



Parent-Student Handbook Anchorage Public School

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

2021-2022

BOARD OF EDUCATION

Hannah Barnes, Chair
Colleen Abate, Vice-Chair
Rosanna Gabriele
Wilson Greene
Wendell Harris

ADMINISTRATION

Kelley Ransdell, Superintendent
Andrew Terry, Principal
Kelly Haile, Assistant Principal
Sara Wiles, Counselor
Missy Niedert, Mental Health Specialist
Kristy Clark, Director of Special Education
Pat Vaughn, Programs Director
Brent Bach, Athletic Director

SCHOOL COUNCIL

Andrew Terry, Principal
Jeff Dunn, Teacher
Stephanie Liford, Teacher
Bridget Just, Teacher
Carey Wilson, Teacher
Jean Kabazie, Classified Staff
Katie Alexander, Parent
Jennifer, Archibald, Parent

Amanda Matter, Parent
Stephanie Robertson, Parent
Andrea Donan, APTA President

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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Armed Forces Day Rest & Relaxation

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Every Student Succeeds Act Qualification Notification

Integrated Pest Management Notification

Anchorage Team 2021-2022

Administration

Kelley Ransdell – Superintendent, Andrew Terry – Principal, Kelly Haile – Assistant Principal, Kristy Clark – Director of Special Education, Pat Vaughn – Program Director, Suzanne Dorsey – Director of Pupil Personnel, Sara Wiles – Counselor, Missy Niedert - Mental Health Specialist, Brent Bach – Athletic Director

District Office Personnel

Sue Bierens – Infinite Campus, Lee Collard – District Technology Coordinator, Judy Link – Office Manager, Jon Travis – Finance Officer

School Office Personnel

Kim Mitchell – Secretary, Roxane Grayson – Bookkeeper, Misty Killinder – Nurse/Records Clerk

K Teachers

Brigid Breetz, Alex Flannery

1st Grade Teachers

Amber Elder, Jessie Thornton. Courtney Van Nevel

2nd Grade Teachers

Linda Hall, Sherri Haflling

3rd Grade Teachers

Erin Bixler, Stephanie Liford, Melissa Stuart

4th Grade Teachers

Lisa Campbell, Jackie Holt, Rosie Robinette

5th Grade Teachers

Morgan Babey, Brian Jones, Bridget Just

6th Grade Teachers

Pilar Del-Castillo Gomez - Spanish
Melissa Sangster – Math and Reading
Deborah Sloan – Science and Writing
Teresa Wooldridge– Social Studies

7th and 8th Grade Teachers

Judy Lamoreaux – Math
Amy Fisher – Reading
Kristy Crouch – 8th grade Writing
Carey Wilson – Spanish
Vicky Johnston – Science
Ben VanKlompberg – Social Studies
Teresa Wooldridge - 7th grade Writing

Instructional Assistants

Jackie Balassa, Vickie Boyd, Aimee Cherry,
Karen Crawford, Margaret Gibson, Jean Kabazie,
DeAnna Lyninger, Kim McClure, DeeDee Mitchell,
Johanne Thonney, Susan Tucker

Intervention Instructor

Laura Sohl

Library Clerk

Essential Arts Teachers

Robin Bowman – Media Specialist
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

Alison Santoro, Casey Sentz, Steve Stewart,
Jennifer Fannin

Speech Teacher/OT

Rachel Benavidez, Mary Lawson

Resource Teachers

Kristy Crouch, Lauren Phillips, Leigh Turner

Technology Staff

Loretta Shake, Laura Broyles

Communication Coordinator

Adrienn Carman

STEM & Outdoor Lab Coordinator

Carol Lynn Warren

Cafeteria Staff

Sue Bierens – Food Service Director
Gilbert Kincaid, Regina Kincaid, AJ Marshall

Maintenance/Housekeeping Staff

Charlie Bryant – Maintenance Director
Lisa Dorsey, Roberto Rivera

ECE Administrative Assistant

DeeDee Mitchell

Important Dates

(Note: All indoor events and activities are tentative.)

August 2	School Council, 3:30pm
August 9	Back-to-School Night, 5pm (parents and students)
August 11	First Day of School, Noon Dismissal
August 13	Back-to-School Picnic, 6:00-8:00pm
August 16-20	Fall MAP Testing
August 23	School Board Meeting, 7:00pm
August 25	Open House, Middle School, 6pm (parents/guardians only)
September 1	Open House, Elementary School, , 6pm (parents/guardians only)
September 6	Labor Day, No School
September 7	School Council, 3:30pm (on Tuesday due to Labor Day)
September 10	Celebration of Learning: Remembering 9/11
September 15	APTA Fall General Meeting, 9:30 am
September 17	End of 1st Mid-Trimester Grading Period
September 19	Middle School Dance
September 20	School Board Meeting, 7:00pm
September 22	APS Walk to School Day
September 23	State High Attendance Day
September 23	Picture Day
September 23	High School Fair, cafeteria, 6:00-7:30pm
September 24	Fall Festival
October 4	Fall Break
October 11	School Council, 3:30pm
October 18	School Board Meeting, 7:00pm
October 22	Halloween Parade & Carnival, 5:00-7:30pm
October 27	Picture Retake Day
November 1	School Council, 3:30pm
November 2	Election Day (school in session)
November 5	End of 1st Trimester Grading Period
November 5-11	Book Fair
November 11	Veteran's Day Program, 9:00am
November 11	Thanksgiving Luncheon
November 15	School Board Meeting, 7:00pm
November 24, 25, 26	Thanksgiving Break
December 6	School Board Meeting, 7:00pm
December 9	Holiday Concert: AM for peers; PM for visitors
December 11	Christmas in Anchorage
December 13-17	Winter MAP Testing
Dec. 20, 2021-Jan.3, 2022	December Break
January 4	Back to School
January 4	Council Meeting, 3:30 pm (on Tuesday due to December Break)
January 4-7	Winter MAP Testing
January 7	End of 2nd Mid-Trimester Grading Period
January 9	Middle School Dance
January 12	APTA Winter General Membership Meeting, 6:30 pm
January 13	PEP Rally large gym, 2pm
January 17	Martin Luther King, Jr. Day, No School

January 18	School Board Meeting, 7:00pm
January 20-23	Anchorage Children's Theater, Jr. Performance
February 7	School Council, 3:30pm (<i>anticipated date</i>)
February 14-18	Winter Break
February 21	School Board Meeting, 7:00pm (<i>anticipated date</i>)
February 25	End of 2nd Trimester Grading Period
March 5	APTA Auction
March 7	School Council, 3:30pm (<i>anticipated date</i>)
March 10-13	Anchorage Children's Theater Performance
March 11	Staff Development Day, No School for students
March 16	Talent Show auditions (during school day)
March 20	Middle School Dance - at Anchorage Presbyterian?
March 21	School Board Meeting, 7:00pm (<i>anticipated date</i>)
March 24	Talent Show Rehearsal, 3:00-4:00pm
March 25	Talent Show, 6:00pm
April 4-8	Spring Break
April 11	School Council, 3:30pm (<i>anticipated date</i>)
April 15	End of 3 rd Mid-Trimester Grading Period
April 18	Board Meeting, 7:00pm (<i>anticipated date</i>)
April 25-29	K - 8 Spring MAP Testing
May 2-5	APTA Staff Appreciation Week
May 4	K/1 Mini Derby
May 6	Oaks Day
May 11	Art Show, 5:30-7:00pm
May 12	Awards Assembly, Auditorium, 2:00:-2:50pm
May 17	Field Day (tentative)
May 18	Field Day Rain Date (tentative)
	APTA Spring General Meeting, 11:30 am
May 23	School Board Meeting, 7:00pm (<i>anticipated date</i>)
May 25	Last Day of School, Noon Dismissal
May 24	End of 3rd Trimester Grading Period
May 26, 27, 31	Snow Make-up Days (if needed)
May 30	Memorial Day
June 2	Report Cards mailed
June 13	School Board Meeting, 7:00pm (<i>anticipated date</i>)

GENERAL INFORMATION

Arrivals and Dismissals

The school day begins at 8:00am and ends at 3:00pm on Monday through Thursday and ends at 1:50pm on Friday. Students should be in their appropriate class and ready to begin the day's activities by 8:00am. 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.
- Wellness Questions found [here](#) should be asked at home each morning to help determine if the student should remain at home.
- Students should be wearing a multi-layer cloth face mask when they walk onto school grounds or when they are exiting a vehicle.
- Students Entry Points .
 - K - 1: Front Carpool - Main Entrance
 - 2 - 8 : Back Carpool - Gym Lobby Entrance
- Students arriving before 7:50 will report to their assigned grade level, non-congregate group area; students arriving after 7:50 will report directly to classrooms.

Students may meet with a teacher if arrangements were made the day before or if a student is returning from an absence. Students who would like to purchase breakfast should share this desire with their homeroom teacher who will contact the cafeteria. Breakfast will then be delivered to the classroom.

Dismissal:

School is dismissed at 3:00pm Monday - Thursday and at 1:50 pm on Fridays. All students will be dismissed directly from their classroom. K & 1st grade students will be picked up at the Front Carpool Maine Entrance. All other students will be picked up at the Back Carpool. Older siblings of K's and 1st graders who are dismissing this sibling, will connect at the younger student's classroom.

Please make every effort to be prompt for dismissal and place your name/student ID placard on your dashboard or visor so it is visible as your car approaches. After 3:15pm Monday – Thursday and at 2:05pm on Friday, remaining students will be sent to the front office to await their ride.

Please be reminded, before the start of each school year, that parents list on the Anchorage Public School Enrollment Form all individuals that are authorized to pick-up their children during school. If anyone other than those designated 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 pm Monday through Thursday and 1:20 pm on Fridays.

For dismissal, APS uses the *PikMyKid* system to help organize 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, as well as help organize the car line during pick-up. This system helps our staff ensure the safety of students during the dismissal process. The *PikMyKid* registration process is easy, and we ask that all parents/guardians register themselves before the start of the school year. When using the *PikMyKid* system, it is important for you as a parent 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 Thursday and 1:20 p.m. on Friday. Students and/or 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 with dismissal instructions; the student will be advised to report to the front office at the end of the school day to be informed of these new instructions and to receive a dismissal change slip.
- 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 or first grade, or has a sibling in Kindergarten or first grade, and someone will be picking them up in a car.
 - BACK CARPOOL: select this option if your child is in grades 2nd through 8th and does not have a sibling in Kindergarten or first grade, and someone will be picking them up in a car.
 - FRONT PARENT WALK UP: select this option if your child is in Kindergarten or first grade, or has a sibling in Kindergarten or first grade, 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 2nd through 8th and does not have a sibling in kindergarten or first grade, 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.
 - SIBLING PICK UP: select this option if your child is in Kindergarten or 1st grade 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 to accompany them home.
 - 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 on your child’s enrollment form. 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 you will find a *PikMyKid* Stop Sign (Parent Arrival Announcement Zone) in the carpool entry area. At the stop sign, come to a complete stop and 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.** Children will not be allowed to walk (or run) to you or your car once they see you.
- **Pull all the way up to the car in front of you - even though you might be tempted to stop where your child is standing.** 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.
- You may park and walk to pick up your child. **Remember to set a good example by using the sidewalk and crosswalk. Please do not walk between cars. Please also model wearing a mask when moving and when within 6’ of others that are not from your household.**
- **Use Walnut as your pick-up route. You should not turn left from Ridge Road to enter the pick-up line. Right only!**
-

Back Carpool: Bellewood Road

- Upon arrival on the school campus you will find a *PikMyKid* Stop Sign (Parent Arrival Announcement Zone) in the carpool entry area. At the stop sign, come to a complete stop and 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 (or run) 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 at the *PikMyKid* Stop Sign (Check-In Point) you should not use your cell phone beyond that point.

Independent Walker:

- Need to add directions for them here - similar to the Carpool people

Parent Walk Up:

- Need to add directions for them here - similar to the Carpool people

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.

NOTE: For all 'after-school' and 'evening' school programs open to the public, all students 11 and under are to be accompanied by their parent(s).

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 with your full name and email address used to register & listing OTP code as the issue.

If you have any questions about the app, simply email 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.

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 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.

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 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.

Anchorage School is in session for students 171 days 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, holidays and parent conference days. 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 email a statement to kim.mitchell@anchorage.kyschools.us noting the reason for the child's absence. The 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. While a physician's statement is not required to substantiate an illness for the student to be excused, parents are encouraged to include a scanned copy of physician's statements with their email if one is available.

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.

As per the Anchorage Public School's Code of Conduct, 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 substantiate 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.

Also as listed in the Code of Conduct, 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).
- Excused absences for the purpose of educational enhancement may be 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, and the arts. The principal's determination may be appealed to the superintendent/designee, whose decision may then be appealed to the Board.

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 ten (10) days prior to the first date of the absence. Eighth graders are allowed two (2) EHO days to shadow at high schools.** 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. The school office has the EHO Request forms and the form is also posted on the web site. Seventh graders **will not** be approved for EHO days or excused to shadow high schools.

Copies of EHO, AFD and AFR forms are also provided in the Appendix of this handbook for your use.

Unexcused Tardy

Students are considered tardy to school if they are not in the school building by 8:00 a.m. 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.** Students in the building but not in their classrooms by 8:00 am 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 be assigned to detention.

Unexcused Absences

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

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 7:55. 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.

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

Please note that due to COVID protocol APS will not have any non academic volunteer/visitors in the building. All lunchroom procedures are subject to change based on any new state COVID regulations. Visitor Procedures will be revisited as new information for the County is updated and a decrease in cases allows for a relaxation of current protocols.

Once protocols are relaxed then the following expectations will be in place for parent visitors during lunch: 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.

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 every Thursday), Online Event Calendar, Anchorage Web Page containing grade level web pages, Parent/Student Handbook, Infinite Campus, US Mail, phone messages, email, REACH Alerts, parent meetings, conferences with individual teachers or the teaching team, and orientation meetings.

The phones in our rooms 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 (<http://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 fulfil 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; and
- 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 Enrollment Form* 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 Enrollment Form* 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 and 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.

Kindergarten – 5th Grade Dress Code:

- 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 shoes at all times. The recommendation is sneakers. Flip-flops, slippers, and athletic slides are not allowed. Students may wear other shoes such as UGGs, dress shoes and 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
- Spaghetti-strap tops/dresses are not permitted at school for any grades. Tank tops with 1" wide straps are allowed at school for grades K-3. Tank tops are not allowed for grades 4-8. Game-day uniforms are appropriate during days that teams have a school event/game.
- 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.

6th – 8th Grade Dress Code:

- 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 shoes at all times. The recommendation is sneakers. Flip flops, slippers, and athletic slides are not allowed. Students may wear other shoes such as UGGs, dress shoes and 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.
- Spaghetti-strap tops/dresses are not permitted at school for any grades. Tank tops are not allowed for grades 4-8. Game-day uniforms are appropriate during days that teams have a school event/game.
- No writing is permitted on students' bodies.
- Middle School Career Dress Day requirements are specified in the A-Zone Policy, (which can be found in the Middle School Section of the APS website.)
- 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.

Students that are not appropriately dressed will be asked to cover up 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. 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 APSAP 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, a student is required to be in attendance at school for a minimum of 210 minutes.

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. We will distribute an electronic Extra-Curricular Programs Booklet for parents to reference a description of offerings as well as fees and participation information.

Face Coverings

Per the [Team Kentucky Healthy at Schools Guidance](#) students and staff are required to have a face mask with them at all times. To help younger students with the health requirements, we will post signage to remind them that, "When you move, you mask."

Students need at least two clean masks each day. Each student must arrive at school wearing a clean mask and should bring a spare in a small paper bag or breathable container labeled with their name. Many days they will not wear the second mask, however we ask that they bring one in the event their primary mask becomes soiled or damaged. They can store the bag/container in their backpack if preferred. We do not recommend sealed plastic baggies for storage of masks and ask that your students' cloth masks be laundered after a day's use before wearing them again.

If students do not have a documented preventing medical condition and refuse to wear a mask, the student should enroll in the At-Home Learning Model option as students enrolled in the In-School Learning Model must follow state face mask requirements that are in place to protect the health and wellness of fellow students and staff.

Please teach your children before their return to school about the best practices for wearing a mask. To be most effective in preventing the spread of COVID-19 masks must be worn correctly:

- Wash or sanitize your hands before putting on your face covering
- Put it over your nose and mouth
- Secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not share masks with other students
- It cannot be held in place with a hand

To meet the guidelines that were released in late June, masks must be multi-layer. The Team Kentucky Healthy at Schools Guidance outlines that school districts must develop a standard for masks.

Masks that meet that Anchorage Independent School District developed standard include the following:

- Multi-layer cloth mask that is secured with ties or ear loops (we recommend that parents avoid masks with ties as they can be more difficult for students to manage independently)
- Multi-layer gaiter masks (If you have purchased single layer gaiter masks we recommend that you fold down a section that will cover your child's mouth and nose when it is being worn and sew it in order that it remains in that position to create two layers of protection.)
- Disposable multi-layer masks (Team Kentucky recommends that parents and schools avoid purchasing and wearing medical-grade disposable masks in order that those critical supplies can be reserved for health care providers. We encourage you to avoid new purchases of these masks, but certainly understand that many families, including our school, were preparing in May for the return of students and already have a year's supply on hand. The masks provide the desired protection and meet our requirements.)
- Cloth masks that include a clear plastic see-through panel

Masks that do not meet the Anchorage Independent School District requirements include the following:

- Masks with an exhalation valve
- Masks with words, pictures or slogans that display obscene words or slogans or that advertise or promote the use of drugs, alcohol, or tobacco/nicotine products
- Face shields
- Bandanas/Scarves

Facility Use After School Hours

After-school clubs and community groups may only have access to common areas of the building: auditorium, gyms, library, library classrooms and the board classroom. Any facility used by after-school clubs or community groups must be scheduled with after-school programs coordinator, Amy Fisher (amy.fisher@anchorage.kyschools.us) or Brent Bach (brent.back@anchorage.kyschools.us) the Athletic Director.

Parents are to accompany all students under age 11 to after-school functions.

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.

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 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 record. Non-prescription medications need to be submitted in a new unopened box or packaging 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 medications from his/her physician. Such approval shall assure school personnel that the child has been properly instructed in self-administering the medication. 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 aide 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.

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 Misty Killinder, our school nurse at misty.killinder@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.

2021-2022 Instructional Materials/Supply Fees

\$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

Lockers

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

Students will be assigned a locker for use during grades 6 - 8; lockers may not be shared. Students are provided with combination locks for the lockers and will be asked to replace any lost combination locks. 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 twice per year.

Lunch Schedule

Two spaces have been created this school year in which our students will enjoy lunch. First time listed is the time students leave their classroom and wash hands and travel to lunch; the last time listed is exact pick-up time or the time when students will leave the lunchroom.

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

*Grade level teachers will collaborate to alternate locations (Cafeteria or Small Gym) weekly or monthly.

Media Center

The Anchorage School Library Media Center is the home of over 20,000 literary treasures, including a diverse selection of periodicals, as well as a wealth of audiovisual and electronic materials. Several child-friendly databases may be utilized within the Library Media Center, classrooms, and students' homes.

Flexible scheduling allows all K-8th students to visit the Library Media Center during the school day. The LMC staff reinforces curriculum units by collaborating with teachers when planning their classroom visits to the Library Media Center.

Special Library Media Center activities include (but are not limited to) Birthday Books, "Read Across America," author visits, Summer Reading Program, Book Fair, as well as grade level incentive events. Our Accelerated Reader program, with support from APTA, boasts inclusion of over 80% of our collection and is available to K-8 teachers who choose to participate.

Circulation policies for K - 3rd grade students:

- Students may check out books, periodicals, CDs, and audio books for a one-week period.
- 1st -3rd grade students may have up to 3 items checked out at a time; 1 item at a time for K students.
- Students with overdue items must return them before they may check out additional books/items.

Circulation policies for 4th - 8th grade:

- Students may check out books for a 3-week period.
- Periodicals, CDs, and audio books may be checked out for a one-week period.
- Students may have up to 5 items checked out at time.
- Students with overdue items must return them before they may check out new items.
- Middle School students only: Overdue fines are assessed at \$.25 per school day/per item.

Damaged Book/Item Policy:

If a student returns a book or other library item that has been damaged, he/she will need to pay the replacement cost before they are able to check out any other library item/book.

Library Hours for students:

The Library Media Center welcomes Anchorage School students to explore and enjoy the school library from 8:00 am until 3:15 pm Mondays through Thursdays and 8:00 am until 2:00 pm on Fridays.

Money and Valuables

No money, other than lunch money or library fines, or valuables should be brought to school. Never leave money or valuables in lockers. The school is not responsible for lost or stolen money or valuables.

Parental Concerns

Parents are always encouraged to express concerns regarding their students. 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 calls from the parents to the administrator can be heard but no action can follow unless proper steps are followed as described above.

Parent/Teacher Conferences

Parents are encouraged to confer with his/her child's teacher when there are any 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

Families can monitor their student's grades and attendance in real time, throughout the year with a Parent Portal Account. Parent Portal accounts can only be obtained by requesting it from the school's Communication 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, you can continue to use the access for the 21-22 school year.

Physical Exams/Immunizations/Health Screenings

The Kentucky Department of Education requires the items listed below for student enrollment. Please contact the Records Office (extension 2209) with any questions regarding any of these requirements.

All students are required to have up-to-date immunization certificate, physical and other health records on file in the Records Office prior to participation in any extracurricular activity or school field trip.

- **PHYSICAL EXAMINATION:** A KENTUCKY School Physical (Must be on a KDE approved Physical 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. (4- year old Preschool/Head Start physicals are valid for Kindergarten enrollment.)
 - 6th grade students must have a completed KY 6th Grade School Physical Exam within the year **PRIOR** to the 6th grade enrollment. KHSAA sports physicals are completed on a separate form and **cannot be accepted** as the entry to 6th grade physical.
- **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.

Required Immunizations 2020-2021	
By the time a child is this age:	These immunizations are required for attendance:
5 years	5 DTaP (5 th dose not needed if 4 th dose given after 4 th birthday) 4 Polio (4 th dose not needed if 3 rd dose given after 4 th birthday) 3 Hepatitis B 2 MMR 2 Hepatitis A 2 Varicella (unless child has been diagnosed w/ chickenpox disease)
7 years (see exceptions) *If new to school system	5 DTaP (5 th dose not needed if 4 th dose given after 4 th birthday) (or a dose of Td preceded by (2) doses of tetanus/ diphtheria containing vaccines) 4 Polio (4 th dose not needed if 3 rd dose given after 4 th birthday) 3 Hepatitis B 2 MMR *2 Varicella (unless child has been diagnosed w/ chickenpox disease) 2 Hepatitis A
Sixth grade entry Age 11-12 years or older	5 DTaP (5 th dose not needed if 4 th dose given after 4 th birthday) 4 Polio (4 th dose not needed if 3 rd dose given after 4 th birthday) 3 Hepatitis B 2 MMR 2 Hepatitis A 2 Varicella (unless child has been diagnosed w/ chickenpox disease) 1 Tdap - regardless of interval from last tetanus containing vaccine 1 Meningococcal
7 – 12 grades (see exceptions) *If new to school system	5 DTaP (5 th dose not needed if 4 th dose given after 4 th birthday) 4 Polio (4 th dose not needed if 3 rd dose given after 4 th birthday) 3 Hepatitis B 2 Hepatitis A 2 MMR 1 Td booster *2 Varicella (unless child has been diagnosed w/ chickenpox disease) *1 Tdap *2 Meningococcal
Immunization Exemptions (medical and religious) <ul style="list-style-type: none"> • 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. • 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. <p>Refer to www.lrc.ky.gov/kar/902/002/060.htm for details on exceptions and exemptions</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.

Recess

As outlined in our 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.

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>.

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 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 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.*******

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 desiring access to the Internet must have on file with the Records Office an Acceptable Use Policy (AUP). Each student will have received an updated form for parental signature at the beginning of the school year. The AUP and Code of Conduct apply to the use of all technology resources and misuse may result in suspended privileges.

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. If you have any questions regarding the care of it, ask your teachers for assistance.

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 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 laptop, all personal stickers and markings must be removed before returning your laptop 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.

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 in 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 databases 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.

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 Jr. Great Books, 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 were included in the Back-to-School E-packet and are also 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*.

ACADEMIC INFORMATION

Field Trips

Field trips are considered instructional activities and the time spent on field trips is a part of attendance time. 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 policy 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.



G/T & PTP Brochure

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:

P - Progressing: The student is showing satisfactory progress in this learning area.

WP - With assistance: The student is demonstrating progress but more time and practice is needed.

N - Area of concern: This area needs improvement.

The grading scale in grades 3 - 8 at Anchorage School is:

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

Incompletes (I) must be converted by the end of the trimester or the grade will be a failing grade. The mMiddle sSchool report card Assessment will also include conduct grades to denote behavior in the classroom. S is Satisfactory conduct in the classroom, S- is less than Satisfactory conduct and U is Unsatisfactory conduct.

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

- Make Smart Decisions

- Treat Others Right
- Maximize Your Potential

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 the 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.

The intent of the Primary Program is to allow children to grow and develop at their own rate of learning. Students enter Kindergarten with the widest range of abilities found in the classroom but by third grade most have mastered the standards and skills necessary to exit the Primary Program. The students not yet at mastery may be recommended to complete an additional year in the Primary Program. This recommendation is general in nature, understanding that the decisions to retain or promote are based on the individual needs of each child.

Students in grades 4 –8 must have a final passing grade in three of the four content areas (Math, Reading/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.

Homework

Grade Level	Homework	Independent Reading	Total Max
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 is designed to support instructional goals and does one or more of the following:
 - Reinforces class instruction and skills
 - Increases understanding and retention
 - Prepares for class discussion
- Homework will not be used as punishment (example: homework cannot be assigned because of an individual or class-wide disobedience).
- New concepts or skills will not be introduced as homework.
- The completion of unfinished classwork may be required in addition to the regularly scheduled homework.
- Consideration will be given to school-wide events and other subject area requirements, such as state testing when assigning homework
- Physical Activity Time will not be used for completing homework.

- Homework should be able to be completed by a student independently (with minimal assistance).
- If students are struggling with homework completion, please contact the teacher to set up a meeting or phone conference.

Homework Help Clinic

Homework Clinic is available Monday - Thursday after school in the Library from 3:00-4:00pm for students in grade 2-8. A teacher will be 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.

4th - 5th grade Math Placement Pathway

Math placement in the Intermediate Grades is a fluid process. Students are still growing/excelling in their mathematical abilities. Teachers use the following criteria to place students in math classes.

Initially, when determining groups for 4th/5th-grade math, the following information is taken into consideration:

- MAP scores (3rd/4th grade)
- KPREP performance (3rd/4th grade)
- IOWA performance (4th grade)
- Formative and Summative Assessment Scores (3rd/4th grade)
- Previous grade teacher feedback
- Participation in Gifted/Talented Mathematics (Note, identification of GT does not happen until in 4th grade so information is used for 5th-grade placement)

Throughout the year, changes in placement might occur based on:

- Math confidence/Growth Mindset
- Independent problem-solving skills
- Automaticity of addition, subtraction, multiplication, and division facts through 12
- Consistency of high effort
- Ability to keep up with a faster pace
- Ability to grasp new concepts and retain concepts easily

Frequently Asked Questions of 4/5th grade

Q. What is the difference between math switches (content, pace, etc...)

- A. There are three levels of classes: an on-grade level class, an above grade level class, and an above grade level plus class. In the on-grade level group, the content is taught at a typical pace, the instruction is

more scaffolded, and focuses solely on the standards for that grade. The above grade level group is instructed using a more moderate pace. Students are expected to master standards for that grade and are also exposed to standards above grade level when appropriate. The above-grade-level plus class moves at an accelerated pace. The content is regularly enriched with above grade level-standards.

Q. When might a student move between class placements?

- A. Students may switch between classes at any point in the year as we determine a change in placement is necessary. This is typically prompted by a student exhibiting a need for an additional challenge, or if a student is struggling with the pace and content of the current class. Communication happens with both the parents and the student before a change in placement is made.

Middle School Math Pathways

6 th Grade Curriculum	7 th Grade Curriculum	8 th Grade Curriculum	Description of Math Pathway
Pre-Algebra Pathway			
6 th Grade Math	Pre-Algebra Part I	Pre-Algebra Part II/Intro to Algebra I	<ul style="list-style-type: none"> Grade-level core content mathematics curriculum taught in 6th grade Progresses in 7th and 8th grades to cover grade level core content, plus pre-algebra and intro to algebra topics that provide students a head start on learning the Algebra I concepts that they will learn in high school Moderately paced, additional time and review spent covering key concepts
High School Algebra I Pathway			
Advanced 6 th Grade Math	Pre-Algebra	High School Algebra I	<ul style="list-style-type: none"> Qualifying 6th grade students score 224 or greater on 5th Grade spring MAP Mathematics Assessment, achieve a 5th grade end-of-year class and quiz/test average of an A or B and score at least 10 of 30 on the math placement exam Qualifying 7th grade students score at least a 240 on 6th grade spring MAP Assessment and achieve a 6th grade end-of-year class and quiz/test average of an A or B Covers key concepts from 6th and 7th grade mathematics core content in 6th grade, preparing students for 8th grade math in 7th grade and High School Algebra 1 in 8th grade Fast paced, in-depth analysis and application of concepts Appropriate for students who are enthusiastic about math, can work independently and are academically motivated*+
High School Geometry Pathway			
Pre-Algebra	High School Algebra I	High School Geometry	<ul style="list-style-type: none"> Qualifying 6th grade students score 240 or greater on 5th Grade spring MAP Mathematics Assessment, achieve a 5th grade end-of-year class and quiz/test average of an A or B and score at least 20 of 30 on the math placement exam Qualifying 7th grade students score at least an 80% on the math placement final exam and 250 or greater on the 6th grade spring MAP Mathematics Assessment Covers key concepts from 6th-8th grade mathematics core content in 6th grade, preparing students for High School Algebra I in 7th grade and High School Geometry in 8th grade Very fast paced, in depth analysis and rigorous application of concepts Appropriate for students who are very enthusiastic about math, like to work independently and are highly academically motivated.*+

The Advanced Math Curriculum is designed to give students the opportunity to take high school credit classes while still in middle school.

- Students enrolled in the pathway shown in yellow will be learning material that is 1 year ahead of their current grade level.

- Students enrolled in the pathway shown in blue will be learning material that is 2 years ahead of their current grade level.

*Students who qualify for the yellow or blue pathways and wish to OPT OUT may do so by emailing guidance counselor Sara Wiles at sara.wiles@anchorage.kyschools.us. Students who qualify for the yellow or blue pathways, but struggle with the pace and concepts (grades falling below a B average) will have a teacher/student review to determine appropriate math level. This may result in a schedule change. On the yellow and blue pathways, a student that does not meet this expectation at the end of a six-weeks grading period will be placed on academic probation. If they do not meet the expectation at the end of another six-weeks grading period, the student's math teacher will recommend that the student be moved into a course better suited to meet their learning needs.

+Because both Algebra I and Geometry are high school level courses, the grades that a student earns in these courses will be counted toward their high school GPA if they attend a Kentucky public high school. If your child intends to enroll in a private or out-of-state high school, parents would need to check with that specific institution to determine if the credits will be counted toward their high school G.P.A. The high school course grades that a student earns in middle school do not however affect their KEES scholarship award upon high school graduation. Additionally, most high schools require not only successful completion of the courses in middle school, but additionally proficiency on a high school mathematics placement exam for a student to enroll in the next level course, meaning that scoring a high grade in the courses at Anchorage School is not enough to necessarily skip the courses in high school. Students must continue to work to retain previous concepts learned and must continue to practice their Algebra I and Geometry problem-solving skills to qualify to take advanced mathematics courses as a high school freshman.

Typical High School Mathematics Pathways

Historically, Algebra I has been considered a 9th grade course, with the most typical high school math path including the following progression:

9th Grade - Algebra I
 10th Grade - Geometry
 11th Grade - Algebra II
 12th Grade - Math Elective (Examples include Statistics and Pre-Calculus)

Advanced students that test out of Algebra I often complete the following path:

9th Grade - Geometry
 10th Grade - Algebra II
 11th Grade - Pre-Calculus
 12th Grade - Math Elective (Examples include AP Statistics and AP Calculus)

Advanced students that have a strong drive and passion for mathematics, and that test out of Algebra I and Geometry often complete the following path:

9th Grade - Algebra II
 10th Grade - Pre-Calculus
 11th Grade - AP Calculus
 12th Grade - AP Statistics

While high school students are required to take one math course per school year, **some students choose to double up with regards to math in particular years**, taking five or six mathematics courses instead of the required four. This provides an opportunity for students in any pathway to progress beyond Pre-Calculus in high school.

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 monthly 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 could be a 30-minute block of time every day (Monday through Thursday) or a one-hour block of time two days a week. 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 30 minute 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.

Social and Emotional Learning

Beginning with the 2019-2020 school year, Anchorage Public Schools implemented the Core Essentials program in grades K-5, and the companion Re: Connect program (or ReCo)(or ReCo) 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.

Re: Connect (6-8)

The middle school Re:Connect (Re:Co) program is “designed to be ‘in reply to’ how students see the monthly values played out in their school.” The interactive lessons encourage students to think and discuss each month’s value in terms of the Re:Co Big Three, which are Treating Others Right, Making Smart Decisions, and Maximizing Your Potential.

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. The values that will be included in the 2021-2022 school year curriculum are as follows:

August	Wisdom: Finding out what you should do and doing it
September	Initiative: Seeing what needs to be done and doing it
October	Individuality: Discovering who you are meant to be so you can make a difference
November	Contentment: Deciding to be happy with what you have
December	Service: Lending a hand to help someone else
January	Self-control: Choosing to do what you should do even when you don’t want to
February	Compassion: Caring enough to do something about someone else’s need
March	Cooperation: Working together to do more than you can do alone
April	Hope: Believing that something good can come out of something good
May	Perseverance: Refusing to give up when life gets hard

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 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 counselling
- 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.

Bullying: What You Need to Know

<http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html>

Kentucky Center for School Safety

<http://www.kycss.org/bullying.php>

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 Acceptable Use Policy can be found on page 4 of the *Anchorage Public School Enrollment Form*. 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 behaviour 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.

EXTRACURRICULAR PROGRAMS HANDBOOK

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 Please contact Athletic Director Brent Bach via email brent.bach@anchorage.kyschools.us 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://anchorage-school.org/parents/school-forms/>. 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 factors such as 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.

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 on the *APS Enrollment* form which is distributed to parents annually and which can additionally be found on the APS website under the *Parents* link. The form is also available in the Records Office.

APSAP OFFERINGS

Fall Season:

K –8th Grade Cheerleading Squad

Cheerleaders are separated into multiple squads according to the number of participants and cheer at home 7th and 8th grade basketball games. Typically, a cheerleader will cheer at 10-12 games per season.

- Practices are on Mondays after school, beginning once school is in session.
- The season runs through the league tournament (first week of February).
- Uniform is provided.
- Cheerleaders are required to purchase remaining items needed for the season.

K - 8th Grade Co-ed Cross Country Interscholastic Team

There are approximately 10-12 regular season meets and one State Meet at the end of the season.

- Practice begins in August.
- The season ends in early November.
- Uniform tops and shorts are provided.
- Runners supply their own footwear.

5th-8th Grade Co-ed Soccer Interscholastic Teams

There are approximately 10 games per season per team. A tournament follows the regular season games.

Practice begins in August.

- The season ends in October.
- Uniform tops and shorts are provided.
- Athletes supply their own cleats, shin guards and socks (red and white) that cover the shin guards.

5th-8th Grade Girls' Field Hockey Interscholastic Teams

The number of regular season games varies depending on the number of schools participating in each division each year. A tournament follows the regular season games.

- Practice begins in August.
- The season ends in late September.
- Uniform tops and skirts are provided.
- Athletes supply their own cleats, shin guards, NFHA approved eye protection, brightly colored mouth guard, stick and socks (red and white).

Winter Season:

K-1 Grade Co-ed Basketball Intramural Teams

Includes 6 Saturday practices with scrimmages at the end of practice. Participation fee is \$80.

- Practice begins late October.
- The season ends in early December.
- Uniform shirts are provided.
- Athletes supply their own footwear and shorts.
- January and early February Skills Session will be offered on Saturday mornings.

2nd - 4th Grade Girls' and Boys' Basketball Interscholastic Teams

There are 6 Saturday games for 2nd-3rd; and 12 games for 4th grade. Each team will participate in at least one tournament. Participation fee is \$80 for 2nd and 3rd; \$100 for 4th as they will play 6 more games in the IBL after the winter holidays.

- Practice begins mid October.
- The season ends in early December; (February for 4th grade).
- Uniform tops and shorts are provided.
- Athletes supply their own footwear.
- 2nd and 3rd can attend January and early February Basketball Skills Sessions.

5th-8th Grade Girls' and Boys' Basketball Interscholastic Teams

There are approximately 15 regular season games per team. Each team will participate in at least one tournament.

- Practice begins late September.
- The season ends in early February.
- Uniform tops and shorts are provided.
- Athletes supply their own footwear

Spring Season:

5th-8th Grade Co-ed Track and Field Interscholastic Teams

There are typically 5-6 Meets and one Invitational Meet at the end of the season.

- Practice begins in March.
- The season ends in May.
- Uniform tops and shorts are provided.
- Runners supply their own footwear.

5th-8th Grade Girls' and Boys' Lacrosse Interscholastic Teams

There are approximately 10 games per season, followed by a tournament.

- Practice begins in February
- The season ends in early May.
- Uniform tops and shorts are provided.
- Athletes supply their own footwear, stick, and field equipment as specified by US Lacrosse, including:
 - Boys: Gloves, Helmet, Mouthguard, Protective cup, Shoulder pads, Arm pads
 - Girls: Goggles, Mouthguard
- Athletes must have a current US Lacrosse membership, which is available online for \$30 from www.uslacrosse.org.

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.

FEES & SCHEDULES

The 2021-2022 APSAP participation for each of the following: Cheerleading, Cross Country, Soccer, Field Hockey, Track & Field and Lacrosse. The Basketball fees are grade-level specific and are included in the Basketball information above.

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 available on our website under the Student Life > Athletics dropdown menu and on the School Events Calendar (<https://anchorage-school.org/parents/calendar/>). Coaches may also utilize Team Snap to communicate information and schedules 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 8th 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 2021-22 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 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 should contact Brent Bach (brent.bach@anchorage.kyschools.us).

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 should contact Roxane Grayson (roxane.grayson@anchorage.kyschools.us).

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) and Title IX requirements. The intramural and interscholastic athletics currently sanctioned and managed by the Kentucky High School Athletic Association (KHSAA) include basketball, soccer and track. Anchorage Public School additionally operates district sanctioned field hockey and lacrosse programs, which follow 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 be in contact with or 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, Amy Fisher (amy.fisher@anchorage.kyschools.us).

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.

ACADEMIC TEAM PROGRAMS

Middle School Academic Team

In September, each middle school student receives an invitation to join the Academic Team. It is important to remember that every student can make valuable contributions to the Academic Team. Our goal is to involve as many interested and dedicated students as possible.

During practice sessions, the team members learn the rules for different events, plot their competition strategy, and expand their knowledge of Kentucky's Core Content through exploration and review activities. Team members are expected to attend practice each week until the Governor's Cup Competition in February. Team members with excellent attendance, exemplary behavior, and improved statistics are given first consideration during the competition selection process.

The Middle School Academic Team activities are described below:

Pre-Season – November - Volunteers represent Anchorage in any pre-season invitational tournaments.

Kentucky Governor's Cup Competition - January, February, March

Team members may participate in these events sponsored by the Kentucky Association for Academic Competition (KAAC): Quick Recall (team competition); Written Composition (individual on-demand writing); and Written Assessments (individual multiple-choice test) in Mathematics, Science, Social Studies, Language Arts, and Arts/Humanities. Students compete at the District level for the opportunity to advance to the Regional and State Competitions.

American Scholastic Academic Challenge - February

Academic Team members may choose to compete in the American Scholastic Achievement League's 100-question Academic Challenge. This activity affords students the opportunity to take a general knowledge test on-line. Individuals are recognized for academic excellence.

Special Invitations – late September - May

When the team receives invitations for other academic events throughout the year, interested and available Academic Team members may opt to participate in additional activities.

6th Grade Academic Team

In September, each sixth grader receives an invitation to join the 6th Grade Academic Team. Recognizing that each student can make valuable contributions to the team, our goal is to involve as many interested and dedicated students as possible.

Team members are expected to attend practice each week. During the practice sessions, the team members learn the rules for different events and expand their knowledge of Kentucky's Core Content through exploration and review activities. Team members with excellent attendance, exemplary behavior, and improved statistics are given first consideration during the competition selection process.

The 6th Grade Academic Team activities are described below:

Kentucky Colonels Sixth Grade Academic Showcase - December

This event, similar to the Governor's Cup Competition, is sponsored by the Kentucky Association for Academic Competition (KAAC). Academic Team members compete in the Quick Recall tournament. Individual team members may also participate in Written Composition and multiple-choice Written Assessments in Mathematics, Science, Social Studies, Language Arts, and Arts/Humanities. A separate 6th Grade competition exists since it can be harder for a 6th grader to be competitive with the 7th and 8th graders for the Middle School Team.

American Scholastic Academic Challenge - February

Academic Team members may choose to compete in the American Scholastic Achievement League's 100-question Academic Challenge. This activity affords students the opportunity to take a general knowledge test on-line. Individuals are recognized for academic excellence.

4th-5th Grade Academic Team

In October, each fourth and fifth grade student receives an invitation to join the Academic Team. Students are expected to attend practice each week through March. Practices give students the opportunity to enhance individual skills while contributing to a group endeavour. During the practice sessions, the team members learn the rules for different events and expand their knowledge of Kentucky's Core Content through exploration and review activities. Team members with excellent attendance, exemplary behavior, and improved statistics are given first consideration during the competition selection process.

The 4/5 Academic Team Activities are described below:

Kentucky's Governor's Cup Competition - February and March

The Academic Team members participate in the following Governor's Cup events sponsored by the Kentucky Association for Academic Competition (KAAC): Quick Recall (team competition); Written Composition (individual on-demand writing prompt); and Written Assessments (multiple choice) in Mathematics, Science, Social Studies, Language Arts; and Arts/Humanities. Students compete at the District level for the opportunity to advance to the Regional Competition.

MATHCOUNTS Math Team

MATHCOUNTS provides engaging math programs to US middle school students of all ability levels to build confidence and improve attitudes about math and problem solving. The team meets twice a week for practice.

ROBOTICS TEAM (Grades 4-7)

The purpose of robotics is to inspire students through the use of technology to become problem solvers, engineers, and collaborative workers. The students will learn how to program robots to complete designated tasks. Practice starts in August and runs through December. The competition is typically scheduled on the first Saturday of December. If the team advances to the State Tournament, the practices will continue in January and February.

KUNA (Grades 6-8)

The Kentucky United Nations Assembly (KUNA) is a 3-day experiential learning conference (March) in which students participate directly in simulated international diplomacy. KUNA offers students the opportunity to experience the richness from around the world, develop empathy, and hone their critical thinking skills while engaging with a wide variety of perspectives and global issues. All assembly programming sessions will take place at the Galt House, Crowne Plaza, and Marriott Hotels located in Louisville, KY.

KYA (Grades 6-8)

The Kentucky Youth Assembly (KYA) is a 3-day (Nov.-Dec.) experiential learning program in which students serve as part of a model state government. KYA offers students the opportunity to learn about a wide variety of issues, develop critical thinking skills, and articulate their beliefs while engaging constructively with their peers from around the Commonwealth. All Assembly programming sessions (except Capitol Debate) will take place at the Crowne Plaza Hotel in Louisville, KY.

NON-SANCTIONED 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 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 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 programs coordinator, Amy Fisher (amy.fisher@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. 1st infraction – conference with student and coach
 - b. 2nd infraction – conference with student, parent and coach
 - c. 3rd infraction – conference with student, parent, administrator and coach with possible suspension from team
 - d. 4th 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.

All required documentation, including a current KHSAA Participation/Physical Examination Form (KHSAA Form MS01/All 4 pages) must be on file in the Anchorage School Records Office before participation in any school sponsored athletics program.

School Council Procedures

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 Weekly Waves. 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.

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 schools when Anchorage is not in session. Current dates will be provided each year.
5. 8th graders may request 2 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 during our fall, winter or spring breaks so that students do not miss instruction.

7th graders do not qualify for EHO or excused absence to shadow when APS is in session.

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 Non-School Sponsored Clubs need approval to form from the school principal and are bound by the school policies governing such groups. The approval shall recognize the school's mission and beliefs.

The clubs must submit a Mission Statement, a brief description of the club, and any membership requirements for approval. There must be a minimum number of 10 students to establish a club. The club activities must take place during non-instructional time.

All clubs shall have access to the Club News bulletin board in the cafeteria and the Community section of the Weekly Waves 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.

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 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.

Student religious clubs 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 and make a recommendation to the Board. Any appeal of council decisions would be in compliance with the Anchorage Board of Education policy 02.4: Appeal of Decisions.

Student Assignment Procedure

The goal of successful student classroom assignments is to create a heterogeneous (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 administrative staff is comprised of the following administrators:

The administrators will develop the class rosters and submit them to the sending teachers for review. Recommended changes will be made and re-submitted until all concerns are satisfied and the roster is as balanced as possible. Then the roster will be submitted to the receiving teachers for review. Recommended changes will be reviewed with the receiving teacher until there is agreement that the roster is as balanced as possible.

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 reviewed.

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 Sara Wiles at sara.wiles@anchorage.kyschools.us.

APPENDIX A: AISD Student Calendar

ANCHORAGE PUBLIC SCHOOL 2021-2022 SCHOOL YEAR CALENDAR

School: 245-2121
Fax: 245-6249
Web Site:
www.anchorage-school.org

1-31 Summer Break

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1-10 Summer Break

11 First Day of School,
(noon dismissal)

6 Labor Day

SEPTEMBER '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4-8 Fall Break

24, 25, 26 Thanksgiving Break

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-31 Holiday Break

3 Holiday Break
17 Martin Luther King, Jr. Day

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

14-18 Winter Break

11 Staff Development Day
(no school for students)

MARCH '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4-8 Spring Break

6 Oaks Day
25 Last Day of School
(noon dismissal)
26, 27 Snow Make-Up Days
(if needed)
30 Memorial Day
31 Snow Make-Up Day
(if needed)

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-30 Summer Break

APPENDIX B: School Board Policies and Procedures Related to Code of Conduct

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.¹

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:

¹[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

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

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.¹ 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

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.

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

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.

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:

¹KRS 158.150

²KRS 158.148

KRS 158.156

KRS 160.290

KRS 525.080

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

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)

Approved/Amended: 07/25/16

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.

APPENDIX C: Forms



Anchorage Public School

EDUCATIONAL ENHANCEMENT OPPORTUNITY (EHO), HIGH SCHOOL SHADOWING EXPERIENCE FOR 8TH GRADERS, EXCUSED ABSENCE REQUEST FORM

EHOs/Shadows cannot occur during the school's state assessment or District-wide assessments. Parents are strongly encouraged to schedule all student shadow days during our fall, winter or spring breaks so that students do not miss instruction.

Student's Full Legal Name: _____ Date of Application: _____

Requesting Parent/Guardian: _____

Daytime Contact Number: _____

Address: _____

Teacher(s): _____ Grade Level _____

Applying for: _____ Educational Enhancement Opportunity (EHO) or _____ Excused Absence

Date(s) From _____ to _____ Number of Days: _____ Date Returning to School: _____

EDUCATIONAL ENHANCEMENT OPPORTUNITY / EIGHTH GRADE HIGH SCHOOL SHADOWING: An Educational Enhancement Opportunity (EHO) allows students 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. To request such an absence please complete this application and return it to the school principal at least ten (10) days prior to the event for approval. The event must have a significant educational value and be related to the Kentucky core curriculum. The principal will use his/her judgment to determine if the activity meets guidelines. 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. Explain the nature of the event in which the student will be attending and how the activity meets the criteria of (1) having an educational purpose, (2) having *significant educational value*, and (3) 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 8th graders. (Use additional paper, if needed, and attach to this completed form.)

EXCUSED ABSENCE: As stated in Anchorage School's Code of Conduct, the school principal may approve valid reasons, other than those already listed in the Code, to be counted as absent / excused and work allowed to be made up.

Name of Educational Enhancement Opportunity Experience, Shadow High School for 8th Grader, or Requested Excused

Absence Event: _____

Description of Educational Experience and educational value (if EHO):

Signature of Student

Date

Signature of Parent/Guardian

Date

___ **Approved EHO/Shadowing** - Educational value is established and student is not counted absent and may make up missed school work.

___ **Approved for Excused Absence** - Student will be counted absent but may make up missed school work.

Principal's Signature _____

Date _____

Student is responsible for collecting work from teachers prior to the absence. Excused absences count toward the student's and school's attendance records.

**This form must be submitted to Principal ten (10) days prior to the first date of absence.
A written explanation must be submitted for requests less than ten days prior to absence.**



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



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 AFR: _____

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

Signature of Student Date

Signature of Parent/Guardian Date

Principal Approval Date

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 Principal Andrew Terry by phone at 502.245.2121 or by e-mail at andrew.terry@anchorage.kyschools.us.

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 administration your email address or phone number if you wish to be placed on this registry.

Name: _____ School: Anchorage Public School

Phone Number: _____ Email Address: _____

For more information, please contact Superintendent Kelley Ransdell by phone at (502) 245-8927 or by e-mail at kelly.ransdell@anchorage.kyschools.us.

