

ARLINGTON PUBLIC SCHOOLS

Vision Statement

The Vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Regular Meeting
Wednesday, June 4, 2025
6:30 PM***

In person:

*Arlington Public Schools District Office
14 Mill Brook Drive
2nd Floor, School Committee Room
Arlington, MA 02476*

Via Zoom:

<https://us02web.zoom.us/j/86956181807>

Local Cable Station:

ACMi

6:30 p.m. Open Meeting (J. Morgan)

6:30 p.m. Public Comment (J. Morgan)

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.

6:50 p.m. AHS Student Representative(s) to School Committee

6:55 p.m. CAP Project Presentation: AHS Courses (E. Homan)

- *CAP Proposal: An Interactive Course Catalog (ICC)*

7:10 p.m. Massachusetts Inclusive Postsecondary Education (MAIPSE) Presentation (E. Homan)

- *MAIPSEI School Committee Slides June 4, 2025*

7:25 p.m. Student Services Review (E. Homan)

- *APS_Student_Services_Review_Update_Preview*

7:35 p.m. First Read, School Handbooks: AHS (E. Homan)

- *Draft 2025-26 AHS Student Handbook 6.3.25*
- *AHS Handbook Revisions _ Change Log 25-26 6.3.25*

7:45 p.m. Second Read - 2027-2028 District Calendar (E. Homan)

- *2027-2028 District Calendar*

7:55 p.m. Second Read and Possible Vote - District Goals (E. Homan)

- *District Goals 2025-26 - 2025-26 Goals Final 6.4.25*

8:05 p.m. Superintendent's Report (E. Homan)

- *Update on Administrative Hiring Searches*
- *Update on Competitive Grants Awarded*
- *Monthly Update on Enrollments / Class Sizes*
- *Strategic Plan update*

8:20 p.m. Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

**School Committee DRAFT Meeting Minutes - May 29, 2025*

**District Calendar, 2025-2026 - conference dates updated*

8:25 p.m. Subcommittee/Liaison Reports/Announcements (J. Morgan)

- *Budget – K. Allison-Ampe, Chair*
- *Community Relations – L. Gitelson, Chair*
- *Curriculum, Instruction, Assessment & Accountability – L. Exton, Chair*
- *Facilities – J. Thielman, Chair*
- *Policy & Procedures – P. Schlichtman, Chair*
- *Arlington High School Building Committee, J. Thielman, Chair*
- *Liaison Reports*
- *Announcements*
- *Future Agenda Items*

8:35 p.m. Executive Session (J. Morgan)

- *To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations*

with nonunion personnel;

- *To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;*
- *Negotiation discussions: AAA, AEA Unit A, AEA Unit C, AEA Unit D, Local 680: School Bus Operators, School Cafeteria Workers, Traffic Supervisors.*

8:35 p.m. Adjournment (J. Morgan)

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jane Morgan, Chair

Correspondence Received (J. Morgan)

- *Email to School Committee from MASC, RE: Chat Chair, 5-30-2025*
- *Email to School Committee from MASC, RE: Collective Bargaining Boot Camp 6-30-2025*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Meeting Location - Hybrid

Summary:

In person:

Arlington Public Schools District Office
14 Mill Brook Drive
2nd Floor, School Committee Room
Arlington, MA 02476

Via Zoom:

<https://us02web.zoom.us/j/86956181807>

Local Cable Station:

ACMi



Town of Arlington, Massachusetts

6:30 p.m. Open Meeting (J. Morgan)



Town of Arlington, Massachusetts

6:30 p.m. Public Comment (J. Morgan)

Summary:

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.



Town of Arlington, Massachusetts

6:50 p.m. AHS Student Representative(s) to School Committee



Town of Arlington, Massachusetts

6:55 p.m. CAP Project Presentation: AHS Courses (E. Homan)

Summary:

- CAP Proposal: An Interactive Course Catalog (ICC)

ATTACHMENTS:

	Type	File Name	Description
▢	Presentation	School_Committee_Presentation_Final.pdf	School Committee Presentation Final

The background features several abstract, colorful shapes. In the top left, there's a large pink circle. In the top right, a yellow circle and a green arc. On the right side, a large purple circle with a pink arc and a small pink circle. At the bottom, there's a blue circle, a red circle, and a pink circle. The overall design is modern and vibrant.

CAP Proposal: An Interactive Course Catalog (ICC)

A Civics Action Project by Yujia Wang, Toby
Deixler & Rohan Pingle

Civic Engagement in American Democracy
Ms. Tonachel

The Issue

- The current Program of Studies is a text-heavy Google document that students find overwhelming and hard to navigate
- The document is changed every year and moved to different Google documents
- Limited electives information reduces students' understandings of the courses and is an obstacle for planning for future coursework
- Concern: Elective availability and clarity impact student engagement and preparation

Goal and Audience

- Develop an interactive, searchable “Program of Studies” platform that has clear course descriptions, filters/tags, and teacher info.
- Provide underclassmen with a menu that makes it easy to find elective offerings for them
- Primary Audiences
 - AHS students (especially underclassmen)
 - School Committee & Curriculum Subcommittee
 - Internship & Advisory coordinators

What Students Are Saying

Top complaints:

- Insufficient AP/half-year offerings for underclassmen
- Not enough elective teachers
- Hard to process hundreds of courses
- Lack of a centralized, filterable database
- Not a lot of Science & performing-arts electives for underclassmen

53% surveyed want at least some changes overall to the Google document system

- 0% of 9th, 55% of 10th, 60% of 11th surveyed
- Survey sample size: 31 students from AHS

Examples of Student Feedback

Joshua Link, *Class of 2025*

"This is a lot easier to use to find classes I want[ed] to take."

Dolev Assaf, *Class of 2028*

"A lot simpler than the Program of Studies."

Spencer Carman, *Class of 2027*

"Engaging choice of layout and informative content."

Both students answered "yes" to:

- Would you use this over Program of Studies?
- Would you recommend this to other students?



Proposed Actions

Awareness:

Raise awareness through posters & advisory/APS announcements

Prototype:

Prototype Demo of database interface (filters, teacher, popularity data)




Surveys:

Expand the survey to get senior and teacher input & elective preferences

Approval:

Obtain school committee “seal of approval” for the document to enhance document credibility





Key User Base

Students

Provides a simpler experience to look at and select courses for the coming school year(s).

Parents

Makes it easier for parents to assist their children in selecting their courses and helps them understand the course selection process more effectively.




School Administration

Allows administrators to get a simple and broad overview of the Program of Studies that includes interactivity and additional information if needed. Great for collecting data about AHS courses.

School Counselors

Provides a way for counselors to physically interact with the Program of Studies and get a picture of a student's course load. Would also allow students and counselors to directly collaborate on the same spreadsheet.



Key Performance Indicators (Post-Launch)

Student Satisfaction

- At least 75 post-launch survey responses
- $\geq 70\%$ positive rating on “ease of course navigation” in post-launch survey
- $\geq 70\%$ of students say they have a clearer understanding of electives

Platform Engagement

- Page views: target ≥ 100 unique visits in first month
- Filter usage: target ≥ 20 uses of all filters combined in the first month of launch (ask in post-launch survey)

Launch Plans (Roadmap)

Early June 2025

- Complete final release features
- Implement feedback from school administrators (v0.9)

Late June 2025

- Fully release Interactive Course Catalog (ICC)
- Publish post-launch survey (have administration distribute)

July 2025

- Begin implementing feedback from post-launch survey
- Compare engagement and statistics to goals (see previous slide)

October 2025 (25-26)

- Complete implementation of feedback from June's post-launch survey (v1.x)

December 2025 (or earlier if available)

- Update ICC based on new Program of Studies
- Work on next-generation upgrades to ICC (v2.0)

January 2026

- Publish survey for ICC v2.0
- Begin implementing feedback from v2.0 survey

Future Goals (Sustainability)

Our goal is to continue iterating and evolving the ICC for as long as we can support it, providing helpful and more advanced tools to all of our user base. Once we can no longer support the ICC (when we graduate), we'd like to hand it off to administration for them to manage it and provide all of our work on it. We've made sure that editing or adding new courses to the ICC is incredibly easy thanks to all the underlying work being fully automated by v1.0.

Our Asks

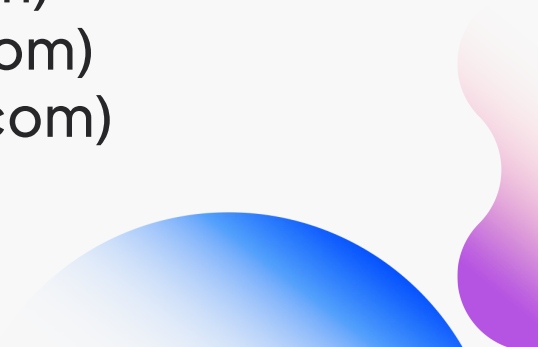
- An agreement from the school committee, superintendent, and principal that the ICC is effective and officially approved for use by AHS students
- Share the final product through the Arlington Public Schools newsletter, course selection webpage, and counseling Google Classrooms as a resource
- Approval to gradually integrate the ICC into the APS ecosystem over multiple years if it proves helpful for administration
- Committee members to test the prototype and provide 2–3 sentences of written feedback via a Google form



Thank you!

Please ask away with your questions on the project.

Project team:

- Yujia Wang (ywang2026@spyponders.com)
 - Toby Dexler (tdeixler2027@spyponders.com)
 - Rohan Pingle (rpingle2027@spyponders.com)
- 



Town of Arlington, Massachusetts

7:10 p.m. Massachusetts Inclusive Postsecondary Education (MAIPSE) Presentation (E. Homan)

Summary:

- MAIPSEI School Committee Slides June 4, 2025

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	MAIPSEI_School_Committee_Slides_June_4__2025_(Final).pdf	MAIPSEI School Committee Slides June 4, 2025 (Final)

Massachusetts Inclusive Postsecondary Education (MAIPSE) at AHS

Annalise Abdelnour, APS Transition Coordinator

Paul Conty, MAIPSE Participant

Beren de los Angeles, Participant

June 4, 2025



What is ? (Formerly known as MAICEI)



STATE INITIATIVE

Supporting inclusive college opportunities for students aged 18–22 with intellectual and developmental disabilities, including ASD



PARTNER

Our district partners with the RISE Scholars Program at **Middlesex Community College**



ACTIVITIES

Students participate in academic, social, and career development activities on a college campus

Why does it matter?

Only 18% of young adults with intellectual and developmental disabilities (ID/DD) enroll in postsecondary education programs

(Source: National Longitudinal Transition Study 2012, U.S. Department of Education)

Less than 35% of adults with autism spectrum disorder (ASD) report any form of community employment

(Source: National Autism Indicators Report, Drexel University, 2022)

Individuals with some college education but no degree earn approximately 31% more annually than those with only a high school diploma

(Source: Lumina Foundation, "It's Not Just the Money," 2014)

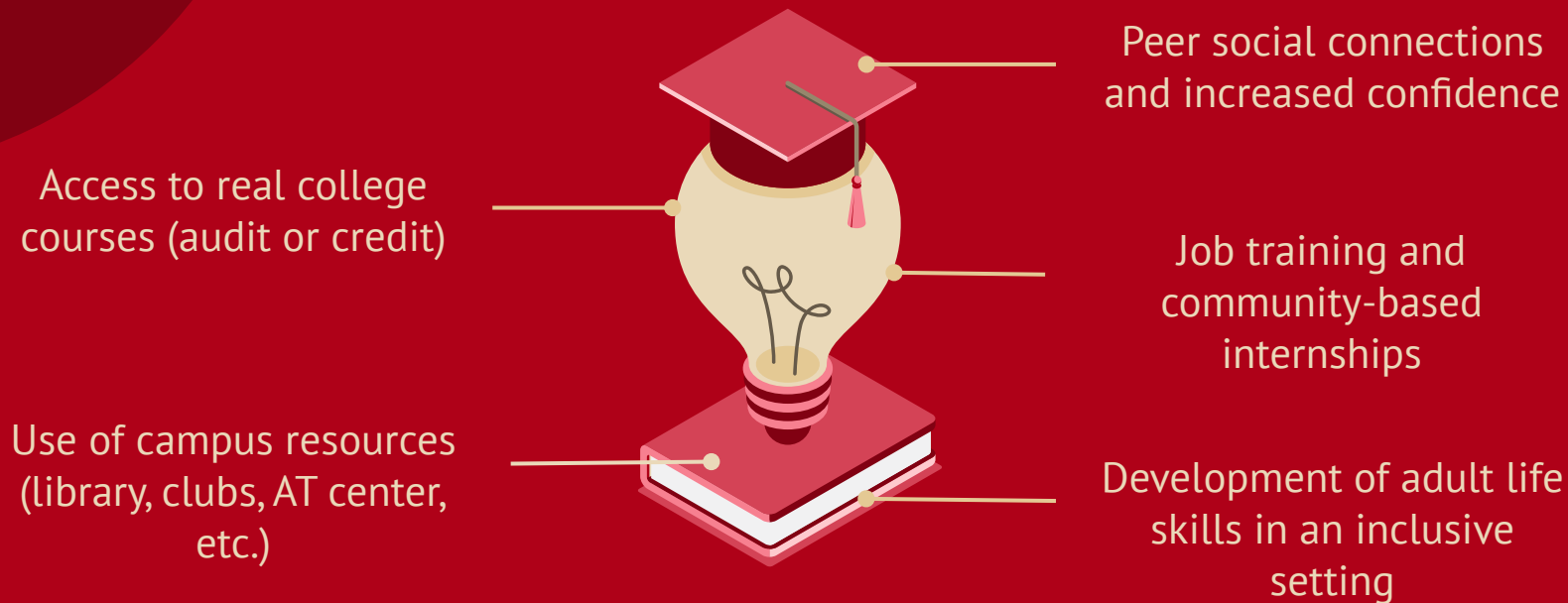


Who participates?



- Students with intellectual disabilities, autism, and/or low-incidence disabilities
 - Ages 18–22
 - Have not passed the MCAS but have completed high school credits
- AND/OR**
- Have transition needs related to employment, independent living, and self-advocacy
 - Have college as a part of their postsecondary vision

What are the benefits?





Key Roles at AHS



STUDENT

- Apply to the program and register for classes
- Attend orientation, use campus supports
- Participate in internships and campus life
- Work toward greater independence

ED COACH (Sydney Kulis)

- Support students on campus with academics, time management, and navigating college life
- Promote independence and self-advocacy
- Connect students to resources and adjust supports as needed

TRANSITION COORDINATOR

- Liaises with program director from MCC and attends monthly stakeholder meetings
- Trains and oversees Ed Coach
- Connect students to resources and adjust supports as needed



Program Outcomes

- Students in programs are:
 - More likely to be employed after leaving school
 - More likely to engage in lifelong learning
 - More confident and independent in adult roles
- Our program has helped students pursue interests in STEM fields, psychology, education, and more!

PAUL

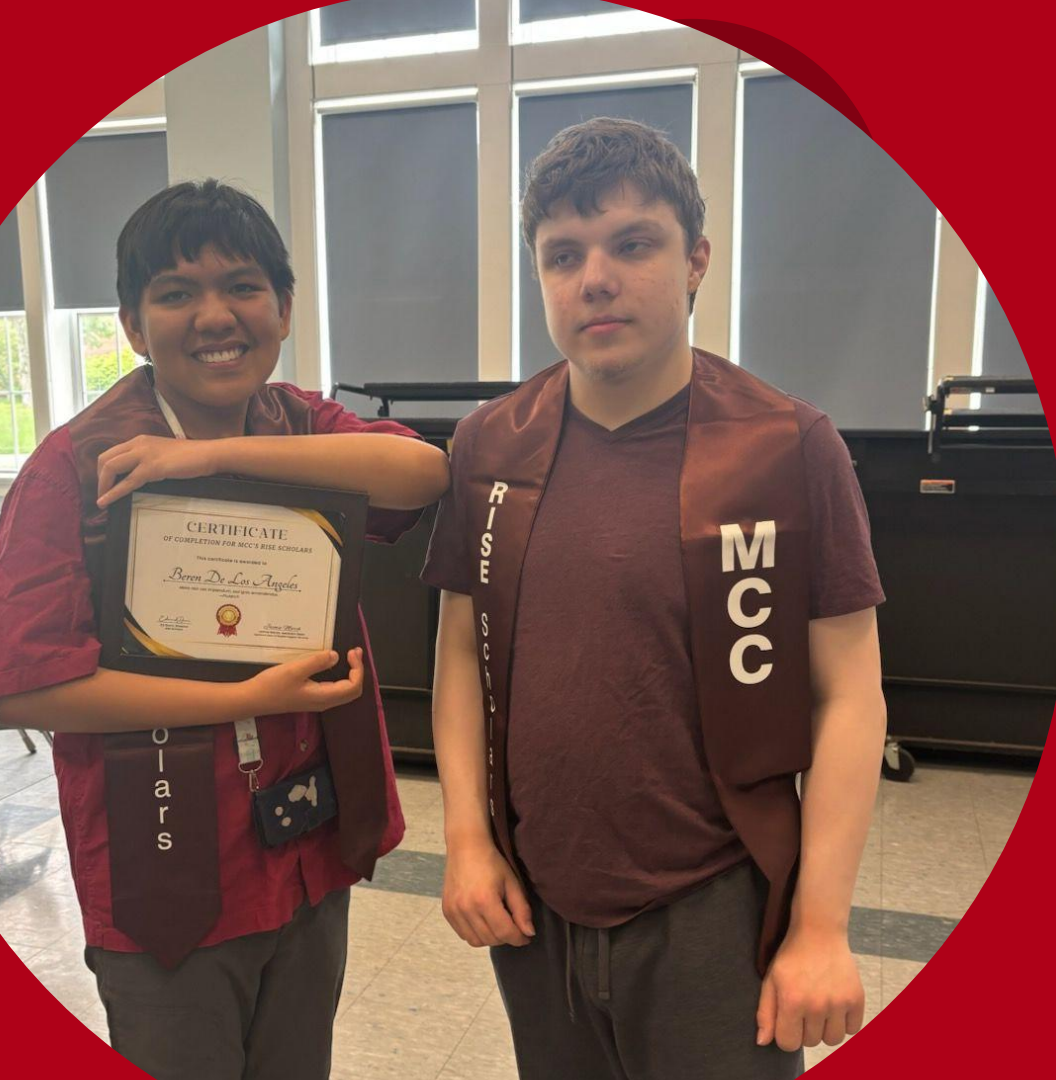


- Completed 2 years of program
- Interests: Video games, Space
- Classes Taken: Calculus II, Economics, English I and II, Interpersonal Communication, Psychology
- Has had jobs with APS IT department and at Mill Café
- Transferring to Umass Lowell next year as full time student
- Will be majoring in mechanical engineering, with a focus on aerospace engineering

BEREN



- Completed 1 year of program
- Interests: Social Media, Music, Video Games, Cute Things
- Classes taken: Filmmaking, 1st Year Experience, Public Speaking
- Just started first Job at Walgreens
- Would like to eventually continue with education at four year college
- Interested in becoming a YouTube content creator or video game developer



Questions?

Thanks For Having Us

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.

Please keep this slide for attribution.





Town of Arlington, Massachusetts

7:25 p.m. Student Services Review (E. Homan)

Summary:

- APS_Student_Services_Review_Update_Preview

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	APS_Student_Services_Review_Update_Preview.pdf	APS_Student_Services_Review_Update_Preview



Arlington Public Schools
Education That Empowers

Arlington Public Schools Student Services Review Update and Preview

Liz Homan

June 2, 2025

Why a Review?



Core Purpose of Internally-Commissioned Reviews: Continuous Improvement through Formative Assessment at the District Level

From the APS Strategic Plan:

Major Milestones	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>
Identify and Implement Curricula aligned to Deeper Learning Instructional Vision	Establish curriculum review cycle and identify which curricula will be reviewed when	Implement curriculum review cycle	



Why a Review?



Arlington Public Schools
Education That Empowers

Primary Goal of This Year's Review: Effective Implementation Strategic Plan Initiatives Surrounding MTSS

APS will develop a comprehensive, consistent, clear, and well-communicated MTSS. This framework is designed to meet the needs of all students by ensuring that schools make evidence-driven decisions, monitor progress and usefulness of supports for students, and use evidence-based supports and strategies with appropriate – and if necessary, increasing – intensity to sustain student growth.

MTSS is not just a list of structured interventions, but rather a cohesive system for the procedures and resources in a school to fit together to ensure a high quality education for all students. Benefits of an effective MTSS include:

- Consistent structures and effective implementation across schools.
- Increased achievement and opportunities of students across focal groups.
- Provision of precise supports to students in the areas they most need them.
- Ability for all students who need it to receive needed evidence-based intervention while ensuring access to aligned Tier 1 programming.
- Provision of enrichment and challenge to students in academic domains where they demonstrate proficiency.

Why a Review?



Arlington Public Schools
Education That Empowers

Secondary Goal of This Year's Review: Effective Implementation of Contract Provisions

3. Beginning in the 2025-2026 school year, for scheduling purposes and in all classrooms, the number of students with IEPs should not exceed 50% of the total number of students in the class. This includes co-taught classrooms but does not include sub-separate special education programs, small group special education classes, small group general intervention classes, and Menotomy Preschool.

Findings Preview



In particular, our interviews and review of materials noted that the interviewees would like to see the following:

- the development of responsive and thoughtful programs that enable as many students with disabilities as possible to be successful within District schools;
- strong, consistent practices and protocols that enable the special education process to work more effectively and efficiently for students, staff, and families;
- commitment to a culture of collaboration, curiosity, and mutual respect across the district in which to create options and opportunities for students;
- identification of solutions that would offer Arlington students a wider range of special education and general education programming options that would, in turn, provide more opportunities for students to remain directly supported by and actively involved in the Arlington Public Schools; and
- clear and flexible guidelines for implementing the collective bargaining language dealing with caseloads and the 50% of a class provisions.

Recommendations Preview



Clarity of Programming, Roles, and Responsibilities in Special Education Structures:

- Provide clarity surrounding roles and responsibilities of different leadership roles in making special education determinations and taking part in the special education process;
- Ensure consistent implementation of expectations in the IEP Team Process;
- Articulate the continuum of services in writing for the broader community;

Assertive and Clear Articulation of the District's Approach to Inclusion, with ongoing Professional Learning:

- Provide professional development regarding tiered interventions, inclusion expectations, disability categories, and options for providing individualized services to students;
- Reaffirm the district's vision for both a robust MTSS and a responsive and accepting inclusion model, with clarity about the similarities and differences between the inclusion models the district supports;
- Clear and accountable plan for implementation of plan to increase inclusion across system

What's Next?



Arlington Public Schools
Education That Empowers

Bill Lupini and Cyndy Taymore

- Ribas Consultants, and
- Former Superintendents, Collaborative Executive Directors, and Public School Special Education Administrators,

Will join Regular School Committee Meeting to present full review on June 17, 2025

The District will (or already has):

- Share the report with the APS community, along with our planned steps in response, following the presentation on June 17th;
- Align 2025-26 Goals to recommendations from the report;
- Plan professional learning for to support action on recommendations; and
- Return to this document to inform and reflect on the effectiveness of action steps over the next few years.



Town of Arlington, Massachusetts

7:35 p.m. First Read, School Handbooks: AHS (E. Homan)

Summary:

- Draft 2025-26 AHS Student Handbook 6.3.25
- AHS Handbook Revisions _ Change Log 25-26 6.3.25

ATTACHMENTS:

Type	File Name	Description
▢ First Reading	Draft_2025-26_AHS_Student_Handbook_6.3.25.pdf	Draft 2025-26 AHS Student Handbook 6.3.25
▢ Backup Material	AHS_Handbook_Revisions___Change_Log_25-26_6.3.25.pdf	AHS Handbook Revisions _ Change Log 25-26 6.3.25

ARLINGTON HIGH SCHOOL

Student Handbook 2025-2026



Table of Contents

Table of Contents	1
Section A: Welcome	4
Non-Discrimination	4
Mission Statement	4
Welcome Letter from the Principal	5
Arlington High School Administration	6
Section B: Academics	7
Academic Expectations	7
Program of Studies	7
Academic Integrity Policy	7
Consequences	8
Grades	8
Extra Help	10
Final Assessments	10
Senior Final Examinations Exemptions	10
Summer School and Credit Recovery	11
National Standardized Examinations	11
Scholarships & Awards	11
Section C: Attendance	12
Philosophy	12
Attendance policy	12
Student Absence Notification Program	12
Reporting Absences	12
Absence Limits	13
FA (Failure Due to Attendance) Policy	13
Absences Included in and Exempt from the FA Policy	13
Tardies	14
Participation in Extracurricular Activities	14
Student, Parent, and Staff Responsibilities	14
Interventions and Consequences	15
Section D: General Information	16
Breakfast, Lunch, and Cafeteria Information	16
Cars/Parking	16

Change of Address, Phone, & Emergency	16
Electronic Devices	16
Cell Phones	17
Freedom of Dress	17
Gifts and Solicitations	17
Homeroom / Advisory	18
Indoor Student Traffic	18
Lockers	18
Lost & Found	18
Lunch Period	19
Open Campus	19
No School Signal	20
Parents' Night/Open House	20
School Counseling Program	21
Skateboards, Bicycles, Athletic Equipment, etc.	21
Student Advisory Committee (SAC)	21
Student Identification	22
Student Insurance	22
Student Visitors	22
Surveys	22
Teacher Absences & "Old Hall"	22
Textbooks and School Materials	22
Transcripts	23
Valuables & Large Sums of Money	23
Work Permits	23
Flexible X-Block	23
Section E: Code of Conduct	24
General Expectations	24
Major and Minor Infractions -- Overview	24
Code of Discipline	26
Disciplinary Interventions and Consequences	34
Additional Regulations	37
Section F: Student and Parent Rights	39
Due Process and Other Provisions Relating to Student Suspension OR Expulsion	39
Statutory Offenses: Conduct That May Lead to Expulsion Under M.G.L. c. 71, §37H and 37H½	39
Removal Pending Disciplinary Hearing for Statutory Offenses	41
Conduct Other than Statutory Offenses	41
Discipline of Special Education Students	45

Discipline of Students Whose Eligibility for Special Education is Suspected	47
Rights of Homeless Children	48
Child Find	48
Bullying Prevention	49
Student Records	51
Meaningful Education	53
Pregnant and Parenting Students	53
Dignity and Respect	53
Section G: Health and Safety	54
Student Resources	54
Health Services and Policies	54
Building Security and Emergency Procedures	61
Section H: Student Activities	62
Athletics	62
Athletes' Responsibilities & Sanction(s)	62
Head Injuries and Concussions	64
Fan Behavior	64
Clubs and Organizations	65
Student Government	66
Eligibility for Student Activities	66
Dance Contracts	67
Section I: Technology	68
Responsible Use Policy	69
1 to 1 DCA (Device Care Agreement)	70
BYOD (Bring Your Own Device) Agreement	70
Online Power School Parent/Student Portal	71
News Feeds	71
Section J: Schedules	72
Appendix A	73
Restraint Prevention and Behavior Support Procedures	73
Appendix B	80
Principals' Right To Amendment the Student Handbook	80

Section A: Welcome

Non-Discrimination

APS is committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. APS does not exclude from participation, deny the benefits of APS from, or otherwise discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. The full non-discrimination policy of APS [can be accessed here](#).

Resources for reporting concerns related to this policy include:

- APS Individual School Principals (contact information on the [APS website](#) under “schools”)
- 504 Coordinator: Assistant Superintendent of Student Services:
- Civil Rights and Title IX Coordinator: Director of Diversity, Equity, Inclusion, Belonging, and Justice

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supportive, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning.

Welcome Letter from the Principal

Dear Student:

Welcome to Arlington High School! This handbook is designed to give you essential information, expectations, and rules for life at AHS. Think of it as your playbook—knowing the rules and purpose of the school will help you navigate challenges and make the most of your time here.

Beyond the core curriculum and classes, AHS offers numerous opportunities for support, fun, personal growth, and building community spirit. We encourage you to get involved in extracurricular activities like sports, clubs, and organizations. Take full advantage of the support and resources available, including advisors, counselors, the learning center, library, and scholarships. Engaging in these opportunities throughout the year will enrich your high school experience.

This handbook covers many aspects of school life. We hope you make the most of the many opportunities available for a fulfilling and rewarding journey at Arlington High School.

Dr. Janger
Principal, Arlington High School

Arlington High School Administration

SUPERINTENDENT OF SCHOOLS	Dr. Elizabeth Homan	781-316-3501
DEPUTY SUPERINTENDENT	Dr. Mona Ford Walker	781-316-3523
PRINCIPAL	Dr. Matthew Janger	781-316-3594
ASSISTANT PRINCIPAL	William McCarthy	781-316-3605
DEANS OF STUDENTS	Veronica Tivnan	781-316-3611
	Paul McKnight	781-316-3388
	Robert DiLoreto	781-316-3616
	Amanda Donohue	781-316-3580
DIRECTOR OF COUNSELING	Scott O'Brien	781-316-3609
SPECIAL EDUCATION COORD.	Amy Forsythe	781-316-3586
ATHLETIC DIRECTOR	John Bowler	781-316-3551
METCO DIRECTOR	Richelle Smith	781-316-3566
MAIN OFFICE ADMIN. ASST.		781-316-3595
PRINCIPAL'S ADMIN. ASST.		781-316-3658
GUIDANCE OFFICE ADMIN. ASST.		781-316-3607
ASSISTANT ATHLETIC DIRECTOR		781-316-3550
ATTENDANCE OFFICE		781-316-3573

Section B: Academics

Academic Expectations

Arlington High School strives to foster the following skills and habits of mind, across disciplines, in all students:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology.
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions.
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art.
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts.
- Demonstrate life, leadership, physical, and cognitive skills through projects, performances, and products.

Program of Studies

Please refer to the Arlington High School [Program of Studies](#) for detailed information about graduation requirements, course offerings, course levels, class selection, and grading.

Academic Integrity Policy

The Arlington High School community values personal integrity, learning, and effort. Academic integrity is the foundation of an effective learning environment. It ensures that the work you submit truly reflects your own understanding and effort, allowing you to gain the most from your education. Upholding academic integrity not only builds your credibility but also fosters a community of mutual respect, honesty, and fairness at Arlington High School.

Academic dishonesty includes, but is not limited to, the following behaviors:

- **Plagiarism:** Using another person's words or ideas without proper acknowledgment. Plagiarism is a form of theft and misrepresents expertise that is not one's own.
- **Unauthorized Use of Assignments:** Purchasing, selling, obtaining, or using an assignment from another person or technological resource without proper citation.
- **Cheating on Exams:** Looking at another student's test, quiz, or essay and submitting the work as your own.
- **Improper Communication:** Discussing course material with anyone other than the teacher during a test or quiz.
- **Sharing Work Inappropriately:** Allowing your own work to be copied, shared, or photographed and submitted as part of another person's work without proper acknowledgment.
- **Unauthorized Assistance:** Using notes, calculators, phones, or other devices on a test or quiz without permission.
- **Falsifying Data:** Submitting falsified scientific or other data for academic credit.
- **Unauthorized Access:** Acquiring copies of tests or quizzes without authorization before the scheduled assessment.
- **Misuse of Artificial Intelligence:** Using AI inappropriately in a way that violates academic integrity.

Responsibilities of Students, Parents, Teachers and Administrators

Students: No assignment is exempt. If a student has any questions about this policy, it is his or her responsibility to ask. Clearly informing teachers of sources and types of assistance used on assignments is an important way for students to learn how to use resources appropriately.

Parents/Guardians: Parents and guardians are expected to be familiar with and support this policy.

Consequences

The following actions will be taken for every violation of the academic honesty policy:

- Teacher will consult students about the suspected offense.
- Teacher will notify the appropriate House Dean who will enter the infraction into the student's Discipline Record.
- Teacher will notify the parents or guardians.
- The student will receive a zero for the given assignment.
- The student may be expected to make up work in order to demonstrate learning, earn a passing grade, remain prepared for additional coursework, or support other class activities (e.g., a collaborative project)

Grades

Term Dates - School Year 2025-2026

Quarter 1: September 2 – October 31

Quarter 2: November 3 – January 23

Quarter 3: January 26 – April 2

Quarter 4: for seniors: April 6 – June 5

Quarter 4: for grades 9-11: April 6 - June 18*

**June 18th is the 180th day. June 25th is the 185th school day, which accounts for 5 snow days.*

When making travel arrangements, please consider that school may still be in session until June 25, 2026 if there are 5 snow days.

Letter Grade Explanation

- | | |
|---|--|
| A | Exceeds Standard. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course. |
| B | Meets Standard. Content knowledge, complex reasoning skills, and work habits meet the standards of the course. |
| C | Partially Meets Standard. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course. |
| D | Minimally Meets Standard Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course. |
| F | Does Not Meet Standard. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course. |
| P | Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail. |
| H | Honors |
| S | Satisfactory |
| U | Unsatisfactory |
| W | Withdraw - Student withdrew from the class after the official date to be removed from a class. |

Quarter Grades

The following grades may appear in the quarter grade for a course, but will not appear in the year-end grade for the course.

- FA Failure due to missed attendance (seven or more unexcused absences in a quarter, three or more for one quarter class that meets 2 days per week). The comment from the teacher will detail the grade the student would have received.
- I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
- NG No grade. Student was not present for sufficient amount of time to receive a grade.
- M Medical absence (The quarter is not counted as part of the student's final year average.)

Incompletes

Students who are absent for an extended period of time due to illness and are able to make-up the work may receive an **Incomplete** for the quarter. All work must be made-up within two (2) weeks after the close of grades. Teachers must change the Incomplete to a grade within three weeks of the end of the quarter.

Medical Exemptions

In the event of serious illness where students are out for a major part of the quarter, a school administrator may grant a Medical absence for one quarter during the school year. Students will not receive a grade or credit for the quarter. Their final grade will be averaged from the terms that they are in attendance and the final exam.

Course Transfer/Withdrawal

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult his/her counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few elective or other classes that are offered during the second semester, the final date to request a change is 3 weeks after the first day of quarter 3. (See chart below). Any course change after this deadline will be reflected with a W in the quarter and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level.

Students may not withdraw from a course within four weeks of the end of the course.

Yearlong course	3 weeks after the first day of school
Semester 1 course	3 weeks after the first day of school
Semester 2 course	3 weeks after the first day of quarter 3
Quarter 1	2 weeks after the first day of quarter 1
Quarter 2	2 weeks after the first day of quarter 2
Quarter 3	2 weeks after the first day of quarter 3
Quarter 4	2 weeks after the first day of quarter 4

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the quarter to earn a grade he/she will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Extra Help

Students can obtain various kinds of help from classroom teachers by attending special help periods after dismissal or before the school day per arrangement. Check with each teacher for specific times or variations.

Students who need help with a subject or have work to make-up after an absence are urged to take advantage of the opportunity for extra help. It is your responsibility to take the initiative and arrange for extra help.

Final Assessments

During the final week of school, classes review, complete final assignments, and wrap up final assessments. The final week follows a modified schedule to allow students extra time to meet with teachers and finalize work.

Students are expected to attend through the last day of school and absences are subject to the attendance policy.

Learning and assessment are cumulative throughout the year. Each class will conduct formative and summative assessments. Courses/departments may use a variety of different assessment approaches for formative and summative assessments (e.g., written exams, problem sets, performance tasks, portfolios, projects). If courses have a final exam, this can be counted in quarter 4 as up to 25% of the quarter grade. This would amount to 6.25% of the grade in a yearlong course and 12.5% of a semester class.

Students absent on the day of a final assessment must have their absence verified as excusable via a parental call to their House Dean. Makeup work or early completion of work will only be allowed in extenuating circumstances and with the permission of the Dean. Students absent on the day of a final assessment without a parental verification may receive an "F" for any work not completed on that day. Students must return all textbooks and materials to the teacher by the final meeting of each course. A hold may be placed on student work and grades if materials have not been returned.

Senior Final Examinations Exemptions

Seniors who have maintained a B+ or better average are exempt from senior final exams. The B+ must be the grade for the entire year, not just the 4th quarter. Teachers have the final say on whether a student is carrying a B+ or better average.

Summer School and Credit Recovery

All summer school course requests should initiate with School Counselor, Deans, Department Heads, and be approved by the Principal.

National Standardized Examinations

The College Entrance Examination Board of the Educational Testing Service and the American College Testing Service offer examinations whose scores are sought as admission criteria by post-secondary educational institutions.

Arlington High School conducts exams for the PSAT, SAT, and AP tests. A center for the ACT test is available in the Metropolitan Boston Area.

Information about these tests is given at regular intervals through the Guidance Office and the school bulletin. You should work out a tentative calendar of testing with your counselor at the end of the sophomore year. Counselors urge parents and students to consult with them with regard to questions relating to these tests.

Scholarships & Awards

Each year the Arlington High School Scholarship Committee oversees distribution of money from a variety of wills, trusts, funds, grants, organizations and companies that have allocated money and/or awards for deserving AHS seniors. Scholarship information is available through the Guidance Office and a general application may be submitted in late January online

Section C: Attendance

Philosophy

The faculty, staff, and administration of Arlington High School believe that student attendance is essential to student success. Consistent attendance enhances the learning experience for all students and provides unparalleled opportunities for student engagement and participation. At the same time, we recognize that students will sometimes be absent for any number of reasons, including routine care, illness, family matters, and religious observances. This policy is intended to balance those needs.

Attendance policy

Regular and punctual attendance is essential for student success. The Arlington Public Schools emphasize the importance of consistent school attendance, as required by state law. Students may be excused for the following reasons: illness or quarantine, bereavement or serious illness in the family, severe weather conditions that pose a risk to the child's health, observance of major religious holidays. Other exceptional reasons may be approved by the Principal or designee.

Parents are encouraged to minimize unnecessary absences and must provide a written explanation for any absence or tardiness, with advance notice when possible. For chronic or irregular absences due to illness, a physician's note may be required.

Students are expected to attend school daily and arrive on time for each class. Families should promptly notify the attendance office of any absences, and students are responsible for communicating with teachers to make-up missed work.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Reporting Absences

- Parents are expected to call or email the AHS Attendance Office by 9:30 AM to report their child absent for all or part of a school day.
- Detailed instructions for reporting absences and dismissals are available on the [Absences and Dismissals](#) page of the AHS website.
- Please be advised, you will still receive a phone call from AHS letting you know of your student's absence.

Absence Limits

Arlington High School values strong class attendance as a key factor in maximizing learning opportunities. At the same time, we recognize that students may have important reasons for missing classes. To support this, we have provided 6 excused optional absences per class each quarter which allows families to make appropriate choices about missed classes during each quarter.

This policy also sets a practical limit on the number of absences students may accumulate in any class each quarter. Students exceeding these limits may receive an FA (Failure Due to Attendance) in that course. These limits are designed to allow students the flexibility to manage their health, attend necessary appointments, address important family matters, and make decisions about academic priorities without academic penalty or explanation. If absences exceed these limits, it is crucial that we collaborate with families and students to determine appropriate supports and accommodations. While most absences will count towards these limits, certain exemptions are detailed below.

FA (Failure Due to Attendance) Policy

Students who accumulate 7 or more non-exempt absences in a quarter for any course—or 5 or more non-exempt absences in a Physical Education course—may receive an FA (Failure Due to Attendance) if their earned average is 60 or higher. In such cases, a grade of 59 will be recorded, and the comment “Failure due to attendance” will be noted in PowerSchool. The final determination on the issuance of an FA rests with the deans.

Seniors who accumulate 5 or more non-exempt absences during quarter 4 in any subject may receive an FA if their earned average is 60 or higher.

An FA is considered a failing grade when determining academic eligibility for extracurricular activities, including MIAA athletic eligibility. A student who earns an FA for three quarters in the same course will receive no credit for the year, and required courses must be repeated in the following school year.

Grade Recovery. If a student does not exceed the absence limit in any class in the subsequent quarter, they may appeal to their dean to have the FA overturned and their earned grade reinstated. FAs earned in quarter 4 cannot be overturned. If a student's quarter average is below 60, they will receive an F for the quarter, regardless of attendance.

Absences Included in and Exempt from the FA Policy

The 6-absence limit allows for parents/guardians to excuse students without needing to provide documentation. When students approach this limit, they have missed approximately 1/6 of the class meetings, prompting a need for families to contact the deans to document reasons and ensure appropriate support and accommodations are provided. There are three broad categories of absences: unexcused absences, excused optional absences, and exempt absences.

Unexcused absences such as class cuts or excessive tardiness (30 minutes or more) count toward the absence limit.

Excused optional absences allow parents/guardians to excuse students without needing to provide documentation. Students can use up to 6 of these optional absences each quarter in each class without penalty. These might be used for brief illnesses, family trips, or college visits. They are also used for optional school field trips or events.

Exempt absences do not count toward the optional absence limit. These are required or unavoidable absences that are documented or approved by the administration. They include events such as religious observances, funerals and bereavement, extended illness and/or treatment (with documentation), suspensions, and certain approved absences such as required field trips or school-mandated testing. Extraordinary family or personal circumstances may be exempt at the discretion of the dean. Additionally, students who miss class due to school-mandated testing, meetings with school counselors or social workers, or time spent in programs like Shortstop or Harbor, will not be considered absent from class.

This policy emphasizes the importance of attendance while allowing necessary flexibility. It encourages students to make informed decisions about prioritizing their attendance and to maintain open communication with school staff when absences are unavoidable.

Tardies

Tardiness to Class

Teachers will determine consequences for tardiness to class. Students who do not respond to teacher-assigned consequences may be referred to their dean. Being tardy 30 minutes or more to a class will be considered an absence from that class and will count toward the attendance limit.

Tardiness to School

- Students who arrive after 8:30 am are expected to check in at either of the Main Entrances upon arrival.
- Per the Open Campus policy, students who arrive during the school day in time for their first class will not be considered tardy.
- If a student is tardy to school and misses more than 30 minutes of a class, the student will be considered absent and the absence will count toward the attendance limit.

Participation in Extracurricular Activities

Students involved in athletic and extracurricular events must be present in school and in all assigned classes on the day of the event. On days of absence, no event participation or practice is allowed. The rule applies as well to participation on weekends or school vacation if a student does not attend school during the last day prior to that weekend or vacation period.

Student, Parent, and Staff Responsibilities

We believe that staff, students, and parents/guardians play an active role in monitoring, supporting, and understanding this attendance policy.

To support students and parents/guardians with the monitoring of attendance, we have opened up a Parent Portal on Power School where parents/guardians are able to check attendance (and grades) at any time.

Student Responsibilities

- It is each student's responsibility to be aware of this attendance policy and to make responsible decisions about attending all classes on a regular basis.

- Students are expected to communicate with their teachers, take responsibility for material covered in any missed classes, and make up assignments in a reasonable time.
- Students should monitor their attendance records on the PowerSchool Portal and speak to their teachers if there are questions about attendance records in their classes.
- Students are expected to contact their dean promptly with questions or concerns about the attendance policy or to discuss unique family or personal circumstances that may affect attendance.

Parent Information and Responsibilities

Parents are expected to call or email the AHS Attendance Office by 9:30 am to report their child absent for all or part of the day.

- If the parent cannot call the school, it is requested that the student bring a note to the House Office on the day following the absence(s).
- Parents/guardians will receive automated phone calls through ConnectEd each evening at 6:00 PM when students are absent from three or more classes during the day, regardless of the reason for the absence.
- Parents/guardians are encouraged to monitor student attendance via the Parent Portal on PowerSchool.
- We encourage parents/guardians to engage in discussions with their children about the importance of good attendance in all classes.

Staff Responsibilities

Classroom teachers are responsible for:

- Recording each student's attendance in PowerSchool on a daily basis.
- Maintaining records of attendance should disputes arise related to a student's attendance.
- Changing all "A's" (absences) to "T's" (tardies) when appropriate by the end of the school day.

Attendance office staff are responsible for:

- Maintaining accurate attendance records based upon parent-to-school communication.
- Notifying the dean of students who are at risk of Failure due to Attendance.

Interventions and Consequences

Deans will intervene with students who are chronically tardy or absent. Such interventions may include meetings with the student and/or student and parent, collaborative problem solving, and administrative detentions.

Excessive school absences may also result in the school initiating appropriate legal action, when necessary.

Section D: General Information

Breakfast, Lunch, and Cafeteria Information

Breakfast and Lunch

The Commonwealth of Massachusetts has maintained its *free school breakfast and lunch program. All students are able to get free breakfast and one free lunch in school. Breakfast is available in the cafeteria beginning at 8 am. Students must use only their own student ID to obtain breakfast or lunch at the cafeteria registers. Lunch follows the published lunch schedule. If you have any questions, please email Denise Boucher at dboucher@arlington.k12.ma.us or call 781-316-3643.

*Free lunch and breakfast for the 2025-26 school year is subject to final funding / budget approval by the state which usually takes place during the summer.

Cafeteria Expectations

Students may eat breakfast and lunch in the Cafeteria, Forum Stairs, second-floor of the Student Center, or front lawn. We ask that students refrain from eating in all other parts of the building, including in or near classrooms, corridors, stairwells, the library, auditorium, practice rooms, unless with specific staff permission and supervision.

Students are expected to clean up after themselves and make use of the waste, recycling, and composting receptacles provided in the cafeteria.

Food Insecurity & Assistance

Any family or individual needing food assistance can receive FREE food from Arlington EATS. Arlington EATS provides access to fresh produce, meat, dairy products, and a wide variety of pantry staples to any Arlington resident in need of food. Visit <https://www.arlingtoneats.org/get-food/> or call 339-707-6761 for more information.

Cars/Parking

No student parking is permitted on AHS school property during the school day. Cars parked on campus may be ticketed and towed. We recommend public transportation, biking, or walking to school.

Change of Address, Phone, & Emergency

All changes of address, phone and/or emergency information should be done directly by the parent/guardian through the demographic section on the Parent Portal.

Electronic Devices

Students are expected to come to school each day with a charged laptop or Chromebook. Students who require a school-issued device should complete the AHS Chromebook Loan Request Form. Please see Section I: Technology for more information about the BYOD (Bring Your Own Device) and Responsible Use policies.

Unless approved by the teacher, phones, earbuds, headphones, and other electronic devices may *not* be used in class and should be put away during classes, advisories, and assemblies. Students who struggle to meet this expectation may be referred to their dean.

Cell Phones

Using cell phones during school hours is a privilege. To ensure a focused learning environment, students are not permitted to use their phones during class time unless authorized by a teacher.

Phones must be stored in designated areas away from the student's desk, such as a classroom phone caddy, and should not be taken to the bathroom or hallways during class unless it is an authorized accommodation.

Violations of this policy may result in the phone being taken for the day. In some cases, parents may be required to retrieve the phone, and repeated offenses could lead to a loss of cell phone privileges during school hours.

Freedom of Dress

Faculty and staff at Arlington High School are committed to an environment that supports self-expression and mutual respect. We support our students' right to freedom of expression as outlined in the first amendment of our constitution. We want our students to dress each day to be comfortable, confident, and ready to learn. We encourage students to express their individuality through their choices of clothing.

We also must acknowledge our responsibility to maintain an environment that is healthy and free from substantial disruption or harassment. Student clothing and shoes should conform to reasonable standards of health, safety, and cleanliness. Students should refrain from wearing clothing to school and school events that display words or symbols expressing prohibited behavior, illegal activities, obscenity, or targeting other groups and individuals. This category includes clothing with drug and alcohol brands or symbols.

We understand that standards of dress and expression are complex and these expectations touch on safety and self expression. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. We are committed to approaching these standards with an attitude of learning and mutual respect through the process of collaborative problem solving.

Fundraising

Student clubs at Arlington High School are encouraged to organize fundraisers to support club activities or contribute to charitable causes. However, all Arlington High School fundraisers must be approved first by the high school principal or designee. Please email the assistant principal or principal with any fundraising proposals or ideas that are being considered. A meeting will be set up if needed with the principal or assistant principal to discuss the fundraising proposal. Fundraising proposals may be denied by the principal or designee.

To ensure compliance with district policies and financial procedures, please follow these guidelines:

1. Fundraising Approval

- All fundraisers must be approved in advance by the Principal or their designee (Assistant Principal).
- Fundraisers should offer a service, activity, or product—rather than simply requesting donations.

- Fundraisers must not involve door-to-door sales or “canning” (soliciting cash donations in public places).

2. Payment Options

- Clubs may now use the *Café charging and online payment system* to collect electronic payments for fundraisers and events.
To set this up, contact the main office at least one week before your event.
- Cash and checks are still accepted and must be deposited directly into your club’s student activity account.
*Checks should be made payable to “AHS Student Activity Fund.” **IS THIS CORRECT?***

3. Raising Money for Outside Organizations

- If your club is raising funds **for a third-party organization** (like a nonprofit or charity), you have two options:
 - **Hold a fundraising activity** (e.g., bake sale, car wash), deposit proceeds into your club account, and request the school to send a payment to the organization.
 - **Promote donations directly** to the organization’s official website or platform. In this case, your club should not collect any money—just spread awareness.

4. Handling Money

- Clubs are not allowed to keep money in classrooms, lockers, or at home.
- All funds collected must be counted and turned in to the main office as soon as possible after your fundraiser.
- A deposit form must accompany all funds. Your club advisor can help with this.

Homeroom / Advisory

The school day begins at 8:30 am. Arlington High School does not have a regular homeroom period. Classes will begin promptly at 8:30 am and announcements will be at the beginning of the first period. Announcements are also available on the Daily Post. Students will still have a weekly Advisory with their Advisory teacher.

Sophomores, Juniors and Seniors with first-period off are expected to sign in at one of the two main entrances when they arrive at school.

Indoor Student Traffic

Prior to 8:00 am, students should remain in the cafeteria or student center unless they are working in a classroom with a teacher by prior arrangement or in the building for an extracurricular activity such as athletics, clubs, band, or chorus. Students in the academic corridors unaccompanied before 8 am will be considered out-of-bounds and will be directed to the student center.

After 8:00 am, students can enter the academic corridors and make their way to their first period classroom to be in their seats before the bell rings at 8:30 am. Students who are not in their first period classroom when the bell rings at 8:30 am are considered tardy to school.

Please proceed directly from one class to the next during the day. If you have a free period, report to the cafeteria level of the student center and sign in. If you are eligible for open campus, you may leave the building out of one of the two main entrances only. Students must sign out and sign in at the tablets

Students are reminded that their presence must not be disruptive to classes or other school activities happening nearby. Students in the student center who are disruptive to the school environment will be considered in violation of the loitering rules.

Students should leave the building by 3:00 PM daily unless they are staying after school with a teacher or another approved adult for sports activities, a public event, or another AHS extracurricular activity. Students may work in the library or fitness room until 4:30 pm on days that these spaces are open with AHS staff present. Students may only be in the building after school if they are supervised by an AHS coach or staff member.

Students who are repeatedly loitering or out of bounds will be referred to their dean or the assistant principal for a minor infraction of the student handbook. Consequences may include a discussion with their dean, detention, or additional consequences based on the individual situation.

Library

The mission of the AHS Library is to ensure that students and staff are effective users of ideas and information; learners are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The library's print and nonprint collections are curated to support the curriculum and provide materials for independent reading. Digital resources, including audiobooks, ebooks, and online databases, are accessible via our website at library.spyponders.com. Students are encouraged to access the useful resources on the library website. The library staff is always available to help you.

The library hours are available on the school website. The library is available to students with Open Campus privileges throughout the school day for academic work. Students are expected to be courteous to others at all times and food and drink are not allowed.

During lunch, the library is only available for students who want to study quietly. Students in the library during this time should plan on working individually. Library staff have the authority to ask students who are being disruptive to leave the library. Students may lose privileges if there are repeat problems with behavior.

All library materials including books and technology are the property of AHS and must be checked out before leaving the library. If the library materials you borrow are defaced, damaged, or lost, you are responsible for their full replacement cost. Student records may be put on hold until obligations are settled.

Lockers

All lockers are the property of Arlington High School and are assigned to each student at the beginning of the school year for safekeeping books and other personal items. Locks are provided for each student. Five dollars (\$5) is the cost of a replacement lock. Keep the locker locked and do not share the combination or key with unauthorized persons.

Do not bring prohibited or illegal materials such as weapons, explosives, intoxicating liquor, narcotics and other controlled substances onto school grounds or into school events. Keep your locker combination confidential and do not share it with other students. You are responsible for ALL of the contents of your locker, regardless of how, or by whom, an illegal item was placed in the locker.

If school administrators have reason to believe that a student has violated any of the rules in the student handbook they may exercise their right to search a student and/or their personal property.

See **Section E: Code of Conduct** for more information regarding lockers and locker searches.

Lost & Found

The lost and found department is located in the Main Lobby. If you find a lost article, please take it to the front desk. When you have lost an article, look in the lost and found frequently, as it may not be turned in immediately.

Lunch Period

The lunch period is determined by the location of your fourth period classroom. Your fourth period teacher will instruct you as to your lunch period. Your lunch period may change for the 2nd semester.

Open Campus

During the 2021-2022 year, we introduced Open Campus both as a way to reduce the number of students in the school building and as a way to allow students more options to interact and be outside during the school day. Based on the success of that program and the crowded realities of our current facilities, we plan to continue the practice in the coming year.

This program is in development and may be adjusted as conditions change. We appreciate students' help in making this a positive experience for our high school community.

Open Campus Overview (*See Eligibility Requirements Below):

- Eligible students are not required to remain on campus when they have a free period.
- Eligible students who do not have a first period class may report to school shortly before second period.
- Eligible students who have free periods in the middle of the day may leave and return according to the expectations below.
- Eligible students whose last period is free may leave school shortly after period five.
- In the event of a class cancellation due to teacher absence that is not covered by a substitute teacher, students are expected to complete any posted assignments. Eligible students may do so off campus.
- Students who remain on campus must be in supervised areas (e.g., teacher classroom, study hall, Library, Learning Center, Student Center) during any unassigned time.
- Students may not remain in the academic wing hallways (i.e., STEAM, Humanities, Performing Arts) without teacher supervision.

Signing-In and Out:

- Whenever arriving after 8:30 am or returning to school, students are expected to sign in using the tablets at either of the Main Entrances.
- When leaving before the end of the school day, students are expected to sign out using the tablets at either of the Main Entrances.

Other Expectations

- For safety, please do not enter or exit through other doors, and please do not prop open entrances.
- We expect students to be both safe and considerate when off campus during the school day.
- Students should not congregate in large groups.
- Except at the end of the day, students may not use cars or gather at unsupervised homes.
- Students may not visit other schools in the district during the school day.
- Students are reminded that they are subject to the AHS Code of Conduct while on school grounds and while traveling to and from school ("portal-to-portal").

*Eligibility

- Students in grade 9 are not eligible for Open Campus.
- All students in grades 10, 11, and 12 are eligible for Open Campus for Q1.

- To remain eligible for Open Campus each quarter, students must:
 - Meet the academic eligibility requirements for athletics, which is passing a minimum of 4 5-credit classes in the previous quarter.
 - Have 5 or fewer tardies to school in the previous quarter.
 - Avoid any Failures due to Attendance in the previous quarter.
- The privilege may also be revoked immediately for students who cannot meet the expectations of open campus or otherwise violate the AHS Code of Conduct.
- Revocation and reinstatement of the open campus privilege shall be overseen by the deans.

Consequences

- Students who fail to sign in or out, use another student's ID, or enter/exit through a door other than the main entrances, may receive a warning, loss of open campus for 2 weeks, or loss of open campus for the remainder of the quarter.
- Students who are found using a car, gathering in a home, or involved in an off-campus disturbance (e.g. shoplifting), may be assigned a detention and lose open campus for the remainder of the quarter or longer based on their dean's decision.
- Students who leave campus without permission may be assigned an in-school suspension and lose open campus for the remainder of the year.
- Repeated infractions of the Open Campus policy may result in a parent meeting, in-school suspension, and loss of open campus for the remainder of the year.

No School Signal

In the event of inclement weather, the school will notify parents via an automated phone call through our SchoolMessenger system, email, and social media. It also may be announced on various local radio and TV stations. (TV Channels 4, 5, 7, 25 - Radio Station 1030 WBZ).

If the weather clears by the afternoon, coaches may hold practice, if they receive permission to do so from the principal and the superintendent. Individual coaches will contact students by phone or email if a practice is to be held. Parents who deem that their child should not go to practice on a non-school day, may keep their child home from practice without any consequence for the student as long as they send a note or email to the Athletic Director stating that they chose to keep their child out of practice on such a day.

Parents' Night/Open House

Historically there have been two main reasons for conferences.

- For parents/guardians to connect with the teachers.
- For teachers and parents/guardians to address the needs of students who require extra communication.

The high school conference model allows for a variety of different venues for parents/guardians and teachers to interact.

The September Open House is intended to allow parents/guardians to connect with the school and meet the teachers. The evening also includes a Grade 9 Parent Orientation meeting with school administration.

Parent/Guardian-Teacher Conferences provide one-on-one meetings for those who have a need to speak with a teacher. These visits afford parents/guardians the opportunity of meeting and

discussing with teachers areas of mutual concern and interest relative to students' total school experience:

- There are two day-time conference dates and two evening conference dates posted on the school calendar.
- There are 10 and 5-minute time slots available as well as a mix of in-person and remote appointments, depending on the need.
- Although conferences are open to all, we encourage only those parents/guardians with a need for one to one discussion to attend these conferences.
- In order to allow for the most access, we also encourage parents/guardians to limit conferences to two teachers.
- Where there are issues that require more than one or two 10-minute conversations, it is recommended that parents/guardians contact school counseling, administration, or the teacher for assistance.
- Parents/guardians may schedule time for consultation with members of the administration, counseling, and faculty. Appointment should be pre-arranged.

Parents/guardians should also remember that they can make appointments with teachers during their office hours, if there is a pressing need.

School Counseling Program

The School Counseling program is devoted to ensuring the development of each student's talents and capabilities to the fullest extent. The program's major objective is to guide you to a higher level of self-understanding and self-direction to enable you to make realistic educational and career decisions.

Services offered by our school counselors include: orientation and college counseling programs, testing, counseling, referrals, placements, education and career information. The entire program helps a student to see where they are and recognize where they want to go. It presents the alternatives and means that enable a student to attain their goals.

Skateboards, Bicycles, Athletic Equipment, etc.

All skateboards, rollerblades, balls, bats, lacrosse sticks, hockey sticks, etc. must be kept in the student's locker or secured in a house office, the athletic locker room {open before and after school only, not during the school day}, physical education office, or any other secure location during the school day. Bicycles should be locked outside on bike racks. Bikes locked to railings or blocking walkways may be removed.

Student Advisory Committee (SAC)

Arlington High School has an active Student Advisory Council (SAC) which meets with members of the School Committee on matters of concern to the students. This student group is different from the AHS Student Council in that it is required under the Commonwealth's General Laws, Chapter 71, Section 38M and has the Principal as its advisor. The Principal will determine these representatives in consultation with the AHS Student Council.

Student Identification

Student identification cards are issued at the beginning of the school year. ID cards may be required for entry into the Media Center and for use of computer labs. Teachers and administrators may require students to show ID at any time if they feel that students are disrupting the school environment or are in an unauthorized area. Failure to show an ID when requested is a violation of the Code of Discipline and may result in detention or further consequence.

Student Insurance

A plan of casualty insurance coverage for the school year is offered to all students on a voluntary basis. Information is available early in the school year..

Student Visitors

Students may not bring visitors to school for the safety and security of all. Any questions or concerns regarding student visitors should be directed to the Dean.

Surveys

All surveys taken in the high school must have the prior approval of the Principal.

Teacher Absences & Student Center

In case your teacher is absent, a substitute teacher will be provided when possible. When a substitute teacher is not available, teachers whose classes are not meeting that day will be listed on the Daily Post under the Absence list. This list is displayed in a Google Doc online and also on TVs throughout AHS. There may be situations when some classes of the same teacher are covered and some are not. Please carefully read the absence list. Students are advised to check this list at 8:30 am each morning and later in the day to verify any report of a teacher absence. In the case of a co-taught class, the class will meet unless both teachers are listed as absent. When a teacher is absent, students are responsible for completing the work that will be posted on the course Google Classroom. Eligible students may follow the rules for Open Campus. Students not eligible for Open Campus should report to the cafeteria-level of the student center and sign in with the supervising staff member.

Textbooks and School Materials

Textbooks are furnished free of charge (in the majority of courses) and are the property of the school. Other materials such as library books or digital equipment may also be furnished. If a book or other materials are defaced, damaged or lost, you are responsible for the full cost of replacing the item. Students are responsible for returning all textbooks prior to taking their final exams. In addition, any **student records (report cards, transcripts, diplomas) will be put on HOLD until obligations are settled.**

Transcripts

Upon request, a copy of a student transcript will be sent to a designated school. **The first three requests will be sent at no cost**, and for all additional transcripts there will be a service charge of five dollars (\$5) per transcript.

Valuables & Large Sums of Money

Students are strongly urged not to bring large sums of money or valuables to school. The school will not be held accountable for lost or stolen items. This includes cell phones and other electronic devices.

Work Permits

Students beginning at the age of 14 may obtain their working permit and papers from the Administrative Assistant in the School Counseling Office.

Items and information necessary for a permit:

- You must have a job.
- You should know the type of work you are going to do.
- You should know the exact name and address of the company.
- You need to have in your possession a Certificate of Birth, current passport, or a driver's license or permit.
- You must be present when applying for a working permit; others cannot obtain it for you. For students age 14 – 16, a doctor's certificate and a signed parent consent form are also required.

Flexible X-Block

The high school schedule includes a flexible X-block. This time is considered school time and is reserved for students to meet with teachers for extra help and assemblies. Teachers may require students with missing work or low grades to attend X-block help sessions. Classes may be scheduled until 2:56 pm for events. Because the time is unassigned in student schedules, they may also use the time for clubs and other activities. Students should plan ahead to be available during this time on request.

Section E: Code of Conduct

General Expectations

A Safe School Environment

The Arlington Public Schools believe that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

While this section provides examples of conduct that is prohibited, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including exclusion from school. Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Major and Minor Infractions -- Overview

Minor Infractions Minor infractions of the Code of Discipline are typically addressed with interventions (e.g. warnings, parent notification, collaborative problem-solving), and/or detention. Egregious or repeated violations may result in late detention or in-school suspension.	Major Infractions A major infraction of the Code of Discipline disrupts the school environment and creates an unsafe atmosphere for the school community. While we always work to use positive interventions over disciplinary consequences, major infractions of the Code of Discipline may result in disciplinary action up to and including expulsion and possible referral to School Resource Officer.
Class cut	Alcohol/ Drugs policy violations
Class disturbance	Assault
Cutting advisory	Bomb scares, fake fire alarms
Dishonest to dean regarding class cut or tardy	Bullying
Electronic devices used during class time w/o teacher permission	Cheating / Plagiarism
Failure to report to a teacher and/or dean	Failure to identify oneself, defiance, insubordination
Failure to sign into school	Felony, felony delinquency

Failure to clean up after lunch / littering	Fighting
Illegal parking	Fireworks possession
Inappropriate clothing	Forged note or phone call
Leaving class without permission	Gambling
Loitering	Hate Crime
Missed detention or failure to comply w/ detention rules	Hazing
Tardiness to school	Inappropriate use of school technology
Tardiness to class	Inappropriate use of school or non-school technology or electronic communication that disrupts the school environment
	Intimidation, threats, harassment
	Leaving the building when not eligible for open campus
	Present in an unauthorized/unsupervised area; congregating in bathroom / bathroom stall.

	Profane, vulgar, obscene behavior
	Refusal to comply with reasonable search
	Repeated violations of the Code of Discipline
	Sexual harassment
	Sexual / lewd behavior / Sexting
	Smoking
	Theft of school or student property
	Throwing objects, including snowballs or food to endanger people or to destroy property
	Truancy
	Vandalism
	Violation of civil rights and safety
	Weapons possession

Code of Discipline

The violations of the Code of Discipline enumerated below describe the school-related disciplinary offenses for which a student may be subject to suspension, long-term suspension or expulsion. The regulations listed here refer to violations of the Code of Discipline that occur:

- While the student is on school grounds
- During a school sponsored activity
- While on school-provided transportation en route to or from a school or school-sponsored activity (field trip)
- While walking to and from school or waiting for or riding on public transportation to and from school ("portal-to-portal")
- Electronically, if such electronic communication disrupts the school environment

1. **Assault and Battery/Bodily Harm**

- a) Assaults/Fights-causes or attempts to cause physical injury or harm to another person, or intentionally acts in a manner that could reasonably place another person in danger of physical damage or harm.
- b) Food fight-throws food or other objects in the school cafeteria and/or creates a disruptive environment.
- c) Throwing objects-(including snowballs)-throws an object out of school windows or on school grounds, throws objects anywhere on the school grounds.

2. **Possession of Firearms, Dangerous Weapons, Dangerous Objects**

- 2a. Weapons-possesses, uses, handles, sells or transmits any firearms or other weapons on school property or at any school activities. "Other weapons" includes but is not limited to knives, razor blades, blackjack, *nunchucks*, kung fu fighting sticks, and/or other inherently dangerous weapons, including but not limited to mock and toy guns. See page 36 for additional information about what may constitute a weapon in a school setting.

Firearms and Fireworks

Firearms of any sort are not allowed on school grounds. The definition of firearms includes any pistol, revolver, rifle or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

These excerpts are taken directly from the Laws of Massachusetts. The public law on fireworks and firearms will be strictly enforced within the buildings and on the grounds of Arlington High School. Students in violation of the above laws will be suspended and may be expelled for possession of a firearm. Staff may also refer the student to the authorities for court action.

Firearms Statute General Law Chapter 70, Section 10

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as herein defined, loaded or unloaded in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year or both. For the purpose of this paragraph "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means."

2b. Fireworks—possesses, uses, or causes to explode any fireworks or chemical.

According to the General Law of the Commonwealth of Massachusetts:

"No person shall set or have in his possession, or under his control, or use, or explode, or cause to explode, any combustible or explosive composition or substance or any other article, which was prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration or detonation."

"Whoever shall sell or keep for sale any fireworks in violation of this section shall be punished by a fine of not less than ten dollars nor more than one hundred dollars."

3. Controlled Substances, Alcohol, Marijuana, Tobacco

3a. Alcohol or Drugs-Knowingly possesses, uses, sells, transports or attends school under the influence of drugs or other related controlled substances, including marijuana. Included as a prohibited practice in this policy is possession of drug paraphernalia, including but not limited to pipes, roach clips, grinders, vape pens, Juuls, chew, juice, nicotine liquid or e-cigarettes.

3b. Use by a student of a drug authorized by a medical prescription from a registered physician in accordance with the instructions for use as prescribed shall not be considered a violation. Such medications must be brought to the school nurse by a parent/guardian. The nurse will administer medication as directed by the physician.

Being in the "knowing presence" where alcohol, drugs, tobacco are being consumed, under the influence of alcohol, transporting, distributing, and/or selling is punishable as a major offense. It is required that students remove themselves from areas or situations where drugs, alcohol, tobacco, or paraphernalia are present or in use. The student's condition will be assessed by the school administrative personnel at the time of the incident and is contestable only at that point in time.

Students suspended for drug or alcohol offenses are required to participate in a substance evaluation prior to or upon re-entry to school. The Principal reserves the right to suspend a student from school until the evaluation is completed.

Students suspended for alcohol or drug offenses may be put on social probation and unable to attend school functions and social events for the remainder of the year.

NOTE – MIAA: Under the rules of the Massachusetts Interscholastic Athletic Association, drug and alcohol violations both inside and outside of school may result in lengthy or permanent exclusion from athletic participation.

3c. Smoking/Tobacco Use-Using tobacco or nicotine at any time at Arlington High School or at school-sponsored functions. This includes all school property, transportation vehicles used in athletic events, proms, clubs, performances, field trips, etc. Snuff, chewing and smokeless tobacco and electronic cigarettes are treated the same as all other tobacco products for the purposes of this rule.

Substance abuse treatment/education programs are available to all students.

These excerpts are taken directly from the Town of Arlington Board of Health regulations. The public regulations on tobacco use will be enforced within the buildings and on the grounds of Arlington High School:

RULES AND REGULATIONS RESTRICTING SMOKING AND DISTRIBUTION OF TOBACCO AND TOBACCO PRODUCTS WITHIN THE TOWN OF ARLINGTON

SECTION 3.0 PROHIBITION ON SMOKING IN PUBLIC PLACES

No person shall smoke in any public place.

Schools. It shall be unlawful for any person, including all teaching and non-teaching personnel to smoke in any public or private school, on school grounds or school buses at any time.

SECTION 5.0 PUBLIC PLACES/WORKPLACE ENFORCEMENT

(A) Any person who smokes in a non-smoking area shall be subject to a fine of \$100.00 for each violation.

After a first warning and referral to smoking cessation class, tickets will be issued to students caught smoking on school grounds. No report cards, schedules, diplomas or transcripts will be issued until any and all fines are paid in full.

4. Felony or Felony Delinquency Charges

4a. Student has been charged with a felony (or with a felony delinquency for a student under 18); and the Principal determines and states in writing that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student may be suspended for a period of time pending adjudication of charges. The student may appeal the suspension to the Superintendent who will hold a hearing to determine whether or not to uphold the principal's decision.

4b. Student has been convicted of a felony (or upon an adjudication or admission in court of guilt for a felony or felony delinquency); and the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student may be permanently expelled. The student may appeal the expulsion to the Superintendent who will hold a hearing to determine whether or not to uphold the principal's decision. **Arlington High School cooperates fully with law enforcement agencies regarding felony or other criminal investigations.**

5. Bullying, Cyberbullying, Harassment and/ or Violation of Civil Rights

Priority Statement–Arlington High School and the Arlington Public Schools are committed to providing all students and staff with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

5a. Bullying–Massachusetts law and the Arlington Public Schools define bullying as the repeated use by one or more students or by a staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the victim or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) Infringes on the rights of the target at school; or (v) materially and substantially disrupts the education processor the orderly operation of a school. Further information regarding the district's bully prevention plan and reporting can be found at:

<https://4.files.edl.io/c987/03/03/23/203900-a7694383-8bed-474f-a119-402a9df51219.pdf>

5b. Cyberbullying–Massachusetts law and the Arlington Public Schools define cyberbullying as bullying through the use of technology 'or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, Including, but not limited to, electronic mail, internet communications, Instant messages or facsimile communications. Cyber-bullying shall also Include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 'the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the condition's enumerated In clauses (i) to (v), Inclusive, of the definition of bullying.

5c. Creating a hostile environment–A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Violators of the provisions set forth by Massachusetts Law who organize or participate in bullying, cyberbullying, or creating a hostile environment will face disciplinary action as determined by the review board of Principal, and appropriate House Dean or Deans. Penalties will range in nature from counseling and/or parent conferences up to penalties, such as suspension.

5d. Intimidation–presents any form of behavior that interferes with another person's sense of safety, dignity, comfort, or productivity in the school environment, such as:

- name calling (verbal / written), teasing, mimicking, slurs, or other derogatory remarks;
- offensive graffiti, symbols, posters, pictures, cartoons / caricatures notes, book covers, or designs on clothing;
- phone calls, emails, text messaging, and/or instant messages;
- touching of a person or a person's clothing;
- words, pranks, or actions which provoke feelings of embarrassment, hurt, or humiliation;
- stalking;
- discrimination

5e. Threats—suggests verbally and or physically an intent to harm another person.

See **Section F: Student and Parent Rights** for more information about reporting bullying.

5f. Harassment—engages in behavior, unwelcome by the recipient, which threatens a person and impairs the learning process, impinging upon the safe climate of the school. Harassing behaviors include, but are not limited to, behaviors that relate to a person's: gender, race, color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, physical/mental capacity. (Please see more specific information on the APS policy on harassment and discrimination in the online version of this handbook.)

See **Section F: Student and Parent Rights** for more information about harassment.

5g. Hate Crime—commits any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, threatened, attempted, or completed overt act motivated at least in part, by racial, religious, ethnic, handicap or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation.

5h. Hazing—willfully or recklessly endangers the physical or mental health of any student or other person.

From the Massachusetts General Laws (Hazing):

Section 17: "Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substances, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

Section 18: "Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report such crime."

Section 19: Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such an institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such a policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Violators of the provisions set forth by Massachusetts Law who organize or participate in hazing will face disciplinary action as determined by the review board of Principal, and appropriate House Dean or Deans. Penalties will range in nature from parent conferences up to, and including, expulsion. All hazing allegations will be reported to the police.

6. Theft and Vandalism

6a. Theft of school/student property–Takes school property or the property of another person, with or without force, coercion, intimidation, or threat of violence. Students caught stealing, or in possession of a stolen item, are subject to disciplinary action under the code of discipline as well as possible criminal and civil consequences.

6b. Vandalism–Cuts, defaces, marks up, or otherwise injures in any way, any part of the school property, books, equipment, or item(s) while attending a school sponsored trip.

7. Dishonesty

- 7a. Cheating/Plagiarism–This includes copying material and presenting it as one’s own copying another student’s answers during a test, copying all or sections of papers, giving false information to teachers, or inappropriate use of artificial intelligence.
- 7b. Forging Notes or False Phone Calls–Forging or falsifying notes, corridor passes, or other authorizing documents. Impersonating a parent in writing or by any electronic method for the purposes of circumventing school rules.

8. Disruption to the School Environment

- 8a. Inappropriate Use of Technology–Students may not photograph or record teachers, students, administrators, or other school staff without their permission, post images of staff or classroom activities on the Internet or any other form of electronic communication, including social networking postings such as Facebook, without written permission. Students may not use any form of electronic communication to harass, intimidate or threaten AHS students or staff.
- 8b. Inappropriate use of school equipment–misuses computers or software programs; installs, downloads, and / or prints inappropriate or obscene materials, intentionally misuses another student or staff person’s identification number or password.
- 8c. Bomb Scares–Calls in or writes a false bomb report. This action is a felony punishable by imprisonment in the state prison for up to twenty years and by a fine of up to ten thousand dollars (MGL Ch. 169 Sec. 14A). Persons making such report will be suspended and referred to police.
- 8d. Failure to Identify, Defiance of Authority, Insubordination–Refuses to comply with lawful orders of administrators, teachers or other authorized school personnel while properly under their authority or supervision; refuses to identify oneself or gives a false name or identity when asked by a faculty member.
- 8e. Fire Alarms–pulls a fire alarm when no fire or other emergency exists. Massachusetts Law provides for imprisonment in a jail or House of Correction for up to one year, or for a fine of not less than one hundred dollars (\$100) for anyone who causes to be made a false alarm of fire (MGL. Ch. 269 Sec. 13). Anyone apprehended making a false alarm on school property will be suspended and referred to the authorities for court action.
- 8f. Gambling–gamble and/or sells or distributes gaming cards, football cards, and other gambling materials. All gambling is prohibited on school grounds or at school functions.
- 8g. Leaving School Building when not eligible for Open Campus–Leaves the school grounds when not eligible for Open Campus or at a time when the student should be in class.
- 8h. Present In an Unauthorized or Unsupervised Area–is physically present in an area that is off limits to students; includes loitering in bathrooms or congregating in a bathroom stall.

- 8i. Profanity, Vulgar Language, Obscene Behavior–uses profanity, vulgarity, obscene behavior or obscenities directed at another student or member of the staff on school premises or at school related events.
- 8j. Truancy–is absent from school without a parent/guardian’s knowledge or permission. Absences from a class without permission shall also be regarded as truancy.
- 8k. Failure to Cooperate during a School Emergency–does not conform to established rules regarding leaving the school building or remaining in an assigned location during any emergency or drill for such emergency.
- 8l. Failure to leave school grounds when required to–Student refuses to leave school grounds, or returns to school grounds, after being notified that he/she is on an out of school suspension. Being on school grounds during an out of school suspension is trespassing and may be referred to the police.
- 8m. Trespassing–Entering the school building after school hours, without authorized adult supervision (i.e. coaches) is considered trespassing and the police will be notified. This includes all school athletic facilities both on campus and off site.
- 8n. Refusal to comply with a reasonable search creates a substantial disruption to the safe operation of the school and is considered a major infraction. Since search is initiated when there are concerns about school safety (e.g., weapons or controlled substances), refusal creates the presumption that such items may be present.

9. Sexual Behavior

- 9a. Sexual Behavior–Engages in lewd conduct and/or sexual activity on school grounds during school hours or while participating in school-sponsored activities.
- 9b. Students are reminded that any form of “sexting,” i.e., sending sexually revealing or explicit photos to other students via cell phone or other technology may result in disciplinary action under the Code of Discipline as well as possible criminal and civil consequences.

Any student who engages in such inappropriate communication causing a member of the school community to feel harassed, intimidated or threatened, or who substantially disrupts the educational mission of the Arlington Public Schools shall be subject to the following disciplinary consequences depending upon the severity of the misconduct: community service, detention, suspension, in-school suspension, short-term suspension, removal from class or classes, social probation, or long-term suspension (beyond 10 days).

In addition, students may face legal consequences, as determined by the School Resource Officer and the AHS administration.

10. Repeated Violations of the Code of Discipline

Repeat Violations–Even a single serious incident of conduct that significantly disrupts the school environment may result in long term suspension where appropriate to the circumstances (or expulsion in the case of drugs, weapons, or assault of school personnel). However, committing one or more of the offenses described in sections 1 through 9 above is of particular concern. Generally, repeated and flagrant violations of the Code of Discipline could result in long-term suspension or expulsion.

Disciplinary Interventions and Consequences

To ensure a positive and effective learning environment, our school employs a range of interventions to address student behavior. Initially, teachers may handle minor classroom issues through problem-solving conversations, parent contact, and/or teacher-assigned detentions. For unresolved problems or more serious infractions, the school administration, particularly the deans of students, will address the situation. Administrative interventions may include collaborative problem-solving, parent meetings, educational programming, mediation, restorative practice, and loss of privileges. In cases of severe or recurring behavior issues, disciplinary actions may include detentions, in-school suspensions, out-of-school suspensions, or expulsion. These measures are designed to support students in meeting school expectations and maintaining a respectful school community. These interventions and consequences are explained in further detail below.

The decision-maker at a student meeting or discipline hearing under M.G.L. ch. 71, §37H ¾, when deciding consequences for the student, shall consider ways to re-engage the student in the learning process (including but not limited to positive behavior interventions and support models). Students shall not be suspended from school until alternative remedies have been employed and their use and results documented. Alternative remedies may include but not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The decision-maker may determine that suspension is the only appropriate consequence in the following situations: (1) the specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; and (2) the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while at school.

Collaborative Problem Solving (CPS)

In lieu of or in addition to other interventions and consequences, deans may address problematic behavior through collaborative problem solving with the students. If the behavior occurs in a classroom, the classroom teacher may be part of the problem-solving discussion.

Loss of Privileges

Disciplinary interventions may include loss of open campus privileges and restricted access to phones for a period of time.

Educational Programming

When appropriate, disciplinary interventions may include targeted educational programming. Examples include tobacco-cessation sessions and anti-bias or anti-bullying workshops.

Detention

Some violations of the discipline code may result in an administrative detention(s) being assigned. Detention(s) may range from 45 minutes to two hours and may be assigned to be served after school. Any disturbance in a detention room [teacher or administrator] or failure to report on the assigned day will result in additional detentions or suspension.

Students assigned administrative detention must adhere to the following rules.

1. Be in their seat in the detention room at 3:00 PM
2. Remain silent during the detention period. (Students are advised to bring work with them)
3. Remain in detention room until 3:45 PM

Late Afternoon Detentions

Late detention is held from 3:00 to 4:45 PM and the same rules apply as administrative detention.

Students assigned late detention must attend regularly scheduled classes during the school day. Students are expected to report to late detention on time and with sufficient work to use the time productively.

Late afternoon detention may be assigned in place of suspension when, in the opinion of the House Dean, the situation so warrants. Serving late afternoon detention in lieu of a traditional suspension excludes students from participating in or attending any school related functions or activities until the completion of the next school day.

In School Suspension ISS

In-school suspension removes students from their regular classroom, but allows them to attend school and make up work in a supervised and regulated environment. ISS requires strict adherence to rules that focus on completion of work, appropriate, quiet behavior, and guidance involving better study skills or school habits. Students who do not use ISS time to complete work or who violate the rules will be asked to leave ISS and finish their suspension out of school. Parents will be notified in such an event.

Removal/reassignment from a class

A student who refuses to comply with the classroom rules and regulations may be permanently removed from the class. Such removal will involve reassignment to another class or assignment to a supervised study period. Parents/guardians will be notified if a student is reassigned.

Students are particularly cautioned regarding their behavior in laboratory or shop classes, where seemingly minor misbehavior may constitute a serious threat to the health and safety of the teacher or other students and may be cause for permanent removal from the class.

Social Probation

A student with a major discipline infraction may be put on social probation. Any student who is on social probation may not attend any school sponsored functions for the remainder of the year.

Participation in the graduation ceremony and other senior activities is a privilege not a right. Students who choose not to participate or who have been excluded from participating due to inappropriate behavior at another school event may pick up their diploma in the Main Office on the day following the ceremony during regular school hours

Any infraction of school rules that results in a penalty of suspension will result in the elimination of the privilege of attending the graduation ceremony and/or senior activities if, for example, that student ends his/her school year while under a school suspension. The Principal reserves his/her right to make all final decisions regarding student participation in all senior activities and graduation ceremony.

Any inappropriate behaviors preceding or during the ceremony, e.g., throwing articles, or failing to follow the reasonable request of a person in authority, will result in the diploma being withheld on graduation day. In such cases the Principal will meet with the student and parents/guardians in the Main Office during the normal school hours the following day.

In-School Suspension, M.G.L c. 71, § 37H ¾: Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

Short-Term Suspension – M.G.L. c. 71, § 37H ³/₄: Removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension; M.G.L. c. 71, § 37H ³/₄: Removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H or §37H ¹/₂, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

See Section F: Student and Parent Rights for further information on the policies, protocols, and statutes governing in-school, short-term, and long-term suspensions.

Details and Ramifications of Suspension

A student who misses classes more than three days consecutively because of disciplinary reasons will be allowed to receive assignments and submit their completed work within three days of their return to school. Students should contact their Deans, Guidance Counselor, and individual teachers (via email) to secure their work.

Students who receive an out-of-school suspension of three days or less will be allowed to access Google Classroom and obtain assignments for all academic courses. Students are required to submit their completed work within one day of their return. It is the student's responsibility to request the work.

Students suspended from high school are not to be in any Arlington school building or on any Arlington school grounds without permission from the Principal or the House Dean.

A student on suspension is excluded from participating in or attending any school-related functions or activities until the first day of classes after the completion of the suspension.

Suspensions prior to a weekend, holiday, or vacation period will render the student ineligible for all athletic participation during that weekend or holiday period. Under normal circumstances a suspension begins immediately on the day it is assigned and ends on the day the student formally is readmitted and in attendance at school. Students suspended prior to the completion of period three will be considered suspended for that day. Suspension days do not include holidays, weekends, or snow days, i.e., a three-day suspension must be served on three school days.

If a suspension occurs during senior end-of-year activities, the suspension will be maintained up to and including the loss of participating in the prom, senior trip, senior awards, other senior activities, and graduation exercises. Any loss of money due to ticket purchases, etc. will not be refunded. The student will receive his/her diploma at a time established by the Principal.

Before being re-admitted from a suspension, the student may be asked to report to the designated school official with a parent or guardian for a conference.

Students suspended for violation of the school's alcohol or drug policies will be re-admitted through the office of the Dean or the Principal, depending on the severity of the case. The student and parent/guardian must attend the re-admittance meeting. Conditions of return may include alcohol or drug testing, substance abuse treatment/education, drug risk evaluation, restorative practices, loss of privileges (e.g., open campus, freedom of the building, social probation, phone use). The costs of drug testing will be the responsibility of the family.

Additional Regulations

Locker Search

All lockers are the property of Arlington High School and are assigned to each student at the beginning of the school year for safekeeping books and other personal items. Locks are provided for each student. Keep the locker locked and do not share the combination or key with unauthorized persons.

Do not bring prohibited or illegal materials such as weapons, explosives, intoxicating liquor, narcotics and other controlled substances onto school grounds or into school events. You are

responsible for using your assigned locker properly, and you are responsible for its contents, regardless of how, or by whom, an illegal item was placed in the locker.

Student lockers are not considered protected areas under the Search and Seizure Section of the Constitution, since lockers are school property and not the personal property of the student. Know that your locker may be subject to search by all available resources including school personnel and the Arlington Police with the use of their K-9 drug investigation unit.

If a locker search is conducted, the following protections shall apply:

- The search shall be conducted by a school administrator.
- The student has the right to be present if time and situation permits.

These protections may not be observed when the administrator feels that immediate action is required because of a threat to health or safety, during routine end-of-year locker cleaning, or when an absent student requests that material be obtained from his locker.

Searches and Questioning Students

School administrators are authorized to search students and/or their personal property if there is a reasonable basis for believing that the search will reveal evidence of a violation of school rules or the law. Refusal to comply with a reasonable search creates a substantial disruption to the safe operation of the school and is considered a major infraction

School officials are authorized to question students about information that is relevant to the performance of their duties, including enforcement of school rules.

Loitering

Students who loiter in the public areas of the building, e.g., the Main Lobby, lobby behind the cafeteria, front steps, etc. are subject to school consequences. Students who are in approved areas during class time are reminded that their presence must not be disruptive to classes or administrative activities being conducted in neighboring areas.

Trespassing

Students are not allowed in the building after school hours unless involved in a supervised activity (clubs, sports, after school help), including gyms and fitness room. Access to the weight room without appropriate school personnel is prohibited, considered trespassing, and the police will be notified by silent alarm. Students found in the building during the evenings and on week-ends without supervision are subject to school consequences and/or loss of school privileges. Those caught trespassing may also be referred to the police.

Section F: Student and Parent Rights

Due Process and Other Provisions Relating to Student Suspension OR Expulsion

Statutory Offenses: Conduct That May Lead to Expulsion Under M.G.L. c. 71, §37H and 37H½

Under M.G.L. Ch. 71, §37H, students are subject to expulsion (i.e., permanent exclusion) by the Principal for the following conduct:

- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Possession of a dangerous weapon*
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapons will be turned over to the Police Department. Any student who brought a firearm to school may be expelled for a minimum of one school year. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H½.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion. [AHS Educational Services Plans](#).

Procedures Applicable to Statutory Offenses (M.G.L. c. 71, § 37H and § 37H1/2)

Controlled Substances, Dangerous Weapons and Assaults on Education Personnel (M.G.L. c. 71, § 37H)

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph 1. or 2. above shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have

representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal is not limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76. [AHS Educational Services Plans.](#)

Felony Complaints and Felony Convictions (M.G.L. c. 71, §37H½)

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending and alternate educational program for the student. The superintendent shall render a decision on the

appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

[AHS Educational Services Plans](#).

Removal Pending Disciplinary Hearing for Statutory Offenses

For statutory offenses covered by M.G.L. c. 71, § 37H and § 37H1/2 (possession of a dangerous weapon, possession of a controlled substance, possession of a dangerous weapon, assault on school staff and/or felony charges/conviction), the principal may exclude the student from school on a short-term basis (not to exceed 10 school days), pending a formal hearing, if the principal determines the removal is necessary to avoid danger or substantial disruption to the learning environment. Prior to removal pending a hearing, the Principal shall provide written notice to the student and parent/guardian that includes:

- a) a description of the offense;
- b) the reason for the removal pending hearing;
- c) a statement of the duration of the removal pending hearing (not to exceed 10 school day);
- d) notice of the formal hearing and due process rights, in compliance with M.G.L. c. 71, § 37H and/or § 37H1/2, as applicable (see above); and,
- e) a statement that the student has the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal pending hearing.

The Principal shall also make reasonable attempts to contact the student and the parent/guardian to describe the offense and give the student and the parent/guardian an opportunity to explain the circumstances, prior to removal of a student pending a disciplinary hearing. If the Principal is not able to contact the student and the parent/guardian to provide this opportunity, the Principal may delay this opportunity to after the issuance of the notice of exclusion pending hearing, if the Principal deems the delay necessary to avoid danger or substantial disruption.

Conduct Other than Statutory Offenses

Conduct of concern in a school setting that is not covered by M.G.L. c. 71, §37H and 37H½ may result in disciplinary action up to and including long term suspension (up to 90 days) from school. The administration will determine the consequences for serious infractions of the Code of Discipline and avoid using long-term suspension from school (i.e., more than ten days cumulative in a school year) as a consequence until alternatives have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.)

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

In-School Suspension for Less than 10 Cumulative Days during a School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite parents/guardians to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parents/guardians to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found under Section C below.

B. Procedures for Short-Term, Out-of-School Suspensions (10 Cumulative Days or Less in a School Year)

Except in the case of an Emergency Removal as provided under Section D below, prior to imposing a short-term out-of-school suspension (i.e., 10 days or less in a school year), the administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in a hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) The disciplinary offense;
- b) The basis for the charge;
- c) The potential consequences, including the potential length of the student's suspension;
- d) The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) The date, time, and location of the hearing;
- f) The right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, or email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and parents.

2. **Efforts to Involve Parents:** The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. **Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

C. Procedures for Long-Term Suspension

Except in the case of an Emergency Removal provided under Section D below, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section B above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) The right to cross-examine witnesses presented by the school district;
- e) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) The right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long term suspension, what remedy or consequence will be imposed, in place of or in addition to a long term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing was held, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that;
 - b) The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

D. Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger or disruption by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section B or C above, as applicable;

- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

E. Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Discipline of Special Education Students

Any modifications of disciplinary policy for special needs students will be written into their individual education plans. Parents of students on an individualized education plan may contact the Director of Special Needs for more information regarding their child's rights.

The Individuals with Disabilities Education Act (20 U.S.C., §1400 et seq.) and the related regulations (34 C.F.R. §300 et seq.) ("IDEA") provide eligible students with certain procedural rights and protections in the context of student discipline, as set forth below.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's Individualized Education Program ("IEP") goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Bureau of Special Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Special Education Director.

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

1. Non-Discrimination Policy Including Harassment and Retaliation

Arlington Public Schools will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, Arlington Public Schools will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action. For more information about harassment and retaliation, please review APS school committee policies.

Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Arlington Public Schools, and can be reached at:

Dr. Margaret Credle Thomas, Director of Diversity, Equity, Inclusion, Belonging, and Justice

Arlington Public School

14 Mill Brook Dr

Arlington MA 02476

781-316-3499

2. Special Education

Rights of Students with Special Needs

Federal and state laws, including Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, and M.G.L. c. 71B, require schools to provide students with disabilities access to a Free and Appropriate Public Education. In some circumstances, this also means that a child will be entitled to receive special education and related services. All students between the ages of three and

twenty-one, who have not yet obtained a high school diploma or equivalent, are entitled to special education services if they are determined to be eligible to receive such services on the basis of a disability. Specific questions and concerns regarding special education, including referral for special education, eligibility and services, can be directed to a student's principal or the Special Education Services Office at Central Administration.

3. Section 504

Nondiscrimination on the Basis of Handicap

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Rights of Homeless Children

Students who have been displaced from their home and do not have a permanent place of residence are guaranteed the same rights to an education as every other student under the McKinney-Vento Homeless Education Act. Students have the right to:

- Go to a public school, including preschool
- Obtain school meals
- Receive transportation, if requested
- Participate in school programs (athletics, clubs, and other student activities)
- Receive the same support and services provided to all students, as needed

Child Find

It is the responsibility of the Arlington Public Schools to ensure that all children with disabilities residing in Arlington, regardless of the severity of the disability, and who are in need of special education and related services, are identified, located and evaluated. Child Find must include children who are suspected of being a child with a disability and in need of special education.

Any educator or staff member of the Arlington Public Schools who believes a student may have a disability and may be eligible for special education or related services shall make a referral to the appropriate personnel at their school for an evaluation to determine eligibility for special education services to the appropriate personnel at their school.

A referral can be made by any source who believes a child may be eligible for special education and related services, including but not limited to a parent, teacher, health care provider, or other individual with knowledge about the child.

Bullying Prevention

The Arlington Public Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

A. Definitions

Bullying is conduct that is repeated by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional and is directed at a student, causing one or more of the following:

- a. Physical or emotional harm to the targeted student or damage to his/her property;
- b. Placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. Hostile environment at school for the targeted student;
- d. Infringement on the rights of the targeted student at school; or
- e. Material and substantial disruption to the educational process or the orderly operation of the school.

Cyberbullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

Hostile Environment is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student or staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of Bullying (Including Cyberbullying) and Retaliation Are Prohibited.

The Arlington Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student; infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are the targets of bullying or retaliation, or who know about bullying conduct should report the conduct to: K-5 Building principals, 6-8 Grade level Administrator, 9-12 House Deans. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal (or to a member of the Superintendent’s staff if the Principal’s conduct is at issue, or to the School Committee Chair if the Superintendent’s conduct is at issue). Students and families may also report using the link on the APS website included here [Reporting Form for Allegations of Bullying or Retaliation Related to Bullying](#). Students are urged to report all conduct that is of actual concern to them. However, knowingly making a false accusation of bullying could result in discipline.

D. Addressing Concerns Regarding Bullying

The Principal or other appropriate individual will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Where appropriate, the Principal/designee will take steps to restore a student’s safety even before an investigation has been completed. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action for students that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- detention;
- short-term or long-term suspension; or
- expulsion from school

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this handbook is intended to prevent school staff and/or school committee if applicable, from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determine that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action, notify the parent or guardian of the student aggressor. Staff will also inform the parent of the targeted student of the steps that will be taken to support the student and to prevent further acts of bullying or retaliation, so long as consistent with applicable legal restrictions. For example, specific information about disciplinary action taken will generally not be released to the target's parent or guardian—unless it involves a "stay away or other directive that the target must be aware of in order to report violations.

F. Further Review

Parents may file a complaint with the Department of Elementary and Secondary Education Program Resolution System (PRS). Information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

Additional information regarding the Arlington Public Schools' procedures for addressing allegations of harassment, can be found at: [Bullying and Nondiscrimination – Families – Arlington Public Schools](#)

The above language is intended to be consistent with the Arlington Public School's Policy Addressing Bullying and the Arlington Public School's Bullying Prevention and Intervention Plan. A copy of the complete plan is available at:

<https://4.files.edl.io/c987/03/03/23/203900-a7694383-8bed-474f-a119-402a9df51219.pdf>

Bullying report form is attached at the end of this document and more are available in the main office or online at: [Bullying Reporting Form](#)

The grade level administrator will be responsible for taking steps to investigate and address bullying and retaliation. They will take steps to ensure the safety of the target, and will notify parents of the aggressor and the target of confirmed cases of bullying and retaliation. The Arlington Public Schools Bullying Prevention Plan is located at: <https://www.arlington.k12.ma.us/>

Student Records

Right to Privacy

The Federal Family Educational Rights and Privacy Act, (FERPA) requires schools to protect the privacy of student records, and gives parents and students rights including inspection and review of student records. The Massachusetts Student Record Regulations are consistent with the FERPA statute and regulations.

Confidentiality of Student Records

Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll.

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and authorized school personnel are allowed

to have access to information in the student record without the specific, informed, written consent of the parent or eligible student. School systems are required to provide for the security and confidentiality of student school records. Under these laws, the school principal or his/her designee is responsible for the privacy and physical security of all student records maintained in the school and any computerized systems employed are electronically secure.

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher and date of testing.

Amending the Student Record

The eligible student or the parent has the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

(b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within ten days after the request, unless the parent or student consents to a delay. The parent and eligible students have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Destruction of Records

Regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraw from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

Non-Custodial Parents Rights

As required by General Laws Ch. 71, Section 34H, a parent who does not have physical custody of his/her child ("non-custodial parent") may have access to the student record in accordance with law and Department of Education Regulations. The Arlington Public School district encourages all parents to be involved in and informed about the education of their children and asks that non-custodial parents follow this process to access their child's records:

- Submit a written request for the records to the school principal.
- Include the full name of the student, the name of the custodial parent, and the name of the parent making the request.
- When making an initial request, and to facilitate the process, a non-custodial parent may also include a certified copy of a court order indicating that the requesting parent is entitled to:
 - a. Unsupervised visitation with the child
 - b. Eligible to receive student record information pursuant to Section 34H

School officials are required to contact the custodial parent when they receive such a request in order to provide that parent an opportunity to provide information that may impact the noncustodial parent's eligibility for access.

Meaningful Education

It is the intent of Arlington High School to maintain high educational standards so that the potential of the student may be developed. Students shall have the right to participate in the advantages of all programs and courses of study regardless of race, color, sex or national origin.

Pregnant and Parenting Students

Pregnant and parenting students have full access to the regular and co-curricular programs. Pregnant students will be permitted to remain in their regular classes and activities throughout their pregnancy and to return to those same academic classes and activities upon their return from giving birth. Pregnant and parenting students are protected under Title IX regulations and should contact the Title IX Coordinator to discuss available resources.

Dignity and Respect

A student should not be subject to ridicule, harassment or degrading treatment that would diminish his/her self-esteem or exclude the student from his/her peer group. Such behavior, either by another child, parent or a school official represents a clear and unacceptable violation of the right to be treated with dignity and respect.

If a parent or student believes the student's right to be treated with dignity and respect has been disregarded, the parent or student should speak either to the teacher, counselor, or Principal. In the event the parent or student is dissatisfied with the manner in which their concerns have been addressed, recourse is available through the Director of Special Education and Support Services.

Section G: Health and Safety

Student Resources

Personnel

Arlington High School has many staff members available to provide students with help and support.

- School Counselors
 - Caroline Ress 781-316-3651 cress@arlington.k12.ma.us
 - Danielle Rakowsky 781-316-3601 drakowsky@arlington.k12.ma.us
 - Kathy Hirsch 781-316-3603 khirsch@arlington.k12.ma.us
 - Matthew Ruane TBD mruane@arlington.k12.ma.us
 - Anne Benson 781-316-3588 abenson@arlington.k12.ma.us
 - Karen Botcheller 781-316-3602 kbotcheller@arlington.k12.ma.us
 - Amy Lyons 781-316-3592 rcox@arlington.k12.ma.us
- Social Workers
 - Andrea Razi 781-316-3651 arazi@arlington.ma.k12.ma.us
 - Jessica Klau 781-316-3651 jklau@arlington.k12.ma.us
- School Nurses
 - Kellie DeVine 781-316-3563 ahsnurse@arlington.k12.ma.us
 - Bianca Jones
- School Resource Officer
 - Bryan White 781-316-3619

Resource Lists

Arlington High School has prepared the following resources to assist students in obtaining support for a number of potential issues.

- Social/Emotional Resources:
<https://sites.google.com/a/arlington.k12.ma.us/ahsguidance/social---emotional-resources>
- APS Physical and Mental Health Resources Booklet:
<https://docs.google.com/document/d/1dNGjm4MIeeDIPS4euK3j-gHTHhUbKsX2By-XIVpf09s/edit>

Health Services and Policies

The Arlington Health Services Program is designed to protect and promote the health of our school children.

These services include:

- A team of 3 registered nurses
- Additional support provided by Arlington's Fire/Safety Department.

The School Nurse recognizes that parents have the primary responsibility for the health care of their children. The health room is not designed for the extended care seriously ill or injured children. Parents should not expect children to receive care for illness or injuries which occur at home. The nurse does not make a medical diagnosis or prescribe Treatment.

Each school has an assigned qualified nurse who is trained and certified in the specialized practice of School Nursing that advances the wellbeing, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, intervene with actual and potential health problems; provide case management services, and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.

Arlington school nurses provide:

- Illness care
- Injury prevention and treatment of injuries that occur in school
- Medication administration and monitoring
- Individualized health care planning and case management for students with special healthcare needs
- Health counseling and health promotion
- Management of student health records
- Health screenings (vision, postural, hearing, height, weight, SBIRT)
- Communication with students, parents, the school community and health care providers
- Communicable disease prevention and control
- Access to health care services and insurance
- Emergency preparedness and response

Parents/guardians may 'opt out' of population-based health screenings by providing a written note to the school nurse in advance of the screening.

Student Attendance During Illness

There are times when a student should remain at home for their own welfare and the protection of other students. Your child should remain at home if they have:

- Uncontrollable and/or productive cough
- Fever over 100.0 degrees fahrenheit within past 24 hours
- Vomiting or diarrhea within past 24 hours
- Sore throat and swollen glands
- Undiagnosed rash or skin eruptions
- Earache, severe headache or drainage from eyes

Students should remain home for 24 hours after an acute illness or after starting antibiotics for a diagnosed infection. They should also be fever free for 24 hours without the use of fever-reducing medication (Acetaminophen, Ibuprofen, etc).

Re-Entry after Prolonged Medical Absence

Re-entry meetings are put into place before a student returns to the school environment from a medical or psychiatric hospitalization. Participants include the parents/guardians, the student, an administrator, the school nurse and the school counselor. The school requests that the parent/guardian provide a written statement/discharge plan from the student's physician for the team's consideration in planning and coordinating appropriate services and in assessing health needs for the student.

Exclusion from School

To comply with MA General Laws, Chapter 71, Section 56, if a child is found to be suffering from disease, injury or illness requiring treatment or further evaluation, the parent/guardian or emergency contact will be notified by the school nurse, principal or designee to request immediate dismissal of their child to seek proper care.

Communicable Diseases

The spread of communicable diseases can be controlled by the use of good infection control practices. In the school setting, age appropriate immunization is the key in preventing the transmission of vaccine preventable diseases. Proper hand hygiene, standard precautions, appropriate cleaning and disinfecting are effective methods for preventing the spread of most infectious diseases. These practices are implemented consistently in the Arlington Public Schools.

A child showing symptoms of any communicable disease for which health officials order isolation is required to be kept out of school as long as the child's illness is considered to be contagious. If symptoms develop at school, parents/guardians will be notified that the child must be taken home. In case of contagious or infectious disease, the school nurse shall notify health officials as required by MA DPH.

Healthcare Provider Notes

For health and safety reasons, communication between the home and school nurse's office is very important. Parents/guardians are responsible for reporting all student injuries and important medical information (fractures, sprains, surgeries, serious illnesses, etc.) to the school nurse as soon as possible. Healthcare provider notes, indicating physical restrictions or limitations, are required for all students returning to school with any activity restricting device, such as crutches, casts, slings, braces, etc.

Medication Policies

If the child requires Epinephrine (EpiPen, Auvi-Q, etc) and/or an Individual Health Care Plan (for ex. Asthma, Life Threatening Allergies, Diabetes, Seizure Disorder), please contact the school nurse as soon as possible to discuss and have the appropriate forms signed. You or a responsible adult whom you designate should deliver the medicines to the school in a pharmacy or manufacturer-labeled container. Please ask your pharmacist to provide separate bottles for school and home. No more than a thirty-day supply of medicine should be delivered to school. Over-the-counter medication permissions (Acetaminophen, Ibuprofen, etc.) must be provided via the PowerSchool health form annually.

Daily Medication

In order to ensure the health and safety of children requiring medication during the school day, the following procedures must be followed:

- The Health Office requires that the following forms be completed and returned to the nurse before medication is given at school:
 - Signed consent by the parent/guardian to give the medication;
 - Medication order signed by the child's physician. The medication order should be taken to your child's licensed prescriber (doctor, nurse practitioner) for completion

and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

- Please visit the [Health & Nursing Services](#) page on the APS website to access the Medication Permission form.

Short Term Prescription Medication

No medication should be brought to school, unless prescribed to be given at school. In order to protect all school children, the following procedure is used when a child must take a medication during school hours on a short-term basis:

1. Parents/guardians are requested to ask the physician if it is possible to prescribe the medication other than during school hours.
2. If the medication must be taken during the school hours, the parent/guardian will send no more than a thirty-day supply.
3. The accurate dose will be sent in a container labeled by the pharmacy with the following information: name of child, name and dosage of medication, date prescribed, and name of prescribing physician.
4. The parent/guardian will send a note/email to the nurse giving permission to take the medication as prescribed. The school nurse or designee will dispense the medication. The note/email will be attached to the child's health record.
5. If the medication is for more than ten days a form will be sent home to be completed by the MD and returned to the nurse.
6. Over the counter medications are not encouraged to be administered in school, except in unusual circumstances and only by the nurse with written permission.
7. Metered dose inhalers prescribed for Asthma and Epinephrine prescribed to prevent anaphylaxis may be carried by a student and self-administered with written permission and after discussion with the school nurse.
8. Students are not allowed to have medications in their possession at school, unless they have permission for self-administration per the discretion of the school nurse and in compliance with MDPH medication administration regulations 105 CMR 210.000.

Students With Life Threatening Allergies (LTA)

Please see the following APS School Committee Policies

- [JLCCB Students with Life Threatening Allergies](#)
- [JLCCB-E Protocol and Guidelines for Students with Life Threatening Allergies](#)

Guidelines For Students With Life-Threatening Allergies (LTA)

Allergic reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. The Arlington Public Schools cannot guarantee to provide an allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The goal of the Arlington Public Schools regarding Life Threatening Allergies (LTA's) is to engage in a system-wide effort to:

- Prevent any occurrence of life threatening allergic reactions;
- Prepare for any allergic reactions;
- Respond appropriately to any allergy emergencies that arise.

School nurses, in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist will prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life threatening allergy. The plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician to indicating that he/she deems it to be adequate. The Allergy Action Plan/Individual Health Care Plan will be available in the nurse's office and in the student's homeroom at the elementary level. Epinephrine will be stored in the nurse's office and those prescribed for individual students will be kept in that child's homeroom and in other clearly designated locations as specified in the AAP/IHCP.

Staff will be trained to identify and respond to reactions from LTA's, including the use of Epinephrine. Any staff involved with students who have LTA's will be informed and provided information from the AAP/HCP of each of these students. School staff will take steps to ensure that these classrooms and instructional areas are as allergen free as possible.

At the Secondary level, LTA-free tables are not maintained. We encourage "NO FOOD TRADING" and "NO UTENSIL SHARING" policies to minimize accidental exposure to allergens.

It is requested that each parent of a student with an LTA inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after a diagnosis).

- Parent/guardians must arrange to meet with the school nurse to develop an Allergy Action Plan/Individual Health Care Plan (AAP/IHCP) for the student and provide medical information from the child's treating physician as needed to write the Plans.
- Parent/guardians should provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- In addition parent/guardians should do the following:
 - Provide the school nurse with enough up-to-date emergency medications (including Epinephrine) so they can be placed in all required locations for the current school year;
 - Complete and submit all required medication forms;
 - Provide a Medic ALERT ID for your child;
 - Notify nurse of upcoming field trip as soon as possible and provide Epinephrine to be taken on field trips as stated in the field trip policy;
 - Encourage students to wash hands before and after handling food;
 - Teach your child to recognize the first symptoms of an allergic/anaphylactic reaction and to communicate clearly as soon as they feel a reaction is starting;
 - Not share snacks, lunches or drinks;
 - Take as much responsibility as possible for their own safety.

Population-based Health Screenings

Populations-based health screenings are mandated by Massachusetts Department of Public Health (MDPH) and/or the Massachusetts Department of Elementary and Secondary Education for vision, hearing, heights & weights, posture, physicals and substance use. These screenings are performed annually by the school nurse or trained designee for the following grades:

- Hearing: All students in grades K through 5, 7 and 10.
- Heights, Weights & Body Mass Index's (BMI's): All students in grades 1, 4, 7 and 10.
- Posture: All students in grades 5 through 9.
- Physicals: All students upon school entry and in grades K, 4, 7, and 10. It is preferred that your child's primary care provider perform physical examinations. New transfer students must provide a physical exam within one year prior to entrance to school or within 30 days after school entry, then at the above intervals.
- Screening, Brief Intervention and Referral for Treatment (SBIRT): All students in grades 7 & 9. Confidential verbal screening for substances using a validated screening tool.

Parents/guardians may 'opt out' of population-based health screenings by providing a written note to the school nurse in advance of the screening.

Immunizations

Immunizations on all students must be completed for school entry and updated as required by the Massachusetts Department of Public Health. Massachusetts law allows two types of exemption: 1) religious exemption from physical examinations or screenings, upon written request of a parent/guardian and/or 2) medical exemption, upon written request of your child's physician. Students with exemptions may be subject to exclusion during disease outbreaks.

Rights of Students with AIDS or HIV Infection

If a student has AIDS or is infected with HIV, the virus that causes AIDS, that student has certain rights under the law. Also, the Massachusetts Department of Education and Massachusetts Department of Public Health have a written policy that informs schools how they should act in order to protect those rights. The following is a summary of that policy:

1. Every school age child has the right to a public education.
2. A student with AIDS or HIV infection has the right to keep their medical condition private.
3. If a parent tells someone at school that a student has AIDS or HIV infection, they should not tell other people without that parent's permission.
4. A parent may give people at school permission to tell certain other people that a student has AIDS or HIV infection by saying so in writing.

The Massachusetts General Laws, Chapter III, Section 70F, prohibit health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without a specific, informed, written consent of the person who has been tested.

Please note: HIV/AIDS information is not considered part of the student health record.

Wellness Policy

To be in compliance with the new state wellness legislation, the following restrictions on food products that are sold in school, or are offered to students during the school day, are now in effect:

- Bake sales will not be allowed in any building, when school is in session or during the 30 minutes before or after school hours.
- Foods not included on the "A list" may not be served in classrooms or at school events or celebrations during the school day.

A list of acceptable foods can be found on the APS website under the heading "at a glance" summary of the standards.

Acceptable foods that meet the guidelines may also be found at: <http://www.johnstalkerinstitute.org/alist/>

Building Security and Emergency Procedures

Security Cameras

Arlington High School has installed exterior and interior security cameras to assist the school in preventing theft, vandalism, trespassing, and other violations of the Code of Discipline. The use of security cameras is meant to promote the overall safety of students on the Arlington High School campus.

Fire Drills

A certain number of drills are required by law during each school year. They are necessary for the protection and safety of each student and teacher. They are practice runs for everyone to be prepared in case a real fire or emergency should arise. They must be taken seriously. Your cooperation is essential during these drills. Students may not stop to retrieve personal effects during a fire drill.

Directions are posted near the door of each room. When the fire signal sounds follow these directions, keeping the lines moving. Running is absolutely forbidden, if a student is not in a classroom when the fire alarm sounds a drill, he/she should join the nearest group of students leaving the building. Silence should be maintained in order to be able to hear any change of direction should this be necessary. Emphasis should be on safety, not speed. Administration will signal students when it is time to return.

Failure to follow safety drill protocols may result in school discipline including detention or suspension.

Arlington High School also works with the Arlington Police and Fire Departments and runs other safety drills throughout the year as appropriate.

Arlington Public Schools has adopted the ALICE safety protocol in recent years. ALICE is considered "best practice" for K-12 schools and is being adopted throughout the United States. Our decision was reached after reviewing the Massachusetts Task Force on School Safety and Security report.

To learn more about the Massachusetts Task Force on School Safety and Security that resulted in Arlington adopting ALICE protocols, please visit www.mass.gov/edu/safety. You can read the entire Task Force Report.

<http://www.mass.gov/edu/docs/eoe/school-safety-security/school-safety-report.pdf>.

And to read more about ALICE, you may want to visit <http://www.alicetraining.com/>.

Our planning for these events can be triggering for some. Our goal is to make preparation routine to increase our sense of safety and our preparedness. If you are concerned about any student, please notify administration or guidance, so that we can offer them support as necessary

Section H: Student Activities

Athletics

At Arlington High School, a wide variety of sports activities are offered on both a varsity and sub-varsity level. Any student may try out for any varsity sport. To be eligible, you must not have reached your nineteenth birthday before September 1 and must have earned at least 20 credits in the previous quarter's grades. Once you start high school, you are eligible to participate in the Athletic Program. Whether you compete or not; you must be in good standing as a school citizen. The program is governed by the rules and regulations of the Massachusetts Interscholastic Athletic Association (MIAA). No team may exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.

Participation in our athletic program, as in any other phase of AHS student co-curricular activities, is an honor and privilege and, as such, carries with it many student obligations. AHS athletes are expected to demonstrate good sportsmanship and serve as examples of good, wholesome living and of good leadership. You must always strive to continue to bring honor to your school and fellow students by your effort and your good example. Failure to do so in any way could deprive you of the privilege of athletic participation. The activities offered through the Athletic Department are:

Fall:	Cheerleading	Football
	Cross Country (boys/girls)	Soccer (boys/girls)
	Field Hockey	Swimming
	Golf	Volleyball (girls)
	Unified Basketball	
Winter:	Alpine Ski	Nordic Ski
	Basketball (boys/girls)	Indoor Track (boys/girls)
	Gymnastics	Wrestling
	Hockey (boys/girls)	Winter Cheerleading
Spring:	Baseball	Softball
	Lacrosse (boys/girls)	Tennis (boys/girls)
	Outdoor Track (boys/girls)	Volleyball (boys)
	Unified Basketball	

Athletes' Responsibilities & Sanction(s)

Participants must complete the necessary medical and parental permission forms no later than the first day of their participation.

Sanction: The individual cannot practice or play until the specified form(s) are completed through the Athletic Director and Athletic Trainer.

Participants must fulfill all eligibility requirements as set forth by the MIAA. Copies are posted in the locker room, in the Blue Book which is given to every coach, and on the MIAA website (www.MIAA.net).

Sanction: Academic eligibility cannot be regained until your next report card is issued unless the grades in question are OFFICIAL INCOMPLETES. Once the Athletic Director has the official make-up grade with the signature of the teacher involved, eligibility could be regained.

You are expected to be in school for a **full day, period 1-6**, every day on which you intend to practice or play. Tardiness or dismissal will be watched closely, and students who display a pattern of excessive tardiness or dismissals may be withheld from practices and/or games. Student athletes must be in school on the Friday before any Saturday, Sunday, or vacation contest.

Sanction: Permission to participate in any fashion must come from the Athletic Director or Principal if extenuating circumstances prevent attendance at play or practice.

Any participants involved in any way (use/consume, possess, buy/sell, or give away) with alcohol, drugs, or tobacco shall be subject to possible suspension or dismissal from the athletic program. Said cases would be reviewed by the school administration and the Athletic Department as soon as a report is received. Consequences for drug, tobacco, and alcohol-related infraction will follow both AHS and MIAA sanctions. Normal school due process protocols will be followed, however, **if a school suspension occurs the following rules are in effect:**

A student on suspension, both in-house and out of school suspension, is excluded from participating in or attending any school related functions or activities until the first day of classes after the completion of their suspension. Suspensions prior to a weekend, holiday, or vacation period will render the student ineligible for all athletic participation during that weekend or holiday period.

IMPORTANT – MIAA rules about tobacco, drugs and alcohol are in effect from the first practice of the fall until the last day of school REGARDLESS OF WHETHER YOUR SPORT IS IN SEASON OR NOT. Students who violate the drug and alcohol rule at any time during the school year will miss 25% of the games. A second violation will trigger a loss of 60% of the games. For example, an athlete who violates the drug, tobacco or alcohol rule in October but is not playing a fall sport, will miss the first 25% of his/her games if he/she begins to play a winter or spring sport. The violation follows the student until the consequence is served.

PLEASE NOTE These sanctions are cumulative and carry over from fall to winter to spring if applicable. Students who return to school from a suspension for drugs or alcohol must be evaluated by the AHS Intervention Counselor as soon as an appointment can be scheduled.

Any participant who suffers an injury at or during supervised practice or games must immediately inform the coach.

As an AHS athlete, you are responsible for all items of equipment and/or uniform issued to you. If you don't return all items at the time and in the condition specified, you cannot participate in any further interscholastic programs until all obligations are settled.

Sanction: You will have to pay the ACTUAL REPLACEMENT COST for the item or item(s) lost or damaged.

You must travel to away contests with the team on the regular bonded carrier. Any exception must be approved ahead of time by the Coach, Athletic Director or the Principal if written permission of parent/guardian is presented with enough time for verification by the Athletic Department.

Sanctions:

1st offense = No participation in that day's session and parent is notified.

2nd offense = One week suspension from athletic participation, (5 days, including Saturday or Sunday if that day is part of the team's schedule).

3rd offense = Dismissal from the team in session at the same time the third offense is committed.

When travel to away games requires early dismissal, the Athletic Director or Assistant Athletic Director will email staff. Students are responsible for making up the work they missed. Permission can be rescinded if student action warrants or if a student is not in good academic standing.

Sanctions:

1st offense = No participation in that day's contest and caregiver is notified.

2nd offense = One week suspension from athletic participation (5 days, including Saturday or Sunday if that is part of the team's schedule).

3rd offense = Dismissal from the team in session at the time the third offense is committed.

No AHS athletic activity discriminates on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, marital status, or disability in admission to, access to, employment in, or treatment in its programs and activities.

Head Injuries and Concussions

The Arlington Public Schools has put forth this policy to provide standardized procedures for persons involved in the prevention, training, management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities, including but not limited to interscholastic sports, in order to protect their health and safety.

"Concussion" means a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea and disorientation are commonly reported. Loss of consciousness, however, occurs in less than 10% of all injuries and is not an indicator of concussion severity.

In some cases, symptoms related to concussion can impact a student's academic performance by causing lapses in short term memory, shorter attention span, reduced or impaired concentration and more difficulty in completing assignments and studying for tests.

Current research suggests that cognitive rest is critical during the recovery stage. The goal is to protect the health and safety of our athletes and maintain and regularly update a system wide protocol for responding to their needs.

The Superintendent, in consultation with the Director of Nursing and Athletic Director, shall promulgate guidelines, which shall be made publicly available.

Fan Behavior

We welcome student attendance at athletic and extracurricular events. Students must maintain proper decorum and respect while in attendance at these activities since they are representing Arlington High School. All AHS rules apply to spectators at athletic and extra-curricular events including our strict policies regarding drug and alcohol use. In general we have the following expectations of all fans:

- Students should have fun by demonstrating positive enthusiasm without causing harm, danger, or embarrassment.
- Students are to follow all school rules that are in effect during the regular school day.

- Students should demonstrate respect toward fellow students, opponents, players, coaches, and officials.
- Students should show respect and pride for the school.
- Students must be appropriately attired, including wearing shirts.

Students may not engage in the following behaviors:

- Calling by name or taunting players on either the home or visiting team.
- Using vulgar language towards other fans, players, or the game officials.
- Wearing costumes, masks, or obscuring face paint that prevents them from being recognized.
- Participating in dangerous or boisterous behavior, such as pushing, shoving, or fighting.
- Throwing objects either in the stands or onto the playing surface.

Students who engage in prohibited fan behavior may face detention or suspension consequences as determined by the House Dean or other AHS administrator.

For more information on Arlington High School Athletics, select Athletics on the Arlington High School website.

Clubs and Organizations

Listed below are some of the co-curricular activities that have been offered annually at AHS. Clubs will continue to be offered depending on student interest and availability of advisors. New clubs appear every year as student interest changes. See below for information about starting a new club.

For the most up to date information please see the Club Webpage on the AHS Website.

Starting a Club

If you want to initiate a new club or organization, find a willing faculty advisor to discuss the goals and operation of the club and serve as your club's advisor.

Before a new club is formally recognized by the school, the student leaders and advisors must meet with the All Club Advisor, Ms Begin in room 330. After paperwork is cleared the club will be added to the website. **No club may exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.**

Student Government

Membership

The Student Government is composed of the Student Council and the Class Councils.

The Student Council is composed of four elected officers: President, Vice President, Treasurer, and Secretary, and three representatives from each grade.

The Class Councils are composed of four elected officers: President, Vice President, Treasurer, and Secretary. The Vice President of each Class Council also serves as a Student Council Representative.

Purpose

The purpose of the Student Council is to:

- support the mission of Arlington High School
- represent the students of Arlington High School
- voice the concerns of the students
- be a link between the student body and the administration
- unify the student body through social activities and community service opportunities

The purpose of the Class Councils is to:

- support the mission of Arlington High School
- promote a positive class culture
- plan and coordinate class events, such as dances and service projects
- raise funds for class events and manage the class treasury

Student Government Elections

Student Government members must be elected by their peers. Elections for 9th grade officers and representatives are held in mid-October. Elections for all other positions are typically held in late May for the following school year.

Elections will be announced and nomination papers will be made available approximately three weeks prior to the election date. Candidates for student government must complete nomination papers and submit these to the Student Council Advisor by the deadline provided. Assemblies for election speeches will be held prior to the opening of the online ballot.

More information about Student Government and Student Government Elections is available in the AHS Student Government Constitution, available on the Arlington High School website.

Eligibility for Student Activities

A uniform set of minimum eligibility standards has been established for Arlington High School. These eligibility standards apply to membership of the Student Council, holding class office, and holding offices in any school club or organization.

To participate in a school sponsored event, students must be present in school on the day that the event is to take place for the entire day unless your absence has been approved by the Dean prior to participation. Students who are assigned to an in-school or out of school suspension may not participate in after school clubs and organizations on the days that they are suspended.

Every student is a member of his/her individual class. These classes constitute the student body of our school, and the school community is expected to conform to the usual standards of conduct considered representative of good citizenship. Whenever a student fails to meet his/her obligations as a good citizen, his/her status shall be determined by the administration in conjunction with the group faculty sponsor. Conduct expectations may be found in other chapters of the handbook (see Section E, Student Rights, Infractions and Consequences).

No club or activity may exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, gender identity, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

Dance Contracts

You and a parent will be required to sign a contract prior to purchasing any ticket to a school dance. These will be available where tickets are sold.

Section I: Technology

Arlington High School is pleased to offer our students, staff and guests access to a wide range of digital information technology.

- Starting in 2016-17, AHS began a program allowing students to bring their own devices (BYOD) to school and access a robust school network. The details of this program are covered in the Arlington Bring Your Own Device (BYOD) Agreement.
- Starting in 2020-21, AHS began 1 to 1 technology, meaning that students are required to bring a laptop, Chromebook, or iPad to school every day. The details for the 1 to 1 program are covered in the 1 to 1 Device Care Agreement (DCA) detailed below. Students may Bring Their Own Device (BYOD) or may request a school issued Chromebook.
- In addition, digital technology use at AHS is governed by the Arlington Public Schools Responsible Use Policy (RUP) and the Student Code of Conduct. Guidelines and more information about the RUP is available from the website address listed below.
 - <https://sites.google.com/arlington.k12.ma.us/apsdigitallearning/digital-learning/acceptable-use-guidelines-and-resources>

All students will receive a copy of the Arlington Public Schools Responsible Use Policy, the BYOD and DAC Agreements and must agree in writing to the terms and follow the regulations and protocols outlined within the Arlington RUP. Violations of these rules may result in disciplinary action, including the loss of a user's privileges to use the school's information technology resources. Further discipline may be imposed in accordance with the Responsible Use Policy, The Bring Your Own Device Agreement, the 1 to 1 Device Care Agreement, the Student Code of Conduct, or other relevant APS policies up to and including short or long-term suspension depending on the degree and severity of the violation.

[Responsible Use Policy \(RUP\)](#)

Student Internet Access

All students will have access through their classroom, library/media center, or computer lab to the following information resources:

- Electronic mail communication with people all over the world
- News and information
- Library Collections including Library of Congress
- Public domain software and graphics
- Discussion groups
- World Wide Web and USENET access

Responsible Use Policy

The use of the Arlington Public Schools Network is a PRIVILEGE, not a right, and any inappropriate use will result in cancellation of privileges. Users should not expect privacy in the contents of personal files on the district system. Routine maintenance and monitoring of the APS Network may lead to discovery that a student has violated this Policy, the student handbook, or the law. The Telecommunications Technology Specialist and other school officials shall have the right to access at any time email sent or received over the APS network at any time. Unacceptable use includes (but is not limited to) the following points:

- Students shall not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
- Students shall NEVER agree to meet with someone they have met online.
- Students shall promptly disclose to a teacher or other appropriate school employee any message they receive that is inappropriate or makes them feel uncomfortable.
- Students shall not re-post a message that was sent only to the individual without permission of the person who sent the message.
- Students shall not post private information about another person.
- Students shall not attempt to gain unauthorized access to the APS Network or to any other computer system networked or database through the APS Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions constitute vandalism and are illegal, even if only for the purpose of "browsing".
- Students shall not make deliberate attempts to disrupt the APS computer system, or other town computer systems and networks nor destroy data by spreading computer viruses or by any other means.
- Students shall not use the APS Network to engage in any other illegal act.

Security

- Students are responsible for their individual file account and should take all reasonable precautions to prevent others from accessing their files. Under no conditions should students provide their password to another person.
- Students shall immediately notify a teacher of the system administrator if they have identified a possible security problem.

Inappropriate Language

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- Includes language or images that are obscene, profane, lewd, vulgar, or threatening, or that creates a hostile environment based upon protected classifications, may constitute bullying, or otherwise disrupts the school environment.
- Students shall not knowingly or recklessly put false or defamatory information about a person or organization.

Respecting Resource Limits

- Students shall use the system only for educational, club and career development activities.
- Students shall not download large files unless a teacher has approved.
- Students shall not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
- Students shall subscribe to discussion group mail lists only under teacher supervision and only to those that are relevant to education or career development.
- Students shall not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the student's.
- Students shall respect the rights of copyright protected materials.

Inappropriate Access to Material

- Students shall not use the APS Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- If students mistakenly access inappropriate information, they should immediately tell a teacher. This shall protect students against a claim of intentionally violating the policy.
- Although it is the intent that all student use of the APS Network is to be conducted under faculty supervision, it is, however, not always possible for faculty members to monitor student use at every moment. Therefore, every student is expected to take responsibility for his or her appropriate use of the APS Network. The Arlington Public Schools disclaim all liability for the content of material that shall be accessed on the Internet, for damages suffered in the course of or as a result of Internet use, and for any other consequences or Internet use.

1 to 1 DCA (Device Care Agreement)

- A student device may be a personal device or a school-issued device. These DCA guidelines apply in either case. ([direct link to DCA](#))
- The student will bring their device to school each day.
- The student is responsible for ensuring the device is fully charged for use throughout the school day.
- The student is responsible to secure the device against damage, loss, or theft. A school-issued combination lock is provided to all students for use on their locker.
 - Promptly inform your Dean if there is damage, loss, or theft.
 - If the device is school issued, a Chromebook replacement fee may be charged.
- The student is responsible for the care and maintenance of the device and keeping the device updated.
- The student needs the permission of the classroom teacher before using a device in class. In addition, students must comply with the teacher's request to shutdown the device or close the screen during class.
- Student devices may only be used for educational purposes and only with the permission of the classroom teacher.
- The student will use the Arlington Public Schools wireless network and follow the district's Responsible Use Policy. The use of cellular wireless networks, for example: 3G, 4G, and LTE are not allowed.
- If a student is using a personal device:
 1. The device must meet minimum specifications. ([outlined in the BYOD agreement](#))
 2. The school is not responsible for damage or theft.

BYOD (Bring Your Own Device) Agreement

[Click here to view the BYOD Agreement and FAQs](#)

Arlington High School offers our students, staff, and guests BYOD or Bring Your Own Device access to the AHS Information technology network.

Because AHS is a "Google for Education" school, and because of the integral and frequent use of educational technology by teachers and students, families may wish to consider BYOD to give students a more seamless access to educational resources. We think of BYOD as an extension and supplement to our already robust tech access through our Media Center, computer labs, and classroom technology carts. In other words, BYOD is an excellent option for students, but BYOD is not required.

Online Power School Parent/Student Portal

A letter advising parents about the online Parent Portal and providing password and login information will be mailed out at the beginning of the year. Parents should use the online portal to monitor their child's attendance and academic progress throughout the school year. Parents should also update their contact and emergency contact information through this portal.

Students will also have access to a student portal and are encouraged to monitor their own attendance records and academic standing. **It is the responsibility of students to address any concerns or differences of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

News Feeds

Students and parents are encouraged to use the online communication tools for Arlington High School announcements and news. Please reference the News and Events page on the school's spyponders.com website for details. ([direct link](#))

Appendix A

Arlington Public Schools

Restraint Prevention and Behavior Support Procedures

I. Introduction:

In accordance with Arlington Public Schools' Physical Restraint Policy and Massachusetts regulations for the prevention and safe use of physical restraint (603 CMR 46.00), Arlington Public Schools has developed the following Restraint Prevention and Behavior Support Procedures.

Arlington Public Schools is committed to maintaining an orderly, safe and supportive environment conducive to learning for all students. Arlington Public Schools implements a variety of de-escalation techniques and intervention strategies to safely support students and prevent the use of physical restraints whenever possible. Arlington Public School uses the physical restraint as an emergency procedure of last resort only when a student's behavior poses a threat of assault or imminent, serious physical harm to self or others and the district abides by safe physical restraint

administration regulations. All physical intervention is guided by the principle of using a maximum amount of caring and a minimum amount of force.

2. Prevention of Physical Restraint:

Arlington Public Schools use a variety of de-escalation techniques and strategies as alternatives to physical restraint when a student's (or group of students') behavior requires immediate intervention. Additionally, the district implements a continuum of social-emotional and behavioral supports and services, including crisis planning, to foster social-emotional growth, self-regulation and prevent student violence, self-injurious behavior and suicide. These supports and interventions may include, but are not limited to:

- [**Bullying Prevention and Intervention Plan**](#)
- **Tier One SEL Programming**
 - Collaborative Problem Solving (9-12)
 - [Responsive Classroom](#) (K-6)
 - [Ruler](#) (7-12)
 - Second Step (K-5)
 - [PBIS](#) (K-6)
 - [PBIS Brief](#)
 - [Whole Child Lessons](#)
 - Zones of Regulation
 - Advisory 6th,9th-12th
 - Calm/Cool Down Spaces
 - [SEL Resources for Educators Website](#)
- **Tier Two and Three SEL Supports**
 - Counseling and Social Work Services
 - Small Groups that teach social skills
 - Student Support Teams (SST) at All Schools
 - Use of Mental Health Screeners (District Wide)
 - Panorama Survey 2x (Family, Student and Staff)
 - Panorama Playbook for specific skills, needs, and targets
 - Individualized Educational Plans (IEP)
 - 504 Plans
- **SEL and Mental Health Assessments**
 - Views of Climate and Learning Survey (VOCAL)
 - Youth Behavior and Risk Survey (YBRS)
 - [Social and Emotional Learning Indicator System](#) Survey (SELIS)
 - Mental Health Screeners
 - SCUTA at the secondary level for student relationships and engagement
- Youth Mental Health First Aid
- Trauma Sensitive Training for Staff

Arlington Public Schools will engage parents/guardians about restraint prevention and the use of restraint solely as an emergency procedure by:

- making Arlington Public Schools restraint prevention and behavioral support policy and procedures, including complaint procedures available to families;
- discussing with families of students who have required and/or may require physical intervention methods of preventing student violence/self-harm, restraint prevention behavioral supports, alternatives to physical restraint, staff training and restraint use requirements, as well as behavioral support services available to student;

- collaborate with parents/guardians and student's community providers on use of effective de-escalation strategies and alternatives to restraint across settings; and,
- refer families to community-based resources and support, as needed.

3. Safe Use of Physical Restraint

Arrington Public Schools use of physical restraint shall comply with 603 CMR 46.03. The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

Mechanical and medication restraint are prohibited.

Physical restraint, including prone restraints where permitted, shall be considered by Arlington Public Schools an emergency procedure of last resort and can only be used when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint is defined by regulation as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical escort is not considered a restraint. Physical escort is defined by regulation as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Prone restraint is defined by regulation as a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep

the student in the facedown position. **Prone restraints are prohibited in Arlington Public Schools, except on an individual student basis and only under the following circumstances:**

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
- There are no medical contraindications as documented by a licensed physician;
- There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal and supervisor of ABA services.
- The program has documented 603 CMR 46.03(1)(b)1-5 in advance of the use of prone restraint and maintains the documentation.

Arlington Public Schools shall NOT use physical restraints:

- As a means of discipline or punishment;
- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Limitations on use of restraint:

- Physical restraint in the district shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
- Physical restraint must end as soon as the student is no longer an imminent threat to the physical harm of self or others.
- Only public education program personnel who have received training required for all staff, pursuant to 603 CMR 46.04(2) or the in-depth training required for select staff, pursuant to 603 CMR 46.04(3) shall administer physical restraint on students.
- Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
- All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that they cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Additional requirements for the use of physical restraint:

- No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- **If a student is restrained for a period longer than 20 minutes, staff must contact the Principal and obtain the approval of the Principal prior to the restraint continuing beyond 20 minutes.** The Principal's approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

4. Physical Restraint Reporting and Review Requirements

Arlington Public Schools shall report and review the use of physical restraints as follows:

Informing the Principal or Designee. The staff member who administered the restraint shall verbally inform the Principal or designee of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the Principal or designee for review of the use of the restraint. If the Principal has administered the restraint, the Principal shall prepare the report and submit it to an individual or team designated by the Superintendent for review. The Principal or designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Massachusetts Department of Elementary and Secondary Education upon request (DESE).

Informing Parents/Guardians. The Principal or designee shall make reasonable efforts to verbally inform the student's parent of the restraint within **24 hours** of the event, and shall notify the parent by written report that must include all the elements described below sent either within **three school working days** of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The Principal or designee shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Written Report. The written report required by 603 CMR 46.06(2) and (3), maintained by school and provided to parent/guardian, must include:

- the name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and, the name of the Principal or designee who was verbally informed following the

restraint; and, if applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Report all restraint-related injuries to DESE. When a physical restraint has resulted in an injury to a student or program staff member, the program shall report it to DESE as required by 603 CMR 46.06(4) no later than **three school working days** after the restraint. The program shall also send DESE a copy of the record of physical restraints maintained by the Principal or designee pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint.

Report all physical restraints to DESE. Every program shall collect and report data to DESE regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the DESE.

Individual student review. The Principal or designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the Principal or designee deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
- an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- agreement on a written plan of action by the program.

If the Principal or designee directly participated in the restraint, a duly qualified individual designated by the Superintendent or designee shall lead the review team's discussion. The Principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

Administrative review. The Principal or designee shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The Principal or designee shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as

training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Complaints. A parent/guardian, student and/or Arlington Public Schools staff member may file a complaint about restraint practices with the Principal/Superintendent or designee. A building or district administrator will be assigned to investigate the complaint by reviewing records and/or interviewing relevant parties. The building/district administrator investigating the complaint will notify the complainant of the findings and if applicable, any corrective action steps.

Referral to law enforcement or other state agencies. Nothing prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

5. Use of Time-Out

Seclusion Prohibited. Arlington Public Schools prohibits seclusion. Seclusion (sometimes referred to as "seclusion restraint") is defined by regulation as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-Out. Arlington Public Schools uses time-out as a behavioral support strategy. Time-out is defined by regulation as when a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out includes inclusionary time-out and exclusionary time-out.

Inclusionary Time-Out: When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The use of inclusionary time-out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. Inclusionary time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

Exclusionary Time-Out: The separation of a student from the rest of the class either through complete visual separation (e.g. walled off rooms located within the classroom) or from actual physical separation from the classroom. **The following applies to exclusionary time-outs:**

- Should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.
- Should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
- Must end when the student has calmed.
- Unless it poses a safety risk, a staff member must be physically present with the student. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the

student is receiving appropriate support, staff member(s) must be immediately available outside where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room.

- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.
- If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.
- **For any exclusionary time-out that may last longer than 30 minutes, a staff member must contact and seek approval from the Principal for the continued use of time-out beyond 30 minutes.** The Principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified.

6. Required Physical Restraint and Behavioral Support Staff Training

Required training for all staff. Each Principal or designee shall determine a time and method to provide all program staff with training regarding the Arlington Public Schools restraint prevention and behavior support policies and procedures as well as requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. **Training must include information on the following:**

- The role of the student, family, and staff in preventing restraint;
- The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

In-depth staff training in the use of physical restraint. At the beginning of each school year, the principal of each public education program or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. DESE recommends that such training be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter. **In-depth training must include:**

- Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and,
- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Appendix B

Principals' Right To Amendment the Student Handbook

The right of the principal to make final decisions on school-related matters is stated throughout the AHS Student Handbook. The principal reserves her / his right to amend any school-based decision in this handbook when such a change or amendment serves the best interest of the school or an individual student.

AHS Handbook Revisions / Change Log for 2025-26

#	Pg / Desc.	Section Name /Current Language	Proposed Change / Addition	Source / Assigned to	Status
1	Mult.	2024-2025	2025-2026	SD	Complete
2	5	Principal's Letter	Assigned to Matthew to update if desired	MJ	Complete
3	6	Deans' List	Added "Amanda Donohue" - Amanda will add phone extension	AD	
4	7	Program of Studies	Updated link to POS from 2023-24 to 2025-26	SD	Complete
5	8	Term Dates	Scott O'Brien is confirming	SO	Complete
6	9/Mult.	Use of word "Term"	Changed the word "term" to either "quarter" or "semester" as it was previously used interchangeably to describe both	SD	Complete
7	10	"Pupils"	Replaced with "Students"	SD	Complete
8	16	"Breakfast, Lunch, Cafe Info"	Student Council suggested changes were made. "Breakfast is available in the cafeteria beginning at 8 am", "We ask that students refrain from", "FREE" added to section on Arlington Eats.	Student Council	Complete
9	17	"Freedom of Dress"	Added "This category includes clothing with drug and alcohol brands or symbols."	SD	Complete
10	18	Fundraisers	<u>Old:</u> Gifts and Solicitations	Student	

		<p>The superintendent shall deny all requests to use children in the schools to raise funds or to deliver notices seeking volunteer fundraisers.</p> <p>No fundraisers of any description shall take place within the high school without permission of the high school principal or designee.</p> <p><u>New:</u> Fundraising</p> <p>Student clubs at Arlington High School are encouraged to organize fundraisers to support club activities or contribute to charitable causes. However, all Arlington High School fundraisers must be approved first by the high school principal or designee. Please email the assistant principal or principal with any fundraising proposals or ideas that are being considered. A meeting will be set up if needed with the principal or assistant principal to discuss the fundraising proposal. Fundraising proposals may be denied by the principal or designee.</p> <p>To ensure compliance with district policies and financial procedures, please follow these guidelines:</p> <p>1. Fundraising Approval</p> <ul style="list-style-type: none"> • All fundraisers must be approved in advance by the Principal or their designee (Assistant Principal). • Fundraisers should offer a service, activity, or product—rather than simply requesting donations. • Fundraisers must not involve door-to-door sales or “canning” (soliciting cash donations in public places). <p>2. Payment Options</p> <ul style="list-style-type: none"> • Clubs may now use the <i>Café charging and online payment</i> 	<p>Council, SD</p>	
--	--	--	------------------------	--

			<p>system to collect electronic payments for fundraisers and events. <i>To set this up, contact the main office at least one week before your event.</i></p> <ul style="list-style-type: none"> • Cash and checks are still accepted and must be deposited directly into your club's student activity account. <i>Checks should be made payable to "Arlington High School"</i> <p>3. Raising Money for Outside Organizations</p> <ul style="list-style-type: none"> • If your club is raising funds for a third-party organization (like a nonprofit or charity), you have two options: <ul style="list-style-type: none"> ○ Hold a fundraising activity (e.g., bake sale, car wash), deposit proceeds into your club account, and request the school to send a payment to the organization. ○ Promote donations directly to the organization's official website or platform. In this case, your club should not collect any money—just spread awareness. <p>4. Handling Money</p> <ul style="list-style-type: none"> • Clubs are not allowed to keep money in classrooms, lockers, or at home. • All funds collected must be <u>counted</u> and <u>turned in</u> to the main office as soon as possible after your fundraiser. • A deposit form must accompany all funds. Your club advisor can help with this. 		
11	19	Indoor Student Traffic	<p>Old: Before school do not loiter in the corridors. By 8:29 AM you should be in your first period class. Proceed directly from one</p>	SD	Complete

		<p>class to the next without loitering in the corridors, stairways, or outside the building. You must leave the school property upon completion of the school day's academic and co-curricular activities. Students should leave the building by 3:00 PM daily unless they are attending a school event, activity or function.</p> <p>Students who loiter in the public areas of the building (e.g. the main lobby, lobby behind the cafeteria, front steps) are subject to school consequences. Students who are in approved areas during class time are reminded that their presence must not be disruptive to classes or administrative activities being conducted in neighboring areas.</p> <p>New: Prior to 8:00 am, students should remain in the cafeteria or student center unless they are working in a classroom with a teacher by prior arrangement or in the building for an extracurricular activity such as athletics, clubs, band, or chorus. Students in the academic corridors unaccompanied before 8 am will be considered out-of-bounds and will be directed to the student center.</p> <p>After 8:00 am, students can enter the academic corridors and make their way to their first period classroom to be in their seats before the bell rings at 8:30 am. Students who are not in their first period classroom when the bell rings at 8:30 am are considered tardy to school.</p> <p>Please proceed directly from one class to the next during the day. If you have a free period, report to the cafeteria level of the student center and sign in. If you are eligible for open campus, you may leave the building out of one of the two main entrances only. Students must sign out and sign in at the tablets</p> <p>Students are reminded that their presence must not be disruptive to classes or other school activities happening nearby. Students in</p>		
--	--	--	--	--

			<p>the student center who are disruptive to the school environment will be considered in violation of the loitering rules.</p> <p>Students should leave the building by 3:00 PM daily unless they are staying after school with a teacher or another approved adult for sports activities, a public event, or another AHS extracurricular activity. Students may work in the library or fitness room until 4:30 pm on days that these spaces are open with AHS staff present. Students may only be in the building after school if they are supervised by an AHS coach or staff member.</p> <p>Students who are repeatedly loitering or out of bounds will be referred to their dean or the assistant principal for a minor infraction of the student handbook. Consequences may include a discussion with their dean, detention, or additional consequences based on the individual situation.</p>		
12	19	Library	<p><u>Added section:</u></p> <p>Library</p> <p>The mission of the AHS Library is to ensure that students and staff are effective users of ideas and information; learners are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The library's print and nonprint collections are curated to support the curriculum and provide materials for independent reading. Digital resources, including audiobooks, ebooks, and online databases, are accessible via our website at library.spyponders.com. Students are encouraged to access the useful resources on the library website. The library staff is always available to help you.</p> <p>The library hours are available on the school website. The library</p>	SK, PM, Student Council	Complete

			<p>is available to students with Open Campus privileges throughout the school day for academic work. Students are expected to be courteous to others at all times and food and drink are not allowed.</p> <p>During lunch, the library is only available for students who want to study quietly. Students in the library during this time should plan on working individually. Library staff have the authority to ask students who are being disruptive to leave the library. Students may lose privileges if there are repeat problems with behavior.</p> <p>All library materials including books and technology are the property of AHS and must be checked out before leaving the library. If the library materials you borrow are defaced, damaged, or lost, you are responsible for their full replacement cost. Student records may be put on hold until obligations are settled.</p>		
13	19	Lockers	<p>Original: All lockers are the property of Arlington High School and are <u>assigned to each student</u> at the beginning of the school year for safekeeping books and other personal items. Locks are provided for each student</p> <p>New: All lockers are the property of Arlington High School and <u>are available to students who would like a locker</u> at the beginning of the school year. The purpose of the locker is to keep books and items needed for school. Locks are provided for each student.</p>	SD	Complete
14	All	Formatting, Fonts, Size, and Style	Changed formatting - Fonts should be Verdana size 10 for body of paragraphs, left justify. Changing throughout the document	SD	Ongoing
15	19	Locker	Old: Do not bring prohibited or illegal materials such as weapons, explosives, intoxicating liquor, narcotics and other controlled	SD, Student	Complete

			<p>substances onto school grounds or into school events. You are responsible for using your assigned locker properly, and you are responsible for its contents, regardless of how, or by whom, an illegal item was placed in the locker.</p> <p>New: Do not bring prohibited or illegal materials such as weapons, explosives, intoxicating liquor, narcotics and other controlled substances onto school grounds or into school events. Keep your locker combination confidential and do not share it with other students. <u>You are responsible for ALL of the contents of your locker, regardless of how, or by whom, an illegal item was placed in the locker.</u></p> <p>If school administrators have reason to believe that a student has violated any of the rules in the student handbook they may exercise their right to search a student and/or their personal property.</p>	Council suggestion on underlining	
16	20	Lunch Period - Deleted instructions to go to your locker before lunch.	<p>Old: Lunch Period The lunch period is determined by the location of your fourth period classroom. Your fourth period teacher will instruct you as to your lunch period. You should go to your locker after period three to pick up your books and items required for periods four through six. Students are discouraged from going to their lockers during the day unless absolutely necessary as there is limited passing time between classes.</p> <p>New: The lunch period is determined by the location of your fourth period classroom. Your fourth period teacher will instruct you as to your lunch period. Your lunch period may change for the 2nd semester.</p>	SD	Complete
17	21	Open Campus	<p>Old: Students who are found using a car, gathering in a home, or involved in an off-campus disturbance (e.g. shoplifting), may be assigned a detention and lose open campus for the remainder of</p>	SD	Complete

			<p>the term.</p> <p>New: Students who are found using a car, gathering in a home, or involved in an off-campus disturbance (e.g. shoplifting), may be assigned a detention and lose open campus for the remainder of the quarter or longer based on their dean's decision.</p>		
18	21	No School Signal	<p><u>Old:</u> No School Signal In the event of inclement weather, the school will notify parents via an automated phone call through our SchoolMessenger system. Also, the no-school signal will be sounded by the Central Fire Station at 7:00 AM for students attending high school. The signal consists of the Fire Alarm Number 2 -2 sounded three times. It also may be announced on various local radio and TV stations from 7:00 AM on. (Channels 4, 5, 7, Radio 680 AM (WRKO), 1030 (WBZ).</p> <p><u>New:</u> No School Notification In the event of inclement weather, the school will notify parents via an automated phone call through our SchoolMessenger system, email, and social media. It also may be announced on various local radio and TV stations. (TV Channels 4, 5, 7, 25 - Radio Station 1030 WBZ).</p>	Checking with CC, BW	Complete
19	23	Student Passes	Delete student pass section.	SD	Complete
20	23	Teacher Absences & Student Center	<p><u>Old:</u> Teacher Absences & "Old Hall" Coverage will be provided for absent teachers when possible. Any classes not meeting due to teacher absence or other reason will be listed on the Daily Post on what is commonly referred to as the "Old Hall" list. Students are advised to check this list at 8:30 am each morning and later in the day to verify any report of a teacher absence. In the case of a co-taught class, the class will</p>	SD	Complete

			<p>meet unless both teachers are listed as absent. When a teacher is absent, students are responsible for completing the work that will be posted on the course Google Classroom. Eligible students may follow the rules for Open Campus. Students not eligible for Open Campus should report to the cafeteria-level of the student center and sign in with the supervising staff member.</p> <p>New: In case your teacher is absent, a substitute teacher will be provided when possible. When a substitute teacher is not available, teachers whose classes are not meeting that day will be listed on the Daily Post under the Absence list. This list is displayed in a Google Doc online and also on TVs throughout AHS. There may be situations when some classes of the same teacher are covered and some are not. Please carefully read the absence list. Students are advised to check this list at 8:30 am each morning and later in the day to verify any report of a teacher absence. In the case of a co-taught class, the class will meet unless both teachers are listed as absent. When a teacher is absent, students are responsible for completing the work that will be posted on the course Google Classroom. Eligible students may follow the rules for Open Campus. Students not eligible for Open Campus should report to the cafeteria-level of the student center and sign in with the supervising staff member.</p>		
21	24		<p>Old: Student identification cards are issued at the beginning of the school year. ID cards may be required for entry into the Media Center and for use of computer labs. Teachers and administrators may require students to show ID at any time if they feel that students are disrupting the school environment or are in an unauthorized area. Failure to show an ID when requested is a violation of the Code of Discipline and may result in detention or further consequence.</p> <p>New: Student identification cards are issued at the beginning of the school year. <u>Students should carry their school ID with them while in the building so we can make sure everyone in the</u></p>	SD	Complete

			<p><u>building is a member of the AHS school community. Student ID cards may be required for entry into some school events at the discretion of the school administration.</u> Teachers and administrators may require students to show ID at any time if they feel that students are disrupting the school environment or are in an unauthorized area. Failure to show an ID when requested is a violation of the Code of Discipline and may result in detention or further consequence.</p>		
22	All	Change “he or she” to “they”	Changed throughout the document.	SD	Complete
23	51	Changed “bogs” to “blogs”	Changed bogs to blogs - typo	SD	Complete
24	51	Add social media accounts	<p><u>Old:</u> Cyberbullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.</p> <p><u>New:</u> Cyberbullying is bullying through the use of cell phones, computers or other social media technology and may include conduct such as sending derogatory, harassing, or threatening email messages, direct messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author</p>	SD	Complete

			impersonates another person.		
25	P. 70	Added Link to AUP Website in Technology section	https://sites.google.com/arlington.k12.ma.us/apsdigitallearning/digital-learning/acceptable-use-guidelines-and-resources	SD	Complete



Town of Arlington, Massachusetts

7:45 p.m. Second Read - 2027-2028 District Calendar (E. Homan)

Summary:

- 2027-2028 District Calendar

ATTACHMENTS:

	Type	File Name	Description
▯	Document for Approval	2027-2028_District_Calendar.pdf	2027-2028 District Calendar



Arlington Public Schools

Education That Empowers

2027-2028 District Calendar

www.arlington.k12.ma.us

Elizabeth C. Homan, Ph.D.
Superintendent of Schools

SEPTEMBER						
S	M	T	W	T	F	S
	30	31	1 [*]	2 ^K	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		20

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

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

SCHOOL HOURS	
8:30A-2:00P	Menotomy Preschool (PreK)
8:00A-2:30P	Elementary, K-5 (E)
8:30A-2:56P	AHS/OMS/Gibbs, 6-12 (A/O/G)
EARLY RELEASE (w/lunch for A/O/G and E)	
^A 1:00P Elementary	1:20P AHS/OMS/Gibbs 11:30A Menotomy Preschool
^C 1:00P Elementary ONLY	
^T NOTE: Nov. 24 Early Release @ 11:30A for E and PreK, 12:00P for A/O/G	
C = CONFERENCES - place holders only	
11:30A release	Menotomy Preschool December 7 & 14 May 23, June 6 12:30-3:00P
11:30A release	Elementary w/lunch November 3 & 4, April 3 & 4 12:00-3:00P
	Elementary evening November 9, April 6 6:00-8:00P
11:45A release	Gibbs/OMS w/lunch November 18 & January 19 12:15-3:00P
	Gibbs/OMS evening November 17 & January 20 6:00-8:00P
11:45A release	AHS w/lunch November 16 & 17 12:15-3:00P
	AHS evening November 10 & 17 6:00-8:00P
NO SCHOOL = GREY HIGHLIGHTS	
September 6 - Labor Day	
October 11- Yom Kippur	
October 11- Indigenous People's Day	
November 2 - PD Day - NO SCHOOL FOR STUDENTS ONLY	
November 11 - Veteran's Day	
November 25 & 26 - Thanksgiving Break	
December 24 - December 31 - Winter Break	
January 17 - Martin Luther King Day	
February 21-28 - February Break	
February 21 - President's Day	
April 14 - Good Friday	
April 17-21 April Break	
May 29 - Memorial Day	
June 19 - Juneteenth (only applies with snow)	
**See page 2 for Calendar of Observances	

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

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 ^C	21	22
23	24	25	26	27 [*]	28	29
30	31					20

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	29				16

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	27	28	29	30 [*]	31	23

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

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 ^C	24	25 [*]	26	27
28	29	30	31			22

JUNE						
S	M	T	W	T	F	S
				1	2	
4	5	6 ^C	7	8 ^{KL}	9	10
11	12	13	14	15 ^{KL}	16	17
18	19	20	21	22 [*]	23	24
25	26	27	28	29	30	10

KINDERGARTEN AND PreK	
FIRST DAY:	
Students: K 1/2 full class, Sept. 1	K
Students: K 1/2 full class, Sept. 2	K
Students: PreK, Sept. 7	P
LAST DAY:	
Kindergarten: (full day) June 8	KL
PreK: (half day) June 8	PL
Kindergarten w/snow	
(full day) June 15	KL
KINDERGARTEN SCREENING:	
June 12 & 13	

AHS/OMS/GIBBS/ELEMENTARY	
FIRST DAY:	
Teachers: August 30 & 31	
Students: September 1	
LAST DAY (Early Release):	
June 14 (180th Day) 11:30A	
June 21 (185th Day) with snow 11:30 A	
AHS GRADUATION:	
June 3 @ 1:00 p.m.	

*School Committee Meeting

**Calendar of Observances

as of 6/03/2025



Town of Arlington, Massachusetts

7:55 p.m. Second Read and Possible Vote - District Goals (E. Homan)

Summary:

- District Goals 2025-26 - 2025-26 Goals Final 6.4.25

ATTACHMENTS:

Type	File Name	Description
▢ Goals	District_Goals_2025-26_-_2025-26_Goals_Final_6.4.25.pdf	District Goals 2025-26 - 2025-26 Goals Final 6.4.25

2025-26 District Goals and Objectives	Central Office Department(s)	Strategic Priority Alignment
Goal #1: APS will improve the experiential and academic outcomes of ALL students and students in APS focal groups through a focus on reinforcing and implementing a district-wide approach to Multi-Tiered Systems of Support, by:	Teaching and Learning	PRIORITY 1: EXCELLENCE AND EQUITY
Implementing a revised DCAP/MTSS plan and providing professional learning to all educators district-wide on the DCAP/MTSS plan and framework, including the role of MTSS in providing intervention and specialized services and the responsibilities of different teaching and leadership roles within the framework.	Teaching and Learning, Student Services, "Excellence, Access, and Opportunity"	1.3 Implementing Multi-Tiered Systems of Support (MTSS)
Facilitating a working group of APS stakeholders to research and propose equitable and accessible math course pathway options for grades 6-12 and any other recommendations from the committee with regards to schedules, structures, resources, or adjustments needed PreK-12.	Teaching and Learning, Superintendent's Office	1.1 Instructional Vision and Coherence, 4.3 Communication and Partnership
Implementing common and consistent protocols for use in adult collaborative processes such as ACE, SST, Special Education Team Meetings, and ILT, and providing teachers with opportunities to engage with student-level data as a routine practice in adult learning as a core component of these protocols.	Teaching and Learning, Student Services, "Excellence, Access, and Opportunity"	2.2 Reimagining Professional Learning, 1.1 Instructional Vision and Coherence, 1.2 Student Belonging and Adult Support
Goal #2: Establish and support a "culture of learning" among APS Staff that encourages collaboration across roles and with families, values innovation, and prioritizes coherence for individuals and groups, by:	Human Resources	PRIORITY 2: VALUING ALL STAFF
Implementing the terms of new bargaining agreements that call for more supportive onboarding and ongoing professional learning for paraprofessionals and clerical staff / administrative assistants;	Human Resources, Superintendent's Office, Teaching and Learning, Student Services	2.3 Competitive Compensation, 2.2 Reimagining Professional Learning, 2.1 Pathway to Teaching Programs
Implementing professional development focused on Tier 1 instruction that incorporates opportunities for educator choice and collaboration across schools and departments, in alignment with the district's deeper learning goals and MTSS Plan/DCAP.	Teaching and Learning, Student Services, "Excellence, Access, and Opportunity"	2.2 Reimagining Professional Learning, 1.1 Instructional Vision and Coherence
Goal #3: Implement a systematic approach to operational functions of the district, including budget planning and implementation, capital improvements, and day-to-day response to operational challenges, by:	Finance and Operations	PRIORITY 3: OPERATIONS AND SUSTAINABILITY
Implementing the APS Instructional Technology and Space Vision & Guiding Principles and Plan	Finance and Operations, Teaching and Learning	1.2 Student Belonging and Adult Support, 3.1 Inclusive and Modern Spaces and Operations
Establishing effective Central Office Workflows to enhance operational accountability, with an explicit focus on improving connections and establishing role redundancies between finance, human resources, and payroll to ensure effective data practices and long-term systems sustainability.	Finance and Operations, Human Resources, Superintendent's Office	3.3 Enhanced Facility Stewardship, 3.1 Inclusive and Modern Spaces and Operations
Implementing and adjusting as necessary operational procedures developed in 2024-25 for reporting facility needs, establishing rental formulas, ensuring building safety, and responding to emergency situations.	Finance and Operations, Superintendent's Office	4.3 Communication and Partnership, 3.3 Enhanced Facility Stewardship
Goal #4: Establish ongoing partnerships with families through implementation of protocols for effective communication and development of priority-aligned partnerships with Town and parent organizations, by:	Communications and Family Engagement	PRIORITY 4: PARTNERING WITH FAMILIES
Implementing protocols and templates developed in Winter-Spring 2025 for family communication, including district-wide professional learning for educators on communication and two-way partnership with families.	Communications and Family Engagement, Superintendent's Office, Teaching and Learning, Student Services	1.2 Student Belonging and Adult Support, 4.2 Welcome Center and Registration, 4.3 Communication and Partnership
Revising policies, financial models, and expectations for after school and community-facing programming and access, to include a revision of rental formulas for ACE and After School Programs, establishment of expectations for after school fees, and continued efforts to reduce after school wait lists in Arlington After School Programs (AASP).	Finance and Operations, Superintendent's Office, Communications and Family Engagement	3.1 Inclusive and Modern Spaces and Operations, 4.1 Access to Before- and After-School Services, 3.2 Healthy Meals for All
Supporting school implementation of strategies to support partnerships with families, including rollout of stipend-based school-family liaisons, initial rollout of ParentSquare, implementation of new resources to support welcoming families new to APS, and school-based family resource sites.	Communications and Family Engagement, Student Services	4.2 Welcome Center and Registration, 4.3 Communication and Partnership



Town of Arlington, Massachusetts

8:05 p.m. Superintendent's Report (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded
- Monthly Update on Enrollments / Class Sizes
- Strategic Plan update



Town of Arlington, Massachusetts

8:20 p.m. Consent Agenda

Summary:

*School Committee DRAFT Meeting Minutes - May 29, 2025

*District Calendar, 2025-2026 - conference dates updated

ATTACHMENTS:

Type	File Name	Description
▢ Document for Approval	2025-2026_District_Calendar_-_FINAL_-_Google_Sheets.pdf	2025-2026 District Calendar
▢ Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes_-_May_29__2025.docx.pdf	Arlington School Committee DRAFT Meeting Minutes - May 29, 2025.docx



Arlington Public Schools

Education That Empowers

2025-2026 District Calendar

www.arlington.k12.ma.us
Elizabeth C. Homan, Ph.D.
Superintendent of Schools

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

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

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

SCHOOL HOURS	
8:30A-2:00P	Menotomy Preschool (PreK)
8:00A-2:30P	Elementary, K-5 (E)
8:30A-2:56P	AHS/OMS/Gibbs, 6-12 (A/O/G)

EARLY RELEASE (w/lunch for A/O/G and E)

A	1:00P Elementary	1:20P AHS/OMS/Gibbs	11:30A Menotomy Preschool
	1:00P Elementary ONLY		
T	NOTE: Nov. 26 Early Release @ 11:30A for E and PreK, 12:00P for A/O/G		

C = CONFERENCES

11:30A release	Menotomy Preschool	December 9 & 16, May 26, June 2	12:30-3:00P
11:30A release	Elementary w/lunch	November 4 & 6, March 3 & 5	12:00-3:00P
	Elementary evening	November 5, March 4	6:00-8:00P
11:45A release	Gibbs/OMS w/lunch	November 19 & January 14	12:15-3:00P
	Gibbs/OMS evening	November 20 & January 15	6:00-8:00P
11:45A release	AHS w/lunch	November 18 & 19	12:15-3:00P
	AHS evening	November 13 & 20	6:00-8:00P

NO SCHOOL - GREY HIGHLIGHTS

September 1 - Labor Day
September 23 - Rosh Hashanah
October 2 - Yom Kippur
October 13 - Indigenous People's Day
November 10 - PD Day - NO SCHOOL FOR STUDENTS ONLY
November 11 - Veteran's Day
November 27 & 28 - Thanksgiving Break
December 24 - January 2 - Winter Break
January 19 - Martin Luther King Day
February 16-20 - February Break
April 3 - Good Friday
April 20-24 April Break
May 25 - Memorial Day
June 19 - Juneteenth
Calendar of Observances to be added

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

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

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

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

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	A	30*		
						16

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 ^C	27	28*	29	30
31						20

JUNE						
S	M	T	W	T	F	S
	1	2 ^C	3	4	5	
7	8	9	10	11 ^{KL}	12 ^{PL}	13
14	15	16	17	18 ^{KL}	19	20
21	22	23	24	25*	26	27
28	29	30				
						14

KINDERGARTEN AND PreK	
FIRST DAY:	
Students: K 1/2 full class, Sept. 2	K
Students: K 1/2 full class, Sept. 3	K
Students: PreK Sept. 8	P
LAST DAY:	
Kindergarten (full day): June 12	KL
PreK: (half day) June 12	PL
Kindergarten w/snow: June 18	KL
KINDERGARTEN SCREENING:	
June 15 & 16	

AHS/OMS/GIBBS/ELEMENTARY	
FIRST DAY:	
Teachers: August 27 & 28	
Students: September 2	
LAST DAY (Early Release):	
June 18 (180th Day) 11:30A	
June 26 (185th Day) with snow 11:30 A	
AHS GRADUATION:	
June 6 @ 1:00 p.m.	

*School Committee Meeting
**Calendar of Observances

**Arlington School Committee DRAFT Meeting Minutes
May 29, 2025**

**School Committee Room
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476**

6:30 p.m. Open Meeting (J. Morgan)

J. Morgan, Chair of the Arlington School Committee, called the meeting to order at 6:30 p.m.

In attendance: K. Allison-Ampe, J. Thielman (arrived at 6:35 p.m.), P. Schlichtman, L. Gitelson (arrived at 6:50 p.m.) , J. Morgan, L. Exton, L. Kardon (arrived at 6:55 p.m.), Superintendent E. Homan, Deputy Superintendent of Teaching and Learning M. Ford Walker, Human Resources Director R. Spiegel, AHS Student Representative(s), S. DeStefanis, AEA Representative J. Medeiros (remote).

6:33 p.m. Public Comment (J. Morgan)

There were no public speakers this evening.

6:35 p.m. AHS Student Representative (J. Morgan)

AHS student representative Sophia DeStefanis is reporting this evening. S. DeStefanis reported that the Student Council election results are being released on Friday, the last day for seniors is Friday with Graduation being held on June 7. S. DeStefanis noted that Z. Phan isn't here tonight because the Frisbee Team is going to Nationals. Other updates include the upcoming Boston Youth Symphony Orchestra Concert being held over the weekend, a luncheon which was held on Mental Health and the completion of MCAS for sophomores.

6:40 p.m. Second Read District Calendar 2026-2027 (E. Homan)

The Superintendent presented the second read on the 2026-2027 calendar. The only question is the Juneteenth holiday on a Saturday, which might be bumped to Friday which is the last day of school. There was discussion on the Juneteenth holiday. Conferences

have been moved to different dates or to morning or evening to accommodate School Committee dates.

On a **motion** by P. Schlichtman, **seconded** by L. Exton, it was **voted** to approve the 2026-2027 calendar.

Liz Exton	Yes	Laura Gitelson	Absent
Len Kardon	Absent	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(5-0-0)	

6:45 p.m. First Read District Calendar 2027-2028 (E. Homan)

The Superintendent presented the First Read on the 2027-2028 calendar. No changes were requested and this will be brought back for a Second read at the next meeting.

6:50 p.m. After School Programming Report (E. Homan)

The Superintendent presented the annual After School Programming Report. The overview of enrollment trends over the last several years was presented first, reflecting the enrollment trends of all After School Programs. The Superintendent discussed priorities for families and the different approaches at the various Programs. She voiced that it is not as simple as reporting enrollments given not all Programs are enrolling the same numbers every day (e.g., Wednesdays are busier because of early release) and there is a higher rate of Program access at some schools. AASP enrollment trends show two of the Programs were able to eliminate waitlists and the hope is to do the same at all of the schools in the future. Vendor Program Enrollment Trends show waitlist numbers jumping around a bit with a significant increase in enrollment at Bishop.

After School Program Financials were presented showing Revenue, Total Expenditures, Enrollments, YoY revenue, YoY expenditures, expenditures/student, revenue/student and the annual cost for a 5-day week. The large expenditure increase for AASP for this year is because of funds spent from the balance buffer (as a result of salary savings) on a significant Professional Development effort in that Program. AASP has had an almost full-turnover in the past years. Pay increases have been made to hire staff to be competitive with other Programs. AASP Programming Adjustments include the increase in staff, the elimination of waitlists at Peirce or Brackett, prioritizing full schedules where

needed, establishment of protocols for Professional Learning and pay increases to improve competitiveness and attract candidates.

Next steps for discussion would be to maintain current Program levels and planning, expand opportunities for AASP employees, develop a sustainability plan for AASP financials, revise approach to rental fees and to explore potential for future expansion for AASP.

K. Allison-Ampe asked how we are communicating with families on our priorities. The Superintendent is going to check with Todd Morse and get back to K. Allison-Ampe. K. Allison-Ampe also commented on the salaries of the Directors and asked if the salaries are the same across the board. Dr. Homan said that we do not collect that data but we can find out. L. Gitelson was struck by the range of the cost of the Programs. L. Exton asked if Vendor Partners have to re-up, make a bid, etc. The Superintendent has the same question and believes there are options (e.g., launch and grow the AASP umbrella, Programs that are loved by the community, etc.). L. Kardon says there has been slow progress in eliminating the waitlist and wants to hear a lot more on why we are unable to make progress on this with Thompson. Bishop has never had a problem; maybe because their fee is so high providing better pay to the teachers. He believes priority is figuring out how to address the waitlist. K. Allison-Ampe commented on the varying costs and asked the average cost of AASP and whether or not it includes people who are not paying. J. Morgan is very troubled by the cost of a 5-day a week with the varying cost between Programs. She thinks this should be taken up with subcommittee in the fall. It was recommended that the Committee should take a look at this to be sure policies are in line for folks renting our spaces.

7:20 p.m. District Goals - First Read (E. Homan)

The Chair announced that on June 2 at 3:30PM there is a subcommittee meeting to review the District Goals. This is a first read and we can receive feedback now and try to attend the June 2 meeting. The 2nd read and possible vote will be brought back at the next meeting (June 4).

The Superintendent said that the Status Update does not require action right now. It's a sense of where we are now and where we will be when we close the year in a couple of weeks. This year's goals have been streamlined; hopefully noting things we can capture within a year. Others are ongoing where progress is made but not completed with the year. The Superintendent asked for any feedback be provided before the CIAA Meeting on June 2.

Dr. Allison-Ampe commented on Goal 3 - would like to add cross-training in roles to create redundancy so that people can do more than one job in the event someone is out, etc. There were no other comments.

7:25 p.m. Superintendent's Update (E. Homan)

The Superintendent congratulated the Class of 2025 who will be graduating on June 7 @ 1 p.m.; the senior Awards Night will be June 5. Seniors had their prom this past week and are enjoying their final days here at the high school. METCO had their 3rd annual Field Day at Dallin. AHS Chorale and Sinfonietta ensembles performed at MMEA Hill Day at the State House.

A tentative agreement has been reached with Unit D. As soon as we vote in June this will be shared. Administrative Hirings included a new Ottoson Asst. Principal - Kevin Kasey and new AHS Dean - Amanda Donohue.

There was an enrollment update with numbers jumping. Current K enrollment average is 15.2. 534 submissions for new enrollment so far with 448 new approved registrations total.

7:25 p.m. Consent Agenda (J. Morgan)

The Chair presented the consent agenda items for approval.

*Warrant #25277, May 29, 2025, \$856,719.76

*Arlington School Committee DRAFT Meeting Minutes, May 15, 2025

On a **motion** by P. Schlichtman, **seconded** by L. Exton, it was **voted** to approve the consent agenda items.

Liz Exton	Yes	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(7-0-0)	

The 2025-2026 District Calendar was pulled from the Consent Agenda so that conferences could be moved so they do not conflict with School Committee Meetings.

7:28 p.m. Subcommittee/Liaison Reports/Announcements (J. Morgan)

- **Budget - K. Allison Ampe, Chair** - No report; will schedule meeting soon.
- **Community Relations - L. Gitelson, Chair** - Joint meeting on June 9 with Facilities.
- **Curriculum, Instruction, Assessment & Accountability - L. Exton, Chair** - Meeting on Monday, June 2 to discuss District Goals, Student Services Report, HGI and meeting minutes.
- **Facilities - J. Thielman** - Meeting for Tech and Space Plan on June 9 in a joint meeting with Community Relations.
- **Policy & Procedures - P. Schlichtman, Chair** - Meeting in June.
- **Arlington High School Building Committee - J. Thielman, Chair** - Moving forward.

- **Liaison Reports** - None.
- **Announcements** - None.
- **Future Agenda Items** - None.

7:31 p.m. Executive Session (J. Morgan)

On a **motion** by P. Schlichtman, **seconded** by L. Gitelson, it was **voted** to enter Executive Session to:

- Discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares (Discuss negotiations for AEA Unit C - AEA Unit D, Local 680: School Bus Operators, School Cafeteria Workers)

Roll Call Vote:

Liz Exton	Yes	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(7-0-0)	

We will not be returning to the regular meeting.

7:31 p.m. Adjournment (J. Morgan)

Respectfully submitted,

Elizabeth M. Diggins
Administrative Assistant to the Arlington School Committee



Town of Arlington, Massachusetts

8:25 p.m. Subcommittee/Liaison Reports/Announcements (J. Morgan)

Summary:

- Budget – K. Allison-Ampe, Chair
- Community Relations – L. Gitelson, Chair
- Curriculum, Instruction, Assessment & Accountability – L. Exton, Chair
- Facilities – J. Thielman, Chair
- Policy & Procedures – P. Schlichtman, Chair
- Arlington High School Building Committee, J. Thielman, Chair

- Liaison Reports
- Announcements
- Future Agenda Items



Town of Arlington, Massachusetts

8:35 p.m. Executive Session (J. Morgan)

Summary:

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;
- Negotiation discussions: AAA, AEA Unit A, AEA Unit C, AEA Unit D, Local 680: School Bus Operators, School Cafeteria Workers, Traffic Supervisors.



Town of Arlington, Massachusetts

8:35 p.m. Adjournment (J. Morgan)



Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair



Town of Arlington, Massachusetts

Correspondence Received (J. Morgan)

Summary:

- Email to School Committee from MASC, RE: Chat Chair, 5-30-2025
- Email to School Committee from MASC, RE: Collective Bargaining Boot Camp 6-302025