sex discrimination prohibited under state and federal law. This conduct is unlawful when (1) submission to the conduct is an explicit or implicit term of a student's education, or (2) submission to the conduct is used as the basis for decisions implicating a student's education, or (3) the conduct has the purpose or effect of unreasonably interfering with a student's educational performance.

Similarly, other unlawful harassment is any physical, verbal, or visual conduct based upon any other impermissible classification including race, color, national origin, age, religion, sex (including sexual orientation or gender identity), marital status disability, or veteran status which has the purpose or effect of unreasonably interfering with an individual's work or educational performance or environment. Harassment of this type, as well as sexual harassment, unreasonably creates an intimidating, hostile and offensive work and educational environment and may detract from a student's educational experience, such that a victim-student is effectively denied equal access to the school's resources and opportunities.

The provisions of this policy shall not be interpreted as applying to speech otherwise protected under the state or federal constitutions where the speech does not otherwise materially or substantially disrupt the educational process, as defined by policy 09.426, or where it does not violate the provisions of policy 09.422.

#### PROHIBITED CONDUCT

For purposes of this policy, prohibited conduct includes, but is not limited to, the following:

1. Comments, slurs, innuendoes, cartoons, pictures, magazines, written or photographic material, pranks, epithets, threats, derogatory remarks, offensive jokes, teasing and other conduct of a physical or verbal nature on the basis of the above classifications;
2. Instances involving sexual violence;
3. Use of the Internet, voice-mail, email and other forms of telecommunication, computers, printers, photocopiers, telefaxes and other technological equipment to view, download, or communicate offensive, obscene or other salacious material;
4. Destroying or damaging an individual's property based on the basis of the above classifications, and
5. Seeking to involve individuals with disabilities in antisocial, dangerous or criminal activity where they, because of a disability, are unable to comprehend fully or consent to the activity.

In addition to the nonexclusive examples of prohibited harassment described above, sexual harassment includes, without limitation, such actions as sexually oriented statements, verbal "kidding," "teasing" or jokes, foul or obscene language or gestures, display of foul or obscene printed or visual material, violation on one's "personal space," references to one's sex life or experiences or sexual activities, spreading sexual rumors, and any physical contact of a sexual nature, including massaging, patting, pinching, or brushing against another's body. While such conduct generally can amount to sexual harassment only if it is both unwelcome and either severe or pervasive, the Board of Education prohibits such conduct.

#### PROHIBITION

Sexual and other unlawful harassment as described above is prohibited at all times on school property and off school grounds during school-sponsored activities. This prohibition also applies to visitors to the school who may come into contact with employees and students. District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination.

#### **DISCIPLINARY ACTION**

Students who engage in sexual or other unlawful harassment of an employee or another student on the basis of any of the classifications listed above shall be subject to disciplinary action including but not limited to suspension or expulsion.

#### **GUIDELINES**

Students who believe they or any other student, employee, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practicable, report the incident to the Principal. In the event the individual responsible for the alleged harassment is the Principal, the student shall report the incident to the Superintendent who, in turn, shall notify the Chair of the Board of Education. In the event the individual responsible for the alleged harassment is the Superintendent, students shall report the incident(s) to the Title IX Coordinator (Director of Instruction) who, in turn, shall notify the Chair of the Board of Education. In either of these situations where the alleged incident involves the Superintendent or the Principal, the Chair of the Board of Education shall name a designee under these guidelines who may take interim measures to protect complainants during investigation.

The Principal is the person responsible for receiving reports of harassment at the school level. Otherwise, reports of harassment may be made directly to the Superintendent. Additionally, if sexual harassment or discrimination is being alleged, reports may be made to the Title IX Coordinator. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation and a written report. To the extent possible, students will be asked to submit a written report of the harassment, containing sufficient facts to enable the investigating party to conduct a meaningful inquiry into the facts and circumstances surrounding the complaint.

Employees who believe prohibited behavior is occurring or has occurred shall notify the victim's Principal, who shall immediately forward the information to the Superintendent.

The Superintendent shall provide for the following:

1. Investigation of allegations of harassment to commence as soon as circumstances allow, but not later than five (5) working days of receipt of the original complaint, regardless of the manner in which the complaint is communicated to a District administrator. A written report of all findings of the investigation shall be completed within thirty (30) calendar days, unless additional time is necessary due to the matter being investigated by a law enforcement or governmental agency.

The Superintendent/designee may take interim measures to protect complainants during an investigation.

1. A process to identify and implement, within five (5) working days of the submission of the written investigative report, methods to correct and prevent reoccurrence of the harassment. If corrective action is not required, an explanation shall be included in the report.
2. Dissemination of this policy to all students, which shall include:
  - Written notice to be signed by each student and his/her parent acknowledging receipt of the policy as part of the Board –approved code of acceptable behavior and discipline,
  - Age-appropriate activities during the first month of school to include an explanation of prohibited conduct and the necessity for prompt reporting of alleged harassment, and
  - Such other measures as determined by the Superintendent/designee.
3. Development of alternate methods of filing complaints for individuals with disabilities and others needing accommodation.

When sexual harassment is alleged, the District's Title IX Coordinator, as designated in the student handbook/code, shall be notified.

## **NOTIFICATIONS**

Within twenty-four (24) hours of receiving a serious allegation of harassment, District personnel shall attempt to notify parents of both student victims and students who have been accused of harassment.

In circumstances also involving suspected child abuse, additional notification shall be required by law. (See Policy 09.227.)

In applicable cases, employees must report harassment/discrimination to appropriate law enforcement authorities in accordance with law.<sup>1</sup>

## **CONFIDENTIALITY**

Interviews may be conducted with the parties involved, teachers and other students, employees or involved parties who may be able to provide meaningful and reliable information. Interviews and other investigatory activities will be conducted with the utmost discretion and respect for the privacy and anonymity of all parties. Except as otherwise required to conduct the investigation, all complaints will be kept confidential to the maximum extent possible.

## **FALSE COMPLAINTS**

Deliberately false or malicious complaints of harassment or the deliberate submission of false information regarding a complaint may result in disciplinary action taken against the complainant or dishonest party.

## **APPEAL**

Upon the completion of the investigation and correction of the conditions leading to the harassment, any party may appeal in writing any part of the findings and corrective actions to the Superintendent. In the event the complained harassment directly involved the Superintendent, any party may appeal in writing any part of the findings and corrective actions to the Board of Education.

If a supervisory staff member is an alleged party to the harassment complaint, provision shall be made for addressing the complaint to a higher level of authority.

Failure by employees to report, notify, and/or initiate an investigation of alleged harassment as required by this policy, or to take corrective action shall be cause for disciplinary action.

## **RETALIATION PROHIBITED**

The Board of Education prohibits any form of retaliation against any student or employee for submitting a bona fide complaint in accordance with this policy, for assisting in a complaint investigation, or for opposing conduct believed to violate this policy. Any person who retaliates or threatens to retaliate will be subject to disciplinary action, including termination.

Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation.

## **OTHER CLAIMS**

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 09.426.

## **REFERENCES:**

<sup>1</sup>[KRS 158.156](#)

42 USC 2000e, Civil Rights Act of 1964, Title VII

Racial Incidents and Harassment Against Students at Educational Institutions: Investigative Guidance (U.S. Department of Education)

U. S. Supreme Court - Franklin vs. Gwinnett County

29 C.F.R. 1604.11, Equal Employment Opportunity Commission (EEOC)  
Regulations Implementing Title VII

20 U.S.C. 1681, Education Amendments of 1972, Title IX

34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights

Regulations Implementing Title IX

Gebser v. Lago Vista Independent School Dist., 118 S. Ct. 1989 (1998)

Davis v. Monroe County Bd. of Educ., 119 S. Ct. 1661 (1999)

Bostock v. Clayton County, Georgia 140 S.Ct. 1731 (2020)

**RELATED POLICIES:**

03.162, 03.262, 09.13, 09.2211, 09.227, 09.422, 09.426, 09.438

Adopted/Amended: 6/14/2021

**Harassment/Discrimination Reporting Form**

This form provides the opportunity for a student or parent to report violation(s) of Board Policy 09.42811 and to secure an equitable and prompt resolution. This procedure shall be implemented in compliance with Board Policy 09.42811 and shall be used to document all complaints, whether addressed informally or formally.

<b>Student's Name</b>	_____		
<b>Initial</b>	<b>Last Name</b>	<b>First Name</b>	<b>Middle</b>
_____	_____	_____	_____
<b>Student's Address</b>	_____		
_____	<b>City</b>	<b>State</b>	<b>Zip Code</b>
<b>Student's Age</b> _____	<b>Date of Birth</b> _____	<b>Student's Phone Number</b>	_____
<b>School</b> _____	<b>Grade</b> _____	<b>Homeroom/Classroom</b>	
_____	_____		
<b>Name of Parent/Guardian</b> _____	<b>Daytime Phone</b>		
<b>#</b> _____	_____		

**CONFIDENTIALITY**

Information regarding an investigation of alleged harassment/discrimination shall be kept confidential to the extent possible. Individuals involved in the investigation shall not discuss information regarding the complaint outside of the investigation process.

**HARASSMENT/DISCRIMINATION COMPLAINT (USE ADDITIONAL SHEETS IF NECESSARY.)**

Date(s)/approximate time of the alleged incident(s):

\_\_\_\_\_

Place alleged incident (s) occurred:

\_\_\_\_\_

What type of harassment or discrimination was involved in the alleged incident?

- sexual
- racial
- on the basis of national origin
- on the basis of disability

other type of harassment/discrimination? If other, specify:

\_\_\_\_\_

Name of person you believe is guilty of harassment or discrimination:

\_\_\_\_\_

Position (if employee): \_\_\_\_\_ Grade (if student): \_\_\_\_\_ Other (specify)

\_\_\_\_\_

If the alleged behavior was directed toward another person, name that person:

\_\_\_\_\_

Describe the alleged incident as clearly as possible, including such information as verbal statements (i.e. slurs, threats, other verbal or physical abuse or prohibited requests), what physical contact, if any was involved, what force, \_\_\_\_\_ if \_\_\_\_\_ any \_\_\_\_\_ was \_\_\_\_\_ used.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PLEASE ATTACH ANY EXHIBITS OR OTHER TANGIBLE EVIDENCE (I.E., NOTES).

WHAT RESULTS ARE YOU SEEKING BY FILING THIS FORM? \_\_\_\_\_

I agree that all information reported here is complete, accurate and true to the best of my knowledge and affirm that I honestly believe that the person named harassed or discriminated against me or another person.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian (not required)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by

\_\_\_\_\_  
Date

NOTE:

- Students/parents wishing to initiate a complaint concerning discrimination in the delivery of benefits or services in the District’s school nutrition program should go to the link below or mail a written complaint to the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington D.C. 20250-9410, or email, [program.intake@usda.gov](mailto:program.intake@usda.gov).

[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html)

Approved/Amended: 07/27/15



## **Grievance Procedures**

Students wishing to initiate a harassment/discrimination complaint should use Procedure 09.42811 AP.2.

### **Conditions**

1. All grievances are individual in nature and must be brought by the individual grievant.
2. All grievance proceedings shall be conducted outside the regular school day and at a time and place mutually agreed upon.
3. The grievant shall be permitted to have not more than two (2) representatives.
4. All attendant records shall be filed in the office of the Principal and/or Superintendent and shall be considered private information and separate from the student's educational records. All records will be kept for a minimum of three (3) years.
5. No reprisal shall be taken against any aggrieved student because of the filing of a grievance.

### **Time Limits**

1. Students or their parents must file their grievance within fifteen (15) school days following the alleged violation. However, depending on the nature of the grievance, the Superintendent may recommend an extension of the filing deadline to twenty (20) school days if the grievance is based on an alleged violation of constitutional, statutory, regulatory, or policy provisions.
2. Days referred to in the grievance initiation form shall be school days.
3. The time limits stated in various sections of these procedures may be extended by mutual consent of the Board, its authorized agents, and the grievant.
4. If no extension occurs and the grievant does not file an appeal to the next level within ten (10) school days of receiving a response, the grievance shall be considered to have been settled and terminated at the previous level, and the answer given at that level shall stand.

### **Principal's/School Council's Involvement**

1. When appropriate, the grievant shall give his/her communication directly to the Principal, thus bypassing the teacher or other employee. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level or in those instances where the nature of the grievance would require the initial response of the Principal.
2. The Principal reserves the right to redirect the communicator to the appropriate level and/or consult with the council, as appropriate.

### **Superintendent's/Designee's Involvement**

1. When appropriate, the grievant shall give his/her communication directly to the Superintendent, thus bypassing the Principal. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level or in those instances where the nature of the grievance would require the initial response of the Superintendent.
2. The Superintendent reserves the right to redirect the communicator to the appropriate level.

### **Board of Education's Involvement**

1. If the student, after reviewing the Superintendent's response, desires direct communication with the Board of Education, the student may present his/her written communication to the Superintendent for transmittal to the Board of Education or notify the Superintendent ten (10) school days prior to the meeting of the Board at which the student wishes the grievance presented. Students contacting Board members individually about a grievance shall be advised to communicate with the entire Board.
2. If the Board decides to review the grievance, the student will then be afforded an opportunity to appear before the Board at the next regular meeting for relevant discussion of the student's communication. If the student does not wish to make a verbal presentation, the student's right to refrain from such activity will be respected.
3. The Superintendent or the grievant shall present the communication to the Board of Education at its next regularly scheduled meeting.
4. The Board of Education will consider the grievance and will provide the student a written response within ten (10) school days after the next regularly scheduled meeting of the Board, following the meeting of the Board at which the grievance was initially presented. The decision of the Board of Education shall be final.

#### **NOTE:**

- Students/parents wishing to initiate a complaint about a Title I issue should refer to Procedure 08.13451 AP.1.

### **Related Procedures:**

08.13451 AP.1

09.42811 AP.2

Review/Revised:6/15/2015

## **Bullying/Hazing**

### Bullying/Hazing

In order to effectively participate in the democratic process as adults, students must learn to respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors to the schools.

### Actions Not Tolerated

The use of lewd, profane or vulgar language is prohibited. In addition, students shall not engage in behaviors such as hazing, bullying, menacing, taunting, intimidating, verbal or physical abuse of others, or other threatening behavior.<sup>1</sup> This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods. Such behavior is disruptive of the educational process and interferes with the ability of other students to take advantage of the educational opportunities offered.

These provisions shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

Students who violate this policy shall be subject to appropriate disciplinary action.

### Bullying Defined

Per KRS 158.148, "bullying" is defined as any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event: or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.

### Hazing Defined

Per KRS 508.150, "hazing" is defined as an action which endangers the mental or physical health of a minor or student for the purpose of recruitment, initiation into, affiliation with, or enhancing or maintaining membership or status within any organization\*, including but not limited to actions which cause, coerce, or force a minor or a student to:

- (a) Violate federal or state criminal law;
- (b) Consume any food, liquid, alcoholic liquid, drug, tobacco product, or other controlled substance which subjects the minor or student to a risk of mental harm or physical injury;
- (c) Endure brutality of a physical nature, including whipping, beating or paddling, branding, or exposure to the elements;

## Hazing Defined (continued)

- (a) Endure brutality of a mental nature, including personal servitude, sleep deprivation, or circumstances which would cause a reasonable person to suffer substantial mental distress;
- (b) Endure brutality of a sexual nature; or
- (c) Endure any other activity that creates a reasonable likelihood or mental harm or physical injury to the minor or student.

\*Per KRS 508.180, "organization" is defined as a number of persons who are associated with a school or postsecondary education institution and each other, including a student organization, fraternity, sorority, association, corporation, order, society, corps, club, or similar group and includes any student organization registered pursuant to policies of the school or postsecondary education institution at any time during the previous five (5) years.

## Reports

As provided in the District Code of Acceptable Behavior and Discipline, students that believe they are victims of bullying/hazing shall be provided with a process to enable them to report such incidents to District personnel for appropriate action.

Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following District policy requirements for intervening and reporting to the Principal or to their immediate supervisor those situations that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party.

Students who believe they have been a victim of bullying or who have observed other students being bullied shall, as soon as reasonably practicable, report it.

## Hazing Defined (continued)

- (a) Endure brutality of a mental nature, including personal servitude, sleep deprivation, or circumstances which would cause a reasonable person to suffer substantial mental distress;
- (b) Endure brutality of a sexual nature; or
- (c) Endure any other activity that creates a reasonable likelihood or mental harm or physical injury to the minor or student.

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to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party.

Students who believe they have been a victim of bullying or who have observed other students being bullied shall, as soon as reasonably practicable, report it.

The District Code shall specify to whom reports of alleged instances of bullying or hazing shall be made. In serious instances of peer-to-peer bullying/hazing/harassment, employees must report to the alleged victim's Principal, as directed by Board policy 09.42811. The Principal/designee shall investigate and address alleged incidents of such misbehavior.

In certain cases, employees must do the following:

1. Report bullying and hazing to appropriate law enforcement authorities as required by policy 09.2211; and
2. Investigate and complete documentation as required by policy 09.42811 covering federally protected areas.

#### Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.426 and/or 09.42811. Harassment/discrimination allegations shall be governed by Policy 09.42811.

#### References:

<sup>1</sup>KRS 158.150

KRS 158.148

KRS 158.156

KRS 160.290

KRS 508.180

KRS 525.080

Bethel School District No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)

Mahanoy Area School District v. B. L., 594 US \_ (2021)

Tinker v. Des Moines Independent School District, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

#### Related Policies:

03.162; 03.262; 09.13; 09.421; 09.425; 09.426; 09.4281; 09.42811; 09.438

09.2211 (re: reports required by law)

Review/Revised:6/01/2023

**158.148 Definition of "bullying" – discipline guidelines and model policy – Local code of acceptable behavior and discipline -- Required contents of code.**

- (1) (a) As used in this section, "bullying" means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:
  1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
  2. That disrupts the education process.
- (b) This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.
- (2) In cooperation with the Kentucky Education Association, the Kentucky School Boards Association, the Kentucky Association of School Administrators, the Kentucky Association of Professional Educators, the Kentucky Association of School Superintendents, the Parent-Teachers Association, the Kentucky Chamber of Commerce, the Farm Bureau, members of the Interim Joint Committee on Education, and other interested groups, and in collaboration with the Center for School Safety, the Department of Education shall develop or update as needed and distribute to all districts by August 31 of each even-numbered year, beginning August 31, 2008:
  - (a) Statewide student discipline guidelines to ensure safe schools, including the definition of serious incident for the reporting purposes as identified in KRS 158.444;
  - (b) Recommendations designed to improve the learning environment and school climate, parental and community involvement in the schools, and student achievement; and
  - (c) A model policy to implement the provisions of this section and KRS 158.156, 158.444, 525.070, and 525.080.
- (3) The department shall obtain statewide data on major discipline problems and reasons why students drop out of school. In addition, the department, in collaboration with the Center for School Safety, shall identify successful strategies currently being used in programs in Kentucky and in other states and shall incorporate those strategies into the statewide guidelines and the recommendations under subsection (2) of this section.
- (4) Copies of the discipline guidelines shall be distributed to all school districts. The statewide guidelines shall contain broad principles and legal requirements to guide local districts in developing their own discipline code and school councils in the selection of discipline and classroom management techniques under KRS 158.154; and in the development of the district-wide safety plan.
- (5) (a) Each local board of education shall be responsible for formulating a code of acceptable behavior and discipline to apply to the students in each school operated by the board. The code shall be updated no less frequently than every

two (2) years, with the first update being completed by November 30, 2008.

- (b) The superintendent, or designee, shall be responsible for overall implementation and supervision, and each school principal shall be responsible for administration and implementation within each school. Each school council shall select and implement the appropriate discipline and classroom management techniques necessary to carry out the code. The board shall establish a process for a two-way communication system for teachers and other employees to notify a principal, supervisor, or other administrator of an existing emergency.
- (c) The code shall prohibit bullying.
- (d) The code shall contain the type of behavior expected from each student, the consequences of failure to obey the standards, and the importance of the standards to the maintenance of a safe learning environment where orderly learning is possible and encouraged.
- (e) The code shall contain:
  - 1. Procedures for identifying, documenting, and reporting incidents of bullying, incidents of violations of the code, and incidents for which reporting is required under KRS 158.156;
  - 2. Procedures for investigating and responding to a complaint or a report of bullying or a violation of the code, or of an incident for which reporting is required under KRS 158.156, including reporting incidents to the parents, legal guardians, or other persons exercising custodial control or supervision of the students involved;
  - 3. A strategy or method of protecting from retaliation a complainant or person reporting an incident of bullying, a violation of the code, or an incident for which reporting is required under KRS 158.156;
  - 4. A process for informing students, parents, legal guardians, or other persons exercising custodial control or supervision, and school employees of the requirements of the code and the provisions of this section and KRS 158.156, 158.444, 525.070, and 525.080, including training for school employees; and
  - 5. Information regarding the consequences of bullying and violating the code and violations reportable under KRS 158.154, 158.156, or 158.444.
- (f) The principal of each school shall apply the code of behavior and discipline uniformly and fairly to each student at the school without partiality or discrimination.
- (g) A copy of the code of behavior and discipline adopted by the board of education shall be posted at each school. Guidance counselors shall be provided copies for discussion with students. The code shall be referenced in all school handbooks. All school employees and parents, legal guardians, or other persons exercising custodial control or supervision shall be provided copies of the code.

Effective: July 15, 2016

**525.070 Harassment.**

- (1) A person is guilty of harassment when, with intent to intimidate, harass, annoy, or alarm another person, he or she:
  - (a) Strikes, shoves, kicks, or otherwise subjects him to physical contact;
  - (b) Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact;
  - (c) In a public place, makes an offensively coarse utterance, gesture, or display, or addresses abusive language to any person present;
  - (d) Follows a person in or about a public place or places;
  - (e) Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose; or
  - (f) Being enrolled as a student in a local school district, and while on school premises, on school-sponsored transportation, or at a school-sponsored event:
    1. Damages or commits a theft of the property of another student;
    2. Substantially disrupts the operation of the school; or
    3. Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.
- (2)
  - (a) Except as provided in paragraph (b) of this subsection, harassment is a violation.
  - (b) Harassment, as defined in paragraph (a) of subsection (1) of this section, is a Class B misdemeanor.

**Effective:** July 15, 2008

**History:** Amended 2008 Ky. Acts ch. 125, sec. 4, effective July 15, 2008. -- Amended 1996 Ky. Acts ch. 345, sec. 3, effective July 15, 1996. -- Created 1974 Ky. Acts ch. 406, sec. 217, effective January 1, 1975.

**525.080 Harassing communications.**

- (1) A person is guilty of harassing communications when, with intent to intimidate, harass, annoy, or alarm another person, he or she:
  - (a) Communicates with a person, anonymously or otherwise, by telephone, telegraph, mail, or any other form of electronic or written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication;
  - (b) Makes a telephone call, whether or not conversation ensues, with no purpose of legitimate communication; or
  - (c) Communicates, while enrolled as a student in a local school district, with or about another school student, anonymously or otherwise, by telephone, the Internet, telegraph, mail, or any other form of electronic or written communication in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.
- (2) Harassing communications is a Class B misdemeanor.

**Effective:** July 15, 2016

**History:** Amended 2016 Ky. Acts ch. 99, sec. 1, effective July 15, 2016. -- Amended 2008 Ky. Acts ch. 125, sec. 5, effective July 15, 2008. -- Created 1974 Ky. Acts ch. 406, sec. 218, effective January 1, 1975.



**158.156 Reporting of commission of felony KRS Chapter 508 offense against a student -- Investigation -- Immunity from liability for reporting -- Privileges no bar to reporting.**

- (1) Any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense specified in KRS Chapter 508 committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the principal of the school attended by the victim. The principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under this section. The principal shall file with the local school board and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight (48) hours of the original report a written report containing:
  - (a) The names and addresses of the student and his or her parents, legal guardians, or other persons exercising custodial control or supervision;
  - (b) The student's age;
  - (c) The nature and extent of the violation;
  - (d) The name and address of the student allegedly responsible for the violation; and
  - (e) Any other information that the principal making the report believes may be helpful in the furtherance of the purpose of this section.
- (2) An agency receiving a report under subsection (1) of this section shall investigate the matter referred to it. The school board and school personnel shall participate in the investigation at the request of the agency.
- (3) Anyone acting upon reasonable cause in the making of a report required under this section in good faith shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report or action.
- (4) Neither the husband-wife nor any professional-client/patient privilege, except the attorney-client and clergy-penitent privilege, shall be a ground for refusing to report under this section or for excluding evidence regarding student harassment in any judicial proceedings resulting from a report pursuant to this section. This subsection shall also apply in any criminal proceeding in District or Circuit Court regarding student harassment.

**Effective:** July 15, 2008

**History:** Created 2008 Ky. Acts ch. 125, sec. 1, effective July 15, 2008.

## **Title I - Parent and Family Engagement Policy**

This Policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family members of students participating in the Title I program. Parents and family shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that recipients can understand. This Policy shall be made available to the local community and updated periodically to meet the changing needs of parents and family, and the school.

### **EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT**

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents and family of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents, family and the schools.

All comments indicating parent and family dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. Consistent with law and policy covering student records confidentiality, these goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the achievement levels in the challenging state academic standards; the achievement level of their child on the challenging state academic standards assessments; and (3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

### **SUPPORT FOR PROGRAM**

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one percent (1%) of its allocation for the purpose of promoting parent and family engagement and shall distribute to Title I schools not less than ninety percent (90%) of the reserved funds with priority given to high-need schools. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents and family, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

## **Title I - Parent and Family Engagement Policy**

### **SUPPORT FOR PROGRAM (CONTINUED)**

2. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
3. Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education.
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend for informing them of their school's participation in and requirements for Title I programs and of their rights to be involved.
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this Policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:
  - Does this Policy increase parent participation?
  - What barriers to parent participation still exist, and how can they be reduced or removed?
  - The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this Policy, if necessary.
6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

### **SCHOOL POLICY**

Each school shall submit to the Superintendent and Board, for review and comment, its Title I school parent and family engagement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This Policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent and family engagement policy and accompanying checklist shall be kept on file in the Central Office.

### **REFERENCES:**

Section 1118 of Improving America's Schools Act (IASA) of 1994  
 P. L. 114-95, (Every Student Succeeds Act of 2015)  
[KRS 157.077](#); [KRS 158.645](#); [KRS 158.6451](#)  
[KRS 158.865](#); [KRS 158.866](#); [KRS 158.867](#)  
 20 U.S.C. § 6318

### **RELATED POLICIES:**

03.112; 08.1345; 09.11

## APPENDIX C: Forms



### Educational Enhancement Opportunity (EHO), Excused Absence Request, High School Shadow for 8<sup>th</sup> Graders Form

PLEASE COMPLETE AND RETURN THIS FORM TO PRINCIPAL TEN (10) DAYS PRIOR TO THE FIRST DAY OF ABSENCE. A NOTICE OF APPROVAL / DENIAL WILL BE EMAILED TO YOU. A WRITTEN EXPLANATION MUST BE SUBMITTED FOR REQUEST LESS THAN TEN (10) DAYS PRIOR TO THE ABSENCE.

STUDENT INFORMATION:	
Student Name (First, Middle Initial, Last):  Student's Signature:	Date of Application:
Requesting Parent / Guardian's Name:  Parent / Guardian's Signature:	Address:
Grade Level and Homeroom Teacher:	Telephone Number:
ABSENCE INFORMATION:	
Start Date of Absence:  Total Number of Days:	Date Returning to School:
EXPLANATION OF EHO AND EXCUSED ABSENCE DAYS:	
<p><b>EHOs/Excused Absences/High School Shadows cannot occur during the school's state assessment or district-wide assessments. Students are responsible for collecting work from teachers prior to their absence.</b></p> <p><b>EDUCATIONAL ENHANCEMENT OPPORTUNITY (EHO) / EIGHT GRADE HIGH SCHOOL SHADOWING:</b> An Educational Enhancement Opportunity (EHO) allows student to have an excused absence to participate in an educational activity outside of the school but be counted present in attendance and work be made up. The event must have a significant educational value and be related to the Kentucky core curriculum. In the "Description of Educational Experience" box (see below), please explain how the activity meets the criteria of (1) <i>having an educational purpose</i>, (2) <i>having significant educational value</i>, (3) <i>how the activity is related to one of the core curriculum subjects such as English, science, mathematics, social studies, foreign language or the arts; or, shadow visits for 8<sup>th</sup> graders.</i> A student may be approved for up to ten (10) days of EHO absences per year for this purpose. Approved students will be allowed to make up all school work and his/her grades will not be affected by lack of attendance or participation in classes.</p> <p><b>EXCUSED ABSENCE:</b> As stated in Anchorage School's Code of Conduct, the school principal may approve valid reasons, other than already listed in the Code, to be counted as absent / excused. The student will not be counted present in attendance and work is allowed to be made up.</p>	
NAME AND DESCRIPTION OF THE EDUCATIONAL ENHANCEMENT OPPORTUNITY (EHO), REQUESTED EXCUSED ABSENCE EVENT, OR HIGH SCHOOL SHADOW (USE ADDITIONAL PAPER IF NECESSARY):	
TO BE COMPLETED BY PRINCIPAL:	
<p>The Principal will use his / her judgement to determine if the above listed activity / event meets guidelines.</p> <p>The following decision has been made regarding your request:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Approved EHO / Shadowing</b> - Educational value is established and student is <u>not counted absent</u> and may make up missed school work.</li> <li><input type="checkbox"/> <b>Approved Excused Absence</b> - Student will be counted absent (excused) but may make up missed school work.</li> <li><input type="checkbox"/> <b>Not Approved.</b> Request does not meet guidelines.</li> </ul> <p>Principal's Signature: _____ Date: _____</p>	
RETURN THIS FORM TO SCHOOL SECRETARY FOR ATTENDANCE & FILING PURPOSES.	



# Anchorage

## **PUBLIC SCHOOL**

### **ARMED FORCES DAY**

An Armed Forces Day (AFD) allows students to have a one day excused absence but be counted present in attendance when a student's parent or guardian is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve unit, and is called to/or returning from federal active duty. The principal will grant the student an excused absence for one day when the parent/guardian is deployed; and, one day when a parent/guardian returns from deployment. To request such an absence please complete this application and return it to your school principal prior to the event for approval. Approved students will be allowed to make up all school work and his/her grades will not be affected by lack of attendance or participation in classes.

Student's Full Legal Name: \_\_\_\_\_ Date of Application: \_\_\_\_\_

Requesting Parent/Guardian: \_\_\_\_\_

Daytime Contact Number: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Grade Level \_\_\_\_\_

Date of Requested AFD: \_\_\_\_\_

Name of Parent/Guardian Being Deployed/Returning from Deployment:

\_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Approval

\_\_\_\_\_  
Date



# Anchorage PUBLIC SCHOOL

## ARMED FORCES REST AND RELAXATION REQUEST FORM

An Armed Forces Rest and Relaxation (AFR) allows students having a parent or guardian who is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve unit, stationed out of the country and granted a rest and recuperation leave, to have up to ten (10) excused absences for visitation but be counted present in attendance. To request such an absence, please complete this application and return it to the school principal prior to the event for approval. Approved students will be allowed to make up all school work and his/her grades will not be affected by lack of attendance or participation in classes.

Student's Full Legal Name: \_\_\_\_\_ Date of Application: \_\_\_\_\_

Requesting Parent/Guardian: \_\_\_\_\_

Daytime Contact Number: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Grade Level \_\_\_\_\_

Date of Requested AFD: \_\_\_\_\_

Name of Parent/Guardian Being Deployed/Returning from Deployment:

\_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Approval

\_\_\_\_\_  
Date

**Request for Reconsideration of Instructional/Library Materials**

School \_\_\_\_\_ Teacher \_\_\_\_\_

Please indicate the format of the material (book, DVD, magazine, CD, etc.):

\_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher/Producer \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

**Complainant represents**

himself

herself

organization, specify \_\_\_\_\_

**Please answer the following questions after you have read, viewed, or listened to the school instructional/library material in its entirety.**

1. Have you read, viewed, or listened to the material in its entirety?

2.  YES

3.  NO

2. Have you discussed this work with the teacher/librarian who assigned/ordered it?

3.  YES

4.  NO

3. What do you find objectionable in the material? (Please be specific, cite page(s), scenes, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you believe is the theme or purpose of this material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. What do you feel might be the result of a student's using this material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. For what age group would you recommend this material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Is there anything good in this material? Please comment. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. Would you care to recommend other school library material of the same subject and format as a replacement?

\_\_\_\_\_  
\_\_\_\_\_

9. What action do you desire school personnel to take as a result of this written request for reconsideration?

\_\_\_\_\_  
\_\_\_\_\_

*If sufficient space is not provided, attach additional sheets. Please sign your name to each additional attachment.*

\_\_\_\_\_  
**Complainant's Signature**

\_\_\_\_\_  
**Date**

**Please return completed form to the school Principal.**

**Review/Revised:7/28/10**

**Permission Form for Prescribed or Over-the-Counter Medication**

School: Anchorage Independent Public School Date form received by the School: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom/Classroom: \_\_\_\_\_  
Student's Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**TO BE COMPLETED BY THE PHYSICIAN OR HEALTH CARE PROVIDER FOR PRESCRIPTION MEDICATION**

Name of medication: \_\_\_\_\_ Reason for medication: \_\_\_\_\_

Form of medication/treatment:  Tablet/capsule  Liquid  Inhaler  Injection  Nebulizer  Other \_\_\_\_\_

Describe schedule and dose to be given at school: \_\_\_\_\_

Starting Date:  date form received  Other, as specified: \_\_\_\_\_

Stopping Date:  for episodic/emergency events only  end of school year  Other date/duration: \_\_\_\_\_

Restrictions and/or important effects:  Yes. Please describe: \_\_\_\_\_

**NOTE: In the event the Principal/designee is notified of the possibility of an adverse or extreme reaction to a medication, s/he shall inform the student's teacher(s) of such a possibility before the student begins the medication schedule.**

Special storage requirements:  None  Refrigerate  Other \_\_\_\_\_

Student is capable of/responsible for self-administering this medication:  No  Yes  Supervised  Unsupervised

Student has been instructed in self-administering the medication:  No  Yes

Student must carry this medication on his/her person:  No  Yes

Please indicate additional information:  On the back side of this form  As an attachment

\_\_\_\_\_  
*Physician/Health Care Provider Signature* *Date*

\_\_\_\_\_  
*Signature of Parent/Guardian* *Date*

Name of Physician/Health Care Provider: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

To the school: Please report concerns about medications or the student's condition to the above physician/health care provider.

**TO BE COMPLETED BY PARENT/GUARDIAN FOR NON-PRESCRIPTION MEDICATIONS**

As the parent or legal guardian of the student named below, I authorize my child to take the following over-the-counter medication as noted:

Name of Medication: \_\_\_\_\_ Dosage/Schedule: \_\_\_\_\_

Other Information: \_\_\_\_\_



**Permission Form for Prescribed or Over-the-Counter Medication**

**FOR ALL MEDICATIONS**

I give permission for \_\_\_\_\_ to receive the above medication(s) at school according to standard school policy and expressly hold harmless, and waive any liability on behalf of, the school or its employees and agents concerning any injuries or reactions resulting from administration of the above medication unless such is the result of negligence or misconduct on behalf of the school or its employees. For on-going medications, I understand that I have the ultimate responsibility for providing the school with an adequate supply of medication to enable orders from a physician or health care provider to be followed.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_ Relationship: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone \_\_\_\_\_ Emergency Phone \_\_\_\_\_

**TO BE COMPLETED BY SCHOOL PERSONNEL**

I/we acknowledge receipt of the foregoing statement and authorization.

Administrator/designee \_\_\_\_\_ Date \_\_\_\_\_

For student health services/procedures not involving medication only,  
please refer to 09.22 AP.22.

Review/Revised: 7/25/11

STUDENTS

08.23 AP.21

“Harmful to Minors” Complaint Resolution Process

This parent or guardian complaint must be submitted in writing to the Principal of the school where the student is enrolled alleging that material, a program, or an event that is “harmful to minors” has been provided or is currently available to the child of the parent or guardian.

“Harmful to minors” is defined in KRS 158.192 and Policy 08.23.

Complainant (Parent or Guardian)

Complainant Name \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_ Phone \_\_\_\_\_

Student Name(s) \_\_\_\_\_

Home Address \_\_\_\_\_ Phone \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_

Complaint(s)

A reasonably detailed description of the material, program, or event that is alleged to be “harmful to minors,” and how the material, program, or event is believed to be “harmful to minors.” (Use additional sheet if necessary.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Complainant’s Signature

Date

Level one: School Principal Name: \_\_\_\_\_

Within seven (7) business days of receiving a written complaint, the Principal shall review the complaint and take reasonable steps to investigate the allegations in the complaint, including but not limited to reviewing the material, program, or event that is alleged to be “harmful to minors;”

Per KRS 158.192, the Principal shall determine whether:

- The material, program, or event that is the subject of the complaint is “harmful to minors;”
- Student access to material that is the subject of the complaint shall remain, be restricted, or be removed;
- A program or event that is the subject of the complaint shall be eligible for future participation by students in the school.

“Harmful to Minors” Complaint Resolution Process

Complaint(s) (continued)

Within ten (10) business days of receiving the complaint, unless another schedule is mutually agreed to by the parent or guardian and the Principal, the Principal shall confer with the parent or guardian and inform him or her whether the material, program, or event that is the subject of the complaint was determined to be “harmful to minors” and what the resolution will be.

Principal’s Determination (Use additional sheet if necessary.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principal’s Signature

Date

A parent or guardian not having filed the appeal may request in writing access to the appealed materials, programs, or events for review and shall abide by the school's and District's policies and procedures when requesting and reviewing such information.

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Level Two: Appeal of the Principal’s Determination to the Board

Complainant Name: \_\_\_\_\_

Date appeal received at this level: \_\_\_\_\_

The parent or guardian shall make any appeal within ten (10) days. The appeal shall:

- Be subject to full administrative and substantive review by Board and shall not be delegated;
- Include an opportunity for the parent or guardian to provide input during public comment at a Board meeting;
- Be completed within thirty (30) calendar days of receiving the written appeal unless another time frame is mutually agreed upon by the parent or guardian and the Board; and
- Be discussed and voted on during a meeting of the Board subject to the open records and open meeting requirements under KRS Chapter 61.

“Harmful to Minors” Complaint Resolution Process

Level Two: Appeal of the Principal’s Determination to the Board (continued)

(Use additional sheet if necessary.)

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\_\_\_\_\_

\_\_\_\_\_

Complainant’s Signature

Date

The Board's final disposition of the appeal shall be made in writing and shall state whether the material, program, or event was determined to be “harmful to minors” and whether student access to the material will remain, be restricted, or be removed and whether the program or event shall be eligible for future participation by students in the school.

Within fifteen (15) business days from the date of a final disposition, the title of the material or a description of the program or event submitted for appeal, whether the material, program, or event was determined to be “harmful to minors,” whether student access to the material will remain, be restricted, or be removed or whether the program or event shall be eligible for future participation by students in the school, and the vote cast by each individual Board member shall:

- Be published on the website of the Board where it shall remain available for review; and
- Be published in the newspaper with the largest circulation in the county.

Board’s Final Disposition (Use additional sheet if necessary.)

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Board Member Name: \_\_\_\_\_ Vote: \_\_\_\_\_

Board Member Name: \_\_\_\_\_ Vote: \_\_\_\_\_

Board Member Name: \_\_\_\_\_ Vote: \_\_\_\_\_

Board Member Name: \_\_\_\_\_ Vote: \_\_\_\_\_

Board Member Name: \_\_\_\_\_ Vote: \_\_\_\_\_

\_\_\_\_\_

Board Chair's Signature      Date

Approved: 06//01/2023

## APPENDIX D: Parent Notifications

### ESSA Qualification Notifications

#### ANNUAL NOTIFICATION - OPTION TO REQUEST PROFESSIONAL QUALIFICATIONS

Dear Parent/Guardian,

Because our District receives federal funds for Title I programs as a part of the Every Student Succeeds Act (ESSA), you may request information regarding the professional qualifications of your child's teacher(s) and paraprofessional(s), if applicable.

If you would like to request this information, please contact the Principal by phone at 502.245.2121 or by e-mail.

## Integrated Pest Management Notification

Dear Parent or Guardian:

Each school district in the Commonwealth is required to implement a program of "integrated pest management" with the primary goal of preventing and controlling pests through strategies that may include judicious use of pesticides. The application of pesticides in the school or on school grounds during times when children are present is limited by state regulation, but there may be occasions when, after consulting with a certified pesticide applicator, the school administration determines that a pesticide application is necessary when children are present in the school. As required by state regulation, we have created a registry for parents or guardians who wish to receive an electronic message or telephone call prior to the application of pesticides in the school when children are present. Please provide the school superintendent your email address or phone number utilizing this form if you wish to be placed on this registry.

Name: \_\_\_\_\_ School: Anchorage Public School

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

For more information, please contact Superintendent Karen Solise by phone at (502) 245-8927 or by e-mail at [karen.solise@anchorage.kyschools.us](mailto:karen.solise@anchorage.kyschools.us).