



2016 -17 Middle School Student Handbook

School Guidelines | District Guidelines | Rights & Responsibilities



Anchorage School District
Educating All Students for Success in Life

Top 10 Tips for Success in Middle School

1. Attendance and punctuality are critical. Students can't learn if they aren't in school.
2. There is no such thing as "play" fighting. Horseplay hurts and has consequences.
3. As "rights" increase for students in the middle school, so do the corresponding "responsibilities" that go hand in hand with freedoms not necessarily experienced in elementary school.
4. Finding an adult that a middle school student can go to for help is crucial. New and different experiences are more easily mastered when such a relationship exists.
5. Organization and follow through (completing and turning in homework!) is a critical aspect of success in middle school.
6. Communication between the home/school/teacher/student and parent ensures greater academic success and a more cooperative relationship for everyone.
7. Harassment - of any kind or type - is not tolerated. Respect yourself and others.
8. The more involved students are on their team and in their school, the greater the chance for academic success during the middle school years.
9. Students have a responsibility to help create a safe school environment. Report dangerous conditions, objects, or behaviors to adults. Be a part of the solution - not a part of the problem.
10. Parent involvement is very important at middle school.

My name is _____ My team is _____ My school is _____

My Schedule

	Class	Time	Teacher	Room #
1				
2				
3				
4				
5				
6				
7				



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

Dear Parent/Guardian,

Welcome to Middle School! This handbook is provided as an aide for you and your student during the school year. It will be reviewed with your student in one of his or her classes at the beginning of the year. Please utilize it as a resource. We have included information on Anchorage School District policies, individual school policies, athletic programs, and activity programs, as well as some helpful hints.

The Anchorage School District has ten comprehensive middle schools, several alternative programs and charter schools that serve middle school students. Although each middle school is uniquely adapted to its community, there are many common characteristics that provide for an environment and structure especially adapted for the middle school student. They include:

Teams

In order to provide a supportive student centered environment, ASD middle schools are made up of teams of teachers and students. Students belong to a team whose teachers provide the core academic subjects. The team structure enables teachers to personally monitor the progress of the students on their team.

Blocked time

ASD middle school teams are able to make use of blocked team time to schedule longer instructional blocks for labs and projects or to allow for special events such as field trips.

Team planning

ASD middle school teachers have team planning time that allows them to jointly develop instructional units, plan team activities, and monitor student progress.

Elective programs

ASD middle schools offer a variety of standard elective subjects and some special alternative electives that depend upon student/parent interest and staff availability. These non-traditional courses are usually one quarter in length and are designed to catch the interest and imagination of the middle level student.

The middle schools would like to work together with you as we usher your student through the confusing, exciting, and rewarding middle school years. Your involvement in the school and your student's education are very important to us. Please attend the Open House near the beginning of the school year to meet with teachers and find out about your school.

We hope that this school year is a positive one for your student. We will work hard to assist with academic achievement and motivation as well as the development of an appreciation and enjoyment of learning. Please encourage your student to take advantage of the many academic and extracurricular opportunities available at our middle schools. Remember that the best way for a student to enjoy school is to become involved.

Sincerely,

Mike Henry
Executive Director, Secondary Education

Educating All Students for Success in Life

Anchorage School Board Tam Agosti-Gisler, President
Elisa Snelling, Vice President Kathleen Plunkett, Treasurer
Starr Marsett, Clerk Bettye Davis

Pat Higgins
Kameron Perez-Verdia

Superintendent Dr. Deena Paramo

Creating a High Performing District

The Anchorage School Board's Vision

Mission

To educate all students for success in life.

Vision

All students will graduate prepared for post-secondary educational and employment opportunities

Preamble

The Anchorage School Board is a municipal-wide elected body with governance responsibility for the Anchorage School District. As a governance board, it is our responsibility to do the following: (1) set a clear direction for the district; (2) empower and hold accountable the superintendent for implementing our direction and managing district operations; (3) develop and adopt policies and budgets that support and implement the board's direction; and (4) model the professionalism and degree of effort they expect from students, families and staff.

The board expects a high-performing district that achieves exceptional results. We believe a process of continuous improvement and reform for results can be consistent over time, transcending board membership and superintendents.

Core Values and Beliefs

POTENTIAL: Every student deserves the opportunity to achieve his or her potential

To best serve all students, the board believes schools, families and the community should provide every student the opportunity to reach his or her potential. We believe students learn differently, and as such, each classroom and/or school must teach the curriculum in a way that meets the needs of each child. Our district must provide opportunities including a highly effective educator in each classroom, differentiated instruction and high-performing neighborhood and alternative schools. We believe we must close the achievement gap while moving all students forward.

HIGH EXPECTATIONS: The district will foster a culture of high expectations

To achieve high performance, the board believes the district must foster a culture of high expectations for everyone: students, parents, educators, staff and the board. High expectations require adopting an attitude that does not make excuses for a child's academic performance. High expectations also require high performance standards for each employee, including an expectation of collaboration.

ACCOUNTABILITY: The district will be open, transparent and accountable to the public

The board believes the district should be open, transparent, and accountable to the public, ensuring a high-quality education while remaining fiscally responsible. Our budget, policies, guidelines, curriculum and district performance data will be easily accessible (unless protected by law) and understandable. Parents will always have access to what their child is learning and how they are progressing. The district will promote strong community partnerships and public involvement.

SAFETY: All schools and departments will be safe and supportive

The board believes all schools and departments will have safe and supportive environments by providing safe facilities, being intolerant of bullying and discrimination, and ensuring respect for all. This belief also includes promoting skills necessary to create positive relationships, and to handle confrontational and challenging situations constructively and ethically.

RESPONSIVENESS: Public education should be responsive to an ever-changing world

The board believes the district must be responsive to the changing educational requirements of students for meeting the challenges of an ever-changing world.

Every graduate should be ready for his or her next step in life and be a productive member of a democratic republic.

Board Commitments

Based on our core beliefs and values, the board is committed to the following:

- A collaborative and respectful governance relationship with the superintendent;
- A rigorous core curriculum of language arts, mathematics, science and social studies;
- A well-rounded educational program that integrates career and technical education, arts and athletics;
- Instruction and early interventions that meet the needs of each student and moves them forward at least one year's academic growth annually;
- Effective public school choice options;
- Parents and the community as informed partners; and
- Cost-effective and efficient operations.

Operating Principles for Instruction

To implement our vision, the board set forth the following operating principles to guide the day-to-day operations of the district.

Educator Accountability

Teachers, principals and all educators will be held accountable for complying with district policy and direction to meet the district's mission, vision, core values and beliefs, strategic initiatives, tactics, goals and performance measures.

Effective Communication

The district will establish effective communications (including feedback loops) with parents, students, educators and the community.

Evidence-Based Curriculum and Best-Practice Instruction

The district's curricula will be research-based with the expectation of and accountability for best practice with instruction.

Instructional Differentiation

As a best practice, the district will ensure instruction and early interventions to meet the needs of each student, moving every child forward at least one year's academic growth annually.

Managed Instruction

The district will use a Managed Instruction System approach, which includes consistent content, grade-level expectations, performance standards and curriculum across grade levels and schools. The main driver for this principle is the mobility of our district: almost one-third of students do not end the year in the school in which they start.

Principal Priorities

Principals will implement board policies and vision, focusing on three priorities: (1) a safe and secure environment, (2) serving as the instructional leader and ensuring quality education, and (3) serving as the liaison with the neighborhood and school community.

School Innovation

The district will encourage creativity, innovation and reform including allowing schools to request flexibility (e.g., waiver, pilot programs) so the school can best meet the needs of its students.

Technology Integration

The district will integrate technology into all classrooms and curricula to provide each child the opportunity to fully engage in a 21st century learning environment.



District Section Table of Contents

School Year Calendar	Back cover
Top 10 Tips for Success in Middle School	Inside front cover
High School Graduation Requirements	Inside back cover
Top 10 Tips for Moving to High School	III-14
II. Anchorage School District Middle School Guidelines	II-1
Academics	II-1
Alternative Schools/Programs	II-1
Attendance Information	II-2
Bus Rules	II-4
Extracurricular Activities	II-6
Harassment Policy	II-7
Help	II-8
Parent Involvement	II-10
Safety	II-10
Student Grievance Procedure	II-11
Title IX	II-11
Family Educational Rights and Privacy Act (FERPA)	II-12
III. Student Rights & Responsibilities	III-1
Due Process	III-1
Student Behavior/Prohibited Conduct	III-1
Search and Seizure	III-6
Types of Sanctions/Disciplinary Action	III-7
Hearing and Appeal Procedures	III-8
Freedom of and Responsibilities Relating to Speech & Assembly	III-9
Student Surveys	III-10
Appendix A-1: Students with Identified Disabilities	III-11
Contacting the Anchorage School District	III-13

Educating All Students for Success in Life

—Anchorage School District mission statement

Section II

Anchorage School District Middle School Guidelines

ACADEMICS

Course Withdrawal Procedures

Once students have selected courses there will be no schedule changes, including withdrawals, after the beginning of the grading period except as determined by the principal.

Any student who is absent for the first three (3) days of a course may be withdrawn from that course. If this occurs, the student must reschedule.

No records shall be kept on a student withdrawing from a course with the principal's permission prior to the end of the tenth (10th) day of the course. If a student withdraws from a course with the principal's permission after ten (10) days of the course, they will receive their grade to date.

Grading System

Reporting periods are nine-weeks in length. In middle level schools (grades 6, 7 and 8), each nine-week grade is a final grade for that grading period.

"A" This mark indicates the student has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the course.

"B" This mark indicates that the student is doing work in quality and quantity above the standards set forth for a passing grade in the course.

"C" This mark is a satisfactory passing grade. It indicates that the student is acquiring the necessary information to proceed in the subject. The student is meeting the standards set for a passing grade in the course.

"D" This mark indicates that the student is not effectively mastering the work assigned but has sufficient understanding of the subject to justify the opinion that more growth will result from advancement than from repetition of the course.

"F" Insufficient progress in the subject to merit granting of credit in the course.

High School Credit for Middle School Students

Middle school students may earn high school credit for taking high school level course work while in middle school. These credits may count toward high school graduation. Students must apply through the Credit by Choice program at their local high school to receive credit.

Honor Roll

Middle level students earning a 3.0 grade average will be eligible. Any "F" or "D" grade will disqualify a student for that grading period. Grades in all subjects will be considered.

Make-Up Procedures

Students provided an opportunity to make up work for absences will be granted one day of make-up privilege for each day of absence. When a family knows in advance that their child will be absent from school for five (5) or more days, a make-up request can be made through the school office. The actual work assigned for grading is at the discretion of the teacher.

Progress Reports

The main function of progress reports is to inform the student and the parent/guardian of the progress the individual student had made in class. It is expected that accurate and objective reporting to the student and parent/guardian will encourage the student to make use of his/her educational opportunities to the best of his/her abilities.

Interim progress reports may be given by the teacher at any time. They are usually issued at the mid-point of a nine-week period. The reports are designed to inform the student and parent/guardian of the student's progress in a given subject area at that point in time. These notices act as a general guide to both parent/guardian and student so the student may improve his/her study and performance habits. If you have specific questions call the teacher/team for further direction or conference.

ALTERNATIVE SCHOOLS/PROGRAMS

The district has a number of special purpose programs for students with special interests and needs. Individualization is emphasized in the following programs. Students will earn credits and meet District requirements in a variety of ways, and these programs will be characterized by curricular innovation along with basic skills development.

A brief description of each is included here. If you have any questions, check with your counselor.

Central Middle School of Science

The Central Middle School program is one in which high academic achievement and behavioral standards are established. At the heart of the program is the math and science curriculum. The math program allows students to work at their appropriate level and includes classes through geometry as well as higher level independent classes. The sci-

ence curriculum is taught through a thematic, hands-on, experiment-based discovery program.

Charter Schools

Alaska Native Cultural Aquarian Charter School—Grades K-6
Aquarian Charter—K-6
Eagle Academy—K-6
Family Partnership Charter School—Grades K-12
Frontier Charter—K-12
Highland Academy Charter School—Grades 6-12
Rilke Schule German School of Arts and Sciences K-8
Winterberry—Grades K-8

Birchwood ABC and Northern Lights ABC

Contact Elementary Education for specific information about seventh and eighth grade opportunities in these K-8 programs.

PAIDEIA

PAIDEIA Cooperative School is a K-12 culture of academic innovation and adaptation preparing students for their futures. This program offers a personalized educational plan inclusive of a traditional home school model with the ability to participate in Anchorage school and community resources to support a passion-driven education. These diversified options include partnering with current ASD resources and programs, seeking out and coordinating business partnerships for internship opportunities, and working as a collaborative community to offer intensives, electives, student-driven projects, and civic opportunities for all students while maintaining a team teaching model that ensures academic standard accountability and a success-driven educational plan.

Polaris K-12 School

Polaris K-12 School is Anchorage's only school to have all grade levels from kindergarten to the senior year of high school. This allows for an integrated curriculum and multi-age group learning based on student interests, needs and developmental levels. Polaris is dedicated to the principles of "community" and "self-directed learning." Parental participation is recognized as an important part of a student's learning.

Instructional methods focus on "doing"—the "experience approach"—to learning. In practice, this means extensive use of manipulative teaching materials, forming and testing hypotheses, numerous field trips and classroom visits by a variety of resource persons.

Steller Alternative School

The Steller program is an open-concept secondary school designed to provide students with the opportunity to direct their education into their

own areas of interest. Students in this program need to be self-directed, self-motivated and capable of completing a task without constant supervision.

Anchorage STReAM Academy

Anchorage STReAM Academy is a 6-8th grade charter school that is an interdisciplinary STEM-based program, focused on experiential learning.

Anchorage STReAM Academy's STEM-centered curriculum, augmented with a rigorous study in the humanities, employs an experiential approach to education. Learning within Anchorage STReAM Academy is couched in research-based community projects and provides a vital link between learning targets and the students' lives.

By connecting students with their community and adding much-needed relevance to the curriculum, Anchorage STReAM Academy goes beyond measurable test results, challenging students to think critically and problem solve with confidence.

SEARCH Program

SEARCH is a small program for students in grades 8, 9 and 10 who have been struggling to make the adjustment to comprehensive middle school. We offer a caring and safe environment where we help students find the motivation to become successful. To be eligible for admission to this program, students are referred by their school counselor and attend an informational intake interview.

ATTENDANCE INFORMATION

Non-resident tuition

By state law, all non-resident students attending schools of this district shall pay in advance the regular school tuition rate. (AS 9.030) This law pertains to students whose parents are not residents of the Municipality of Anchorage and who are not in the custody of a district resident. (ASD Policy Section 431.2) For more information about non-resident tuition, please contact the school principal.

Attendance Requirements

Alaska State Statute 14.30.010 states that "Every child between seven and sixteen years of age shall attend school at the public school in the district in which the child resides during each school term. Every parent, guardian or other person given the responsibility for or control of a child between seven and 16 years of age shall ensure that the child is not absent from attendance..." While recognizing that the responsibility for the regular attendance of a student lies with the parent of that student, the schools also recognize an obligation to assist the parent and child to ensure that regular attendance does occur. The following attendance procedures are designed to encourage regular attendance and ensure communication between the school and the parents:

1. Students are required to attend all scheduled classes unless authorized by parents and/or school personnel to be absent.
2. Parents are expected to call the school by 9 a.m. each morning that their student is absent from school to excuse him/her from that day's attendance.
3. According to Anchorage School District Board Policy 443 (b), the following conditions may result in an excused absence from school:
 - a. illness
 - b. death or serious illness in the immediate family
 - c. participation in a school function
 - d. extenuating circumstances approved by the principal, and
 - e. attendance at religious services.

4. Any absence that is not excused is considered a truancy. Truancy is defined as an unexcused absence of a student for a class or classes. Truancies are cumulative throughout the semester
5. When the student falls within the compulsory attendance regulation (under 16 years of age), in addition to having the documented permission of the parent or guardian to miss school or be absent from class, the absences shall comply with the Alaska State Compulsory Attendance Laws 14.30.010.
6. Students with unexcused absences from classes may be subject to disciplinary action, including but not limited to required parent conferences, detention and/or suspension. Parents will be notified of unexcused absences by School Messenger through the automated attendance phone call. After the first unexcused absence, detention or work detail may be assigned, and the ASD attendance policy will be explained. Subsequent unexcused absences may result in detention, suspension or other appropriate disciplinary action. Chronic, repeated violation of the attendance policy may result in long term suspension and/or withdrawal from school.
7. Any student who is absent from school for ten (10) or more consecutive days without parent contact may be dropped from the ASD rolls. Prior to withdrawal for non-attendance, reasonable effort will be made and documented to return that student to full-time attendance. Parents will be involved in the attempt to remediate the attendance problem, prior to withdrawal for non-attendance. Students withdrawn may be re-enrolled at the beginning of the next school semester
8. Known or suspected cases of violation of AS 14.30.010 may also be referred to the Anchorage Police Department.

9. Middle schools are closed campuses. Students are to remain on school grounds unless excused according to school policies.

Daily Absence Notification

The official notification of a student's attendance for unexcused absences is through Student Messenger using the automated attendance phone notification. For any absence that has not been excused by the parent or guardian, a call will be placed daily after the close of business to the primary contact number. The message will inform the parent/guardian that his/her student has been absent from one or more classes for the day. Unless the parent/guardian is able to excuse the absence according to ASD Board Policy 443(b), the absence will be unexcused. The primary phone number can be changed by contacting the school. If parents provide an email address to the school, email notification will be made in addition to the automated phone notification. **Absences must be excused within three school days of the absence.**

Pre-Approved Absence Request

According to ASD Board Policy 443 (b), the reasons for excused absences include illness, death or serious illness in the immediate family, participation in a school function, extenuating circumstances approved by the principal, and attendance at religious services. When a student and/or family contemplates an absence for personal reasons that must be approved by the principal, the parent guardian must complete a Pre-Approved Absence Request Form. A copy of the form is available at the school or online at www.asdk12.org/parents/attendance/. The form can be submitted electronically or in written form and must be submitted **at least one week in advance**. The principal or designee may deny the request if he/she believes that the absence would harm the student's academic progress. If a request is denied, reasons will be given.

Late Arrival/Tardiness

Any secondary student who is late for class without an acceptable excuse shall be noted as tardy. A student is considered tardy if they are not in the classroom at the beginning of the class period. All students are expected to be on time to school and to arrive at all classes during the day on time. Each middle school will implement a procedure that includes parent notification of the assignment of work details or detention and suspension for repeated tardy problems. Should students arrive late to school, they are required to provide a note from their parents/guardian.

Leaving School During the Day

Leaving school before the normal dismissal time is permitted provided that prior consent of a parent is obtained by note or telephone, and that prior school approval is given. School approval is obtained through the attendance office. Students who leave the building during the school day without approval will be regarded as truant. Without prior parent/guardian authorization the school will not allow pick-up or release of a student.

Make-up Procedures for Class Work, Assignments and Tests

When a family knows in advance that their child will be absent from school for five (5) or more days, a make-up request can be made through the school office. Each school will determine their procedure for notifying teachers of the make-up request. For absences less than five (5) days, the secondary student is responsible for securing the make-up work from the teacher. At the elementary level, the family will work directly with the teacher to receive the make-up work.

Students with Excused Absences

One day of make-up privilege will be granted for each day of absence, regardless of the length of the absence. Teachers are expected to provide make-up work that is as meaningful as possible; however, it is recognized that make-up work may not provide the same kind and quality of

instruction as the student would have received in class. The actual work assigned for grading is at the discretion of the teacher.

Full credit is awarded as long as the work is completed within the allotted time, which is the school day following the make-up period. All make-up work is due on the final day of the make-up period (e.g., if a student is absent for three school days, all make-up work must be completed and turned in on the fourth day after returning to school).

If a test is missed, arrangements for making up the test will be made between the teacher and student after the make-up work for the absence has been completed. Once arrangements are made with the student to make up the test, it is the student's responsibility to show up for the test at the assigned date and time. If the student does not show up for the test at the assigned date and time, he/she will lose the privilege to make up the test unless there are extenuating circumstances beyond the control of the student.

If a state-required assessment is missed and the assessment has a make-up date(s), the student will make up the test according to the individual school's make-up schedule. If the student is absent during the make-up date(s), the student will not have the opportunity to take the assessment based on state regulations.

Students on Short-Term Suspension

A student on short-term suspension will be allowed to complete, for credit, class work and assignments missed during the short-term suspension.

The student is expected to have all class work and assignments provided to the student during the short-term suspension completed upon the student's return to school and/or class. If the student needs additional assistance from the classroom teacher to complete the assignment(s) that could not be provided during the suspension, the principal can provide an extension.

The actual work assigned for grading is at the discretion of the teacher.

The guidelines for making up tests for students with excused absences apply to a student returning from a short-term suspension.

Students on Long-Term Suspension

A student on long-term suspension is allowed to complete, for credit, class work and assignments missed during the first five (5) days of the suspension.

The student is expected to have all class work and assignments provided to the student during the long-term suspension completed upon the student's return to school and/or class. If the student needs additional assistance from the classroom teacher to complete the assignment(s) that could not be provided during the suspension, the principal can provide an extension.

The actual work assigned for grading is at the discretion of the teacher.

If a test is assigned during the first five (5) days of the suspension, the guidelines for making up tests under an excused absence apply.

If a state-required test occurs during the long-term suspension, each case is reviewed individually to determine whether the student will participate in the testing.

If the student is assigned to an alternative program during the long-term suspension, the alternative program assumes the responsibility for providing and grading class work and assignments.

Students with Unexcused Absences

Students who intentionally skip class will not be granted the privilege to make up work or receive credit for work due on the day of the unexcused absence.

Students who intentionally skip class on a state-required testing day will make up the test based on the individual school's make-up schedule when make-up testing is allowed.

When a student has an unexcused absence that is beyond the control of the student (e.g., parent/guardian requires student to stay home to take care of younger sibling, parent/guardian takes student on family vacation that has not been approved as an excused absence), the principal will have the discretion to allow for make-up work. If make-up work is denied, the student or parent/guardian may have that decision reviewed at the Instructional Division by making a request to the appropriate Division within two (2) school days.

In situations where the principal has granted make-up privileges, the guidelines for an excused absence apply.

Responsibility to Homeless Children

No homeless child will be deprived of any of the opportunities or benefits offered by the district because of family living situation. Provisions will be made to help homeless students continue to attend their school of origin. Transportation will be provided to homeless students comparable to that received by other district students. The district will make special efforts to ensure the enrollment and attendance of homeless students who do not currently attend school. For further information about this program, please contact the Child In Transition Program at 742-3833.

Transfer or Withdrawal from School

The parent/guardian should notify the attendance office two days in advance if a student is moving out of the District or transferring to another school within the District. The registrar will issue a withdrawal slip which is to be signed by each of his/her teachers during the day, as well as the librarian, cafeteria manager, nurse, etc. It should be returned to the office last period. A withdrawal is official when obligations to the school and District have been met.

No final tests can be administered early. Students who must withdraw early are required to have their parent/guardian contact the school for a parent conference or furnish military orders showing the necessity for the withdrawal.

Withdrawal **before the last 15 days of school:** withdrawal grades to date given and the student is expected to report to the receiving school.

Withdrawal **during the last 15 days of school:** withdrawal grades to date given with grades becoming final if student does not report to a receiving school.

BUS RULES *Riding the school bus is a privilege—not a right.*

ELIGIBILITY

Students who live more than a mile and a half from school, or must cross a designated hazardous road area, are provided bus transportation. Students who are on zone exceptions must provide their own transportation to and from school, unless approved in writing by the transportation department.

ALL TIMES

1. Exercise good manners, caution and consideration for other people.
2. Follow the directions of the bus driver; his/her primary concern is for your safety.
3. Identify yourself upon request. State both your first name and last name when asked.
4. The driver may assign students a seat.
5. Students must not have anything in their possession that may cause injury to another.
6. Students eligible for transportation must use the bus stop closest to their home.

Excessive Absences

Regular, timely attendance is expected of all students. ASD considers regular student attendance to be one of the most important determinants of student academic success. Students need to be at school on time and ready to learn every day. If a student misses ten (10) or more days in a semester, excused or unexcused, he/she is considered to have excessive absences. A student may be identified as habitually truant because of excessive absences.

Truancy

Truancy is defined as an unexcused absence of a student for a class or classes (e.g., skipping one or more classes, leaving school without permission).

Parents are notified of all truanancies by School Messenger through the automated attendance phone notification.

Disciplinary action for truanancies will be taken as follows:

1. Parents are notified of the first truancy by School Messenger through the automated attendance phone notification. Detention or work detail may be assigned and the attendance policy will be explained.
2. Parents are notified of subsequent truanancies through the automated attendance phone notification. Subsequent truanancies may result in detention or other appropriate disciplinary action.
3. The student may be designated as habitually truant after five (5) truanancies or ten (10) or more absences, excused or unexcused in a semester. Notification of a student as habitually truant is done in writing. Chronic, habitual violation of the attendance policy may result in withdrawal from school. After the designation of a student as habitually truant, the provision of notice of the designation and a determination of a lack of cooperation from either the parent/guardian, and/or student in remediating the situation, the habitually truant student and/or parent/guardian of the student may be cited under AMC 8.75.065.

If a truancy occurs during a quarter resulting in withdrawal from school, the student may re-enter at the beginning of the next semester. Truanancies count through the entire semester.

7. Students must ride their assigned bus unless presenting a note to the driver from their parent/guardian that has been initialed by the principal or his/her designee.
8. Proper classroom behavior is expected of all students while walking to and waiting for the bus.
9. Buses will shut their doors at departure time at school. No tardy students will be allowed to board while the buses are leaving. Students could be injured by buses departing the loading zone.
10. Stay out of the danger zone (15 feet from the bus in all directions) at all times.

WALKING TO THE BUS STOP AND WAITING FOR THE SCHOOL BUS

1. Respect private property. Do not litter or trespass.
2. Walk on the left side of the road facing traffic.
3. Be at your stop five minutes ahead of time. Your school bus driver has a schedule to keep.
4. Stay a safe distance from the roadway.

- Students must cross the roadway only in front of the school bus when given the signal to do so by the school bus driver.
- Be in line when the school bus approaches.
- Wait to approach the bus until the bus has come to a complete stop — don't play or push others.
- Let smaller children board first.
- Students must use the same bus stop closest to their home, getting on and off the bus.

BOARDING THE SCHOOL BUS

- Do not push, crowd or disturb others.
- Always use the handrail and go up the steps one at a time.
- Go directly to your seat and be seated.
- Except for service animals, no animals of any kind are allowed on the bus.
- Ice skates must have protective guards on the blades and be placed inside the backpack.
- Skis, poles, hockey sticks, skateboards, scooters and other sharp edged objects will not be permitted on the school bus.
- The following musical instruments will not be transported on a school bus: guitars, cellos, baritones, double basses, French horns, trombones, saxophones (tenor & baritone) and drums.

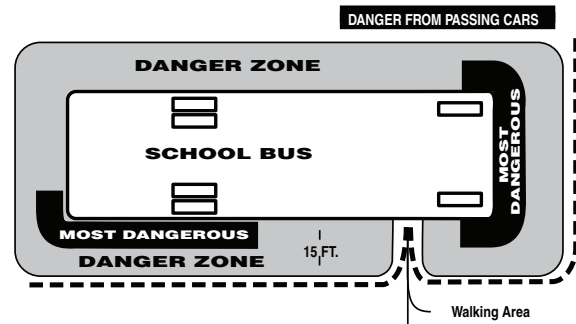
CONDUCT ON THE SCHOOL BUS

- Keep the aisle and exits clear.
- Place backpacks and other gear on your lap.
- Remain seated until the bus has come to a complete stop and get off only at your regular bus stop.
- Avoid loud talking, confusion or anything else that might distract the driver.
- Never sit in the driver's seat or interfere with the driver in any manner.
- Keep quiet near railroad tracks so the driver can listen for trains.
- Keep head, arms and body inside the bus.
- Do not throw objects inside the bus or out of the bus.
- Eating and drinking is not allowed on the school bus. Chewing, using, or possessing alcohol, drugs or controlled substances or chewing gum on the bus is prohibited.
- Windows may be opened two clicks only with the permission of the bus driver.
- Refrain from defacing or damaging the bus and always assist in keeping it clean. Students will be expected to pay for any damage or vandalism of the bus, seats, or any other equipment.
- All students must be seated, facing forward with feet on the floor.
- In general, all students riding a school bus will observe classroom conduct.
- The emergency door and exit controls may be used only during supervised drills or actual emergencies.

GETTING OFF THE SCHOOL BUS

- Remain seated until the bus has come to a complete stop and the door is open. Students may disembark only at their regular bus stop.
- Use the handrail and take only one step at a time.
- Remember, pushing or crowding could cause an accident.
- After leaving the bus, go directly home or to your assigned place.

- It is everyone's responsibility to demonstrate good citizenship by cooperating with your school bus driver at all times so that your parents and school district officials can depend upon safe, timely and efficient pupil transportation to and from school.
- When students are off loading, if you are not getting off, DO NOT leave your assigned seat.



Sanctions for Bus Rule Violations

All students are expected to behave on the bus in a calm, quiet, safe manner and to abide by bus rules. Students who behave in an unruly and/or unsafe manner on the bus or at the bus stop may receive the following sanctions:

1st and subsequent offense

- warning conference, parent notification
- suspension of bus privileges
- revocation of bus privileges
- detention/work detail
- suspension

Sanctions range from warning to suspension depending upon the severity. If any offense is sufficiently flagrant, the student's bus privilege may be revoked at that time for the remainder of the school year, and/or suspension from school at the discretion of the building administrator.

REMEMBER

- Riding on the school bus is a **PRIVILEGE** and not a right.
- If the pupil's conduct is such that the health, safety, comfort or well being of others is jeopardized, on or off the bus, a school district official may deny the privilege of riding the bus.
- All school rules apply to students on school buses and at school bus stops. Safety, decorum, and the welfare of students fall under the jurisdiction of the school. Students must follow the bus driver's directions and must ride their assigned bus.
- To ensure student safety on the bus no adults, other than school or public safety officials, are allowed to board the bus at school bus stops.
- Have a safe, pleasant and enjoyable trip.

It is acceptable for a parent to utilize public transportation for their student(s). However, parents/guardians must put their decision in writing and the school will keep a copy on file. The parent/guardian should clearly state the start and end date their student will use the People Mover or any other mode of public transportation. Parents/guardians must also state they understand there is no supervision provided for their student while they are waiting to be picked up. The public transportation letter must be renewed each year. See Zone Exception/Lottery form for conditions.

EXTRACURRICULAR ACTIVITIES

Anchorage School District Activity Eligibility

Students in the Anchorage School District middle schools will be eligible to participate in activities if they are enrolled in four or more courses during the grading period the activities are offered.

Middle School Activities

The middle schools offer interscholastic athletic competition (student fee required), intramural athletic competition (no student fee/competition at the home school only), and non-athletic intramural and interscholastic competitions. Look for announcements from your home school, or contact them directly as to offerings and times.

National Junior Honor Society

All students who meet chapter membership standards shall be given consideration for membership. The society sponsor in each school will have the answers to any questions students may have.

Conditions of Participation in Activities

Students who use or are in possession of drugs, alcohol or tobacco or who sell, distribute, or attempt to sell intoxicating liquor, illegal drugs or inhalants, substances designed to look like illegal drugs or substances purported to be illegal drugs shall be subject to Anchorage School District disciplinary sanctions which shall include loss of practice, and loss of eligibility for activity participation for time periods as specified in Anchorage School District regulations.

Immediate dismissal from the activity will result from the following:

1. Violation of eligibility rule.
 2. Violations of the Drug/Alcohol/Tobacco rule as specified in Anchorage School District regulations.
- Denial from participating with the activity for a period of time (to be determined by coach/principal) may result from the following:
1. Insubordination
 2. Obscene gestures; swearing
 3. Provocation
 4. Fighting
 5. Stealing/Theft
 6. Hazing/Initiation
 7. Other disciplinary situations which may arise.

During an appeal process the student shall not participate in the group's activities until the appeal process is completed.

A student who is removed from an activity for disciplinary reasons will not be eligible to participate in any activity during the season of that sport.

A student who is suspended out of school for any reason will not be eligible to practice or play any sport during the period of suspension.

Any sanction imposed under these Participation Guidelines is separate and distinct from any sanction which may be proposed for violation of any other school disciplinary requirement.

Eligibility and guidelines for interscholastic and intramural sports program

1. Students must have ten (10) days of practice before they are eligible to compete in a game/meet.
2. Parental signature must be on file, indicating parental notification of athletic participation and eligibility requirements has occurred, i.e. Middle School Activity Participation Form.
3. In order to participate in activities, a student must be in attendance a minimum of one-half day, except for extenuating circumstances

approved by an administrator.

4. If any student is suspended out of school, they will not be allowed to participate in any activity for the duration of the suspension.
5. Approved athletic apparel is to be worn only during sponsored practices, activities, and assemblies and on the day of games. All uniforms must be approved athletic apparel. All uniforms must be returned to the coaches no later than one week after the last day of participation.
6. Equipment issued to an athlete is his/her responsibility for return or replacement. Students shall not be permitted to participate in any other sport until the equipment is returned, replaced or paid for.

Spectator's Responsibility

All student spectators must leave school at 2:45 p.m. They are allowed to return to watch the activity if accompanied and supervised by an adult.

Spectators are expected to:

1. Remember that the game is for the players. They are here because they want to play and enjoy the experience. Your good sportsmanship will enhance this educational experience.
2. Refrain from distracting the players during play.
3. Recognize and appreciate skill in performance regardless of affiliation. Applause for an opponent's good performance is a demonstration of generosity and good will.
4. Treat the officials with respect before, during, and after the contest. We cannot play the game without officials as they are an integral part of the game, and they should be considered impartial arbitrators.
5. Display good conduct. The administrator has the authority to remove any spectator who does not conduct himself/herself respectfully. Abusive language is prohibited.
6. Remember that your view of the game could be quite different from that of the official.
7. Recognize the fact that as a student spectator, you represent the school as do the athletes.

Physical Examination—Parent's Consent

A student may not be permitted to participate in a practice session or to represent their school in athletics or other strenuous activities until there is on file with the Superintendent or school principal a statement, signed by a practicing physician, nurse practitioner, physician's assistant, or military medical examiner, and the student's parents or legal guardian, certifying that they have submitted to a physical examination within the prior calendar year. The physical examination must not expire during the season of the sport in which the student participates. The statement must certify that, in the opinion of the examiner, the student is physically fit to participate in strenuous physical activities.

Middle School Activities — 2016–17

Contact your home school for specific dates

Interscholastic Athletics

XC Running, Girls Basketball Fall
Wrestling Volleyball Late fall
XC Skiing, Boys Basketball Winter
Track and Field Spring

Intramural athletic activities and non-athletic activities are available to students at their middle schools. These activities will be scheduled by the school and announced to students and the community throughout the year. The following activities are examples of some that may be available at your school.

Battle of the Books	Science Olympiad
Circuit Training	Soccer
Geography Bee	Spelling Bee
Hockey	Student Council
Math Counts	Wild About Anchorage Trivia
Jr. National Honor Society	Contest

Away games and practices—A student must ride the school bus to and from away games and practices unless transported by his/her parent or guardian and signed out with the coach.

Travel by any student or group of students, regardless of source of

funding, which is either a School District academic or activity program, must have the approval of the Executive Director or designee as outlined in School Board Policy. Students are to conduct themselves in a proper manner at all times. Failure to do this will result in the appropriate disciplinary action being taken by school officials. **All district rules apply.**

Travel Cancellation for Safety Reasons

It is possible that trips could be cancelled if concerns arise relating to safety or security of our students and staff. If this should occur, the district will not be able to refund any monies contributed by your student. Whenever the superintendent or designee determines that dangerous conditions may affect the health, safety, or welfare of those traveling, the Superintendent or designee may withdraw approval for the trip. In making such decisions, the Superintendent or designee will heed any travel advisories or restrictions issued by the FBI, U.S. State Department, or state or local officials. The district will assume no liability to anyone for reimbursement of any costs or expenses incurred by any trip for which the Superintendent or designee withdraws approval.

Limousines/Party Buses

While limousine rides and/or party busses may seem like the perfect gift for birthdays or other special celebrations, due to safety reasons this is not allowed. Limousines and party busses are not allowed to pick up students at any time.

HARASSMENT AND/OR DISCRIMINATION POLICY

The Anchorage School District affirms the right of all students and employees to pursue their education or occupation with dignity in a safe environment. Harassment and/or discrimination of employees and students will not be tolerated in the Anchorage School District. Anchorage School District includes school district facilities, school district premises and non-school property if the student or employee is at any school sponsored, school approved, or school related activity or function, such as field trips or social and athletic events where students are under the control of the school district or where the employee is engaged in school business.

It is prohibited to harass, discriminate against, or grant a discriminatory advantage based on race, creed, gender, national origin, age, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation. Harassment and/or discrimination by board members, administrators, employees, parents, students, vendors, and others doing business with the school district is prohibited. Employees and students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including discharge, suspension, or other appropriate action. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's education or other school status.
- submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or

- such conduct has the purpose or effect of unreasonable interference with an individual's work performance, educational attainment, or creating an intimidating, hostile, or offensive working or school environment.

Disciplinary action can be taken against those individuals who are found to have made a false or frivolous accusation.

Employees who believe they have experienced an act of harassment and/or discrimination should report the matter immediately to their supervisors. Supervisors shall investigate the issue and advise the EEO Office. In addition, employees may also report the incident to the EEO Office directly, or to an outside agency, i.e., the Municipality of Anchorage Equal Rights Commission, an Ombudsman, the State of Alaska Human Rights Commission, the U.S. Equal Employment Opportunity Commission, or the Office for Civil Rights.

Students who believe they have experienced an act of harassment and/or discrimination should **report the matter immediately to a staff member.** The school principal or designee shall investigate the issue and advise the EEO Office. In addition, students may also report the incident to the EEO Office directly, or to an outside agency, i.e., the Municipality of Anchorage Equal Rights Commission, an Ombudsman, the State of Alaska Human Rights Commission, the U.S. Equal Employment Opportunity Commission, or the Office for Civil Rights.

HELP

Accidents

The Anchorage School District does not carry accident insurance to cover students. Any accident on school property (including buses) must be reported to the school immediately. Failure to do so could jeopardize coverage under your accident policy. All students are encouraged to purchase accident insurance through their regular family insurance agent.

Custody disputes

Every school year there are parents who become involved in a custody dispute over their children. Each year school staff, including teachers, principals, counselors, nurses and others are asked by one parent to keep the other parent from coming to the school to see the child, picking up the child after school, or obtaining the child's school records. This puts the staff and the school district in a very difficult position.

Under Alaska laws, both parents have equal rights and access to their children and to participate in their child's education, **unless there is a court order requiring something different.** It is the policy of the Anchorage School District that both parents are entitled to come to their child's school, to participate in their child's education and to exercise all rights which parents have with their children.

The Anchorage School District and staff will not honor any request by one parent to keep the other parent from the child unless the district is provided with a certified copy of a court order. The court order must clearly establish that the other parent is not allowed to have access to their child or is restricted or limited in some way in exercising parental rights over the child.

OCS Mandatory Reports

Child abuse or neglect as defined by the Alaska Statute Title 47.17 means, the "physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment of a child under the age of 18 by a person under circumstances that indicate the child's health or welfare is harmed or threatened thereby." The reporting laws specify that school personnel who have "reasonable cause to suspect" that a child is being abused or neglected must report the suspicion to the Office of Children Services. Employees in the Anchorage School District have been trained to respond to the child who needs help. The major responsibilities of school personnel are to identify an abused or neglected child, and to comply with laws requiring reporting of the suspected abuse to the proper authorities. Whether the report is for physical injury, or mental injury, neglect, or sexual molestation, the investigation and determination of acts must be left to the Office of Children Services, which is specifically designated for that purpose. The purpose of the child abuse and neglect reporting law is to protect children whose health and well-being may be affected through the infliction, by other than accidental means, of harm through physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment. School district employees are required to report suspected child abuse or neglect and may not investigate the suspected child abuse or neglect before they make the required reports to the Office of Children Services and/or the Anchorage Police Department.

Directory Information

Student directory information may be released at the discretion of the school unless the principal has been notified in writing by the student or parent/guardian that some or all of the information shall not be designated as directory information. Directory information includes: student name, address, email, year of birth, enrollment, dates of attendance, grade level, degrees and awards received, date of graduation, name of

secondary school most recently attended, scholarship eligibility, participation in officially recognized activities and sports, and height and weight of members of interscholastic athletic teams.

In two instances, the district is required by law to release certain contact information regarding middle and high school students, unless the parent/guardian objects. First, the district is required to provide to the University of Alaska the names and addresses of those students eligible for UA scholarship programs. Second, upon receiving a request from military recruiters and/or institutions of higher learning, the district must provide names, addresses and telephone listings.

If you do not wish to have this information released, please contact your school principal.

Guidance Counseling

Middle level counselors facilitate successful transitions for all students by collaborating with them, their families, their school, and their community. Counselors facilitate, plan, and provide leadership for student-centered teams aimed at increasing the relevance of education and enhancing the overall middle school experience for students. To achieve those goals they provide effective guidance counseling services to students and parents; work toward integrating sound practices in curriculum, instruction and assessment in their school and district; help coordinate human resources to assist students; and promote high standards in education and the counseling profession.

Identification Cards

Each student will receive a student identification card. This card should be carried by the student at all times and is to be shown for identification upon request by any faculty member or official member of the district staff.

It may be used for withdrawing books from the school library, purchasing lunches, entering school dances, athletic events, and school activities when so endorsed. Lending this card to anyone or failure to present it when requested by authorized personnel is a violation of school regulations and subjects holder to disciplinary action. Report loss of I.D. card immediately to the main office.

Lockers

Lockers are available to students and assigned at the beginning of the school year. Lockers must be kept locked at all times and the combination of your locker must not be shared. The Anchorage School District is not responsible for the damage, theft or loss of personal property in lockers. Damage to the locker or lock may be charged against the student to whom the locker is assigned.

As lockers are the property of the school, they may be examined by school officials as established in the Student Rights and Responsibilities .

Barter, Trading or Selling

Students are prohibited from barter, trading or selling without approval of school staff.

Lost and Found

All lost and found items of a personal nature (watches, rings, clothing, etc.) are held in the school office or designated place. Library materials are routed to the library and textbooks to department chairpersons. If you have lost an item, check at the appropriate place. If you have found an item, take it to the school office. Items turned into the office will be held for a minimum of thirty (30) school days and then will be given to one of the local charitable organizations.

Medication

No medication shall be administered without proper written consent/permission by the parent/guardian and/or physician. The school nurse will provide you with the proper form for the type of medication. All medications must be brought to the nurse in their original container, labeled with the students' name and accompanied by the proper form. Instructions for administering medication will include identification, quantity, purpose and possible side effects. All medications must be delivered to the nurse by the parent/guardian unless approved by the nurse or school administration. Students are prohibited from carrying any medications on school grounds except for certain emergency medications by prearrangement with the nurse and physician. The school nurse will dispense all prescription and non-prescription medications. If the nurse is absent or not available, a responsible trained alternate may dispense as allowed by the Alaska Nurse Practice Act. Certain medications may not be delegated and alternate accommodations will be arranged. Medication administration is dependent upon the nurse's discretion and observation of possible adverse reactions or interactions and may be referred to the physician as needed to insure the safety of the student during school hours. **Expired medications and/or medical supplies will not be used by ASD; parent/guardian must supply current medications and supplies at all times.** Please be sure to provide the school with a current Epinephrine auto-injector (epipen) for any school field trip. Homeopathic and herbal medications will not be given at school due to prohibition by the Alaska Nurse Practice Act.

Nurse

Students becoming ill during the school day must report to the nurse. If it is necessary to go home or to a doctor, the nurse will inform the parent/guardian and the student will be released from school. (If you have any questions regarding your health, feel free to see the school nurse.) Students leaving due to illness without properly checking out will be counted as truant from those classes missed. Any student needing to take medication during the school day must have the proper forms completed and medication will be administered by the school nurse. Medication forms are available from your doctor or the school office or online at the ASD Web site under Health Services. These must be filled out completely so that medication may be safely given during school hours; incomplete forms will not be accepted.

School nurses also conduct height, weight, health, vision, and hearing screening, and tuberculosis testing in certain grades/ages as required by state law or board policy or if there is reason to suspect a problem.

Visiting Teacher

Students with illnesses that extend or are projected to extend beyond fifteen (15) days should apply for services under the Visiting Teacher Program. Students receiving services while in the Visiting Teacher Program are not considered absent from school.

Medical Waiver

Students with chronic medical problems should contact the school if the absences due to the chronic illness are likely to exceed fifteen (15) days in a semester. Medical waivers must be renewed each semester and be verified by a medical professional. Students with a medical waiver are considered absent due to an illness.

Records

The school registrar keeps and maintains a cumulative record of each student. The record includes academic achievement, test scores, serious disciplinary problems (i.e. drug/alcohol/weapons violations) and other information required by the District and/or the State of Alaska rules and regulations. These records are available for inspection by the student

and/or parent/guardian upon request if the student is under 18 years of age. Assistance by parents in keeping relevant information as up-to-date as possible is helpful to the student and school. Notification to the school of changes in phone number and/or address are critical for the safety of the student.

State Law - Alaska Statutes

Sec. 25.20.130. Access to records of the child. A parent who is not granted custody under AS 25.20.060 - 25.20.130 has the same access to the medical, dental, school, and other records of the child as the custodial parent. (§ 6 ch 88 SLA 1982)

Responsibility for Personal Property

The Anchorage School District is not responsible for the damage, theft or loss of personal property on school grounds — including lockers. Individuals are cautioned not to bring large sums of money or other valuables onto school grounds.

Student Injuries and Insurance

The Anchorage School District makes every effort to prevent injuries to students and has implemented a very effective accident prevention program. Despite our best efforts, there are still occasions when students get injured at school. It is important that you understand that we do not provide medical insurance coverage for school accidents. This means that you are responsible for the medical bills if your child gets hurt during school activities. In an effort to provide you with affordable, effective accident/health insurance, the District does provide information about affordable options for coverage for students. Insurance plans for students are available through Myers-Stevens & Toohey & Co. Call 800-827-4695 or visit www.asdk12.org for more information.

Student Records Transfer

No Child Left Behind requires all school districts to transfer information related to student suspensions and expulsions in addition to academic records when students transfer to any public or private elementary, middle or high school. When transferring their students, parents have the right to request a copy of the information that was disclosed to the new school.

Textbooks and Supplies

You are responsible for the care and covering of all texts issued to you. A fine will be assessed if you lose or damage a text. Report cards will not be issued until all fines are paid. Students are expected to furnish paper, notebooks, pens, pencils and related supplies.

Visitors

All visitors to the school (parents/guardians, etc.) should sign in at the main office and collect a visitor's ID badge to wear while visiting the building. Parents wishing to attend their student's class(es) should consult the principal to make arrangements prior to the visit.

Classroom visits by parents and guardians are welcomed. To create the least interruption of the teaching process, requests for classroom visits shall be arranged through the school. Teachers shall receive prior notice of any visit and will collaborate to ensure that visits are productive, appropriate, and timely. Spontaneous visits by the public shall be kept to a minimum.

PARENT INVOLVEMENT

Parents play a critical role in the education of their children. Parental involvement in its various forms positively impacts student achievement. The Anchorage School District is committed to continuing strong partnerships with parents in the education of their children. The No Child Left Behind Act acknowledges the importance of parental involvement as well and requires that schools provide parents with a copy of the district's school board policy on parental involvement. Our policy is below. If you have any questions on or suggestions for how parents can be involved, please don't hesitate to contact the principal.

Given the key role of parents in promoting effective schooling, the Anchorage School District administration will assist schools in developing comprehensive, continuing programs of parent involvement at all grade levels. The district will provide welcoming opportunities for parent participation in resolving concerns. The major goal is to promote greater student success in all curricular areas by making schools and parents more productive partners in their children's education. To support the mission of Anchorage schools to educate all students for success in life, schools and parents must work as knowledgeable, respectful partners.

Definition

The term "parental involvement" means the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities, including providing opportunities and support for the following:

That parents play an important role in supporting their child's learning and the overall educational program and environment of the school;

That parents are encouraged to be actively involved in their child's education at school and at home; and

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. The district shall provide full opportunities for the participation of all parents, including those with limited English proficiency, parents with disabilities, and parents of migratory children.

Planning

As part of their annual improvement planning, schools and the district, with the involvement of parents, will develop and evaluate comprehensive plans for parent involvement. These plans should be designed to detail ways in which the district or school will:

1. Involve parents in developing district or school improvement plans
2. Offer technical assistance and coordination to help schools plan parent involvement activities to improve student and school academic performance
3. Build school and parent capacities for strong parent involvement

4. Coordinate and integrate parent involvement strategies with other programs
5. Annually evaluate with parents the effectiveness of the policy as implemented in each school and the district in achieving academic improvement. The evaluation must include identification of barriers to parent involvement, especially barriers to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or belong to a racial or ethnic minority.

School and District Responsibilities

1. Help parents understand state and local assessment of their children's progress and how to monitor progress and work with educators
2. Provide parents with materials and training to improve their children's achievement, such as literacy training, use of technology, and enhancing parenting skills
3. Educate teachers, administrators, and other school staff about the value of and methods of reaching out to parents as equal partners
4. To the extent practicable, ensure that information about school and parent programs is in a format and language parents can understand.

District Support

The District will support schools and programs in their efforts by doing the following:

1. Publicizing its commitment to parent involvement in the public schools
2. Identifying promising programs and practices related to parent involvement
3. Targeting funds for the development of programs, demonstration projects, and evaluations
4. Providing technical assistance and support to develop effective parent involvement programs by doing the following:
 - a. Sharing information and research on parent involvement and effective practices;
 - b. Developing in-service education programs on cultural awareness and parent involvement for teachers, administrators, and parents that will assist in meeting the individual needs of diverse cultural and linguistic populations; and
 - c. Working with colleges and universities that train teachers and administrators to develop effective pre-service programs in school and family connections.
5. Complying with state and federal parent involvement requirements; and
6. Providing ongoing follow-up and evaluation of the parent involvement efforts as required.
7. The superintendent or designee will develop a method for measuring and reporting the results of each school's annual evaluation.

SAFETY

The Anchorage School District is committed to school safety. Each school has an **Emergency Action Plan**, formerly known as the Crisis Plan, which was created for that particular school. Copies of the plan are available in the main office for review. Parents are encouraged to let the principal know if they are interested in joining the school safety committee.

Homeland Security Drills

Evacuation Drill

Purpose: An Evacuation drill will be used in the event that a building must be evacuated. Reasons for this drill could include fire, earthquake, or catastrophic building damage due to a fire or earthquake.

Lockdown Drill

Purpose: A Lockdown drill is to prepare students in case they have to remain in a designated area until a potentially dangerous situation (such as a hostile intruder) is resolved.

Shelter-in-Place Drill

Purpose: A Shelter-in-Place drill is to make students aware that the building may be used as a protective shelter in the unlikely event of a hazardous materials incident or volcanic eruption.

Duck-Cover-Hold

Purpose: Duck-Cover-Hold drills teach students to seek protection in case of an earthquake or explosion.

Stay Put Drill

Purpose: A Stay Put drill would be used in the case of an animal problem, police activity in the area, loss of utilities, or locker searches.

Students are expected to take drills seriously so they will know how to conduct themselves in a real emergency. In drills or actual events, students should endeavor to remain calm, avoid running, not talk unless necessary, and follow staff instructions. Students will be advised when the drill or danger is over. Drills will be conducted periodically and without prior notice throughout the year.

STUDENT GRIEVANCE PROCEDURE

The Student Grievance Process has been developed by the Anchorage School District to resolve matters in which a student feels that s/he has had their civil rights violated, including rights protected under Title IX. This process also pertains to instances in which a student feels they have been discriminated against by school staff due to issues such as their race, disability, national origin or gender. This process can also be used to address credit, scheduling, or staff and student relationships, including classroom discipline and attendance. If you wish to use the grievance procedure, see the school principal or designee, who will guide you through the process.

Definition of Terms:

Grievance: Alleged violation of School Board policies, central administration rules and regulations, or school administrative policies as well as past practices and informal procedures.

Grievant: One who files a grievance against another person.

Respondent: One against whom a grievance is filed.

Contact Person: One with whom the grievance can discuss the issue before filing a grievance. Be sure to find the contact person for your type of grievance.

Process Procedures

1. Discuss the issue with the principal. It may be easily resolved at this level.
2. If circumstances prevent using #1 or if your complaint is not resolved within 5 school days, you may file a grievance. The grievance must be in writing and on the Student Grievance Form. Student Grievance Form can be obtained from the school office or downloaded from the ASD Web site @ www.asdk12.org.

3. Complete the student grievance form and forward it to the principal/designee. Be sure to state the exact problem and what you want to happen.
4. Grievances must be initiated within five (5) school days of the alleged act and will be concluded within 20 school days except for gender equity grievances.
5. Gender equity (Title IX) grievances can be filed within 30 days of the alleged act and will be concluded within 5 school days of the complaint date. Follow the timelines in the student handbook for all other grievances.
6. Based on the nature of the grievance, the involved staff member and student must confer for the purpose of attempting to solve the problem. All parties must agree to the meeting. The principal/designee shall schedule a conference with the staff member, the student and the student's parent/guardian. This conference will be facilitated by the principal/designee.
7. If resolution is not acceptable to the grievant, the grievant may appeal in writing to the school's Grievance Committee within three (3) days. Check with your school administration to find out about your school's Grievance Committee.
8. The decision of the Grievance Committee will be rendered in writing to both parties and the administrator within five (5) school days of the date of the committee's final decision.
9. Either party may appeal the Grievance Committee's decision to the appropriate Executive Director.
10. For Title IX complaints that are not resolved at the school level, you may contact the EEO Director, who serves as the Title IX Coordinator, at the ASD Education Center, 5530 E. Northern Lights Blvd., Anchorage, AK 99504-3135, (907) 742-4132.

TITLE IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance.

-From the preamble to Title IX of the Education Amendment of 1972

The Board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability, and other human differences. No person shall be excluded from participation in, or denied the benefits of, any academic or extracurricular program or educational opportunity offered service offered by the District. The District will comply with the applicable statutes, regulations, and executive orders adopted by Federal, State, and Municipal agencies.

Title IX applies to all programs in a school (including academics, extracurricular, and athletics) that receives federal financial assistance. It protects

all participants in the academic program from gender discrimination including parents, students and employees.

If a school becomes aware of equal opportunity violations or sexual harassment, the school will take appropriate actions to investigate the situation. For more information on the student grievance process speak with your principal and/or follow the Student Grievance Process in this handbook. For more information on Title IX or to report any civil rights violation or Title IX violation, contact the EEO Director, who serves as the Title IX Coordinator, at the ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132.

Concerns may also be reported to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Department of Education and/or the Office of Civil Rights.

Updated 6/2010

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are as follows:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A copying fee will be charged in the amount of \$0.35 per page if copies are desired.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. 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); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a con-

tractor, consultant, or other outside party to whom the District has outsourced services or functions that it would otherwise use employees to perform, provided that the outside party is under the direct control of the District with respect to use and maintenance of education records and subject to the same conditions governing use and disclosure of those records, or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- a. Upon request, the school discloses education records without consent to officials of another school district or post-secondary institution in which a student is enrolled or seeks to enroll.
 - b. Additionally, by September 15 of each year, the district will provide to the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program.
 - c. Also, on or after October 1 of each year, as required by law, the district will provide to the military names, addresses, and telephone listings of juniors and seniors in high school.
 - d. Release of a student’s name to the University of Alaska or to military recruiters will not be made if the parent or eligible student objects. A parent’s objection should be made in writing to the school principal using the Release and Disclosure of Directory Information Form.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
(202) 260-3887

Section III

Statement of Rights and Responsibilities

The Anchorage School District Statement of Rights and Responsibilities (Appendix A) is School Board policy. In case of conflict between the Statement of Rights and Responsibilities and other District policy or procedure, the Statement of Rights and Responsibilities governs. The following rules, regulations and due process procedures are designed to protect all members of the school community and the Anchorage School District in the exercise of their rights and duties. They must be implemented consistent with state and federal law.

Note: Students with disabilities refers to both students with identified disabilities and students with suspected disabilities. A student with suspected disabilities may assert the rights and protections of a student with identified disabilities. The circumstances under which a student will be deemed to be a student with suspected disabilities and the additional rights and protections under state and federal law provided to a student with disabilities are summarized in Appendix A-1.

Preamble

This policy and the rules and regulations of each school are the laws of that school community. Students, parents and staff all have responsibilities as members of a school community. Each must, to the extent consistent with state and federal law, do the following:

1. Respect and follow the laws of the school community;
2. Respect the rights of other members of that community; and
3. Help meet educational goals through cooperation.

Disciplinary action can range from an oral warning to expulsion. The ASD will try to apply discipline that is progressive in most situations. However, the disciplinary action applied in any particular case will depend upon the specific circumstances, and ASD reserves the right to apply whatever disciplinary action is appropriate in each case. The appropriate level of discipline requires professional judgment and should be based on an individualized evaluation of the conduct and the student involved. The factors that may be considered include, but are not limited to the following:

1. The potential for harm;
2. The student's prior disciplinary record; or lack of any prior offense;
3. Discipline imposed on others in similar situations;
4. Maintaining an appropriate educational environment;
5. Other relevant factors or circumstances; and
6. For students with disabilities the determination as to whether disciplinary action or another consequence is the appropriate corrective action must be consistent with Appendix A-1 and state and federal law.

Due Process

Every student has a right to due process. Discipline should be fair and reasonable. Before any disciplinary action is taken, a student will be given "due process," which is an opportunity to do the following:

1. Find out what the school thinks the student did wrong;
2. Present the student's side of the story.
3. A student with a disability is entitled to the same opportunity as described in Par. 2, with the provision for reasonable accommodations consistent with the child's IEP or 504 plan and the rights and protections pursuant to the IDEA or Section 504.

Non-Discrimination

This Statement of Rights and Responsibilities will be enforced fairly and uniformly without regard to race, ethnicity, national origin, religion, sex or gender, sexual orientation, or disability.

SECTION III: Rights and Responsibilities

Jurisdiction

The following rules apply on school grounds, at school activities on and off school grounds, on school buses, and at school bus stops. These rules also apply to acts that:

1. Begin on school grounds and end off school grounds; or
2. Begin off school grounds and continue on school grounds;
3. Pose a likelihood of disruption of education or conduct at the school; or
4. Occur when the student is on the way to school or leaving school.

In addition, students may be disciplined for behavior on or off school grounds that takes place at any time if the behavior clearly has negative consequences for the welfare, safety, or morals of other students or a person employed or volunteering at the school. The District should not exercise this jurisdiction with respect to conduct that has little or no actual or likely impact on the school community.

Note: AS 14.30.045. (Revised 6/14/99)

Rights, Responsibilities and Limitations

A student who engages in any prohibited conduct or fails to abide by any requirement of this Statement of Rights and Responsibilities shall be subject to appropriate corrective action which can range from a verbal warning to expulsion. No system of rules can provide for every situation, and the District may prohibit and discipline other offenses not specifically listed that interfere with the education, safety, welfare, or morals of students, employees, or volunteers. .

Students Experiencing Disabilities

Students with disabilities are expected to follow the standards of behavior as described in this Statement of Rights and Responsibilities unless their IEP/504 plans (or behavior intervention plans) provide otherwise. Whether the corrective action for a student with disabilities who is found to have violated these standards of behaviors is discipline or some other consequence must be determined in accordance with the provisions of Appendix A-1. A copy of the additional rights of students with disabilities set forth in the Notice of Procedural Safeguards and 504 policy is available from the Anchorage School District Special Education Department or the school principal.

A. Student Behavior / Prohibited Conduct

1. **Accessory to an Act (Aiding, Inciting, or Encouraging Prohibited Conduct)** Acting as an accomplice or in any way aiding, assisting, facilitating, or encouraging the preparation, instigation, commission or aftermath of prohibited conduct is prohibited. A student with knowledge or information regarding a potential or actual criminal or violent act within the jurisdiction of the district should immediately report such information to a teacher, counselor, school administrator, or other school employee. Failure to report direct personal knowledge of a criminal or violent act may be considered facilitation of the act where the student fails to take a clear opportunity to prevent or minimize the act. Attendance to observe a prohibited act may constitute a violation of this policy.
2. **Arson/Fire** Damaging or attempting to damage property by the setting of fire, the causing of an explosion, or trying to start a fire or explosion is prohibited.
3. **Assault** Intentionally or recklessly causing or threatening physical injury to another person or placing another person in fear of immediate physical injury is assault and is prohibited. A student who assaults a staff member

will usually be placed on emergency suspension and be recommended for expulsion for a presumptive period of one year.

4. **Attempt** Attempting to commit a punishable act, even if that attempt is not ultimately completed or successful, is prohibited.
5. **Attendance** Students enrolled in the Anchorage School District must attend school every day as required by municipal and state law and School Board rules. Student failure to attend a regularly scheduled class without being officially excused is prohibited.
6. **Before and After School Restrictions** A student must not remain on school grounds before or after the regular school day unless the student is directly involved in a supervised, approved school activity. Students must arrive at school and be picked up from school at times established by the principal. Students who are on school property at an unauthorized time may be disciplined for trespass. Outside school hours, school grounds are available for public use when not in use for school activities or under a Facilities Use Permit. However, the principal may close school grounds for a reasonable period before and after school.
7. **Cell Phones/Electronic Communication Devices**

Conditions of Use:

A student may possess a cellular telephone or other electronic communication device (ECD)(e.g., paging device/beepers, personal digital assistants, and other devices designed to receive and send an electronic signal) in school, on school property, at after school activities, and at school-related functions as long as such activity does not interfere with educational processes or safety/security. As a condition of this permission, the student assumes all risk of loss, damage or theft of the cellular phone or other ECD.

High school students (grades 9-12) are permitted to use cellular phones and other ECDs before and after school and during the student's lunch period. Elementary and middle school students (grades K-8) are permitted to use cellular phones and other ECD's only before and after school.

Cellular telephones and other ECDs must remain off and put away at all other times during the school day. Exceptions may be made in special circumstances with prior approval from the principal or designee. A student may not use a cellular telephone or other ECD at any time if disruptive of other students' instructional time.

During school and school-sponsored activities, students will comply with administrative or staff member directives relating to the use of cellular phones and other ECDs.

Prohibited Conduct:

Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or District rule. In addition to those conduct rules set forth elsewhere, the following violations may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an email, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Using a camera device at school or a school-sponsored event to take, send, download or upload a harassing, threatening, or embarrassing photograph of anyone.
4. Using a camera in a restroom, dressing room, or locker room.
5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or classwork without express prior permission from the instructor.

6. Using an ECD in a manner that could cause damage to an individual or the school community or create the danger of disruption of the academic environment.

The contents of a cellular phone, camera, or other ECD may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or District rule or the law has been violated.

A cellular telephone or ECD that has been confiscated and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular telephone or ECD may be returned directly to the student.

(Cell Phone/ECDs Section Revised 6/23/08, 5/20/13)

8. **Cooperate with School Personnel** Students must obey the instructions of all school district personnel. Refusal to comply with a reasonable request by a staff member is willful disobedience and is prohibited.
9. **Criminal Acts** The commission of, or participation in, any criminal activity is prohibited. Criminal acts are defined in detail under the laws of the State of Alaska. The District may take disciplinary action regardless of whether or not criminal charges or prosecution result from the act. The District may find a violation of District policy and is not bound by the criminal elements of a specific crime as identified in state law.

Note: AS 14.30.045(5)

10. **Dangerous Actions** Actions that are likely to create a substantial risk of injury, damage or disruption to persons or property are prohibited.
11. **Dangerous Materials/Objects** Possession or bringing to school or a school activity any material or object that jeopardizes the safety or welfare of people under District jurisdiction or that disrupt the educational process is prohibited. These materials or objects include airsoft gun*, cap gun, other weapon look-alike, Mace®, pepper spray, bear spray, flammable, or other hazardous chemicals or chemical products, caps, bullets, laser pens or pointers, and other potentially dangerous or disruptive items.

**Note: An "airsoft gun" is defined as a firearm replica manufactured for recreational purposes that propels plastic pellets at fairly low velocity by way of a compressed gas or a spring-driven pistol.*

12. **Discrimination/Harassment/Bullying** The Anchorage School District affirms the right of all students and employees to pursue their education or occupation with dignity in a safe environment. It is the policy of the District to maintain learning and working environments that are free from discrimination, harassment, hazing, and related violence. The learning environment in District schools must be structured to reflect diverse cultural traditions and their contributions. The District will not tolerate any behaviors that ridicule, harass, intimidate, or otherwise threaten or discriminate against students, staff, or community members. The District will investigate all complaints of discrimination or harassment regardless of whether the complaint is formal or informal, verbal or written. The District will discipline any student or employee who discriminates against or harasses a student, employee, or community member. A false or frivolous accusation made under this policy may result in disciplinary action against the accuser.

a. **Discrimination and Harassment Defined**

Discrimination: Discrimination is the display of unlawful partiality or prejudice towards others.

Harassment: Harassment is a single act or course of conduct directed toward an individual or group of people that serves no legitimate purpose other than to annoy, intimidate, frighten, alarm, torment, or abuse that person or group.

Examples of violations of this discrimination and harassment policy may include but are not limited to the following:

- (1) Making demeaning remarks directly or indirectly, such as name-calling, racial slurs or “jokes”; or
- (2) Physically threatening or harming an individual; or
- (3) Displaying discriminatory or harassing visual or written materials; or
- (4) Defacing, damaging, or destroying property or materials; or
- (5) Performing any other act that is clearly discriminatory or harassing in nature; because of a person’s race, creed, sex or gender, national origin, age, marital status, political or religious beliefs, physical or mental disabilities, family, social, or cultural background, or sexual orientation.

Sexual Harassment: Sexual harassment consists of unwelcome sexual conduct, including advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (1) Submission to that conduct or communication is made a term or condition, either expressed or implied, of obtaining or retaining employment or of obtaining an education; or
- (2) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an individual’s employment, education, grades, or participation in any school activities; or
- (3) That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Examples of sexual harassment include, but are not limited to, the following:

- (1) Sexually oriented verbal harassment or abuse;
- (2) Subtle pressure for sexual activity;
- (3) Sexually inappropriate patting or pinching;
- (4) Intentional brushing against a student’s or employee’s or community member’s body;
- (5) Demanding sexual favors accompanied by implied or overt threats concerning an individual’s employment or educational status;
- (6) Any sexually motivated unwelcome touching; or
- (7) Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.

Disability Related Harassment: Disability related harassment consists of any harassment (as defined above under Item 11.a directed toward a person with a disability).

- b. **Cyberbullying** An act of cyberbullying is prohibited and will result in disciplinary action. Cyberbullying encompasses any of the already prohibited actions – such as bullying, discrimination, or harassment – accomplished through electronic means. “Electronic means” include, but are not limited to, information and communication technologies such as email, voice mail, cell phone and pager text messages, instant messaging (IM), personal Web sites, Weblogs, and online personal polling Web sites.

Examples of cyberbullying include:

1. Posting slurs or rumors or other disparaging remarks about a student or staff member on any Web site or Weblog;
2. Sending email or instant messages that are harassing or threatening;
3. Taking and sending an unauthorized and unwanted photograph of a student or staff member.

The District will discipline a student the district determines has engaged in cyberbullying that takes place on school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, through the use of the District Internet system or on any District equipment, or at any time off-campus if the cyberbullying causes or threatens to cause a substantial and material disruption at school or interference with a student’s education or security.

c. **Reporting Procedures**

Students who believe they have experienced an act of harassment or discrimination by another student, employee, or community member should report the matter immediately to a staff member. The school principal or designee shall investigate the issue and advise the Equal Employment Opportunity (EEO) Office. In addition, students may also report the incident to the EEO Office directly and may also report the incident to an outside agency, e.g., the Municipality of Anchorage Equal Rights Commission, the Office of the Ombudsman, the Alaska State Commission for Human Rights, the U.S. Equal Employment Opportunity Commission, or the United States Office for Civil Rights.

(Discrimination & Harassment Section Revised 6/25/01)

13. **Disruptive Behavior** Disruptive behavior or appearance that interferes with the normal school program, the educational process, or the lawful activities of others is prohibited.

14. **Disruptive Items (Radios, Tape Decks, Toys, etc.)** School lockers are not secure enough to store portable radios, walkmans, tape recorders, beepers, cellular phones, play back devices, TV sets, CD players, or other expensive items. Students who bring these items to school do so at their own risk. Use of these items, or any other items, in a manner that disrupts others or interferes with or disturbs the education of the student or others is prohibited. Additional restrictions may apply at individual schools regarding the possession or inappropriate use of frisbees, hackysacks, skateboards, basketballs, and other toys, electronic devices, or game equipment.

15. **Drugs and Alcohol**

- a. The actual or attempted sale, distribution, use, or possession of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol, while the student is under the jurisdiction of the District is prohibited. Students who sell, attempt to sell, or use these substances or paraphernalia off school grounds and who then arrive at or return to school or school-sponsored activities will be subject to suspension and/or alternative placement.

- b. Prohibited drugs defined:

1. Illegal drugs, which includes any drug or chemical substance, the use, sale, or possession of which is prohibited under any local, state, or federal law; or any drug or chemical substance that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which include, but are not limited to: herbal or plant products with properties that impair, restrict or alter normal cognitive function (such as salvia); herbal or chemical products containing synthetic marijuana (such as K2 or Spice) or synthetic cocaine or methamphetamine (such as bath salts); and any substance purported to, designed to, or which does impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.

3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Note: Whether the corrective action for students with disabilities for drug or alcohol violations is discipline or some other consequence, must be determined in accordance with the provisions of Appendix A-1 rather than the procedures set forth below.

Cumulative Nature of Violations: A violation of the District's policy on Drugs and Alcohol will constitute a prior offense that will carry over from year to year and will subject the student to greater discipline for a later violation.

Sanctions:

- (1) First offense for use or possession:
 - (a) Ten (10) days suspension from school.
 - (b) Referral to the Drugs/Alcohol Suspension Program. Students may reduce their suspension by up to five (5) days by meeting specific criteria for the program.
 - (c) Required parent/guardian and student conference with the school principal or designee prior to readmission to school.
 - (2) Second offense for use or possession:
 - (a) A violation occurring within the span of three full school years after the year a previous violation occurs will result in alternative placement to an alternative learning center for a time period of not less than 45-days.
 - (b) A violation occurring more than three full school years after the year in which a prior offense occurred will be disciplined as a first offense.
 - (c) A school year is defined as July 1 to June 30.
 - (3) Third offense for use or possession:
 - (a) A third offense will result in a permanent placement to an alternative learning center for the remainder of the student's Anchorage School district career.
 - (4) The first offense for the sale, attempted sale, or distribution of prohibited substances will result in placement to an alternative learning center for a time period of not less than 45-days. A second violation for the sale or attempted sale of prohibited substances will result in a permanent placement to an alternative learning center for the remainder of the student's Anchorage School District career.
- c. Use or possession of over-the-counter drugs, prescription drugs prescribed to that student, vitamins, and other nutritional supplements is subject to control by the District. Such items must be turned over to the school nurse or designated staff person and used only under school supervision. Asthma inhalers and auto-injectable epinephrine may be kept and used by students with permission from the principal following submission of required documentation for the self-administration of medication. This documentation, and procedures for its completion, are available at the school office and must be submitted each school year. By law, the District is not liable for accidents, injuries, illness, or death related to the self-administration of medication by a student. Violations of this paragraph are subject to disciplinary action and may be subject to the cumulative violation policies described above. Disciplinary action may not limit or restrict a student's immediate access to a prescribed asthma inhaler or auto-injectable epinephrine. (Revised 8/18/14)

Note: AS 14.30.141

16. **Excessive Display of Affection** Excessive display of affection is prohibited.
17. **Extortion or Blackmail** Obtaining money or property by violence, threats of violence, untrue accusations, or public ridicule is prohibited.
18. **Failure to Identify Self** All students in school buildings, on school grounds, or at school-sponsored events must, upon request, identify themselves to school district personnel or their designee. Student failure to provide his or her correct name, address, and parent contact number upon such request is prohibited.
19. **False Alarm / Bomb Threat** Activating or raising a false alarm, tampering with the fire alarm system, or knowingly making a false report of fire or other emergency is prohibited. Bomb threats and other threats of harm are also prohibited.
20. **False Impersonation** Students may not claim to be someone else with the intent to deceive school personnel, other students, or members of the community, or in connection with any school district activity or function.
21. **False Information/False Witness/Lying** The presentation of information or testimony (oral or written) that is knowingly misleading, untrue, or knowingly misrepresenting facts, or an actual attempt to defraud or lie is prohibited.
22. **Forgery/Cheating** Students may not make, alter, or possess a document that the student knows to be false or forged. Students may not claim the work of others as their own. Cheating is prohibited.
23. **Fighting/Physical Violence** Fighting and physical violence, which include any instigation or starting of violence or actual violence in which striking, kicking, shoving, pushing, and /or any other physical contact of a violent nature is used against another person are prohibited. When two or more students are involved in any verbal or physical fight or altercation, all parties may be subject to suspension or expulsion.

Note: Whether the corrective action for students with disabilities for serious bodily injury is discipline or some other consequence, must be determined in accordance with the provisions of Appendix A-1 rather than the procedures set forth below.

Active participation in a fight, beyond self-defense as defined below, may result in suspension even if it can be shown that a different person started the fight.

Self Defense: A student may claim self-defense only if the student acted under a reasonable belief that action taken by the student to protect him or herself was necessary to avoid injury, and other alternatives, including means of assistance or retreat, were not reasonably available. The student must use the minimum force necessary to escape injury. A claim of self-defense may be rejected if the force used in the alleged self-defense is disproportionate to the force used by the other person. A student who started the fight or altercation or who inappropriately provoked the other student's conduct may not claim self-defense.

Intervention: Physical intervention to stop a fight generally increases the risk of injury and is strongly discouraged. An intervener who participates in a fight is subject to long-term suspension or expulsion.

24. **Fireworks/Explosives** The possession or use of fireworks, explosives and/or incendiary devices on school property is prohibited.
25. **Inappropriate Sexual Behavior** Inappropriate sexual behaviors are prohibited. This includes, but is not limited to, de-panting or attempting to de-pant a student, indecent exposure, and entering an opposite sex locker room or restroom facility.
26. **Internet /Email or Network/ Computer Misuse** Students are required to use school computers, school or district networks, and the Internet system in an appropriate manner. Inappropriate use of computers, school or district networks, Internet, email, ASD equipment used in ASD facilities, or at/for ASD events, is prohibited. Inappropriate use may include, but is not limited to, the following:

- Accessing, sending or displaying offensive messages or pictures
 - Using obscene language
 - Harassing, demeaning, defaming, insulting, threatening or attacking others
 - Violating copyright laws
 - Using another's password, impersonating another person
 - Trespassing in another's folders, work or files
 - Deliberately damaging hardware or software
 - Employing the ASD or school network for commercial purposes
 - Using district computers for illegal activities
 - Plagiarism (claiming work done by someone else as one's own)
- Violations may result in a loss of computer, network, and email privileges, withdrawal from or failing computer-related class(es), as well as other disciplinary or legal action including recommendation for suspension and/or expulsion.
27. **Littering** Leaving or discarding trash anywhere except in an appropriate receptacle is prohibited.
28. **Obscenity/Profanity** Students are to use discretion in their choice of language. Profane or inappropriate language or gestures are prohibited. Prohibited language includes spoken or written profanities and obscene or sexual messages (implicit or explicit).
29. **Prohibited Organizations and Groups**
- a. Groups that start, advocate, or promote activities that threaten the safety or well being of persons or property at school or at school activities and/or are determined to be detrimental to the educational program of the school are prohibited. Apparel, jewelry, accessories or grooming that implies or indicates a person is a member of a prohibited group is prohibited at school and at school activities.
 - b. Participation in activities such as initiation, hazing, intimidation or in activities designed to create group affiliation that can cause bodily harm or mental or emotional harm is prohibited.
 - c. Persons who display symbols of prohibited groups or who participate in activities identified with prohibited groups or who participate in activities that intimidate another student are subject to disciplinary action.
 - d. Groups that behave in the manner described in this section will be defined as gangs. Gang behavior is prohibited at school and school activities.
30. **Reckless or Unsafe Behavior** Any action that jeopardizes the safety and/or welfare of one's self or others is prohibited.
31. **Smoking/Tobacco** Use, sale, or possession of tobacco in any form by students, including students who are 19 years of age or older, while under the jurisdiction of the school is prohibited.
32. **Theft/Robbery** Robbery, theft, attempted theft, or possession of stolen property by students is prohibited.
33. **Threats** Willfully attempting or threatening to inflict injury on another person while under District jurisdiction is prohibited. A student threatening a staff member may be placed on emergency suspension with a possible recommendation for expulsion.
34. **Trespass** Entering or remaining on school property at an unauthorized time or at a school-sponsored activity without permission is considered trespass and is prohibited. During school hours, a student must have authorization to be on the property of a school where the student is not enrolled. Any student suspended or expelled from ASD is not allowed on any school property or at any school activity on or off school property, except that eligible students may attend those programs authorized by the School Board for expelled or long-term suspended students if the student is enrolled in that program. Suspended or expelled students may also attend a specific activity with the explicit written permission of the principal or assistant principal.
35. **Vandalism/Destruction of Property/Pranks** Removing, misusing, destroying, defacing, or mutilating objects or materials belonging to the school, school personnel, or other persons is prohibited.
36. **Weapons and Firearms** Weapons and firearms: Students shall not carry on their person, or place anywhere on school property, or in the vicinity of a school sponsored event, any firearms or other weapons, except as assigned to students for, and used during, a regular course of instruction or authorized activity. However, if in a regular course of instruction or during an authorized activity, a weapon is used in an unauthorized manner, the student will be in violation of this provision. Students found with weapons, or look-alike weapons of any kind, while subject to the jurisdiction of the school are subject to suspension or expulsion and arrest.
- Weapons include, but are not limited to, firearms*, pellet and BB guns, air guns, spring guns, zip guns, stun guns, shockers, bombs or other explosives, poison, dangerous or deadly gas, slingshots, bludgeons, throwing stars, knives, clubs, brass knuckles or artificial knuckles of any kind, numchucks and throwing weapons.
- Note: Whether the corrective action for students with disabilities for possession of weapons is discipline or some other consequence, must be determined in accordance with the provisions of Appendix A-1 rather than the procedures set forth below.*
- * Note: A "firearm" is defined as: (1) any weapon (including a starter gun) which will or is designed to, or may readily be converted, to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. A "destructive device" is an explosive, incendiary, poison gas, bomb, grenade, rocket, missile, or any other similar device. 18 U.S.C. § 921.*
- a. Any student who is determined to have brought a firearm to a school, or a school related activity, will be expelled from school for a period of not less than one year.
 - b. Any student who is determined to have brought a deadly weapon other than a firearm to school, or a school-related activity, will be suspended for a period of not less than 30 days.
 - c. The Superintendent, on a case-by-case basis, may determine whether a lesser expulsion or suspension period is appropriate. This modification may include removal from the student's present school setting and a placement in an alternative educational setting and/or program.
 - d. Reinstatement of the student to a school program will only be recommended by the Superintendent to the School Board after the student has met the conditions of reinstatement as follows: The student must submit a letter of application for reinstatement to the Superintendent that includes a statement from a forensic psychologist that the student will not pose a danger or threat to students or staff while attending classes or other school-sponsored activities. After a full review of the reinstatement application, the Superintendent will make a recommendation to the School Board as to whether to reinstate the student and under what specific conditions the student may be reinstated.
 - e. Possession of a weapon other than a firearm or deadly weapon is prohibited and will result in disciplinary action.
37. **Willful Disobedience** Refusal or failure to comply with a reasonable request made by staff is prohibited. In addition, a student may not disobey applicable rules that the student knows or should know. This includes, but is not limited to, classroom rules, rules for appropriate bus conduct, rules for use of the Internet and email, and rules for extracurricular activities and athletics.

B. Search and Seizure

The following rules shall apply to search and seizure of students and school property assigned to them (e.g., lockers, desks):

- a. All searches, other than random, administrative, and emergency searches described in this section must be based on reasonable cause and should take place in the presence of the student and a third person, unless the student's presence cannot be obtained within a reasonable amount of time under the circumstances or if there is a threat to life or property. The search will be conducted in a respectful, organized manner that shows respect for the student and his or her possessions. At the discretion of the principal or designee, the police or other law enforcement authority may be called to conduct the search or seizure. In that case, any searches or seizures will be at the direction of the law enforcement officer, and the procedures in this section do not apply.
- b. Lockers and desks Random Searches: The school administration retains control over lockers and desk space assigned to students. The District retains the right to conduct random searches of student lockers or desk space and their contents at any time. All lockers and/or desks may be searched, or a smaller number chosen by random selection may be searched. Notices of the right of the District to conduct this type of search are posted in prominent locations in each school. In addition, students will be notified at least once each semester that such searches will be conducted at the discretion of the school principal. The District may or may not, at its discretion, give prior notice that a random search will take place. The purpose of such a search is to determine student compliance with school regulations and local, state, and federal laws. The search will not be more intrusive than reasonably necessary to meet the objectives of the search. The search will be conducted in a respectful, organized manner showing respect for the student and his or her possessions.

Note: AS 14.03.105

Searches Based on Reasonable Cause: The school principal or designee has the right and duty to inspect and search a student's locker or desk and their contents if there is reasonable cause to believe that drugs; alcohol; weapons; dangerous, illegal, or prohibited matter; or stolen goods are likely to be found within the area searched. Reasonable cause to search will exist when, based on all the facts and circumstances, there is cause to believe that the search will turn up evidence that the student has violated or is violating the law or the rules of the school. No search based on reasonable cause shall be conducted without attempting to inform the person possessing the property to be searched, except if the suspected possession poses threat to life or property. School authorities will make a reasonable effort to contact the student's parent or guardian to give the parents or guardians a reasonable opportunity to be present during the search.

- c. Automobiles The school principal or designee may search automobiles that are parked on school grounds if he or she wishes to establish whether drugs, alcohol, weapons, dangerous or illegal materials, or stolen goods may be located within the vehicle. All students utilizing the privilege of parking on school grounds have consented to such a search under the terms and conditions of their Parking Permits. All vehicles parked on school grounds by a student, whether or not a permit has been obtained, may be searched when there is reasonable cause to believe that the items described immediately above may be located within the vehicle.
- d. Possessions and Outer Garments The school administration has the authority to inspect and search the possessions (e.g., purses, gym bags, instrument cases) and outer garments (e.g., jackets, coats, shoes or boots) of students when the school principal has reasonable cause to believe that drugs, alcohol, weapons, illegal or dangerous materials,

or stolen goods are likely to be found. A search may be conducted if a school official has reasonable cause to believe that a violation of a school rule or local, state, or federal law has taken place. No probable cause or warrant is required before a search may be conducted. Any such search must be conducted in private by the school principal or designee and witnessed by a staff person. School authorities will make a reasonable effort to contact the student's parent or guardian to give the parents or guardians a reasonable opportunity to be present during the search. Searches will be limited to the examination of the contents of a student's possessions and outer garments, although a student may be requested to empty the pockets of other garments he or she is wearing.

- e. Search of a Student's Person Should an administrator have reason to believe that a student has drugs, alcohol, weapons, illegal or dangerous materials, or stolen goods concealed on his/her person, the administrator may conduct a search of the student's person. No such search may be undertaken unless, in the administrator's judgment, there is adequate information based on direct observation by school personnel or reliable information from third parties, that a student is likely to have prohibited material on his/her person. Attempted parental contact is not required prior to the inspection, by sight or smell, of the student's breath or part of the body normally open to public view, such as the student's hand, arm, or face. Prior to beginning a search of a student's person, the student must be told the nature of the information against him/her, and reasonable efforts will be made by school authorities to notify the student's parent or guardian by telephone and permit the parent or guardian the opportunity to be present. The student, or the student's parent or guardian if present or reached by phone, will be asked for consent, the nature of the search will be specified, and the rights of the student and the possible consequences faced by the student will be explained. If consent is refused, the search procedure will be immediately halted, and the matter turned over to the police.
- f. Administrative Searches In situations of elevated concern for student safety or acts of vandalism, such as at dances or during the last few days of school, the administration may engage searches of all or randomly selected vehicles entering school grounds or of the possessions of students entering the school. Advanced notice that the District will conduct this type of search shall be given. The search will not be more intrusive than reasonably necessary to meet the objectives of the search. Before search of a vehicle or possessions, the student or driver may deny the search but will then be denied entrance.
- g. Emergency Exception For all types of searches described above, when an administrator has reasonable cause to believe, on the basis of information from direct observations by school personnel or others, that a student possesses any weapon or dangerous material which poses an imminent threat to life or property, he/she may authorize an immediate search of the student's person or possessions. In such a case, the student's parent or guardian will be notified by telephone of the search as soon as possible. No physical force may be applied during any search of the student unless there is an immediate threat of imminent danger to persons or property.
- h. Seizure and Surrender of Items Found Unlawful, prohibited, or stolen items found during the search may be turned over to the police or used in school disciplinary proceedings. School authorities may temporarily seize items that disrupt or interfere with the educational process. Items seized that are not kept for disciplinary proceedings or retained by the police shall, upon request made within ten days, be returned to the parent or guardian.

C. Types of Sanctions/Disciplinary Actions

Note: Whether the corrective action for a student with disabilities who is found to have violated the standard of behavior is discipline (including simple discipline, short-term suspension, long-term suspension, or expulsion) or some other consequence, must be determined in accordance with the provisions of Appendix A-1, rather than the procedures set forth below.

1. Simple Discipline:

Simple discipline is defined as any disciplinary action against a student other than out-of-school suspension or expulsion.

- a. No simple disciplinary action shall be taken in a way that prevents a student from accomplishing specific academic grade, level, or graduation requirement. Simple disciplinary actions may include in-school suspension ("ISS"), the denial of the privilege to participate in school-sponsored extracurricular programs or activities, social events and senior graduation ceremony. Prior to the imposition of simple disciplinary action, the student will be given written or oral notice of his or her misconduct. The student will then be given an opportunity to present his or her side of what happened. This explanation and opportunity to present facts may take place immediately after notice of the charges is given to the student. .
- b. When simple discipline results in the denial of the privilege to participate in school-sponsored extracurricular programs or activities, social events and senior graduation ceremony, the school principal or designee shall first try to let the student's parent or guardian know by telephone about the charges against the student and the proposed discipline. In such cases, the decision of the school principal or designee will be provided in writing to the student and his or her parent or guardian.
- c. There is no right to a formal appeal of simple discipline, except that the denial of participation in senior graduation ceremony may be appealed as set forth in Hearing and Appeal Procedures. Simple discipline may be combined with a suspension or expulsion. In such instances, the disciplinary actions are treated as separate and distinct and the simple discipline may not be appealed, except for that discipline involving denial of participation in senior graduation ceremonies. This does not limit the right of a student to appeal a suspension or expulsion that is imposed in addition to the simple discipline.

2. **Short-Term Suspension:** This is the denial of the right of school attendance either from a single class, more than one class, or any full schedule of classes, and from all other activities, for a limited period of time not to exceed five (5) school days.

- a. Before a student is placed on short-term suspension, the student must be given written or oral notice of the charges against him or her. If the student denies the charges, the student will be given an explanation of the evidence the administrator has in sufficient detail to identify approximate time and place and the nature of the charges. The student will then be given an opportunity to present his or her side of what happened. This explanation and opportunity to present facts may occur immediately after notice of the charges is given to the student.
- b. Notice to Parent/Guardian: The school administrator shall do the following:
 - (1) Try to let the student's parent or guardian know about the proposed suspension by telephone and in writing; and
 - (2) Unless the student is placed on Emergency Suspension, provide written or oral notice of the suspension decision before the suspension is to begin.
- c. A short-term suspension will be enforced immediately, and the student shall remain away from school or the designated class or classes and all school activities. However, if within five (5) school days of receipt of

the notice described above, the student and/or the student's parent/guardian requests a hearing, in writing, the suspension will be delayed and the student shall be allowed back in school, *but not extracurricular activities*, until an informal hearing, unless the student has been placed on Emergency Suspension. An informal hearing shall be held as soon as possible after the receipt of the written request. Failure to submit a written request for a hearing within five (5) days of the notification of the discipline shall constitute a waiver of any right to such a hearing. Students with identified disabilities are also entitled to return to school until this hearing

- d. A student on short-term suspension is encouraged to contact his or her teachers regarding daily class reading and assignments. A student will be allowed to complete, for credit, class work and assignments missed during the short-term suspension.

3. **Long-Term Suspension and Alternative Placement:** This is the denial of the right of attendance from any single class, more than one class, or any full schedule of classes for a stated period of time greater than five (5) school days. Alternative placement is removal to an alternative learning center for a time period of not less than 45-days or for the remainder of a student's Anchorage School District career.

- a. The following limitations shall apply to all long-term suspensions:
 - (1) No student shall be suspended from an elementary school for more than forty-five (45) consecutive school days.
 - (2) No student shall be suspended from a secondary school for more than ninety (90) consecutive school days.
 - (3) A student on long-term suspension is encouraged to contact his or her teachers or counselor regarding daily class reading and assignments. However, a student on long-term suspension is not granted credit for work that is handed in or completed during class.
- b. Notice to Parent/Guardian: When the school administrator, the Superintendent, or their designee, imposes long-term suspension or alternative placement, a written notice shall be delivered by mail or in person to the student and his or her parent or guardian. An attempt to notify the student's parent or guardian by telephone will also be made. This notice shall include the following information:
 - (1) The specific charges against the student, in sufficient detail to identify the approximate time and place and the nature of the charges;
 - (2) The student's right to a hearing; and
 - (3) The imposed sanctions.
- c. A long-term suspension will be enforced immediately, and the student shall remain away from schools and all school activities. However, if within five (5) school days of receipt of the notice described above, the student and/or the student's parent/guardian requests a hearing in writing, the student may return to school, *but not extracurricular activities*, and the remainder of the suspension will be delayed until the hearing unless the student has been placed on Emergency Suspension as described below. Any hearing requested shall be held as promptly as possible under the procedures set forth in the Hearing and Appeal Procedures section. If a request for hearing is not received within the five (5) day period, the student and his or her parent/guardian shall have waived his or her right to a hearing and will, therefore, not be entitled to a hearing.

Note: A student on long-term suspension is allowed to complete, for credit, class work and assignments missed during the first five (5) days of suspension.

- d. An alternative placement will be enforced immediately, and the student shall remain away from all schools and all school activities except for attendance at the alternative learning center. However, if within five (5) school days of the notice described above, the student and/or the student's parent/guardian requests a hearing in writing, the student may

return to school, but not extra-curricular activities, and the alternative placement will be delayed until the hearing unless the student has been placed on Emergency Suspension as described below. Any hearing requested shall be held as promptly as possible under the procedures set forth in the Hearing and Appeal Procedures section. If a request for a hearing is not received within the five (5) day period, the student and his or her parent/guardian shall have waived his or her right to a hearing and will, therefore, not be entitled to a hearing.

4. **Expulsion:** This is the denial of the right to attend school for an indefinite period of time or for a period of time greater than a long-term suspension. The instructional division Executive Director or designee will provide the student's parent or guardian information concerning educational alternatives and options available.

a. Notice to Parent/Guardian: When the school administrator, or the Superintendent, recommends expulsion, a written notice shall be delivered by mail or in person to the student and his or her parent/guardian. An attempt to notify the student's parent or guardian by telephone will also be made. The written notice shall include the following information:

- (1) The specific charges against the student, in sufficient detail to identify the approximate time and place and the nature of the charges;
- (2) The student's right to a hearing; and
- (3) The recommended disciplinary actions.

b. A student recommended for expulsion shall remain away from schools and all school activities. However, if within five (5) school days of receipt of the notice described above, the student and/or the student's parent/guardian requests a hearing in writing, the student may return to school, but not extra-curricular activities, until the hearing unless the student has been placed on Emergency Suspension as described below. Any hearing requested shall be held as promptly as possible under the procedures set forth in the Hearing and Appeal Procedures section. If a request for hearing is not received within the five (5) day period, the student and his or her parent/guardian shall have waived his or her right to a hearing and will, therefore, not be entitled to a hearing.

c. Students expelled from other school districts, as well as from the Anchorage School District, may apply for admission or readmission to the Anchorage School District by written application to the Anchorage School Board.

- (1) Students must apply in writing and must document that they have met the conditions for return required by the Anchorage School District.
- (2) Additional conditions and requirements for admission may be required at the discretion of the Superintendent, his designee, or the School Board before the School Board considers whether or not a student will be admitted.
- (3) Upon admission to school, conditions related to placement and attendance will be prepared in writing. Continued permission to attend school will depend on the student obeying these written conditions.

5. **Emergency Suspension:** Immediate removal of a student from school attendance without return until any hearing or appeal.

a. A school may impose an emergency suspension if, in the judgment of the principal, the student poses an immediate and continuing danger or a threat of disruption to the educational process. In the event of an emergency suspension, the student is not permitted to attend school for the duration of the suspension, regardless of the appeal status.

6. **Exclusion from School Property and Activities**

Students serving out-of-school suspension, alternative placement, or expulsion may not be on school property and may not take part in school activities on or off school property. Exceptions to this rule may be granted in writing for specific activities at the discretion of the school principal or assistant principal, subject to any reasonable restrictions imposed by the principal or assistant principal.

7. **Programs for Students on Long-Term Suspension or Expelled Students**

The School Board may offer programs to provide educational instruction and other services to students who have engaged in conduct that has resulted in long-term suspension or expulsion. These continuation programs shall be as broadly available as possible consistent with safety and budgetary considerations. (Section Approved 6/25/01)

D. Hearing and Appeal Procedures

Note: Students with disabilities may utilize IDEA or 504 procedures in addition to the hearing and appeal process described below. For more information about the rights of students with disabilities, please see Appendix A-1 which includes a form to utilize for requesting a special education/504 hearing and Notice of Procedural Safeguards or 504 rights. Further, if a student with a disability pursues an IDEA or 504 hearing to dispute a manifestation determination review, discipline cannot be imposed until that hearing and any subsequent appeal takes place.

1. Informal Hearings for Short Term Suspension

a. After notification of the short-term suspension, the student or his or her parent or guardian may request an informal hearing. The request shall be in writing. The submission of a written request for a hearing shall delay further imposition of any remaining portion of the suspension, until the informal hearing. However, a student will not be allowed to return to school or be allowed to participate in school-related activities until a hearing if the student has been placed on Emergency Suspension. Failure to submit a written request for a hearing within five (5) days of the notification of the short-term suspension shall constitute a waiver of any right to a hearing, and the student will, therefore, not be entitled to a hearing.

b. The hearing shall be held as soon as possible after receipt of the written request and the hearing shall be held before an individual or disciplinary committee other than the individual who imposed the suspension.

c. No persons other than the student, the parents or guardians, and the individual who imposed the suspension may appear at the hearing unless the individual designated to hold the hearing, in his or her sole discretion and considering issues of confidentiality, allows other persons to be present as requested by the student or administration. In addition, the individual holding the hearing may allow those with knowledge of facts relevant to the suspension/simple discipline to attend the hearing to describe their knowledge of the facts.

d. The decision of the designated individual will be announced in writing within two (2) school days after the hearing ends and shall be final. There is no right of further appeal.

2. Formal Hearings for Long-Term Suspension, Alternative Placement, or Expulsion and Simple Discipline Prohibiting Attendance at School-Sponsored Extracurricular Programs or Activities, Social Events, or a Student's Senior Graduation Ceremony

a. Imposition of discipline before a hearing and appeal takes place: If a student or the student's parent or guardian requests a hearing in writing within five (5) school days, the suspension or expulsion shall be delayed until the hearing and the student may return to school. However, the long-term suspension or expulsion shall not be delayed until a hearing if the student has been placed on Emergency Suspension. In such instances, the student shall not be permitted to return to school or to related school activities, until the hearing and appeal process.

- b. The Hearing Officer: A hearing officer shall be appointed by the Superintendent or designee to conduct a hearing under this section and to make a recommendation to the Superintendent or designee. The Hearing Officer shall consider the evidence presented and make a recommendation to uphold, reverse, or modify the suspension or expulsion.
- c. The following procedural guidelines shall govern the hearing:
- (1) The parent or guardian and student may be present at the hearing and the student may be represented by legal counsel or other advocate.
 - (2) Two (2) school or work days prior to the hearing, the District will provide to the student all documentary evidence upon which it intends to rely.
 - (3) Both student and the District shall have the opportunity to present their versions of the relevant facts, submit the evidence upon which they rely, and present witnesses. The student shall be allowed to observe all evidence offered against him or her. Both parties may rely upon written statements by witnesses. The District shall not be required to reveal the names of witnesses when doing so would subject the witness to the risk of retaliation or harm. Consistent with federal and state law, the District shall not disclose the contents of another student's records where such disclosure has not been authorized by the student's parent or guardian, or by the student if he or she is at least 18 years old.
 - (4) The hearing will not be conducted according to technical court rules relating to evidence and witnesses. All relevant, not unnecessarily repetitious, evidence shall be accepted.
 - (5) All witnesses presenting testimony before the hearing officer shall be sworn to testify truthfully.
 - (6) The hearing officer shall make his/her recommendation solely upon the evidence presented at the hearing.
 - (7) A tape-recorded record shall be made of the hearing by the District.
 - (8) Within three (3) school days after completion of the hearing, the hearing officer shall provide a written recommendation to the Superintendent or designee to uphold, modify, or reject the long-term suspension or expulsion. The Superintendent or designee shall then make his/her determination and shall provide the student and parent/guardian with a written decision, which shall include a copy of the hearing officer's findings and recommendation, within five (5) school days after completion of the hearing.
 - (9) If the Superintendent or designee upholds or modifies a long-term suspension, expulsion, or simple discipline prohibiting attendance at school-sponsored extracurricular programs or activities, social events, or a student's senior graduation ceremony, so that suspension or discipline time remains, the suspension or discipline will be enforced immediately upon receipt by the student and parent/guardian of the Hearing Officer's decision. However, unless the student has been placed on Emergency Suspension, the student shall be entitled to return to school if the student or his or her parent/guardian appeal the decision under the procedures set forth in this section.
- d. The student and his or her parent or guardian shall have five (5) school days after receipt of the written decision to appeal the decision to the School Board.
- (1) The request for appeal must be in writing.
 - (2) The letter must describe the reasons for appealing directly to the Board.
- (3) The reason for appeal must be either a substantial and significant misunderstanding of the facts or that the student was not given due process as specified in this document.
- e. The following procedural guidelines shall govern an appeal to the School Board:
- (1) The board or its designee will schedule and hold a meeting to review the matter as promptly as possible after the receipt of such an appeal. The Board shall notify the student and his or her parent or guardian at least three (3) school days prior to the scheduled meeting.
 - (2) At the meeting, the student, his or her parent or guardian or spokesperson shall have the right to present oral and/or written argument. Consideration by the Board will be restricted to evidence in the record submitted during the hearing, although the Board may also consider, in its sole discretion, any new evidence submitted by the student not available at the time of the hearing.
 - (3) The Board, in deciding the appeal, shall consider:
 - a) Whether the decision was arbitrary or capricious;
 - b) Whether the decision was supported by substantial evidence in the record; and
 - c) Whether the disciplinary action was fair and reasonable in light of all circumstances.
 - (4) The Board, or its designee, shall issue a written decision within five (5) school days after the meeting. The Board may uphold, reverse, or modify the disciplinary action or recommendation. The student and his/her parent/guardian shall be provided a written copy of the decision, which shall be final and binding.
 - (5) The Board may also Postpone Imposition of Discipline subject to the student fulfilling stated conditions. Where the student meets the required conditions, the suspension or expulsion will not be imposed. If the student does not meet the required conditions, the Superintendent will impose the postponed discipline without further hearing. It is Board policy to use this option rarely and only where special circumstances exist to justify postponement.
- f. Application for re-admission: In no circumstances shall either a long-term suspension or expulsion prevent a student from submitting an application for re-admission prior to the termination of the sanction. Applications for re-admission shall be submitted to the Superintendent. (Section Revised 6/25/01)
- (Statement of Rights And Responsibilities Revised 6/14/99) (Statement of Rights And Responsibilities Revised 6/25/01)
- E. Freedom of and Responsibilities Relating to Speech and Assembly**
1. Students are entitled to express their personal opinions in a manner that does not interfere with the freedom of others or violate these policies or school rules that are consistent with these policies. Obscenity and defamation are prohibited.
 2. Students have the freedom to assemble peacefully. There is an appropriate time and place for such assemblies. Meetings of school-sponsored organizations or student clubs on school property shall be conducted at times and places approved by the principal or designee. Conducting demonstrations or meetings that interfere with the educational process or the lawful activities of others is prohibited.
 - a. Freedom of Symbolic Expression
 - (1) Student dress code: It is the goal of the District to ensure that every student has a safe environment in which to learn. Each student shall attend school clothed in a manner that is clean, not hazardous to the safety of him or herself or others, and that does not detract from or disrupt the educational environment.

Clothing worn by students that in the reasonable opinion of the school administration is inappropriate is forbidden. Such clothing includes but is not limited to the following:

- Clothing that promotes gang affiliations;
- Clothing that promotes violence, discrimination or racism, or the use of tobacco, drugs, alcohol or weapons;
- Clothing that is revealing or has comments or designs that are obscene, lewd, or vulgar;
- Clothing that presents a hazard to the student's safety or the safety of others;
- Clothing that causes distractions or inhibits the learning process.

An individual school may list in its student handbook other school rules for clothing consistent with this policy. Students who do not follow the rules will be excluded from school until such time that they cease wearing the clothing or items to school or school events.

(2) Buttons and armbands: Students may wear or display buttons, armbands, flags, decals and other badges of symbolic expression, unless the manner of expression materially or substantially interferes with the orderly process of the school or the rights of others. Items that are associated with gangs are deemed in and of themselves to substantially interfere with the orderly process of the school.

(3) Patriotic assembly: A student may choose not to participate in the pledge or salute if he/she desires. A student who chooses not to participate must maintain a respectful silence and may not be disruptive while others are reciting the pledge.

AS 11.81.900(b)(56)

3. Written Material and Electronic Media

These rules govern distribution of all written material and electronic media. The school principal or designee shall be entitled to examine materials before they are distributed to determine whether these materials would disrupt the orderly educational process or violate district policy.

- Generally, the restrictions and regulations governing responsible journalism, as defined by the American Society of Newspaper Editors (ASNE), should be applied to District student publication with the clear understanding that school officials have the authority and duty to provide for an ordered educational atmosphere free from turmoil and distraction. Material that promotes gang activity is prohibited.
- Students are entitled to express in writing their personal opinions but are expected to exercise responsibility and good judgment. The distribution of such material may not interfere with or disrupt the educational process. A written expression of opinion must be signed by its author except that editorials representing a newspaper position may be printed without signature if all members of the editorial board are identified elsewhere on the paper. (Note School Board policy 490.13)
- Students have the right to distribute leaflets, newspapers, and handbills at times and places as determined by the school principal or designee. The students who edit, publish or distribute such leaflets, newspapers, and handbills among their fellow students assume the responsibility for the content of such publications. Non-school publications being distributed on school property may be seized by the school principal or designee who has reasonable cause to believe that such publications contain libelous or obscene material. Seized publications will be turned over to the parent/guardian upon request unless the publication is defamatory, obscene, invades the rights of others, or similar good cause.

Note: Copies of the ASNE Statement of Principles are available in the school office and the school library.

- Commercial solicitation not authorized by the Superintendent or designee will not be allowed on school property at any time. This includes the use of the school district's computer network to solicit sales or conduct business or to set up web pages to advertise a sale or service. An exception to this rule will be the sale of non-school-sponsored student newspapers published by students of the school district. Non-school newspapers may be distributed only at times and places as determined by the school principal or his/her designee.
- Students have the right to do necessary research for articles, including public opinion polls, and shall have the responsibility not to abuse that right. A poll must not interrupt class time unless authorized by the school principal or his/her designee.

F. Student Surveys

The District may conduct or administer surveys of students for the purposes of study, the improvement of education, or class assignment. No student may be required to participate in a questionnaire or survey if the student objects to participation.

Requirements for Parental Permission: In administering surveys or questionnaires in the schools, the District shall comply with state and federal laws concerning parental permission.

Annual permission: Each year, the District may seek the permission of each parent/guardian for their child to participate in anonymous questionnaires or surveys. The permission will be valid for the remainder of the school year or until the parent/guardian who gave permission submits a written withdrawal of permission to the school principal or designee.

(Section 14 – Revised 9/28/98)

(Section D – Revised 8/23/99)

Note: No survey or questionnaire, whether anonymous or not, that inquires into personal or private family affairs of the student not a matter of public record or subject to public observation may be administered, unless written permission is obtained from the student's parent or guardian (AS 14.03.110). In addition, no student may be required, as part of any program administered by the Secretary of Education, to submit to a survey, analysis, or evaluation which inquires into the following areas unless prior written permission is obtained from the parent 20 USC 1232 (h):

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or the student's family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Note: At least two weeks prior to the administration of a questionnaire or survey, whether anonymous or not, which requires parental permission as identified above, the school shall provide each student's parent or legal guardian with written notice explaining:

1. how and where the parent may preview the survey;
2. how the survey will be administered;
3. how the survey results will be used;
4. who will have access to the questionnaire or survey; and

5. for those surveys which are not anonymous, explain that written parental permission is required before their child may participate in the particular survey, and include a permission form to be returned by the parents, with instructions that the form must be returned at least two weeks before the survey is to be administered. The District will make available for inspection to interested parents or guardians any instructional or other supplementary materials that will be used in connection with any survey, questionnaire, or evaluation. Information gathered in student surveys may be disclosed to organizations conducting studies to develop, validate, or administer predictive tests; administer student aid programs; or to improve instruction. This information may be disclosed without parental permission provided: 1) the study is conducted in a manner that does not permit personal identification of parents and students to individuals other than those conducting the study; and 2) the information is destroyed when no longer needed for purposes of the study.

APPENDIX A-1

Statement of rights and responsibilities for students with identified disabilities

It is School Board Policy to comply with state and federal laws and regulations. This Appendix is prepared by the Administration at the request of the Board to describe protections and procedures relating to students with disabilities under state and federal laws and regulations. These protections and procedures under the Individuals with Disabilities Education Act (IDEA) are described in the "Notice of Procedural Safeguards," and under Section 504, in the "§504/ADA Administrative Procedures and Guidelines." Both of these documents can be obtained at any ASD school, from the ASD Special Education Department, or online at the ASD Web site:

- 1) www.asdk12.org/forms/uploads/Procedural_Safeguards.pdf and,
- 2) www.asdk12.org/forms/uploads/504_ParentsRightsBooklet.pdf

Not later than the date on which the decision to take disciplinary action is made by ASD, it must notify the student's parents of that decision and provide the parents with a copy of the Notice of Procedural Safeguards or §504/ADA Administrative Procedures & Guidelines (as the case may be).

NOTE: This Statement of Rights and Responsibilities for Students with Disabilities is intended to merely summarize the protections and procedures provided to students with disabilities under IDEA and Section 504 and not replace the "Notice of Procedural Safeguards" or "§504/ADA Administrative Procedures & Guidelines." Accordingly, to be fully advised of the rights of a student with disabilities, parents must obtain (if ASD has not already provided a copy to them) and carefully review the "Notice of Procedural Safeguards" or the "§504/ADA Administrative Procedures & Guidelines" (if their child is under Section 504).

Students with disabilities

NOTE: Students with disabilities refers to both students with identified disabilities and students with suspected disabilities. A student with suspected disabilities may assert the rights and protections of a student with identified disabilities. The circumstances under which a student will be deemed to be a student with suspected disabilities and the additional rights and protections under state and federal law provided to a student with disabilities are summarized below.

Students Identified as Having a Disability: A student may be identified as a student with disabilities under either IDEA or Section 504. If a student has an individualized education program (IEP), the student has been identified as a student with disabilities under IDEA, and therefore has rights and protections provided by IDEA explained in the "Notice of Procedural Safeguards." If a student has a 504 plan, the student has been identified as a student with disabilities under Section 504, and therefore has the rights and protections provided by Section 504, explained in the "§504/ADA Administrative Procedures & Guidelines."

Students Suspected of Having a Disability: A student who has not been identified as a student with disabilities under IDEA who has engaged in behavior that violates the ASD's Code of Student Conduct may assert any of the rights and protections provided for under IDEA if ASD had knowledge that the student was a student suspected of having a disability before the behavior that precipitated the disciplinary action occurred.

The ASD shall be deemed to have knowledge that a student is a student suspected of having a disability, before the behavior that precipitated the disciplinary action occurred:

- a. The parent of the student has expressed concern in writing to supervisory administrative personnel at ASD, or a teacher of the student, that the student is in need of special education and related services;
- b. The parent of the student has requested an evaluation of the student as provided under IDEA; or,
- c. The teacher of the student, or other personnel at ASD, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the Director of Special Education at ASD or to other ASD supervisory personnel.

ASD shall not be deemed to have knowledge that the student is a student suspected of having a disability if the parent of the student has not allowed an evaluation of the student as provided under IDEA or has refused services under IDEA or the student has been evaluated under IDEA and ASD determined that the student was not a student suspected of having a disability.

If ASD does not have knowledge that a student is a student suspected of having a disability as described above prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors consistent with the following limitations.

If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by ASD, which can include suspension or expulsion without educational services. If the student is determined to be a student with an identified disability, taking into consideration information from the evaluation conducted by ASD and information provided by the parents, ASD shall provide special education and related services, except that, until the results of the evaluation, the student shall remain in the educational placement determined by ASD.

Types of hearings

When the ASD has determined that a student with a disability has violated the Code of Student Conduct, and the student's placement is changed by being suspended for more than ten (10) school days within a school year, expelled or removed to an interim alternative educational setting for not more than 45 school days, the student may request two (2) separate, but related, hearings.

First, the student may request a hearing as provided in the Code of Student Conduct, to dispute whether the student violated the Code of Student Conduct, and if so, whether the discipline recommended by the ASD administration is appropriate.

Second, when a student with disability's placement is changed, the ASD is required under IDEA and Section 504, within ten (10) days of the decision, to hold a meeting with the parent and relevant members of the student's IEP team to determine whether the student's conduct was a manifestation of the student's disability. This group is commonly referred to as a manifestation determination review (MDR) team. The determination is made by the MDR team after reviewing all relevant information, including that provided by the student's parents, and answering the questions:

- a. Was the conduct in question caused by, or have a direct and substantial relationship to, the student's disability?; or
- b. Was the conduct in question the direct result of the ASD's failure to implement the student's IEP/504 plan (including any behavior intervention plan)?

If the MDR team determined that the answer to either of the above questions is yes, the student's conduct must be determined to be a manifestation of the student's disability. In such case, the student's IEP/504 team must address the status of the assessment of the student's functional behaviors and behavior intervention plan, if any, and the student must be returned to the student's prior placement unless the parent and ASD agree to a change in the student's placement as part of a modification of the student's behavior intervention plan. However, the student may remain removed to an interim alternative educational setting (1) for up to a total of 45 school days for a violation of the Code of Student Conduct involving weapons, drugs, or serious bodily injury or (2) if the ASD obtains an order from a hearing officer or court that maintaining the student's current placement is substantially likely to result in injury to the student or others.

On the other hand, if the MDR team determines that the conduct that gave rise to the violation of the Code of Student Conduct was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities may be applied to the student with a disability in the same manner and for the same duration as the procedures would be applied to students without disabilities, except the student must continue to receive special education and related services under the student's IEP/504 plan but in an alternative educational setting as determined by the student's IEP/504 team. A student with a disability may request a second hearing under IDEA or Section 504 (as the case may be) to dispute the determination of the MDR team that the conduct that gave rise to the violation of the Code of Student Conduct was not a manifestation of the student's disability. If a student with a disability requests this second hearing under IDEA or Section 504 to dispute a manifestation determination review, discipline cannot be imposed until this hearing and any subsequent appeal takes place.

Placement and services

ASD personnel may consider any unique circumstances on a case-by-case basis when determining whether discipline resulting in a change in placement, consistent with IDEA, is appropriate for a student with a disability who violates the Code of Student Conduct.

Out of school suspension(s) of a student with disabilities may be without provision of any educational services for up to a cumulative total of ten (10) school days per school year. If, however, the suspension is to be longer than ten school days for a violation of the Code of Student Conduct involving weapons, drugs or serious bodily injury, or based on an order by a hearing officer or court that there is a substantial likelihood of injury to the student or others, identification and commencement of appropriate interim alternative educational services should not be delayed.

When a change of educational placement occurs for a student with disabilities, various procedural safeguards are triggered under IDEA and Section 504. A change in educational placement occurs if a student is:

- a. Suspended out of school eleven (11) or more days during any one school year;
- b. Removed from school for not more than 45 school days for a violation of the Code of Student Conduct involving weapons, drugs, or serious bodily injury; or
- c. The ASD obtains an order from a hearing officer or court that maintaining the student's current placement is substantially likely to result in injury to the student or to others.

The procedural safeguards under IDEA and Section 504 which will be triggered when a change of placement occurs in any of these ways are that the parents will be provided a Notice of Procedural Safeguards or §504/ADA Administrative Procedures & Guidelines (as the case may be), the status of the assessment of the student's functional behavior and behavior intervention plan will be reviewed, an MDR team will be convened and an IEP/504 team will be convened to make a determination regarding the interim alternative educational services to be provided the student. The interim alternative educational services provided must enable the student to continue to participate in the general education curriculum (although in another setting), to progress toward meeting the student's IEP goals, and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violations so that it does not recur. These services need not duplicate every aspect of the programs and services the student currently receives.

Unless ASD has removed a student with disabilities for not more than 45 school days due to conduct involving weapons, drugs, or serious bodily injury, if an MDR team determines that the student's conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the ASD agree to a change of placement. On the other hand, where the MDR team determines that the student's conduct was not a manifestation of the student's disability, the student is removed by the ASD for not more than 45 school days for violations of the Code of Student Conduct involving weapons, drugs, or serious bodily injury or the ASD has obtained an order that maintaining the student's current placement is substantially likely to result in injury to the student or others, an IEP/504 team must determine the interim alternative educational services to be provided to the student.

The parents of a student with a disability, in addition to requesting a hearing to dispute the determination of an MDR team that a student's conduct was not a manifestation of the student's disability, may also request a hearing disputing the appropriateness of the IEP/504 team's determination regarding interim alternative educational services, the ASD's removal of the student for not more than 45 school days for violations of the Code of Student Conduct involving weapons, drugs, serious bodily injury or an order that the ASD has obtained from a hearing officer or court that maintaining the student's current placement is substantially likely to result in injury to the student or others, or any decision regarding the student's placement. While the hearing appealing any of these actions is pending, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time the student was removed for violations of the Code of Student Conduct involving weapons, drugs, or serious bodily injury or other violations of the Code of Student Conduct determined not to be a manifestation of the student's disability.

Hearings

Any hearing requested either by a parent or the ASD under IDEA is an expedited hearing which shall occur within twenty (20) school days of the date the hearing is requested and shall result in a determination of within ten (10) school days after the hearing. A hearing officer shall hear and make a determination regarding an appeal. In doing so, the hearing officer may order a change in the placement of a student with a disability, including returning a student with a disability to the placement from which the student was removed or order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Contacting the Anchorage School District

Have questions? Need assistance? Do you need help working through a concern about district procedures?

First, talk to the person involved, to the teacher, assistant principal or school principal about the situation. If the problem cannot be solved at the school, call the appropriate administrative office:

General Information	742-4000
Chief Academic Officer	742-4321
EEO	742-4132
Elementary Education	742-4254
Elementary Special Education	742-3886
Secondary Education	742-4249 or 4256
Secondary Special Education	742-3888 or 3889
Minority Education Concerns Advisory Committee	742-4321
Special Education Executive Director	742-4236
Superintendent	742-4312

Parents of students attending schools on military installations may also contact:

Military Education Liaison Adele Daniels

Military Education Liaison Adele Daniels	384-1505
--	----------

Municipality of Anchorage:

Municipal Ombudsman	343-4461
---------------------------	----------

For issues regarding special education or 504 issues:

Disability Law Center	565-1002
-----------------------------	----------

Citizen complaint forms are available at school offices and the Anchorage School District Education Center, 5530 E. Northern Lights Blvd., Anchorage, AK 99504-3135, (907) 742-4000.

Anchorage School District has a comprehensive website: www.asdk12.org

Top 10 Tips for Success When Moving to High School

- 1.** Attendance and punctuality are critical. Students can't learn if they aren't in school. A student can be withdrawn from class and lose credit after missing a specific number of days in a semester. See your high school handbook for specifics.
- 2.** The vast majority of senior high school classes are on the semester (eighteen weeks) system. Grades don't "start over" after nine weeks, as they do in the Middle School.
- 3.** As "rights" increase for students in high school, so do the corresponding "responsibilities" that go hand in hand with freedoms not necessarily experienced in the middle school.
- 4.** Organization and follow through (completing and turning in homework!) is a critical aspect of success in high school.
- 5.** Harassment - of any kind or type - is not tolerated. Respect yourself and others.
- 6.** Research clearly indicates that the more involved students are in their school, the greater the chance for academic success during their high school career. Explore the activity options in high school.
- 7.** Students have a responsibility to help create a safe school environment. Report dangerous conditions, objects, or behaviors to adults. Be a part of the solution - not a part of the problem.
- 8.** In the high school students earn credit. Earned credit determines progress toward graduation, not "seat" time in classes.
- 9.** Know your senior high credit requirements and work with the counseling staff to develop high school plans that allow you to maximize what you can do upon graduation.
- 10.** All eighth grade students entering the ninth grade will be eligible for activity participation. At the end of the first semester of ninth grade, students in activities must have passed, for the immediate preceding semester, at least four semester units of credit toward graduation.

Student Rights & Responsibilities © 1997, Revised 7/98, 6/99, 6/05, 6/07, 6/08, 8/11, 6/13, 6/15

Student Handbooks published August 1991, Rev. 7/93, 7/94, 6/95, 6/96, 6/97, 7/98, 6/99, 6/00, 7/01, 7/02, 6/03, 6/05, 6/06, 6/07, 6/08, 5/09, 6/10, 6/11, 6/12, 6/13, 6/14, 6/15, 6/16

Anchorage School District Education Center, 5530 E. Northern Lights Blvd., Anchorage, AK 99504-3135
(907) 742-4000

The Board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability, and other human differences. No person shall be excluded from participation in, or denied the benefits of, any academic or extracurricular program or educational opportunity or service offered by the District. The District will comply with the applicable statutes, regulations, and executive orders adopted by Federal, State and Municipal agencies.

Inquiries or complaints may be addressed to the District's Equal Employment Opportunity Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132 or to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Director of the Office for Civil Rights, Department of Education, Department of Health and Human Services.

Graduation Requirements

Students must complete 22.5 credits to receive a high school diploma.

- 1. English Language Arts (ELA) 4 credits**
Four years of ELA are required including one semester of composition at 11th or 12th grade. To satisfy the composition credit students must take one of the following: English III, AP Lit/AP Lang and a composition elective. For Common Core State Standards realignment see chart on bottom of page.
- 2. Social Studies 4 credits**
World History, U.S. History, one semester of Alaska Studies, one semester of Economics, one semester of United States Government, one semester of a Social Studies elective. Students may waive the .5 credit social studies requirement by completion of Level III of a world language (ASL, Chinese, French, German, Japanese, Latin, Russian, or Spanish); immersion students may waive the .5 social studies requirement by completion of Japanese for Fluent Speakers I, Vistas Juveniles del Mundo Hispano, or Russian Immersion Youth and Culture.
- 3. Mathematics 3 credits**
Six semesters of Mathematics electives. In order to satisfy the algebra requirements, students must complete one of the following options: Algebra I, semester 1 and 2; **or** Algebra B, semester 1 and 2; **or** Algebra Survey, semester 1 and 2; **or** Credit-by-Choice Challenge by Examination.
- 4. Sciences 3 credits**
Three years (six semesters) of science credit are required. Two semesters must be life science. Two semesters must be physical science.
- 5. Physical Education/Health Education 1.5 credits**
Three semesters of physical education graduation requirements can be fulfilled by passing the required Lifetime Personal Fitness course plus .5 credit from the lifetime activity courses (noted as such in course listings) plus .5 additional credit from any physical education class. A) Students may obtain a waiver of .25 of the physical education graduation requirement for each full season of ASAA-sanctioned sports participation within the Anchorage School District. Elective credit must be earned to replace the Physical Education/Health Education requirement that is waived. A waiver of the physical education requirement under this section does not affect the overall minimum requirements of 22.5 credits.
A) Lifetime Personal Fitness can be waived by:
 1. successful completion of a fitness and written test administered by Health and Physical Education Department; or
 2. participation in two seasons of ASAA-sanctioned extracurricular sports within the Anchorage School District and successful completion of the computerized knowledge test administered by the designated high school building personnel.
 B) Students may also waive physical education requirements (except Lifetime Personal Fitness) through Credit By Choice, correspondence, college coursework, or field study programs.
C) A maximum of 1.0 waiver of the physical education requirement is available upon successful completion of 2 years (four semesters) of JROTC.
D) Healthy Life Skills and First Aid are not repeatable upon receiving a passing grade in a previous semester.
- 6. Electives 7 credits**
Fifteen semester courses have not been specified so as to provide students an opportunity to pursue individual educational goals. Electives may include additional courses in Language Arts, Social Studies, Mathematics, Science, Technology, Fine Arts, World Languages, Physical Education and Career Technology.

Total 22.5 credits

- a. A student may be considered for graduation when he or she has acquired a minimum of 22.5 credits after grade 8 in required and elective subjects.
- b. Seniors entering the ASD for the first time may graduate by meeting requirements of their previous school when the ASD requirements create hardship.

Timeline for high school Language Arts/Social Studies realignment for Common Core State Standards

	2013-14	2014-15	2015-16	2016-17
	Language Arts			
9	English I*	English I*	English I*	English I*
10	English 10*	English II*	English II*	English II*
11	English 11 or AP	English 11 or AP	English III or AP	English III or AP
12	English Elect or AP	English Elect or AP or English IV	English Elect or AP or English IV	English Elect or AP or English IV

* Indicates Regular and Honors



Anchorage School District

2016-17 School Year Calendar*

S	M	T	W	T	F	S
July						
					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						
	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	K-1	30	31			
September						
				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						
						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					
November						
		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						
				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

- JULY**
4 Independence Day holiday
- AUGUST**
17 Teachers' first day
18-19 State released professional development day**
22 Classes begin
29 Classes begin for K-1†
- SEPTEMBER**
5 Labor Day holiday**
- OCTOBER**
21 State released professional development day. End of first quarter.**
26-27 Parent conference days. School schedules and student-release times vary. Check with your school for specific schedule.
28 State released professional development day.**
- NOVEMBER**
11 State released professional development day.**
24-25 Thanksgiving holiday**
- DECEMBER**
22 Classes end
23 State released grade reporting day. End of second quarter**
26-30 Winter break**
- JANUARY**
2-6 Winter break** (cont.)
9 Classes begin
16 Martin Luther King Jr. holiday**
- FEBRUARY**
20 Presidents Day holiday**
22-23 Parent conference days. School schedules and student-release times vary. Check with your school for specific schedule.
24 State released professional development day.**
- MARCH**
10 State released grade reporting day. End of third quarter**
13-17 Spring Break**
- MAY**
24 Classes end. End of fourth quarter
25 Teachers' last day.
29 Memorial Day holiday
- () Beginning, end of quarter

S	M	T	W	T	F	S
January						
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						
			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				
March						
			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						
						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						
May						
		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						
				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	

* subject to change

** students do not attend school

† Tentative K-1 start date. Check back in the summer to confirm.