

Graduation Requirements

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

1. **E L (A) (ELA)**4
Four years of ELA are required: English I and II, and English III and IV or their equivalents
2. **()**4
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. **M ()**3
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; Survey of Algebra, semester 1 and 2; Credit-by-Choice Challenge by Examination.
4. **()**3
Three years (six semesters) of science credit are required. Two semesters must be life science. Two semesters must be physical science.
5. **E /H (E)** 1.5
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 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. **E ()**7
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.

() 22.5

- 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.

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ACADEMIC

Academic Progress

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 03 (e)-5.7 (p)-9.5 (o3s t)-27.1 (h)-17.9 2(CADEa(h)-/e)-3.8 (n)4.8 (c)-17.5.7 (n)-10.h9 (t)- 8.6 (c)-15.3 (u)-214si95.3 (u)m (t a49.

Internet and Email

We are pleased to offer students in the Anchorage School District access to the district computer network for electronic mail and internet access. To obtain an electronic mail account and internet access, all students must obtain parental permission and must sign and return to the school office an Internet Users Agreement.

Access: Email and the internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with internet users throughout the world. While the district's intent is to make internet access available to further educational goals and objectives, students may find ways to access other materials as well. Families should be aware that some material accessible via the internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. We believe that the benefits to student from access to the internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Anchorage School District will support and respect each family's right to decide whether or not to apply for access.

Expectations for internet and email use: Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required and students who do not have such permission are responsible for not accessing the internet at school. Access is a privilege, not a right, and entails responsibility.

Individual users of district computer networks are responsible for their behavior and communications over those networks. It is expected that users will comply with district standards and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly.

been unsuccessful in traditional settings or have dropped out of high school. We work on meeting the educational needs of these students through a wide variety of course offerings and educational options. When students join us we develop an individualized learning plan to support their unique circumstances.

Our comprehensive curriculum includes, but is not limited to: required core academic classes, elective "intensives", independent courses, e-learning courses, project based learning, pre-vocational exploration and work experience. All students that attend Benny Benson are required to participate in our Mentorship class that provides opportunities for the development of problem solving proficiency, decision-making skills, Social Emotional Learning, goal setting and career readiness skills.

Benny Benson Independent Program:
The Independent program at Benny Benson offers students that are behind in credits an accelerated path to graduation. Students can earn credits quicker than at a traditional

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 enrichment courses, 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.

King Technical High School (KTHS)

The Martin Luther King Jr. Technical High School is a 1do573.9857 Tm[(857 Tm[(854.8 (a-b)62)PL1.9 (t)-3.3 (e t)-27m[(o p)-6.6 (5 (oK-46.4 ALang (

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,



Age Rule

A student who becomes 19 years of age on or before August 1 shall be ineligible for interscholastic competition.

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 must not expire during the season of the sport in which the student is participating.

Wrestling Weight Certification

With respect to students participating in wrestling, the National Federation Rule Book for high school governs all situations.

Within 60 days of a first match, the examiner, as defined in the first paragraph of this section, must certify the lowest weight class the individual may wrestle during the season. This determination must be in

ing and maintaining an overall 2.0 GPA at the end of the quarter or semester using the grades earned during the nine-week grading period.

- c. Students who did not pass 5 classes the previous semester may not regain eligibility at the quarter.

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season and at the end of each quarter/semester. Grades are posted to a student's transcript in the semester in which they are earned. Summer school grades for credit recovery purposes are posted to a student's sprl grā 683.8 (n)14 (t)-2197 (e)-8 (t' t)-27.2 1535-21 (y a)-29.1 (r)-1.3 (e e)-17.6 (ai3 (70t4.3726 Ta

3. Denial from participating with the team for a period of time to

- b. Attend 75 percent of all other scheduled performances of their group.
- 2. A director may letter an individual for the following reasons at his/her discretion:
 - a. Injury/Illness Letter
 - b. Participant Letter: (Three-year participant who has not previously lettered. Limited to seniors.)
- 3. The letter award program will in no way be affiliated with the classroom grading system.

Letter for Debate, Drama, Forensics or Performance

Drama

Letters should be awarded as a means of recognizing outstanding individuals.

- 1. Debate, Drama and Forensic Letter: Participation in at least 50

percent of all scheduled forensics contests; individual school placement, first, second or third, in at least three of the contests.

Or, participation in debate in at least two tournaments, with a win record of at least 50 percent.

- 2. Performance Drama Letter: Participation in a minimum of three plays during the current school year. (Participation would include work on stage crews, technical crews and acting roles.)

Awards—Sweaters and Jackets

Students who are awarded a letter may wear the appropriate sweater or jacket without joining a school club. No employee of the ASD shall enter into a so-called “contract” to act as a supplier for physical educa-

family, participation in a school function, extenuating circumstances approved by the principal, and attendance at religious services. When a student or family contemplates an absence for personal reasons that

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.

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.

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

The actual work assigned for grading is at the discretion of the teacher. If a test is assigned during the first five (5) days of the suspension, the guidelines for making up tests under an excused absence apply.

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

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

Makeup Work
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.

Leaving School During the Day

Leaving school before the normal dismissal time for special circum-

stances is permitted when prior consent of a parent is obtained by note or telephone, and 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.

Tardiness

All students are expected to be on time to school and to arrive at all classes during the day on time. A student is considered tardy if he/she is not in the classroom at the beginning of the class period. Any secondary student who is late for class without an acceptable excuse shall be noted as tardy. Each secondary school will implement a proced ato 113.4 (t)0.5.5

the varsity team during the regular season, but would not be able to participate at either conference or state tournaments.

Withdrawal grades to date will be given, and the student must report to the receiving school for completion of school year and credit from the new school.

Withdrawal grades to date given; enrollment in the new school recommended. If enrollment is not possible, arrangements will be made for student to take final tests, where applicable, with the new school district or appropriate public agency.

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

Grievant: One who files a grievance against another person.

Respondent: One against whom a grievance is filed.

Complainant: 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(e)-21.9 (v)22.2 (v)0D(e)-21.9(i)-15 (n)4.1 (e)-11.7 (y f)-21.8 (r)-167 (o)6.5 (m t)-2756 (h)472 (e s)38.3 (c)-15.1 (h)472 oohó23.

and/or unsafe manner on the bus or at the bus stop may receive the following sanctions:

1. ☒ (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.

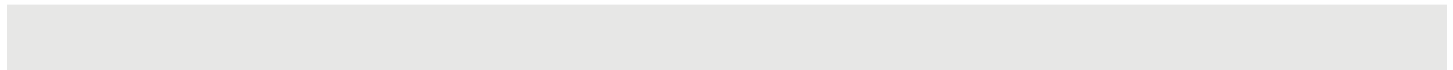
REMEMBER

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. 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.

4. Have a safe, pleasant and enjoyable trip.

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



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.*

5. **Bullying:** 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. **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. **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 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.

of portable electronic devices as appropriate to campus needs. No student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of other student's instructional time.

In many instances, there is educational value in utilizing portable electronic devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval by the building administrator. Please see the Bring Your Own Device (BYOD) Guidelines in Section I of the Student Handbook for more information regarding the use of electronic devices for academic purposes.

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 cell phones and other portable electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

The district assumes no responsibility

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in accordance with the provisions of Appendix A-1 rather than the procedures set forth below.

Code 100 (N): A violation of the District's policy on Drugs and Alcohol will constitute a prior offense that will carry over from year to year and will subject the student to greater discipline for a later Violation. Code 100:

- (1) First offense for use or possession:
 - (a) Ten (10) days suspension from school.
 - (b) Referral to the Drugs/Alcohol Suspension Program. Students may reduce their suspension by up to five (5) days by meeting specific criteria for the program.
 - (c) Required parent/guardian and student conference with the school principal or designee prior to readmission to school.
- (2) Second or subsequent offense for use or possession:
 - (a) A violation occurring within the span of three full school years after the year a previous violation occurs will result in a placement to an alternative learning center.
 - (b) A violation occurring more than three full school years after the year in which a prior offense occurred will be disciplined as a first offense.
 - (c) A school year is defined as July 1 to June 30.
- (3) Any offense for the sale, attempted sale, or distribution of prohibited substances will result in a placement to an alternative learning center.
- (4) 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)
- (5) The District may also refer any use, possession, or sale of drugs or alcohol, or any attempt, to the police.

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.

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- (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 pol-

- 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

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to them) and carefully review the "Notice of Procedural Safeguards" or the "§504/ADA Administrative Procedures & Guidelines" (if their child is under Section 504).

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.

I.D.1 : 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."

H.D.1 : 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.

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,

- 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.

e 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. e 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. ese 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

Important Activity Dates

Adopted: 12-5-23
Revised: 5-3-24

[Redacted]

[Redacted]

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[Redacted]

[Redacted]

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[Redacted]

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