



# ERLANGER-ELSMERE SCHOOLS



District Code of Acceptable Student  
Behavior and Discipline

## **CONFIRMATION OF RECEIPT**

### **Erlanger-Elsmere Independent School District Code of Acceptable Student Behavior and Discipline**

I have received a copy of the Erlanger-Elsmere Independent School District Code of Acceptable Student Behavior and Discipline for the school year. I read the code and agree to abide by its content.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Printed Name

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Printed Name

**Please immediately tear out, sign, and return to your  
child's homeroom teacher.**

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## Our Vision and Mission

### Vision

The Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential.

### Mission

It is the mission of the Erlanger-Elsmere Schools to embrace and attend to the individual needs of our students, regardless of the obstacles.

## Purpose of the District Code of Acceptable Student Behavior and Discipline

The purpose of the District Code of Acceptable Student Behavior and Discipline is to communicate district behavioral expectations and to acquaint you with general Board of Education policies that govern and affect student behavior.

The Erlanger-Elsmere Schools District Code of Acceptable Student Behavior and Discipline is not an all-encompassing document and may not cover every possible situation or unusual circumstance. If a conflict exists between information in this District Code of Acceptable Student Behavior and Discipline and board policy or administrative procedures, the policies and procedures govern.

It is the individual's responsibility to refer to the actual policies and/or administrative procedures for further information. Complete copies of those documents are available at the Central Office, in the principal's office, or online via the district's website or through this internet address: <http://policy.ksba.org/E06/>.

## Positive Behavior Interventions and Support (PBIS)

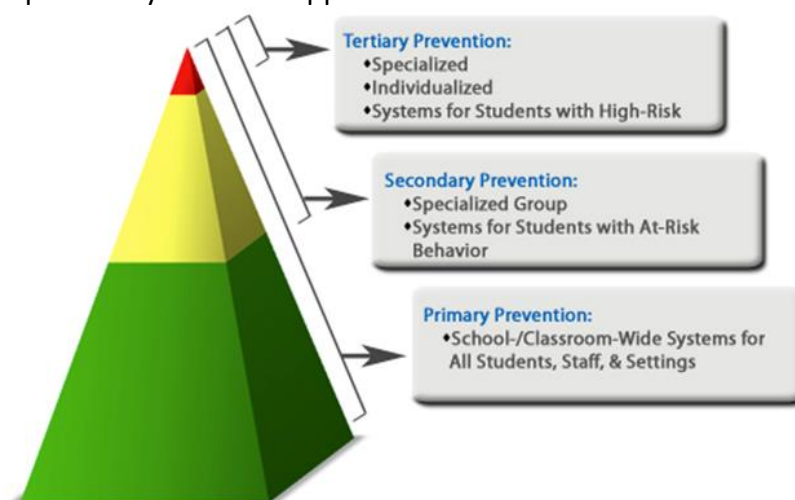
The Erlanger-Elsmere Schools are committed to the implementation of Positive Behavior Interventions and Support (PBIS) with fidelity district-wide.

### What Is PBIS?

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is not a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Attention is focused on creating and sustaining primary (school-wide), secondary (small group), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

The diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:



### What Does PBIS Emphasize?

PBIS emphasizes four integrated elements; data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support these practices.

Schools that establish systems with the capacity to implement PBIS with fidelity and sustainability have teaching and learning environments that are; more engaging, responsive, preventive, and productive, address classroom management and disciplinary issues, improve supports for students, and maximize academic engagement and achievement for all students.

## Expected Behaviors

The Erlanger-Elsmere Schools are committed to the implementation of Positive Behavior Interventions and Support (PBIS) with fidelity district-wide. A foundational piece of PBIS implementation is the development and application of School-wide Behavior Expectations at each of our schools. School-wide Behavior Expectations consist of three to five positively stated expectations for behavior. They are not a list of what not to do, but, rather, the desired behavior of students and adults in the school environment.

The School-wide Behavior Expectations are consistent with the District-wide Behavior Expectations listed below. Additionally, the schools have developed classroom, common area, and special activity behavior expectations to administer the school in a manner which fosters a safe, respectful and responsible learning environment.

The following behavioral expectations are for the students, staff, parents/guardians, and visitors of the Erlanger-Elsmere Schools. The expected behaviors are applicable; on or about school property, at any location of a school sponsored activity, or in route to or from school or a school sponsored activity.

### District-wide Behavior Expectations

#### Be Safe

1. Practice self-control at all times.

#### Be Respectful

1. Show respect for the education process.
2. Instill a respect for education and academic pursuit.
3. Demonstrate respect for all; students, parents and guardians, visitors, and school personnel.

#### Be Responsible

1. Be accountable for his/her own conduct and for showing consideration for the rights and property of others.
2. Follow the rules and regulations of the Board of Education and/or the school administration.
3. Request assistance from district and/or school personnel as needed.
4. Attend school and class regularly and punctually.
5. Complete assignments and establish good work habits.

## Prohibited Behaviors

### Drugs, Alcohol, and Other Prohibited Substances

No pupil shall purchase, possess, attempt to possess, use, be under the influence of, sell, or transfer any of the following on or about school property, at any location of a school sponsored activity, or in route to or from school or a school sponsored activity:

- Alcoholic beverages;
- Controlled substances, prohibited drugs and substances, and drug paraphernalia; and
- Substances that "look like" a controlled substance. In instances involving look alike substances, there must be evidence of the student's intent to pass off the item as a controlled substance.

In addition, students shall not possess prescription drugs for the purpose of sale or distribution.

#### Definitions

Controlled substance means any substance or immediate precursor listed in Chapter 218A of the Kentucky Revised Statutes or any other substance added by regulation under KRS 218A.010. Prohibited drugs include, but are not limited to, any substance that an individual may not sell, possess, use, distribute or purchase under Federal or Kentucky law.

Prohibited substances include:

- All prescription drugs obtained without authorization, and
- All prohibited substances however taken or used, including but not limited to, inhaling, ingesting, and/or injecting. These include, but are not limited to, prescribed and over-the-counter drugs, prohibited volatile substances as defined in KRS 217.900 or synthetic compounds/substances that are used or intended for use for an abusive and/or intoxicating purpose.

#### Authorized Medication

Use of a drug authorized by and administered in accordance with a prescription from a physician or dentist shall not be considered in violation of this policy. **09.423**

### Tobacco

Students shall not be permitted to use or possess any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 on property owned or operated by the Board, inside Board-owned vehicles, on the way to and from school, and during school-sponsored trips and activities. Students who violate these prohibitions while under the supervision of the school shall be subject to penalties set forth in the local code of acceptable behavior and discipline. **09.4232**

### Bullying, Cyber-Bullying, Harassment, and/or Harassing Communications

#### Bullying

Bullying is defined as any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated, that occurs on school premises, on school-sponsored transportation, or at a school-sponsored event or that disrupts the education process. **09.422**



### Cyber-Bullying

Cyber-bullying is defined as the use of information and communication technologies - email, mobile devices, text messages, defamatory personal websites, personal polling sites or a combination of these - to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others. **(09.422 and/or 09.42811 if applicable)**

### Harassment

Harassment is defined as unlawful behavior based on race, color, national origin, age, religion, sex, genetic information or disability that is sufficiently severe, pervasive, or objectively offensive that it adversely affects a student's education or creates a hostile or abusive educational environment. A student or parent who believes he/she has been a victim of an act of harassment, discrimination, harassing communication or who has observed other students being victimized shall, as soon as reasonably practicable, inform his/her principal. The principal shall follow board policy and procedures. **09.42811**

### Harassing Communications

A student is guilty of harassing communications when he/she communicates while enrolled as a student in a local school district with another student in any manner that would cause the other student to suffer from fear of physical harm, intimidation, humiliation, or embarrassment. This could include communications that take place away from school property if the communication manifests itself at the school. **(09.422 and/or 09.42811 if applicable)**

## Tiers of Intervention

### Tier 1

#### **Definition**

Incidents that should be managed by the classroom teacher and which may not warrant a discipline referral for administrative assistance. These behaviors are of low-level intensity, passive, and non-threatening to the safety of the classroom.

Disrespectful behavior including use of profanity, and/or an obscene gesture or back talking towards another person(s).

- Disrespectful behavior including use of profanity, and/or an obscene gesture or back talking towards another person(s)
- Disrupting and/or interfering with the normal operations in a classroom
- Failure to carry out a reasonable request from teacher or other school official
- Failure to comply with school based dress codes
- Forging notes or willfully providing misinformation concerning absences, truant behavior in classroom
- Inappropriate use of social media which interrupts a student's right to a free, appropriate, public education
- Inappropriate use of technology or internet access
- Tardy on a regular basis to class
- Any other violations which are expressly listed in the written school rules and related procedures that fall within this category

#### **Intervention Strategy Options**

Universal Interventions: classroom teachers, administrators, or school personnel who intervene shall document such intervention. For students in need of repeated Tier I Interventions, school personnel who intervene shall engage in the school-level intervention team documentation, following the three-tiered approach to interventions:

- After-school detention
- Behavior Intervention Plan
- Check-in-/Check-out system
- Contact/Conference with parent/guardian
- In-class time out
- In-school (lunch/recess) detention
- Loss of privilege
- Referral to school counselor
- Referral to school-level intervention team
- Schedule adjustment
- Seat Change
- Verbal or written warning
- Other as determined by the school-level intervention team

## Tier 2

### Definition

Incidents that should be managed by the classroom teacher with possible assistance from an administrator because of the disruptive effect the infraction has on instructional time.

- Assault by striking, shoving, kicking or otherwise subjecting another person to offensive physical contact resulting in physical or emotional damage
- Bus Violation
- Computer hacking
- Failure to follow the procedure for prescribed and over the counter medications
- Fighting
- Gambling
- Inappropriate use of social media which interrupts a student's right to a free, appropriate, public education
- Improper use of technology, not per teacher directive
- Interfering with school personnel in impeding their ability to carry out their responsibilities
- Interrupting school bus operation, compromising safety of others
- Not attending an assigned class without a valid excuse
- Possessing and/or using a lighter, matches, or tobacco products at school, to include e-cigarettes
- Possession and/or displaying of obscene materials
- Sexual contact, sexual harassment
- Speeding, reckless driving, or improper use of motor vehicle on school property
- Threatening to assault another person, to inflict significant physical or emotional damage
- Threatening, extortion, bullying, blackmail or coercing another student
- Vandalism (defacing or disfiguring school and personal property), trespassing, unlawful entry, criminal mischief, burglary or larceny

### Intervention Strategy Options

School-wide Interventions: classroom teachers, administrators, or school personnel who intervene shall document such intervention. For students who engage in repeated Tier 2 Infractions, school personnel who intervene shall engage in school-level and/or district-level intervention team documentation, following the three-tiered approach to interventions:

- Any of the above Tier 1 interventions with added interventions
- Assignment to Behavior Instruction Program
- Behavior Intervention Plan or Behavior Contract
- Friday/Saturday School Assignment
- In-kind restitution
- In-school Suspension, school-level alternative program, or alternative instructional options
- Loss of privilege or participation in extracurricular activities
- Out of school suspension

- Other as determined by the school-level and/or district-level intervention team

### Tier 3

#### **Definition**

Incidents that significantly interfere with the safety and learning of others, including threats and harm to others or legal violations. These behaviors warrant more immediate administrative intervention.

- Arson, the intentional setting of fire
- Assault, by striking, shoving, kicking or otherwise subjecting another person(s) to physical contact resulting in significant physical injury or physical threat of life or violence to another person(s) requiring medical attention
- Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other bus occupants
- Encouraging or inciting discord or civil disturbance including bomb threats or false fire alarm activation
- Inappropriate use of social media which interrupts a student's right to a free, appropriate, public education
- Interfering with school personnel by force or violence in impeding their ability to carry out their responsibilities
- Possessing, exchanging, selling, distributing or, under the influence of alcohol, drugs or any substance purported to be an illegal drug, possession of related drug paraphernalia
- Possession, use, or transfer of dangerous weapons: explosives, gun, rifle, knife, leaded cane, blackjack, metallic knuckles, razor/cutter, mace, pepper gas, or martial arts weapons (including using or threatening to use any blunt or sharp pointed instrument which may be capable of inflicting bodily injury)
- Repeated violent or risk to safety Tier 2 offenses

#### **Intervention Strategy Options**

These are serious violations, which require administrative actions, possible notification of appropriate law enforcement authorities, and may result in the immediate removal of the student from the school. Disciplinary action may result in an out-of-school suspension and/or a recommendation to the superintendent for expulsion.

## Disciplinary Processes and Procedures

### Due Process

A student facing disciplinary action must be given oral or written notice of the allegations, an opportunity to hear the evidence, and to respond if the student denies the allegations. Note: a student that poses a danger to persons or property may be removed immediately with the notice and hearing following as soon as possible.

### Grievance Procedures

Parents questioning actions taken by the school may do the following:

- In classroom matters, contact the teacher to discuss the problem.
- If the teacher meeting does not resolve the problem, the teacher and parents can arrange a meeting with the principal.
- If the problem is not classroom related, the parents may contact the principal.
- If none of the above procedures are satisfactory, parents may appeal the school decision and request a conference with the Superintendent or designee after discussion with the principal.

### Search and Seizure

Lockers, desks, cabinets, closets, classroom and other school facilities are the exclusive property of the Board of Education and may be searched from time to time to prevent violation of the code of conduct.

Searches of a pupil's person or his/her personal effects shall only be conducted by a certified person directly responsible for the conduct of the pupil or the Principal/designee of the school which the student attends.

No strip searches of students shall be permitted.

Additionally, student vehicles located on school property may be the subject of a lawful search.

## Rights and Responsibilities

The rights and responsibilities of students, parents, guardians, teachers, and administrators are spelled out in order to create a greater understanding of the educational process.

### Students

Students have the right to:

1. A free public education until they have successfully completed a twelve-year educational program or have reached the age of twenty-one (21) years.
2. A learning environment appropriate to their needs and that encourages learning.
3. A learning environment that is safe.
4. Examine their school records if they have reached the age of eighteen (18) years.
5. Participate in school activities and programs, to organize and have memberships without being subject to discrimination on the basis of gender, race, religion, marital status, or disability, as long as this does not disrupt the orderly educational process.
6. Freedom of expression as related to speech, assembly, association, publication, and petition, as long as this can be exercised without violation of other's rights and does not interfere with the orderly educational process.
7. Procedural due process and appeal related to disciplinary actions.
8. Be treated in a fair and equitable manner.
9. Consultation with teachers, counselors, and administrators.
10. Protection of property and physical well-being.
11. Protection from verbal and physical abuse, bullying, intimidation, and hazing behaviors.
12. Be given reasonable and timely notice of all expectations, rules, regulations, notices, and penalties to which they may be subject.

Each student has the responsibility to:

6. Be accountable for his/her own conduct and for showing consideration for the rights and property of others.
7. Show respect for the education process by taking advantage of every opportunity to further his/her education.
8. Show respect for the education process and learning environment by refraining from intentional or habitual tardiness or unexcused absence.
9. Practice self-control at all times.
10. Care for the equipment and physical facilities of the school by refraining from willful destruction and damage.
11. Follow the rules and regulations of the Board of Education and/or the school administration.
12. Request assistance from district and/or school personnel as needed

## Parents and Guardians

### Parents and Guardians have the right to:

1. Expect that their children are sent to a valued learning environment.
2. Expect that unacceptable behavior will be dealt with quickly and effectively.
3. Expect effective instruction conducted with minimal interruption.
4. Expect a safe, respectful, and healthy environment free from harassment and physical harm.
5. Examine personal school records in accordance with FERPA.
6. High academic and accreditation standards.
7. Address questions or grievances to the proper school authority and expect a reply.
8. Expect students to be treated in a respectful, responsible, fair and equitable manner.

### Parents and Guardians have the responsibility to:

1. Instill a respect for education and academic pursuit.
2. Instill a sense of respect for fellow students and school personnel.
3. Become familiar with educational programs, policies, and procedures.
4. Help their children understand expectations, disciplinary procedures and the importance of following these procedures.
5. Ensure their children attend school and class regularly and punctually.
6. Demonstrate respect for all; students, parents and guardians, visitors, and school personnel.
7. Ensure that their children complete assignments and establish good work habits.
8. Develop good rapport with their children's teachers.
9. Discuss issues needing clarification with school officials.

## Teachers

### Teachers have the right to:

1. Expect that students comply with reasonable directives and assignments.
2. Freedom from verbal abuse and physical harm.
3. The positive collaboration of fellow teachers and administrators.
4. Expect cooperation from parents in dealing with students.
5. Carry out appropriate positive behavioral intervention and support when behavior is disruptive.
6. Work in a positive learning environment.
7. Take prudent action in emergencies to protect students or property.
8. Expect a safe, respectful and orderly environment.

### Teachers have the responsibility to:

1. Develop a positive rapport with students, parents/guardians, and school personnel.
2. Exhibit respect for the individual rights of students and parents/guardians.
3. Cooperate and collaborate with school personnel and parents/guardians.
4. Treat all school personnel, parents, and students in a respectful, fair and equitable manner.
5. Present content using research-based strategies to engage students in learning.
6. Lead students to achieve educational outcomes based on state academic standards and consistent with the district vision and mission.
7. Demonstrate learning through a balanced assessment system and engage students in extension/intervention based on individual needs.
8. Develop 21st Century Skills.
9. Assist students to demonstrate learning through a balanced assessment system.
10. Engage students in extension/intervention based on individual needs.
11. Plan instruction that meets the diverse needs of students.
12. Maintain high academic and behavior expectations.
13. Recognize appropriate behavior and good work ethic.
14. Teach and reteach behavior expectations.
15. Maintain safe, respectful, responsible and orderly classroom.
16. Enforce rules and regulations of the Board of Education.
17. Maintain accurate records.
18. Follow the professional code of ethics, state law and administrative regulation and all board policies and procedures.
19. Maintain confidentiality of student and family personal and sensitive information.
20. Communicate professionally, positively, and proactively with students, parents/guardians, school personnel, and visitors.



## Administrators

### Administrators have the right to:

1. Expect all students, teachers, and other personnel to comply with school expectations, procedures, and policy.
2. The support and respect of students, parents, and teachers in implementing procedures and policies of the board of education.
3. Take necessary action to protect their own person or property or the persons or property of those in their care.
4. Remove any person whose conduct disrupts the educational process.
5. Provide input into expectations, procedures, policies, and regulations that relate to the school.
6. Safety from physical harm and verbal abuse.

### Administrators have the responsibility to:

1. Develop a positive rapport with students, parents/guardians, and school personnel.
2. Exhibit respect for the individual rights of students and parents/guardians.
3. Cooperate and collaborate with school personnel and parents/guardians.
4. Treat all school personnel, parents, and students in a respectful, fair and equitable manner.
5. Administer the school in a manner which fosters a safe, respectful and responsible learning environment.
6. Carry out appropriate positive behavioral intervention and support when behavior is disruptive and administer discipline fairly and respectfully following guidelines in the code of conduct.
7. Evaluate and revise the educational program to ensure instruction that is research-based and meets the diverse needs of students.
8. Lead students to achieve educational outcomes based on state academic standards and consistent with the district vision and mission.
9. Demonstrate learning through a balanced assessment system and engage students in extension/intervention based on individual needs.
10. Use professionalism, good judgment and prudence in dealing with problems in the school.
11. Respond to concerns of students, parents, and staff.
12. Follow the professional code of ethics, state law and administrative regulation and all board policies and procedures.
13. Maintain confidentiality of student and family personal and sensitive information.
14. Communicate professionally, positively, and proactively with students, parents/guardians, school personnel, and visitors.

## Attendance

Students are required to attend school regularly and punctually.

Any student who has attained the age of six (6), but has not reached his/her eighteenth (18th) birthday, who has been absent from school without valid excuse for three (3) events or more, or tardy without valid excuse on three (3) events or more, is a truant.

Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his/her twenty-first (21st) birthday, who has been absent from school without valid excuse for three (3) or more events, or tardy without valid excuse on three (3) or more events, is a truant.

Any student who has been absent or tardy from school without valid excuse for six (6) or more events is a habitual truant.

Truants shall be reported to the principal and then to the Director of Pupil Personnel both of whom shall take appropriate action.

The parent/guardian shall notify the school stating the reason for the student's absence. Without prior notification, an absence shall be designated unexcused. After a student has been declared truant, the principal may require a doctor's statement to excuse the absence in accordance with school guidelines and SBDM Policy.

## Annual Parent Notifications

### Non-discrimination

Students, their families and potential employees of the Erlanger-Elsmere Independent Schools are hereby notified that the Erlanger-Elsmere Independent School System does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, genetic information or disability in employment, vocational programs, or activities as set forth in compliance with the federal and state statutes and regulations.

Any persons having inquiries concerning Erlanger-Elsmere Independent Schools' compliance with

Title I, Title II, Title III, Title IV, Title VI, VII, Title IX and/or Section 504 may contact:

Dr. Kathlyn Burkhardt, Superintendent  
Erlanger-Elsmere Independent Schools  
500 Graves Avenue  
Erlanger, KY 41018  
(859) 727-2009  
[Kathy.Burkhardt@erlangerschools.us](mailto:Kathy.Burkhardt@erlangerschools.us)

### Family Education Rights and Privacy Act (FERPA)

In accordance with the Family Education Rights and Privacy Act, parents may review all education records relating to their child. This right is extended to students at age eighteen. Students have a right to an expectation of privacy while on school grounds. Due to this, unauthorized taping, duplication, audio, video, or other means or methods are strictly prohibited. Parents also have the right to file complaints if the district does not comply with this act. Parents of graduated students enrolled in a program for exceptions children, or of students who have otherwise left school, may request the destruction of any personally identifiable information, which was used for identification, evaluation, or placement of the exceptional child. Such requests must be in writing to the Special Education Director.

In accordance with federal regulations concerning the transfer of educational records, this district will forward records on request to a school in which students seek to enroll. Upon written request, parents can obtain copies of these records and discuss these records if necessary.

Parents may request information from the school regarding the professional qualifications of their child's classroom teacher.

NOTE: All student records are confidential and can only be released through proper authorization.

## Annual PPRA

### Notice and Consent/Opt-out For Specific Activities

The Protection of Pupil Rights Amendment (PPRA) requires the Erlanger-Elsmere Schools to notify parents and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships such as with lawyers, physicians, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s 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 program).

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Erlanger-Elsmere Schools shall annually provide parents and eligible students notice of these rights under law in the Erlanger-Elsmere Schools District Code of Acceptable Student Behavior and Discipline or other avenue designated by the Superintendent/ designee.

## Erlanger-Elsmere Schools Contact Information

### District Office

500 Graves Avenue  
Erlanger, KY 41018  
(859) 727-2009  
[www.erlanger.kyschools.us](http://www.erlanger.kyschools.us)

### Ensor Educational Annex

305 Bartlett Avenue  
Erlanger, KY 41018  
(859) 342-2427

### Lloyd Memorial High School

450 Bartlett Avenue  
Erlanger, KY 41018  
(859) 727-1555  
<http://www.erlanger.kyschools.us/1/Home>

### Bartlett Educational Center

305 Bartlett Avenue  
Erlanger, KY 41018  
(859)-342-2460  
<http://www.erlanger.kyschools.us/8/home>

### Tichenor Middle School

305 Bartlett Avenue  
Erlanger, KY 41018  
(859) 727-2255  
<http://www.erlanger.kyschools.us/2/home>

### Arnett Elementary School

3552 Kimberly Drive  
Erlanger, KY 41018  
(859) 727-1488  
<http://www.erlanger.kyschools.us/3/home>

### Howell Elementary School

909 Central Row Street  
Elsmere, KY 41018  
(859)-727-1108  
<http://www.erlanger.kyschools.us/5/home>

### Lindeman Elementary School

558 Erlanger Road  
Erlanger, KY 41018  
(859) 727-1188  
<http://www.erlanger.kyschools.us/6/home>

### Miles Elementary School

208 Sunset Avenue  
Erlanger, KY 41018  
(859) 727-2231  
<http://www.erlanger.kyschools.us/7/home>

## School-Based Health Centers

### **Howell Elementary**

459 Buckner Street  
Elsmere, KY 41018  
(859)-342-2418

### **Tichenor Middle School**

305 Bartlett Avenue  
Erlanger, KY 41018  
(859)-342-2411

## Family Resource Centers/Youth Service Centers

### **Arnett, Howell, and Lindeman Family Resource Center**

459 Buckner Street  
Erlanger, KY 41018  
(859) 342-2351

### **Miles Elementary School Family Resource Center**

208 Sunset Avenue  
Erlanger, KY 41018  
(859) 342-5201

### **Tichenor Middle School Youth Service Center**

305 Bartlett Avenue  
Erlanger, KY 41018  
(859) 342-2426

### **Lloyd Memorial High School Youth Service Center**

450 Bartlett Avenue  
Erlanger, KY 41018  
(859) 342-5480

## Families in Transition (FiT)

Families with students attending Erlanger-Elsmere Schools and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services. Contact the Families in Transition Office or access the Resource Guide Resource Guide using the link below.

Bartlett Avenue  
Erlanger, KY 41018  
(859) 342-2427

<http://www.erlanger.kyschools.us/docs/district/erlangerresourceguidev2.pdf?id=553>

# Welcome!

## *Our Promise to You*

### We will:

- Greet you with a smile
- Treat you with courtesy and respect
- Protect your privacy
- Go above and beyond to serve you and your family



The Erlanger-Elsmere Schools team takes great pride in providing outstanding customer service in a family-friendly setting. We value all of our visitors and appreciate your feedback on how we can do better.

