2026 - 27
Middle School
Student Handbook

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

1				
2				
3				
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5				
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Anchorage School District

Education Center

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

Dear Parent/Guardian,

As you know, the middle school years are both exciting and formative: Students have wonderful new opportunities and experiences both in and out of school, and they are held to increased expectations. Middle school is a time of added responsibilities and freedoms that will prepare students for their high school years and beyond. This handbook is a resource for helping you and your student navigate through this chapter of their lives.

In this handbook, you will find details that help your student make good decisions, understand how schools work, and appreciate the many changes that will occur throughout this year. In each of our ten comprehensive middle schools and many alternative programs, students are presented with various ways to get involved and choose the right path for themselves. I encourage you to work with your student to participate in as many activities, sports, and academic opportunities as possible. Use these unique middle school years to help your student better understand who they are and what directions they want to pursue. The sooner a student knows their unique interests and motivations, the better they are able to choose a clear path to their future.

To assist your student with becoming their best self, the teachers, staff, and administration strive to actively engage and get to know their students. Middle schools are designed to provide small learning communities for students so they feel connected to the school while feeling safe to try new things. A multitude of core classes are available for students so that they can learn at an appropriate pace with rich, challenging academic standards; many exciting and new elective classes exist within your student's school so that they can balance their core classes with opportunities to push themselves physically, artistically, and socially. Each school has its own unique list of elective choices, so be sure to inquire with your child's counselor to see what is available.

In Section I of this handbook, you will find information about the general expectations for students and how to work with the school's front office. Section II highlights specific behavior expectations and student rights. On the home page of your school's website, you will find information specific to your school regarding procedures and behavior expectations. This information will be shared with your student at school during the first couple of weeks of school.

You are encouraged to look over this handbook with your student to make sure you are knowledgeable about the information contained within. As always, if you have questions about the topics outlined in this handbook, your school's office is a great place to contact to receive guidance or clarification.

I 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,

Joe Zawodny
Senior Director
Middle School Education

Educating All Students for Success in Life

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Educating All Students for Success in Life

—Anchorage School District mission statement

Section I
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

Parents and student's are encouraged to track progress through Q Parent and Student Connect. It is expected that accurate and objective reporting will encourage the student's to make use of their educational opportunities to the best of their abilities.

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.

Charter Schools

Alaska Native Cultural Charter School–Grades K-8
Anchorage STrEaM Academy 6-8
Eagle Academy K-8
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

AKChoice K-12 Learning

AKChoice K-12 Learning is a homeschool/state-wide correspondence program that offers a wide range of personalized learning options for K-12 students in collaboration with parents, vendors, and neighborhood schools. With support from an academic advisor, students can customize learning and create an individualized educational experience using a combination of flexible curriculum including online/distance education, AP courses, university/college courses, and onsite small group in-person courses. In addition, students can take up to three free classes at local ASD schools and King Tech. Business partnerships, internships, mentorships and specialized field trips are also available to enhance the learning experience. AKChoice caters to students with diverse needs, including those interested in a traditional homeschool education and experiential education, as well as accommodates the needs of student-athletes and students studying abroad who would like to remain part of ASD. Overall, AKChoice K-12 Learning provides a unique and flexible approach to education that suits the needs of a diverse group of students.

Family Partnership Correspondence School (K-12):

Family Partnership Correspondence School is a K-12 year-round homeschool/correspondence program that focuses on individualized and personalized learning options, including flexible curriculum, online/distance education, AP, university/college, and small group courses through local vendors, in a partnership with parents, certified teachers, vendors, and tutors. We are a bridge between homeschool and formal education. Our students also have the flexibility of a 12-month school year, accommodating activities like sports, travel, fine arts, and work experience. Each student receives an educational allotment to ease the financial burden of purchasing non-sectarian educational curriculum and instruction. ASD area schools can also be utilized to facilitate the individualized education all students deserve. We want to partner with families to increase your student's achievement, offering guidance and support along the way.

Frontier Charter School

Frontier Charter School is a K-12 public charter school that supports parent-directed homeschooling from both its Anchorage and Eagle River locations. Each student is assigned an academic advisor to develop an Individualized Learning Plan tailored to their educational needs and interests. This approach may include various instructional methods such as part-time courses at an ASD school, small-group classes, independent study, personalized tutoring, online classes, and community-based learning opportunities. The purpose of Frontier Charter School is to provide greater educational choices and opportunities for homeschooling students.

Highland Academy

Highland Academy is a rigorous 6th-12th grade competency-based learning environment that promotes mastery across the curriculum. Students are required to demonstrate mastery on individual standards in all content areas before moving on to the next level. Our standards drive instruction, and teachers utilize a wide variety of resources and strategies to address the varied needs of students. Skills acquired in one subject often help students meet standards in others, reinforcing cross-curricular learning. Students are placed in Language Arts and Math classes based on their individual ability levels, helping to better address their specific needs.

Our program prioritizes social-emotional learning, community engagement, individual growth and student ownership. We expect students to take an active role in their educational experience. Our strong advisory system supports students' academic, social, and emotional development. Throughout their time at Highland Academy, students regularly reflect on and present their learning experiences.

Graduates leave prepared for their next steps, whether that means entering the workforce or pursuing higher education. (907) 742-1700

Northern Lights ABC

Northern Lights ABC K–8 is a highly structured school committed to academic excellence. ABC Schools strive to foster responsibility, patriotism, citizenship, confidence, pride in achievement, and a strong sense of self-worth in every student through a direct instruction model.

A strong academic foundation is central to our approach. We utilize the Spalding method to emphasize the essential skills of handwriting, spelling, and phonograms, ensuring students develop strong literacy from the ground up. In mathematics, Saxon Math serves as our core curriculum, focusing on standard algorithms, fact memorization, and a spiral review of skills to promote deep understanding and long-term retention.

The success of Northern Lights ABC School is grounded in the partnership between parents, students, and staff, all working together toward a shared goal. This collaborative approach strengthens our ability to effectively educate and support every child. Our dedication to upholding the ABC philosophy and its objectives remains strong and ongoing.

Polaris K-12 School

Polaris K-12 School is Anchorage's only brick and mortar school to have all grade levels from kindergarten to the senior year of high school. As an ASD alternative program, we differ in educational philosophy, grade level organization, student evaluation, curriculum, instructional methods, and student involvement. Our program is characterized by curricular innovation along with basic skills development and allows for an integrated curriculum and multi-age group learning based on student interests, needs, and developmental levels. Students are participants in creating a rigorous curriculum that exposes them to 21st century skills, learning traditional academic standards, developing civic responsibilities and policies, while also meeting their personal educational interests. Our program is for students, parents/guardians and teachers who want an emphasis on self-directed learning and active participation in community.

Steller Secondary School

Steller Secondary School is a lottery school of choice that provides students with the opportunity to be self-directed, independent, and responsible learners. Steller offers a rigorous, college-preparatory education for grades 6-12 where students can define their own educational goals with the help of staff. Steller Secondary School fosters an educational environment based on student responsibility and freedom.

Steller classes focus on the development of leadership skills, problem-solving proficiency, self- assessment abilities, decision-making skills, and goal setting. Self-directed learning is a vital part of the Steller program. As an alternative school of choice, we differ from a traditional setting in curriculum, instructional methods, grade level organization, student assessment, educational philosophy, and requirements. Active involvement within both the Steller community and the community of Anchorage is also vital to our program. Steller follows ASD guidelines for education content and behavior expectation. We also adhere to ASD board policies and state requirements.

Steller has various High School and Middle School requirements that vary from other traditional settings:

1. Students must complete 3 Passages during grades 9-12. One of those must be a Community Service Passage.
2. Students must fulfill a Speech requirement in both middle school and high school.
3. Students must maintain a GPA of 2.0 or higher or they would be placed on probation and potentially deselected from the program.
4. Students must participate in an Intensive twice a year as part of the school year curriculum.

For more information regarding our school please visit us at: **asdk12.org/steller**.

ANCHORAGE SCHOOL DISTRICT BYOD GUIDELINES

BYOD stands for Bring Your Own Device. Students may bring their own web-enabled device(s) to school for **educational purposes**. The Anchorage School District also provides wireless access for student devices.

For the purposes of these guidelines, devices(s) refers to student-owned laptops and/or tablets. Cell phones may not be used during class time unless approved by the School Principal.

Devices may **ONLY** be used in class when appropriate for school purposes **as directed by the classroom teacher**.

Students will abide by the Anchorage School District Internet Guidelines, the Student Internet User Agreement Form, and the Internet and Electronic Communication Guidelines.

Inappropriate use of electronic devices may result in disciplinary action in accordance with the student handbook.

Expectations of Appropriate Use

- Coming prepared with a charged device
- Keeping personal devices secure
- Using the school network for academic purposes

Examples of Inappropriate Use

- Personal use of gaming, internet surfing, or social networking during class-time
- Photographing any class work with the intent to copy, cheat or distribute
- Photographing, recording or posting content with the intent to harm or disrupt
- Connecting to VPNs or other tools to bypass the District web filter
- Using the school network for personal downloads and personal file sharing

BYOD Device Recommendations

Anchorage School District permits students to bring a personal electronic device to school daily to use as a learning tool. In order for students to be efficient the device should meet these minimum requirements:

- Create/Edit files within Google Apps
- Connect to the ASDbyod wifi network

Chromebooks are provided to all 6-12 grade students and will meet all of the above requirements.

Expectations for Privately Owned Devices

Anyone who brings their privately owned device to Anchorage School District facilities is personally responsible for the equipment, which includes the following:

- maintenance and repair of the equipment
- installation of software and configuration of peripherals
- legal and authorized licensing of software
- security and storage of equipment

District Rights with Privately Owned Devices

As it relates to privately owned devices being used in district facilities, school principals reserve the right to:

- Make determinations on whether specific uses of the device are consistent with the district's policies and procedure
- Deem what is appropriate and inappropriate
- Restrict access to district resources, such as printers and servers
- Remove the user's access to the network and suspend the right to use the privately owned device in district facilities at any time if it is determined that the users are engaged in unauthorized activity or are violating district policies and procedures
- Network administrators may review files and communications on ASD computers and networking devices to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private

Disciplinary action for misuse of privately owned devices at district facilities shall be consistent with the district's policies and procedures. Any searches of student-owned devices shall be done in compliance with the district's search and seizure policy. Violations may be cause for removing the individual's access privileges, suspension of use of the privately owned device in district facilities and other disciplinary actions and/or appropriate legal action.

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 the District's messaging system. 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 the District's messaging system. 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 **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, all class work and assignments missed during the suspension.

The student is expected to have all class work and assignments provided 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.

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 shall be given the opportunity to make up school work missed because of an absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Students who miss 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.

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.

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 truancies by School Messenger through the automated attendance phone notification.

Disciplinary action for truancies 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 truancies through the automated attendance phone notification. Subsequent truancies may result in detention or other appropriate disciplinary action.
3. The student may be designated as habitually truant after five (5) truancies 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. Truancies count through the entire semester.

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

BOARDING THE SCHOOL BUS

1. Do not push, crowd or disturb others.
2. Always use the handrail and go up the steps one at a time.
3. Go directly to your seat and be seated.
4. Except for service animals, no animals of any kind are allowed on the bus.
5. Ice skates must have protective guards on the blades and be placed inside the backpack.
6. Skis, poles, hockey sticks, skateboards, scooters and other sharp edged objects will not be permitted on the school bus.
7. 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

1. Keep the aisle and exits clear.
2. Place backpacks and other gear on your lap.
3. Remain seated until the bus has come to a complete stop and get off only at your regular bus stop.
4. Avoid loud talking, confusion or anything else that might distract the driver.
5. Never sit in the driver's seat or interfere with the driver in any manner.
6. Keep quiet near railroad tracks so the driver can listen for trains.
7. Keep head, arms and body inside the bus.
8. Do not throw objects inside the bus or out of the bus.
9. 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.
10. Windows may be opened two clicks only with the permission of the bus driver.
11. 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.
12. All students must be seated, facing forward with feet on the floor.
13. In general, all students riding a school bus will observe classroom conduct.
14. The emergency door and exit controls may be used only during supervised drills or actual emergencies.

GETTING OFF THE SCHOOL BUS

1. 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.
2. Use the handrail and take only one step at a time.
3. Remember, pushing or crowding could cause an accident.
4. After leaving the bus, go directly home or to your assigned place.
5. 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.
6. 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

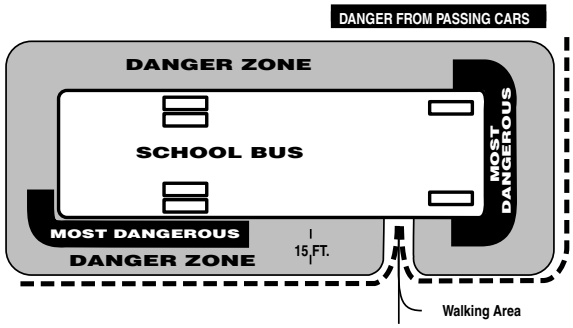
- warning conference, parent notification
- suspension of bus privileges
- revocation of bus privileges
- detention/work detail
- suspension

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

1. Riding on the school bus is a **PRIVILEGE** and not a right.
2. 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.
3. 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.
4. 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.
5. Have a safe, pleasant and enjoyable trip.
6. 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.

All students will be permitted to participate in intramural sports in a manner consistent with their gender identity consistently expressed at school. Furthermore, all students will be permitted to participate in District-sponsored interscholastic athletics in a manner consistent with their gender identity.

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 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.

Sports Physical Examination—Parent's Consent

A physician's clearance to play must be on file at the school. This clearance is good for 18 months, but should not expire during the season of the sport in which the student is participating.

Middle School Activities — 2026–27

Contact your home school for specific dates

Interscholastic Athletics

XC Running, Boys Basketball, Baseball . . . . . 1st Quarter
Volleyball. . . . . 2nd Quarter
XC Skiing, Girls Basketball, Wrestling,
Indigenous Games/Native Youth Olympics . . . 3rd Quarter
Track and Field, Softball . . . . . 4th Quarter

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
Circuit Training
Debate
Geography Bee
Math Counts
Jr. National Honor Society
Science Olympiad
Soccer
Spelling Bee
Student Council
Tennis
Wild About Anchorage Trivia 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.

Please visit ASD's activities web page for sports/activities participation requirements and fees: **asdk12.org/activities**

Student Travel

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 Director or designee. 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

Due to safety reasons 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

Any accident on school property or buses, must be reported to the school immediately. **The Anchorage School District DOES NOT carry insurance to cover student injuries, and DOES NOT assume responsibility for associated costs.** Families may voluntarily "**purchase**" student accident/sickness insurance coverage to expand or supplement their personal insurance. Contact your school for details.

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.

School 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.

Immunizations

Immunization requirements can be found at **asdk12.org/healthservices/immunizations**. If there are medical or religious reasons a child cannot be vaccinated, call the school nurse for further information.

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. 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) or inhaler for any school field trip. Homeopathic and herbal medications will not be given at school due to prohibition by the Alaska Nurse Practice Act. Medication forms are available from your doctor, the school office or online at the ASD website under Health Services.

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.

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

Accidental injuries at school are given first aid by the school nurse, or in his/her absence, by a trained staff member. Parents will be informed and advised if further medical care is needed.

In a life-threatening emergency, or when it is unsafe for a parents to transport a child for further treatment, the paramedics will be called. Any child displaying signs or symptoms of an untreated communicable disease are generally recognized as contagious and will be excluded from school until signs and symptoms abate. The student may return to school by request of the student's physician, Municipal Health Department or the Alaska Division of Public Health, Section of Epidemiology.

Parents are encouraged to contact their school nurse and review their child's special health concerns.

Physical Examination

Physical exams are no longer required for school entry.

Tuberculin Skin Testing

Tuberculosis risk assessments are no longer required or performed at ASD.

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 rel-

evant 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 Dress

Apparel, jewelry, accessories or grooming which implies or indicates that a person is a member of a prohibited group or a gang is prohibited at school or a school activities. Student attire must be clean, not hazardous to the safety of themselves or others, and shall not detract from the required educational environment. Students should check the dress guidelines for their school.

Student Injuries and Insurance

Whenever an accident or illness occurs and is of a serious nature, we do everything within our power to contact parents. If we cannot locate you, we will notify your emergency contact or the doctor if you have one listed. In case of a minor illness, we will evaluate the situation, provide assistance to the student and notify the parent if the student becomes worse. Under no circumstances will we send a student home during the day unless the parent or person listed as the emergency contact comes to the school to pick up the student. PLEASE KEEP ALL TELEPHONE NUMBERS CURRENT. Notify the school in writing if you will be out of town and your student will be temporarily staying with a friend or relative. Again, students can be released only to parents or those designated by parents in writing. We recommend that you provide your friend or relative a notarized statement to authorize necessary emergency medical treatment.

THE ANCHORAGE SCHOOL DISTRICT DOES NOT CARRY ACCIDENT OR MEDICAL INSURANCE FOR STUDENTS. 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.. **https://apps.asdk12.org/forms/uploads/Student_Accident_and_Sickness_Coverage.pdf**. Call 800-827-4695 or visit **asdk12.org** for more information.

Student Records Transfer

Every Student Succeeds Act 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. 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 Every Student Succeeds 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.

STUDENT SAFETY AND EMERGENCY MANAGEMENT

The Anchorage School District is committed to ensuring a safe, secure, and supportive environment for all students and staff. To accomplish this, all schools follow the Standard Response Protocol (SRP) developed by The "I Love U Guys" Foundation. This approach standardizes emergency response actions across the District and allows students, staff, families, and emergency responders to work together using shared language and expectations.

Fire/Evacuation drills will be conducted monthly, Active Intruder drills first three quarters, Earthquake each semester, and one Lock Down, Stay Put, and shelter-in-place during the first quarter.

Earthquake

When an earthquake shakes for a minute or two, the solid earth may pitch and roll like the deck of a ship. The motion is frightening but, unless it shakes something down on you, it is harmless. Stay calm and ride it out. Your chances are good if you know how to survive.

During the shaking, you should do the following:

Indoors

1. DROP to the ground.
2. COVER your head and neck with one hand and get under a desk or table.
3. HOLD ON to the desk or table leg so that the desk or table will stay over you.

Outdoors

- Stay away from buildings where there is danger of falling objects.
- Stay in the open, away from buildings and utility wires.
- If in a moving car, stop and remain inside.

Standard Response Protocols (SRPs)

The five primary SRP actions—Hold, Secure, Lockdown, Evacuate, and Shelter—are practiced throughout the school year through drills and coordinated exercises. These actions are communicated clearly over the school intercom or public address (PA) system. Below is a brief description of each:

HOLD – Hold in your classroom or area. Clear the halls.

A Hold is used when hallways need to be cleared, such as during a medical emergency or another situation that requires keeping students in place but does not pose a direct threat. This announcement is made over the intercom: "Hold in your classroom. Clear the halls." During a Hold, students remain in their classrooms and continue with instruction, while staff close and secure hallway doors. Instruction continues as normal until the "All Clear" is given.

SECURE – Secure the perimeter. Get inside. Lock outside doors.

A Secure action is called when there is a potential threat or hazard outside the school building, such as police activity in the neighborhood or a wild animal nearby. The announcement will be: "Secure the building. Get inside. Lock outside doors." All exterior doors are secured and students and staff remain indoors. Instruction continues normally inside the building. No one is allowed in or out

of the school until the situation is resolved and the "All Clear" is announced.

LOCKDOWN – Lockdown! Locks, lights, out of sight.

A Lockdown is initiated when there is an active threat inside the building, such as a dangerous intruder. The announcement will be: "Lockdown! Locks, lights, out of sight." Staff immediately lock classroom doors, turn off lights, move students out of the line of sight, and maintain silence. No one is permitted to enter or exit rooms until first responders give an "All Clear." Lockdown drills are conducted throughout the year to ensure familiarity with this procedure.

EVACUATE – Evacuate to [location].

An Evacuate is used when students and staff need to leave the building due to an internal threat such as fire, gas leak, or structural issue. The PA system will announce: "Evacuate to [designated location]." Staff lead students calmly and quietly to the specified evacuation site, leaving behind personal items and ensuring that all individuals are accounted for. Reunification procedures may be used if students cannot return to class.

SHELTER – Shelter for [hazard]. Using [safety strategy].

A Shelter directive is used when there is a threat that requires specific protective actions—such as severe weather, hazardous materials, or volcanic ash. The announcement will be: "Shelter for [type of hazard], using [method]." For example: "Shelter for earthquake, drop, cover, and hold." Staff guide students to take age-appropriate protective measures, such as taking cover under desks, sealing windows and doors, or moving to an interior room depending on the hazard.

Emergency Plans and Hazard Response

Each ASD school maintains a site-specific Emergency Action Plan (EAP) that outlines procedures for various emergencies and drills. This document is available for review at the school's main office. Additionally, the District maintains a comprehensive Emergency Operations Plan (EOP), which can be viewed through the Office of Emergency Management at www.asdk12.org/oem.

Rather than listing every potential emergency—such as power outages, earthquakes, or volcanic events—this handbook refers families to those plans for complete hazard-specific procedures and guidance.

Use of Metal Detectors

To support a safe and secure learning environment, the Anchorage School District may utilize walk-through and hand-held metal detectors at schools as part of its safety protocols. Random screenings will be conducted at middle and high schools throughout the school year. In addition, metal detectors may be used at any school—elementary, middle, or high—at the request of the principal or in response to a specific threat or safety concern.

Screenings are conducted in a respectful, non-invasive manner in accordance with District policy and applicable law. Students may be asked to walk through a metal detector or be scanned with a hand-held device. Participation in these screenings does not require individualized suspicion.

The use of metal detectors is one of several measures the District employs to prevent the introduction of weapons or other prohibited items on campus. For more information, please contact your school principal or visit the Office of Emergency Management at **asdk12.org/oem**.

Power Outage

If a power outage should occur during school hours and there is no other emergency, remain in school and await further instructions. Generally, the power will be restored in a short period of time and emergency lighting services can be provided.

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 website at **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 contractor, 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 II
Statement of Rights and Responsibilities

The Statement of Rights and Responsibilities 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

The Anchorage School District is committed to creating a consistent, positive, predictable, and safe place for every individual to learn and grow. This enables all students to develop the skills necessary to be ready for college career, and life.

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 verbal 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.

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.
5. 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

The Anchorage School District is committed to creating a consistent, positive, predictable, and safe place for every individual to learn and grow. This enables all students to develop the skills necessary to be ready for college, career, and life. In order to create this safe learning environment for all, the following behavior is prohibited on all ASD property, events and activities.

1. **Academic Dishonesty** Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aides, technology, **including the use of Artificial Intelligence (AI)**, technology devices or communication during an academic exercise is prohibited. 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, including AI, as their own.

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 is assault and is prohibited. A student who assaults a staff member will usually be placed on emergency suspension and be recommended for expulsion.
4. **Attendance** Anchorage School District values daily attendance by all students which contributes to their academic, social and emotional success. Students enrolled in the Anchorage School District must attend school every day as required by municipal and state law as well as School Board Policy. Student failure to attend a regularly scheduled class without being officially excused is prohibited. Families should contact the school as soon as possible when an absence must occur.
5. **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.
6. **Bullying and Harassment** 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. **Bullying and Harassment Defined**

    Bullying: Unwanted, negative interactions by a student (or group of students) that involve an actual or perceived power imbalance and are repeated or highly likely to be repeated is prohibited. Bullying can be physical, verbal or social/relational in nature.

    Harassment: The intentional behavior by a student (or group of students) that is disturbing or threatening to another student is prohibited. Harassment may be related to, but not limited to, sex, gender identify, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect..

    Examples of violations of the bullying 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 websites, Weblogs, and online personal polling websites.

    Examples of cyberbullying include:

    (1) Posting slurs or rumors or other disparaging remarks about a student or staff member on any website 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.

(Bullying & Harassment Section Revised 7/15/24)

7. **Cell Phones/Electronic Communication Devices (Technology Violation)**

The School Board recognizes that many students possess and use cell phones and other electronic communication devices (ECDs). ECDs include, and are not limited to, the following: cell phones, smartphones, music players, gaming devices, smart watches, earbuds, and other wearable technologies, etc.

Student access to ECDs should vary by age and school level, as these tools become more essential for performing adult tasks as students progress through school. Elementary and middle school students are not permitted to access ECDs during the school day, but may do so before or after school hours. High school students are not permitted to access ECDs during class time, but may do so during passing periods and at lunch.

For all ASD students, when ECD use is prohibited, all devices will be put away and not visible and will be either turned off or the ability to receive and transmit data will be disabled. Administrators may require ECD to be placed in a secure location such as a student locker or other specified location within the school. ECDs may be approved on a case-by-case basis for student use during the school day by the building administrator when required as an approved medical device or for specific academic needs such as those documented in an IEP, 504, or for language translation support. Please see the Bring Your Own Devices (BYOD) Guidelines in Section 1 of the Student Handbook for more information regarding the use of electronic devices for academic purposes.

Conditions of Use:

Depending upon grade level, the principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of ECDs as appropriate to campus needs. No student may use a cellular phone or ECDs in a manner that interferes with or is disruptive of other student's instructional time.During school and school sponsored activities, students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn ECDs over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

The contents of any 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. An ECD that has been confiscated by the District 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 ECD may be returned directly to the student. The District assumes no responsibility for loss or damage to personal property of students, including ECDs, whether in the possession of students or if confiscated by school personnel pursuant to this policy. Administrative Regulations shall be developed to promote the safe storage of confiscated ECDs.

Prohibited Conduct:

Possession of an ECD by students is a privilege. This privilege will 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 actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Taking, sending, generating, downloading or uploading a harassing, threatening, or inappropriate photograph and/or video of anyone.
4. Using an ECD or camera to take photos and/or video in a restroom, dressing room, or locker room, or to take a photo and/or video of any person who has requested that you not do so.
5. Using an ECD to record, capture and/or share the content of tests, assessments, homework, or class work without express prior permission from the instructor.
6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.

(Cell Phones/ECDs Section Revised 6/08, 5/15, 6/17, 7/25)

8. **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)

9. **Defiance or Non-Compliance** The Anchorage School District must provide a positive, safe learning environment for all students. Students must comply with adult/staff instructions in order to support this. Continued or repeated refusal to follow directions or otherwise not complying with adult/staff instructions is prohibited. In order to ensure all staff can keep students safe, students in school buildings, on school grounds or at school-sponsored events must, upon request, identify themselves accurately to school district personnel or their designee. Student failure to provide their correct name, address and family contact information upon request is prohibited.
10. **Disruption** In order to ensure a safe and effective learning environment for all students, a student creating a substantial interruption to instruction or school activity is prohibited. Use of electronic devices, toys or personal items that interfere with learning is prohibited. Schools may apply additional restrictions on toys, game equipment or any other items to prevent disruption of learning or school activities. School lockers are not secure to store electronics items or valuable personal items. Students who bring these items to school do so at their own risk.
11. **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 alco-

hol, 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 great discipline for a later violation.

Sanctions:

1. First offense for use or possession:
   (a) Five (5) days suspension from school.
   (b) Referral to complete Substance Awareness and Prevention Course. Students may reduce their suspension by up to Two (2) 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) Ten (10) days suspension from school.
   (b) Referral to the Drug/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
3. Third or subsequent offense for use or possession:
   (a) A violation occurring within the span of two full school years after the year a previous violation occurs will result in a placement to an alternative learning center.
   (b) A violation occurring more than two 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.
   (d) Any offense for the sale, attempted sale or distribution of prohibited substances will result in a placement to an alternative learning center.
   (5) 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)
   (6) The District may also refer any use, possession, or sale of drugs or alcohol, or any attempt, to the police.

Note: AS 14.30.141

12. **Failure to Identify Self (Defiance or Non-compliance)** 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.
13. **False Alarm** 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.
14. **Fighting** Mutual participation in physical aggression/violence is prohibited. (See also Assault and Physical Aggression) 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.

15. **Fireworks/Explosives** The possession or use of fireworks, explosives and/or incendiary devices on school property is prohibited.
16. **Inappropriate Display of Affection** Inappropriate, consensual verbal and/or physical gestures or signs of affection are prohibited. Schools may define and teach students what is acceptable and appropriate aligned with developmental stages.
17. **Inappropriate Sexual Behavior** Inappropriate sexual behaviors are prohibited. The possession and/or display of pornography, and/or indecent exposure is prohibited.
18. **Internet/Email or Network/Computer Misuse (Technology Violation)** 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)
    - Recording others participating in a prohibited activity (Ex. fighting)

    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. Schools may define appropriate use of technology and have school specific guidelines that students must follow
19. **Inappropriate Location or Out of Bounds Area** To maintain a safe learning environment, all students must stay within the designated learning or activity area. Leaving an area or classroom without a staff's permission and knowledge is unsafe and is prohibited.
20. **Inappropriate or Abusive Language** Students are responsible for using language that contributes to a positive, safe and productive learning environment for all. Harmful verbal or written language/messages that are disruptive to the learning environment or school community are prohibited.
21. **Lying or False Information** Students must be truthful and honest with school staff. Students may not provide an untrue message which violates rules or knowingly provide partial, inaccurate, misleading or no information to staff when asked. Students may not claim to be someone else with the intent to deceive school personnel, other students or members of the community in connection with any school district activity or function.
22. **Physical Aggression** Intentional physical contact where injury may occur is prohibited.
23. **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.
24. **Property Destruction** Destruction or disfigurement of property belonging to the school, school personnel or other persons is prohibited.
25. **Use or possession of E-Cigarettes, Vapes or Tobacco/Nicotine Products** The use, sale, possession, or distribution of tobacco or any smoking devices such as "E" or electronic cigarettes, e-vaporizers (vapes), or similar items by a student, including students who are 19 years of age or older, while under the jurisdiction of the school is prohibited.
26. **Taunting, baiting or inciting a fight or other prohibited conduct** Taunting, baiting, or inciting a fight, instigating, encouraging, or promoting a physical altercation or fight amongst one or more student is prohibited
27. **Theft** Theft (student being in possession of or responsible for removing property that is not their own without permission), attempted theft or possession of stolen property by students is prohibited.
28. **Threat or Intimidation** 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.
29. **Threat of Violence/Weapon Threat** Sending a message of impending explosive materials, threatening to commit an act that is likely to result in death or serious physical injury to another person or intentionally making false statements for the purpose of causing evacuation of a building is prohibited.
30. **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.
31. **Unsafe Behavior** Any action (reckless or intentional) that jeopardizes the safety and/or welfare of one's self or others or creates a substantial risk of injury or damage to persons or property is prohibited. Students may not bring to school or school activity any material or object that jeopardizes the safety or welfare of people under District jurisdiction or that disrupt the educational process. These materials

or objects include weapon look-alikes, pepper/bear spray/Mace, hazardous or chemical products, caps, bullets, laser pens or pointers or other potentially dangerous items. A student with knowledge or information regarding a potential or actual criminal, violent or other unsafe 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 or a violent or criminal act may be considered facilitation of the act where the student fails to take a clear opportunity to prevent or minimize the act. *See also Weapons/Firearms for other prohibited items.*

32. **Weapons and Firearms (Use or possession of Firearm, weapon other than firearm, combustibles or explosives)** 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.
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.

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.

    In addition, the District may conduct random screenings using mobile metal detection equipment at middle schools. These screenings may occur at any time and are not predicated on individualized suspicion. The purpose of such screenings is to enhance school safety and deter the presence of weapons or other prohibited items.
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:** 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.

   a. The following limitations shall apply to all long-term suspensions:
      (1) A student on long-term suspension is encouraged to contact his or her teachers or counselor regarding daily class reading and assignments.

   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, all class work and assignments missed during the suspension.

4. **Alternative Placement and/or 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 Senior 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 alternative placement or 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;
      (3) The conditions and requirements required by the Superintendent or his/her designee.

   b. A student recommended for alternative placement or 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 long-term suspension, the student or his or her family may request a formal 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 formal hearing. However, a student will not be allowed to return to school or be allowed to participate in school-related activities until the formal 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 was placed on Emergency Suspension. Failure to submit a written request for a hearing within five (5) days of notification of the long-term suspension shall constitute a waiver of any right to a hearing and the student will, therefore, not be entitled to a hearing.
   (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 misunderstand of the facts or that the student was not given due process as specified in this document.

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.
         - Clothing, stickers, flags and other depictions of the Confederate flag.

      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.

a. 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.

b. 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)

c. 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.

d. 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.

e. 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 Alaska Department of Education & Early Development website: **https://education.alaska.gov/sped**

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 . . . . . (907) 742-4000

Chief Academic Officer . . . . . (907) 742-4321
EEO . . . . . (907) 742-4132
Elementary Education . . . . . (907) 742-4254
Elementary Special Education . . . . . (907) 742-3886
Secondary Education . . . . . (907) 742-4249 or 4256
Secondary Special Education . . . . . (907) 742-3888 or 3889
Minority Education Concerns Advisory Committee . . . . . (907) 742-4321
Special Education Executive Director . . . . . (907) 742-4236
Superintendent . . . . . (907) 742-4312

Parents of students attending schools on military installations may also contact:
Military Education Liaison Adele Daniels. . . . . (907) 384-1505

Municipality of Anchorage:
Municipal Ombudsman . . . . . (907) 343-4461

For issues regarding special education or 504 issues:
Disability Law Center. . . . . (907) 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: **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, 6/17, 7/18, 1/19, 6/19, 2/20, 6/23, 6/24, 7/24, 6/25, 7/25
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, 6/17, 7/18, 6/19, 6/20, 6/21, 11/21, 6/22, 6/23, 6/24, 6/25

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

ASD Statement of Non-Discrimination

The Board is committed to an environment of nondiscrimination on the basis of sex, race, color, religion, gender identity, sexual orientation, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, good faith reporting to the board on a matter of public concern, or any other unlawful consideration. No person shall, based solely on protected class, 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. The District notes the concurrent applicability of the Individuals with Disabilities Education Act, the Americans with Disabilities Act, as amended, and the relevant disability provisions of Alaska law.

Any student or employee who violates this policy will be subject to appropriate disciplinary action.

Inquiries or complaints may be addressed to ASD's Office of Diversity, Equity, Inclusion and Community Engagement Senior Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132, Equity@asdk12.org, or to any of the following external agencies: **Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Equal Employment Opportunity Commission, or the Office for Civil Rights-U.S. Department of Education.** REVISED: 8/2007, 8/2012, 5/2013, 7/2014, 3/2017, 9/2017, 1/2020, 7/2024

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: English I and II, and English III and IV or their equivalents
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** Survey of Algebra, 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/health education are required. A wide variety of courses are offered at each school. Elective credit must be earned to replace a Physical Education/Health Education requirement that is waived.
   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.
   B) Students may also waive comparable physical education requirements through Credit By Choice, correspondence, or college coursework in Physical Education/Health.
   C) A maximum of 1.0 waiver of the physical education requirement is available upon successful completion of 2 years (four semesters) of JROTC.
4. **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.

Anchorage School District

2026–27 School Year Calendar*

In order to maximize student involvement in school activities and to accommodate the needs of students and families, no after-school activity shall be scheduled or hosted by the District on the dates highlighted in green. Activities include but are not limited to: sports team competitions, school open houses, academic competitions, dances, student performances, retreats and student government conferences. This prohibition does not include regular practices or regular club meetings.

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	
25	26	27	28	29	30	31

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	(19	20	21	22
23	24	25	PK/K	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16)	17
18	(19	20	21	22	23	
24	25	26	27	28	29	30
31						

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	26	20	21
22	23	24	25	26	27	
28	29	30				

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18)	19
20	21	22	23	24	25	
26	27	28	29	30	31	

Cultural observance begins at sundown on these days: 9/11/26, 9/20/26, 3/9/27, 4/21/27, 4/16/27

Cultural dates of significance: 9/11-9/13/26, 9/20-9/21/26, 11/26/26, 12/25/26, 1/7/27, 3/9-3/10/27, 3/26/27,3/28/27, 4/21-23/27, 5/2/27, 5/16-5/17/27

JULY

3 Independence Day holiday (observed)

AUGUST

14 Teachers' First Day

17 18 Teacher professional development days

18 (State Primary Election Day)

19 Classes begin for grades 1-6, 9***

20 Classes begin for grades 7-8 and 10-12***

26 Classes begin for Preschool/Kindergarten

SEPTEMBER

7 Labor Day holiday**

OCTOBER

12 Indigenous Peoples Day**

16 Student release grading day. End of first quarter.**

28 29 Parent/Teacher conference days, early release

30 Student release professional development day.**

NOVEMBER

3 Student release professional development day. (State Election Day)**

11 Veterans' Day**

26-27 Thanksgiving holiday**

DECEMBER

17 Classes end

18 Student release grading day. End of second quarter.**

21-31 Winter Break**

JANUARY

1 New Years Day**

4 Classes begin

18 Martin Luther King Jr. holiday**

FEBRUARY

15 Presidents Day holiday**

24 25 Parent/Teacher Conference days. Early release (elementary only).

26 Student release professional development day**

MARCH

12 Student release grading day. End of third quarter.**

15-19 Spring Break**

APRIL

MAY

28 Classes end. End of fourth quarter.

31 Memorial Day holiday

JUNE

1 Teachers' last day.

18 Juneteenth holiday (observed)

( ) Beginning, end of quarter

Q1–40, Q2–39, Q3–46, Q4–50

January

S	M	T	W	T	F	S
					1	2
3	(4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	
23	24	25	26	27	28	29
30	31					

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	
27	28					

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12)	13
14	15	16	17	18	19	20
21	(22	23	24	25	26	
28	28	29	30	31		

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28)	
29	30	31				

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

* Subject to change

** Students do not attend school

*** Staggered school start dates are for comprehensive/neighborhood schools only

Revised 6-24-26