

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 500
Policy Subject: School Space

Policy Statement

The principal will have the responsibility of assigning school space during the school day based on the following criteria: Class size, program need, accessibility for students, appropriate supervision of students, safety, close proximity of instructional teaching teams, and/or overall effective school management.

Guidelines on Accessibility for Students

Atherton shall not discriminate on the use of school space as the basis of gender identity nor gender expression. The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process with the school administration to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student's integration.

Authority

On April 29, 2014, the United States Department of Education Office of Civil Rights released a "significant guidance document" regarding schools "complying with their legal obligations", under Title IX of the Education Amendments of 1972, stating "Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity." Accordingly, Atherton will ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students. The implementation of this policy will reflect the reality that transgender and gender nonconforming students are enrolled in schools.

Definitions - The following definitions are not meant to label, but are intended as functional descriptors:

- **Gender:** a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth.
- **Gender Identity:** a person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
- **Gender Expression:** A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.

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- Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender.
- Transgender: A person whose gender identity differs from their gender assigned at birth, and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth.
- Transition: Each transgender person has a unique process in which they go from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.
- Sex: The biological condition or quality of being female or male.
- Sexual Orientation: A person's emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.

Locker Room Accessibility

- Atherton will maintain separate locker room facilities for male and female students.
- Students, upon prior approval and parameters set by the administration, shall have access to the locker room facility that corresponds to their gender identity asserted at school.
- If there is a request for increased privacy, *any* student shall be provided access to a reasonable accommodation such as:
 - Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
 - Use of a nearby private area (e.g. nearby restroom).
 - A separate changing schedule.

Restroom Accessibility

- Atherton will maintain separate restroom facilities for male and female students.
- Students, upon prior approval and parameters set by the administration, shall have access to restrooms that correspond to their gender identity asserted at school.
- If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom.
- The use of a restroom should be determined by the student's choice in accordance with their gender identity; no student shall be compelled to use an alternative restroom.

First Reading: June 3, 2014

Second Reading: June 5, 2014

Council Reviewed Without Revision: October 16, 2014; October 15, 2015

Signature: _____

Thomas A. Alberici

(SBDM Council Chairperson)

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ATHERTON HIGH SCHOOL SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 703

Policy Subject: Anti-Bullying Policy

Policy Statement

At Atherton High School, we believe that all students have a right to a safe and nurturing school environment. Atherton High School has an obligation to promote mutual respect, tolerance, and acceptance. Atherton High School will not tolerate behavior that infringes on the safety of any student.

KRS 158.148 defines bullying as:

“any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.”

At Atherton High School, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. The types of bullying recognized in this policy include:

- o **Social bullying**, sometimes referred to as “relational or psychological” bullying. This takes the form of disrupting another student’s peer relationships through gossiping, whispering and spreading rumors. This may also take the form of **Sexual bullying**, sometimes referred to as sexual harassment, which includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, or touching the private parts of another student’s body. It also includes spreading sexual rumors (in person, by text, or on-line) or writing sexual messages about people.

- **Cyber-bullying**, is often indirect; students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, posting on web pages or blogs.
- **Verbal bullying**, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, but may also include non-verbal, such as making faces, rolling eyes and other gestures.
- **Physical bullying**, includes both the person (such as hitting, pushing, shoving, kicking, pinching, holding a person down) and/or their possessions (through extorting money, stealing or causing damage to possessions).

Reporting Procedures shall include:

- Telling a teacher or another adult at school. Complete Bullying Report Form located in the Counselor's office.
- Witness Statements may be completed by other students per the Bullying Witness Statement Form.
- A Principal or Assistant Principal will review and investigate the report from the student and/or reporting adult to verify illegal acts. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.
- A staff member will report immediately to the school administration when he/she witnesses or becomes aware of conduct that may be bullying or retaliation.

Discipline Interventions

Level One Intervention: Involve school administration in order to correct behavior by stressing seriousness of behavior and keeping the student in the classroom. Parent will be notified. Interventions will typically involve conference with student, parent/guardian conference, office time-out, cooling-off period, peer mediation (if appropriate), referral to student support staff, or detention. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Level Two Intervention: Involve school administration in order to correct behavior by stressing seriousness of behavior while keeping student in school. Parent will be notified. Interventions will typically involve short-term time in ISAP. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Level Three Intervention: Involve short-term removal of student from school environment because of severity of behavior (short-term out-of-school suspension ranging from one to three days). Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Level Four Intervention: Involve removal of student from the school environment because of severity of the behavior (long-term out-of-school suspension ranging from six to ten days). This may involve the placement of the student in a safe environment that provides additional structure

to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Retaliation Prohibited

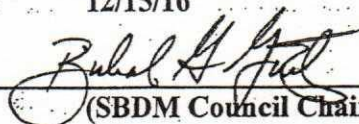
Employees and other students may not retaliate against a student because he or she reports bullying or assists or participates in an investigation proceeding or hearing regarding the violation. The principal or designee shall take measures needed to protect students from such retaliation.

Date of First Reading: 11/17/16

Date of Second Reading: 12/15/16

Date Adopted: 12/15/16

Signature: _____


(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 6

Policy Subject: Non-Discrimination Policy

Policy Statement

Atherton High School shall not discriminate on the basis of age, color, religion, disability, marital status, national origin, race, sex, sexual orientation nor gender identity.

First Reading: May 29, 2014

Second Reading: June 3, 2014

Council Reviewed Without Revision: October 16, 2014; October 15, 2015

Signature: _____

Thomas G. Oberli

(SBDM Council Chairperson)

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Student Notification

Student Discrimination/Harassment Video Totals

Please complete the information below as verification that students in your building have viewed the mandatory Discrimination/Harassment video.

School Name: ATHERTON HIGH SCHOOL

Principal: RICHARD G. GIBBIS Date: 8/22/16

Elementary School Students

Grade	Date	Total Number of Students who Viewed the Video
3 rd		
4 th		
5 th		
Total		

Middle School Students

Grade	Date	Total Number of Students who Viewed the Video
6 th		
7 th		
8 th		
Total		

High School Students

Grade	Date	Total Number of Students who Viewed the Video
9 th	8/15	376
10 th	8/16	391
11 th	8/17	340
12 th	8/18	298
Total		1405

Please return this form by email to jayme.bassett@jefferson.kyschools.us or fax to 485-3593.

WELCOME BACK: TEACHERS' FIRST DAYS

Monday, August 8, 2016

7:30 Bagels in cafeteria

8:00 [Library]: Welcome & Introduce New Staff

Faculty meeting protocols: Be on time and be “present” (cell phones, email, grading) and collaborate

Syllabi turned in to Ms. Kurtz by Aug 19; grading structure meets new district guidelines

Infinite Campus: attendance posted at beginning of every period; Transition Ctr

Evaluation Assignments, TPGES and the JCPS/JCTA Certified Evaluation Plan

SPP&G Update <https://www.youtube.com/watch?v=thuHmwsE1uw&feature=youtu.be> [4 min]

9:00 **Suicide Prevention Training** (required annually by state law) - **Counselors**

10:30 **Monday Tasks:**

1. **TPGES Self Reflection**

2. Read your *Faculty Handbook and School Safety & Emergency Procedures Plan* manual.

3. By the end of the day **Tuesday, August 9**, verify with Mr. Guetig have completed:

- **Promoting Positive Behavior in Schools (PBIS) training annually by state law; provide completion certificate to Mr. Guetig and sign E2 for all required videos. See email.**

- **Read the *Student Support and Behavior Intervention Handbook* provided by email.**

- **Read and understand *Duty to Report Child Abuse Memo* from Superintendent**

- **JCPSEmployee Blood Borne Pathogens Training Video**

- <https://www.youtube.com/watch?v=hKMVG4PwXI0> [20 min]

- **JCPSEmployees Compliance & Investigations 2015 (Discrimination & Harassment) Video**

- <https://www.youtube.com/watch?v=o8RB57qXBrU&feature=youtu.be> [11 min]

- **Completed the true/false quiz of the *JCPSEmployees Compliance & Investigations 2015 Video***

- <https://spportal.jefferson.kyschools.us/departments/complianceandinvestigations/SitePages/Compliance%20and%20Investigation%20Online%20Test.aspx>

*Lunch on your own

Afternoon: COLLABORATION TIME.

- Department chairs communicate to your department when/where to meet; no longer than one hour so teachers can settle into classroom.

- **ECE teachers meet with Ms. White in the White Conference Room from 1:00-2:00**

2:30 **Instructional Leadership Team** meeting in the library: *Dept Chairperson Responsibilities (p.4 – Teacher Handbook)*

Tuesday, August 9, 2016

7:30 Bagels in cafeteria

8:00 **JCPS Back To School 2016-17 Video** <https://youtu.be/DPaRwPG03zM>

School Safety Manual: Fire/Tornado/Earthquake/Lockdown/Shelter-In-Place Procedures

Stand in hallways between classes; do not leave classroom unattended; keep doors locked at all times.

“First Day Head Count” Procedure, Extra-Duty Supervision, Tentative Drill Schedule

9:45 **Teacher Mentor Program** – Madalyn Marables (YSC)

10:00 Wellness Presentation

10:15 **ALL STAFF NEW TO AHERTON-** Meet in the library to meet with principal and APs

*Lunch on your own

Afternoon

1:00

COLLABORATION TIME: Departments & Learning Teams meet on your own; by the end of today department chairpersons email Richard the following:

1. Provide a set **schedule for department meetings and learning team meetings dates, time, locations** at least for **September and October.**

3. **Protocols:** What are the protocols that learning team members agree by consensus to be prepared for, and participate in, department and learning team meetings?

4. **Goals:** What do we want to accomplish as a department/ learning team(s) and how will we do it? Are there any issues/concerns that need to be addressed (textbooks, technology, materials, etc).

“The enemy of GREAT is GOOD”

- Jim Collins, author of *Good to Great* (available in our professional library in the mailroom)

ATHERTON HIGH SCHOOL
Opening Week Bell Schedule

FIRST DAY

First Period	7:40 – 8:45 FIRST DAY “HEAD COUNT” PROCEDURES
Second Period	8:50 – 9:30
Third Period	9:30– 10:20
Fourth Period	10:30 – 11:15 (Freshmen Lunch 10:50 – 11:20) Teachers with Freshmen lunch will walk their students to the cafeteria.
Fifth Period	11:20 – 12:30 1st Lunch 11:15 – 11:45 Teachers meet your students on first day and give them Their lunch time.
	2 nd Lunch 11:40 – 12:10
	3 rd Lunch 12:05 – 12:35
Sixth Period	12:35 – 1:25
Seventh Period	1:30 – 2:20

REGULAR BELL SCHEDULE

First	7:40 – 8:30
Second	8:35 – 9:25
Third	9:30 – 10:20
Fourth	10:25 – 11:15 (Freshmen Lunch 10:50 – 11:20)
Fifth	11:20 -12:30 1 st lunch 11:15 – 11:45 2 nd lunch 11:40 – 12:10 3 rd lunch 12:05 – 12:35
Sixth	12:35 – 1:25
Seventh	1:30 – 2:20