

MASTER DRAFT
ARLINGTON HIGH SCHOOL

Student Handbook
2023-2024



MASTER DRAFT NOTES

Discipline Language from Lawyer/Rod (Needs practical clarification) -

<https://docs.google.com/document/d/1h-idKUSgwxZdTRE0K7zqTstuf7UVXVh6/edit?usp=sharing&oid=114818223341632570996&rtpof=true&sd=true>

International Travel Eligibility -

<https://docs.google.com/document/d/1pCtjl2iOUvN6n7bUkZWla1kSyxq9iR1hES6LZxSmz7Q/edit?usp=sharing>

Discipline Flowchart etc. -

https://drive.google.com/drive/folders/1CqfKk2okUMVJ_gfSIYNyQkbMB2upEZLP?usp=sharing

Health & Nursing Services

<https://docs.google.com/document/d/1aGRVBo5Uq0KuyXqNxrAfOCT0fbx5wNOfkvKpbZqr4Dc/edit?usp=sharing>

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Section A: Welcome

Notice of Nondiscrimination

The Arlington Public Schools does not discriminate on the basis of race, sex, color, religion, national origin, sexual orientation, marital status, disability, or homelessness, in admission to, access to, employment in, or treatment in its programs and activities.

The Coordinator for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Chapter 622 of the Acts of 1971 for Arlington High School is Athletic Director, John Bowler.

He can be reached at 869 Massachusetts Ave, Arlington, MA 02476, 781-316-3551.

Inquiries regarding the application of the Arlington Public Schools' nondiscrimination policy may be referred to Title IX Coordinator as named above or the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202 (or the Regional Director, U.S. Department of Education, Office for Civil Rights, J.W. McCormack Post Office & Courthouse, Room 222, Boston, Massachusetts).

Mission Statement & ICARE Values

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. As a community we have agreed upon the following values and habits of mind as foundational principles and social and behavioral expectations that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity,
- Communication,
- Accountability and responsibility,
- Respect, and
- Effective teamwork and cooperation.

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

Welcome Letter from the Principal

Dear Student:

Welcome to Arlington High School. The purpose of this handbook is to provide you with basic information, expectations, and rules for life at AHS. You should use it and know it as you would know the rules of any game you like to play. Understanding the purpose, rules, and expectations of the high school will help you avoid pitfalls and get the most out of your time here.

In addition to the curriculum and classes of instruction which form the central part of our school, there are also many opportunities and services provided for support, fun, personal growth, and community spirit. Get connected. We encourage you to get involved in extracurricular sports, clubs and organizations. Take advantage of the supports and resources available such as advisors, counselors, learning center, library, scholarships. We encourage you to participate in school activities year round.

This handbook provides you with information on all aspects of school life. We hope you will take advantage of the many opportunities for a rich and rewarding high school experience.

Dr. Janger

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
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ASSISTANT PRINCIPAL _____ William McCarthy
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DEANS OF STUDENTS _____ Veronica Tivnan
781-316-3611

Paul McKnight
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Robert DiLoreto
781-316-3616

ATHLETIC DIRECTOR _____ John Bowler
781-316-3551

DIRECTOR OF HIGH SCHOOL COUNSELING _____ Scott O'Brien
781-316-3607

SPECIAL EDUCATION COORDINATOR _____ Amy Forsythe
781-316-3586

METCO DIRECTOR _____ Richelle Smith
781-316-3566

MAIN OFFICE ADMIN. ASST. 781-316-3595
PRINCIPAL'S ADMIN. ASST. 781-316-3658
SCHOOL COUNSELING 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 Honesty Policy

The Arlington High School community values personal integrity, learning, and effort.

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

- Using another person's words or ideas without acknowledgment. Plagiarism is stealing.
- Purchasing, selling, obtaining, or furnishing an assignment from another person or technological resource and using it without acknowledgement
- Looking at another student's test/quiz or essay and submitting the work as one's own
- Communicating about course material with anyone other than the teacher during a test/quiz
- Allowing one's own work to be copied, shared, or photographed and submitted as part of another person's work without acknowledgements
- Using unauthorized assistance (for example: notes, calculators, phones, or other devices) on a test/quiz
- Falsifying scientific or other data submitted for academic credit
- Acquiring, without authorization, copies of tests/quizzes before the scheduled exercise

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.

Interventions

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 Dean of Students 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).

Graduation Requirements

For graduation, all students must earn 106 diploma points, pass MCAS in English, Math and Science, and participate in Community Service.

Graduation requirements are:

1. Pass MCAS exam in ELA, Math, and STE (Science, Technology, and Engineering)
2. Pass four years of English
3. Pass three years of History/Social Science (to include World History, US History I and US History II)
4. Pass three years of Science (to include Physical Science to pass Introductory Physics MCAS)
5. Pass three years of Mathematics (to include Algebra & Geometry)
6. Pass four years of Physical Education
7. Pass one year of Fine Arts (5 credits)
8. Pass two years of World Language (three years of the same language is strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. 106 credits minimum

Students will earn credits for each term in which they receive a passing grade. Students who fail a term will not receive the credit for that term. Students will earn one-quarter of the total credits given for the course per term. The final grade is the determining factor as to whether a course is passed, not the number of credits received. No credits are given if the course is failed.

Under normal circumstances, students will be enrolled for 30 credits per term. Any exceptions to the 30 credit limit, either under or over, must be approved in advance by the Principal.

In order to be eligible for an Arlington High School diploma, regular education students who attend AHS must have attended AHS classes and earned a minimum of one-half year's credits from AHS courses as well as having met all other curricular requirements.

Foreign Exchange students will be eligible for an Arlington High School diploma only if they have met the credit and MCAS requirements for the diploma and have completed twelve years of schooling counting from grade 1. Graduation requirements/years of schooling required in the country of origin are irrelevant in determining eligibility for an AHS diploma.

Grades

Term Dates - School Year 2023-2024 - TBD

Term 1:

Term 2:

Term 3:

Term 4:

Term 4: for grades 9-11:

**June 21st is the 180th day. June 28th is the 185th school day, which accounts for 5 snow days.*

When making travel arrangements, please consider that school may still be in session during the week of June 26th.

Letter Grade Explanation

The following terms will be used in rating your achievement in the courses you take:

- A Superior work. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.
- B Proficient work. Content knowledge, complex reasoning skills, and work habits meet the standards for the course.
- C Fair work. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.
- D Poor work. Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.
- F Failure. 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.

Term Grades

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

- FA Failure due to Attendance. Student failure due to excessive unexcused absences. The comment from the teacher will detail the grade the student would have received. See the **Attendance Policy** in **Section D** for more information.
- I Incomplete. See below.
- NG No grade. Student was not present for a sufficient amount of time to receive a grade.
- M Medical absence. See below.

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 term. 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 term.

Medical Exemptions

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

GPA Details

Report card grades are expressed in letter format. The data below shows the progression of grades and the corresponding percent grade.

A+ (97-100); A (93-96); A- (90-92); B+ (87-89); B (83-86); B- (80-82)
C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (0-59)

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 term 3. (See chart below). Any course change after this deadline will be reflected with a W in the term 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 term 3 |
| Quarter 1 | 2 weeks after the first day of term 1 |
| Quarter 2 | 2 weeks after the first day of term 2 |
| Quarter 3 | 2 weeks after the first day of term 3 |
| Quarter 4 | 2 weeks after the first day of term 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 term 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 Dean of Studentss 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.

Pupils 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 term 4 as up to 25% of the term 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 Dean of Students. 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

If a senior has a B+ or better in the class (Y1 average), a teacher **may** exempt the student from the final class, but may still require work to be completed depending on the assignments. 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 outside of AHS 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 School Counseling 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 School Counseling 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 school attendance is essential for success in school. The Arlington Public Schools recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays. A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Parents can help their children by not allowing them to miss school needlessly. Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

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.

General Expectations

Students are expected to make every effort to attend school each day and attend each class on time. We recognize that students will sometimes be absent for any number of reasons. We expect that families will promptly notify the attendance office whenever students are absent, and that students will assume the responsibility for communicating with teachers and making up missed work.

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

To promote strong class attendance and maximize opportunities for learning, Arlington High School has set limits on the number of absences students may accumulate in any given class each quarter. When students exceed these limits, they may receive an FA (Failure Due to Attendance) in that class. These limits are designed to allow students to practice self-care, rest when sick, access treatment for illness, and/or attend to important family matters without incurring an academic penalty. Where there are absences beyond these limits it is important that we work with families and students to determine appropriate supports and accommodations. While *most* absences will count toward these limits, there are some exemptions as detailed below.

FA (Failure Due to Attendance) Policy

- **Students who have 7 or more absences in a quarter in any given course--or 5 or more absences in a Physical Education course-- receive an FA, or Failure due to Attendance, in that course for that quarter if the earned average is 60 or higher.** A grade of 59 will be recorded and the comment "Failure due to attendance" will be noted in PowerSchool. Deans make the final determination on implementation of an FA.
- **Seniors who have 5 or more unexcused absences during quarter 4 in a given subject receive an FA for that quarter if the earned average is 60 or higher.**
- A FA counts as a failing grade and is equivalent to 0 (zero) credits earned in determining academic eligibility for any extracurricular activities including MIAA athletic eligibility.
- A student who earns an FA for three quarters in the same course receives no credit for the year. Required courses must be repeated in the following school year.
- If the student does not exceed the absence limit in any class in the following quarter, the student may appeal to their dean to have an FA overturned and the earned grade reinstated. FAs earned in quarter 4 cannot be overturned.
- If a student's quarter average is below 60, the student will receive an F for the quarter, regardless of attendance.

Absences Included & Exempt from the FA Policy

The 6 absence limit allows room for parents to excuse students without providing documentation. If students are approaching the 6 absence limit, they have missed almost 1/3 of class meetings and we want to encourage families to reach out to the deans to document the reasons and to make sure that students are receiving appropriate support and accommodations.

- Absences for the following reasons **count** toward the attendance limits above: sick days, routine appointments, travel, field trips, college visits, excessive tardiness (30 minutes or more), and class cuts.
- Absences for the following reasons are **exempt** and do not count toward the attendance limits: religious observances, funerals and bereavement, illness, quarantine, and/or treatment (with documentation), and suspensions.

- Extraordinary family or personal circumstances may be exempt at the discretion of the dean.
- Students who miss class due to school-mandated testing; individual or group meetings with school counselors; meetings with social workers or administrators; time spent in the Shortstop or Harbor programs will not be considered absent from class.

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 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, Family, 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.

Family Information and Responsibilities

Guardians 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 guardian 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

SCHOOL FOOD SERVICE INFORMATION

ALL children are able to get FREE lunch and FREE breakfast in school. We will begin serving breakfast in the cafeteria at 8:00 am. Lunch will follow the published lunch schedule.

School lunch includes the main entree, choice of fruit, veggies, bread, fat-free and low-fat milk. A full salad bar, sub bar, pizza, pasta and many other choices are available daily. In addition, breakfast is served daily before the start of school. This includes a choice of daily special, breakfast sandwich, cereal or a bagel and cream cheese with milk, juice and/or choice of fruit.

The High School will continue the use of its Point of Sale register system to register student lunch. Students will use the same password from last year, including students who have moved up from Ottoson. If you have any questions, please email Denise Boucher at dboucher@arlington.k12.ma.us or call 781-316-3643.

Any family or individual needing food assistance can receive 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. In-person shopping is available by appointment. To make an appointment, call 339-707-6761. For those unable to access in-person shopping due to a medical condition or childcare, home delivery is available. Call 339-707-6761 to order food.

Cafeteria & Lunches

Cafeteria Expectations

During this phase of our new building project, the former blue gym is being used as our cafeteria. Students may eat in the cafeteria, the Pit, the 1st and 3rd floors links connecting the Fusco building to the Downs building, the new building main lobby, and front lawn.

Students must use only their own student ID to purchase lunch. Any student who uses an ID number other than their own will face school consequences.

Students are responsible for cleaning up after themselves in the cafeteria and other designated eating areas:

- o Leave the tables and floor clean. Dispose of all your lunch rubbish immediately when leaving the table.
- o Students at a table are responsible for any refuse left by others sitting at the table. If you sit at a table at any time during the lunch period, you are equally responsible for its cleanliness.

Failure to abide by the above rules may result in loss of lunchroom privileges.

Cars/Parking

No student parking is permitted on AHS school property during the school day.

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.

Directed Study and Old Hall

Students will be assigned to Old Hall if a teacher is absent from school on a particular day, or to a Directed Study if their academic class schedule is not full. 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. Other students should report directly to their assigned location and bring sufficient academic work for the length of the period assigned. Out of respect to the academic work occurring in and nearby, you should consider Directed Study and Old Hall classes as quiet areas. Old Hall teachers do not issue passes except to the House Office or emergency bathroom passes.

Electronic Devices

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.

Students are expected to come to school each day with a charged laptop or Chromebook. Please see Section I: Technology in the AHS Student Handbook for more information about the BYOD (Bring Your Own Device) and Responsible Use policies.

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.

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.

Gifts and Solicitations

The superintendent shall deny all requests to use children in the schools to raise funds or to deliver notices seeking volunteer fundraisers.

No fundraisers of any description shall take place within the high school without permission of the high school principal or designee

Homeroom / Advisory

The school day begins at 8:30 am. Classes begin promptly at 8:30 am and announcements will be at the beginning of the first period. Students who arrive in class during announcements will be considered tardy to class. Announcements are also available on the Daily Post. Students will still have a weekly Advisory with their Advisory/Homeroom 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

Before school do not loiter in the corridors. By 8:29 AM you should be in your homeroom or first period class. Proceed directly from one 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.

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.

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. 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.

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 Office. If you find a lost article, please take it there. 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. 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.

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

- Eligible students are not required to remain on campus when they have a free period.
- Students who remain on campus must be in supervised areas (e.g., teacher classroom, study hall, Library, Learning Center) during any unassigned time.
- 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, students are expected to complete any posted assignments. Eligible students may do so off campus.

Signing-In and Out:

- When arriving after homeroom or returning to school, students are expected to check in through scanning their ID at either of the Main Entrances. Returning students should arrive at the school no earlier than 10 minutes before the start of the next class.
- When leaving before the end of the school day, students are expected to leave within the first ten minutes of the period and check out through scanning their ID at one of the two 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.
- Students are permitted to walk to nearby businesses (following all posted safety protocol) within a one mile distance from AHS (no further than Quincy Street at Jimmy's Steer House in the West and no further than Arlington Center in the East)
- Except at the end of the day, students may not leave campus in a car 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 grades 10, 11, and 12 are immediately eligible for open campus.
- Students in grade 9 are not eligible for open campus semester 1. We will review the policy mid-year.
- Students who do not meet the academic eligibility requirements for athletics (i.e. passing a minimum of 4 classes) will not be eligible for open campus and may be assigned to a Directed Study or Learning Center.
- The privilege may also be revoked for students who cannot meet the expectations of open campus (e.g. failure to sign-in or -out, returning tardy to class, etc.) or otherwise commit a major violation of the AHS Code of Conduct.
- Revocation and reinstatement of the open campus privilege shall be overseen by the deans.

No School Signal

In the event of inclement weather, the school will notify parents via an automated phone call through our Alert Now 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).

If the weather clears by the afternoon, coaches may hold practice, if they receive permission to do so from the principal and the athletic director. 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.

We propose a conference model that 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 he/she is and recognize where he/she wants to go. It presents the alternatives and means that enable a student to attain his/her 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 Council (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 Passes

Students out of class for any reason must be given a pass by the subject teacher or other authorized school personnel, showing date, time, and destination, along with the teacher's signature. If you need to go to the Computer Labs, Media Center, School Counseling or other specialized areas during the school day, you should get the pass before school.

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.

Textbooks

Textbooks are furnished free of charge (in the majority of courses) and are the property of the school. If a book is defaced, damaged or lost, you are responsible for the full cost of replacing the text. 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.

Working Permits

Students beginning at the age of 14 may obtain their working permit and papers from the Secretary 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.

X-Block

The weekly schedule includes an X-block on Tuesdays and Thursdays.

- Tuesday - Campus Block: 2:10 pm - 2:56 pm, an opportunity to meet with teachers or clubs during the school day.
- Thursday - Advisory: 10:50 am - 11:14 am, planned activities in homerooms designed to strengthen the AHS community and create open communication.

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.

In determining the consequences for particular misconduct, administrators consider all relevant circumstances, including the nature of the offense and its potential impact on our district's mission in providing an appropriate educational environment for students, as well as factors relating to the individual student. Such factors may include but are not limited to the student's past conduct (i.e., under concepts of progressive discipline repeated violations may result in more significant discipline), the student's willingness to take responsibility for their conduct and to avoid recurrence, as well as the presence of potential mitigating factors.

Suspension or Expulsion

Under M.G.L. Ch. 71, §§37H, students are subject to suspension or 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.

Students are also subject to 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.

Due Process - M.G.L. c. 71, § 37H

Any student who is charged with a violation of § 37H 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 § 37H. If a student is suspended for more than 10 school days under § 37H or expelled from a school district pursuant to these provisions, the student shall have the right to appeal to the Superintendent. The student shall have ten days from the date of the suspension/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.

Any school district that suspends or expels a student under this section shall allow for the student to make academic progress as described below. Students who are suspended for more than 10 consecutive school days or expelled will be provided educational services 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.

Due Process - M.G.L. c. 71, § 37H ½

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.

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.

Any school district that suspends or expels a student under this section shall allow for the student to make academic progress as described below. Students who are suspended for more than 10 consecutive school days or expelled will be provided 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.

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. Prior to removal pending a hearing, the Principal shall provide written notice to the student and parent/guardian that includes:

1. a description of the offense;
2. the reason for the removal pending hearing;
3. a statement of the duration of the removal pending hearing (not to exceed 10 school day);
4. 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,
5. 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.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Conduct Other than Statutory Offenses

Conduct of concern in a school setting that is not covered by M.G.L. c. 71, §37H and 37H^{1/2} may result in disciplinary action up to and including long term suspension (up to 90 days) from school. The decision-maker at a student meeting or discipline hearing under M.G.L. ch. 71, §37H ³/₄, 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.

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.

Suspension

School staff may use suspension from school not only as a deterrent to inappropriate behavior, but also to address the needs of students adversely affected by the inappropriate behavior of others. However, school staff seek to use alternatives to suspension whenever effective and appropriate to the circumstances. Except in the case of the "Statutory Offenses" as described in M.G.L. Ch. 71, §37H and 37H^{1/2} and set forth below, students may not be suspended more than 90 days in a school year, and school staff will consider alternatives to suspensions of more than 10 days, including but not limited to

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 suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

The following are examples of behaviors that may lead to suspension and/or expulsion from school. However, 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 suspension or expulsion.

- Physical and/or verbal assault on an adult or student (includes fighting).
- Verbal threats (verbal, written, electronic or otherwise) made to any student or staff member.
- Bullying.
- Remarks, gestures or physical contact, the display or circulation of written materials or pictures derogatory to either gender, gender identity, or sexual orientation or to racial, ethnic, religious, age, ancestry or disability groups.
- Pulling a false fire alarm, starting a fire, or making a bomb threat.
- Possession of controlled substances (drugs), alcohol, cigarettes (including vapor devices), and tobacco.
- Possessing dangerous items (e.g., knives, guns, look-alike guns, weapons, explosives, matches, harmful chemical substances).
- Using or copying the academic work of another and presenting it as his/her own without proper attribution.
- Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.
- Vandalism, malicious destruction of property or stealing, including school property.
- Any behavior that causes disruption to the learning process and/or school environment.

School principals retain the authority to discipline students for any other misconduct not specifically listed above that he/she deems inappropriate or disruptive.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall

include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and 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 Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: 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 the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, 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 Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses, **but not for more than 10 days consecutively or cumulatively.**

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. The principal shall 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 parent to a meeting with the principal, if such meeting has not already occurred.

Principal's Hearing - Short Term Suspension of up to 10 days

For short term suspensions out of school, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- 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 principal 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; and
- f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the 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, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

For long term suspension, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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; and
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Students shall not be suspended from school until alternative remedies have been employed and their use and results documented. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: 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 the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall 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, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall 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 shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Academic Progress

Any student who is suspended or expelled from school for any reason shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Education Services

Any student who is expelled or suspended from school for any reason 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.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Disciplinary Interventions and Consequences

Teacher

Disciplinary actions may consist of preventive counseling, and before or after school obligations/detentions. Such obligations may be designed to correct attitudes or counsel on the responsibilities of living in the school community. Student club, sport, organization, or work responsibilities do not excuse the student from a teacher's discipline. A student's disciplinary action may be delayed by 24 hours to allow for appropriate notification.

Dean of Students

Serious disciplinary problems and/or multiple offenses will be addressed by the appropriate administrator. When a situation involves the Dean of Students's Office, one of the following steps will be taken:

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.

Detention

Some violations of the discipline code may result in an administrative detention(s) being assigned. Detention(s) may range from 30 minutes to three 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 Dean of Students, the situation 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 discipline infraction may be put on social probation. Any student who is on social probation may not attend any school sponsored functions for a period of time specified by the principal.

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.

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

Students who receive an out-of-school suspension of three days or less will be 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 Dean of Students.

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. Suspension days do not include holidays, weekends, or snow days, i.e., a three-day suspension must be served on three school days.

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.

Discipline of students with Special Needs

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") provides eligible students ("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.

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 Bodily 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 a 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 department.

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.

Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

Search

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. All lockers, desks, and school-issued electronic devices are the property of Arlington Public Schools, not the student. Therefore, they are subject to be searched by authorized personnel at any time.

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

Tobacco Use

Use of any tobacco products, including but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, and snuff and electronic cigarettes, electronic cigars, vaping materials (regardless of the substance involved), electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

Freedom from Corporal Punishment

Maintaining discipline on school property shall never include the right to inflict corporal punishment on any student.

Personal Electronic Devices

Arlington Public Schools recognizes the importance of technology and encourages responsible and appropriate use of electronic devices for instructional purposes. However, APS strongly believes that classroom instruction should not be interrupted and students should not be distracted by personal electronic devices during school hours. Therefore, the use of personal electronic devices, including but not limited to cell phones, smart watches, and other personal technology devices is prohibited in the school and classroom.

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.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of Arlington Public Schools; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Arlington Public Schools Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

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. Mona Ford Walker, Deputy Superintendent

Arlington Public School

869 Massachusetts Avenue

Arlington MA 02476

781-316-3523

Inquiries about laws, statutes, regulations and compliance may be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr

Investigation

Any individual who believes he/she has been harassed or who has witnessed or learned about the harassment of another person in the school environment should inform the Principal as soon as possible. If the individual does not wish to discuss the issue with him/her, or if s/he does not address the problem in an effective manner, the individual should inform the Deputy Superintendent at the contact information listed above.

Arlington Public School

869 Massachusetts Avenue

Arlington MA 02476

781-316-3523

The Arlington Public Schools will promptly investigate every complaint of harassment. If it determines that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements.

In certain cases, the harassment of a student may constitute child abuse under Massachusetts Law. The Arlington Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

Closure of a Complaint

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

The Arlington Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can resolve the issue. The state agencies responsible for enforcing laws prohibiting harassment is the Massachusetts Commission Against Discrimination (MCAD), located at One Ashburton Place Boston, Massachusetts and the Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148. The agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at One Congress Street, Boston, MA and in the educational context is U.S. Department of Education, Office for Civil Rights, <https://www2.ed.gov/about/offices/list/ocr/index.html>.

2. Sexual Harassment and Title IX

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Arlington Public Schools (the District). The alleged harassment must involve conduct that occurred within Arlington Public Schools programs or activities, on premises owned or substantially controlled by the Arlington Public Schools, and/or under circumstances where the Arlington Public Schools exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is explicitly understood to be in effect while students are on school grounds, School District property or property within the jurisdiction of the district, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity or expression, creed, color, citizenship, national origin, residency status, sexual orientation, religion, marital status, military status, sources of income, or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary

action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of

drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;

8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination.

9) After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Arlington Public Schools to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

APS Title IX Coordinator: Dr. Mona Ford Walker, Deputy Superintendent:
mfordwalker@arlington.k12.ma.us

The Complainant may also file a complaint with:

The Mass. Commission Against Discrimination,

1 Ashburton Place, Room 601

Boston, MA 02108.

Phone: 617-994-6000.

Office for Civil Rights (U.S. Department of Education)

5 Post Office Square, 8th Floor

Boston, MA 02109.

Phone: 617-289-0111.

The United States Equal Employment Opportunity Commission,

John F. Kennedy Bldg.

475 Government Center

Boston, MA 02203.

3. 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 he or she is 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.

4. 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.

Policy on Bullying

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, school 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.

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: [APS Bullying Prevention and Intervention Plan](#)

The principal 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. To report a possible bullying incident, click the the following link: [Reporting Form for Allegations of Bullying or Retaliation Related to Bullying](#)

A. Definitions

Bullying is the repeated use by one or more students or by a member of the school staff including, but not limited to, an educator, administrator, a school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act of gesture or any combination thereof, directed at a victim that causes one or more of the following:

- A. Physical or emotional harm to the targeted student or damage to his/her property;
- B. Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
- C. Creates a hostile environment at school for the targeted student;
- D. Infringes on the rights of the victim at school; or
- E. Materially and substantially disrupts the educational process or the orderly operation of the school.

Bullying is different from peer conflict. It is generally characterized by multiple instances of targeted behavior over time. Bullying may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

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.

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 of 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 their Principal. 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 appropriate). Any community member may fill out the reporting form linked above and on our website, which reports instances of bullying directly to the Deputy Superintendent of Teaching and Learning. Students are urged to report all conduct that is of actual concern to them.

D. Further Review

While there is no appeal process, if either party is dissatisfied with the investigation, he/she may direct his/her concerns in writing to the Superintendent or designee.

In addition, 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: <http://www.arlington.k12.ma.us/asc/policies/aca.pdf>

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:

<http://www.arlington.k12.ma.us/administration/bullyingprevention/pdfs/apsbullyingpreventionplan.pdf>

A 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](#)

[http://www.arlington.k12.ma.us/eforms/parent_forms/Bullying - Initial Suspected Bullying Report.pdf](http://www.arlington.k12.ma.us/eforms/parent_forms/Bullying_-_Initial_Suspected_Bullying_Report.pdf)

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/>

[administration/bullying_prevention/pdfs/aps_bullying_prevention_plan.pdf](#) March 2014 Arlington Public Schools

[Bullying Prevention and Intervention Plan.](#)

Student Records

Right to Privacy

The Federal Family Educational Rights and Privacy Act, (FERPA), sometimes called the "Buckley Amendment" 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. Screening and Assessment Records are accessible by the screening team, the child's teacher, any specialists involved in the assessment process (testing or implementation of services), and the school principal. Screening and assessment results are used to identify areas where a student may need additional testing, intervention, or other support services that will assist in the learning process.

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.

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
 - Bianca Jones 781-316-3563 ahsnurse@arlington.k12.ma.us
 - Kelly Devine
- 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:
http://www.arlington.k12.ma.us/emergency_preparedness/files/physical_mental_health_resources.pdf

Health & Nursing Services

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, substance use)
- 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

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 student 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 student 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 student 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 student showing symptoms of any communicable disease for which health officials order isolation is required to be kept out of school as long as the student's illness is considered to be contagious. If symptoms develop at school, parents/guardians will be notified that the student 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 (head injuries, fractures, sprains, lacerations requiring sutures, surgeries, serious illnesses, all hospitalizations, 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. Parents/guardians must provide consent at the beginning of every school year for their student to receive over-the-counter medications, such as acetaminophen and ibuprofen.

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 Medication Permission forms.

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 student 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 provide no more than a 10 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.
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](#)

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. Immunization exemptions are required to be completed annually.

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 Cross Country (boys/girls) Field Hockey Golf | Football Soccer (boys/girls) Swimming Volleyball (girls) |
| Winter: | Basketball (boys/girls) Gymnastics Hockey (boys/girls) | Indoor Track (boys/girls) Wrestling |
| Spring: | Baseball Lacrosse (boys/girls) Outdoor Track (boys/girls) | Softball Tennis (boys/girls) Volleyball (boys) |

Athletes' Responsibilities & Sanction(s)

Participants must complete the necessary medical and parental permissions and forms and pay the athletic fee no later than the first day of their participation.

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

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, only those participants who have secured the necessary teacher approval will be allowed early release. Permission can be rescinded if student action warrants.

Sanctions:

1st offense = No participation in that day's contest and parent 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 discriminate 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 Dean of Students 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.

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 or 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:
 - The device must meet minimum specifications. ([outlined in the BYOD agreement](#))
 - 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](#))

Section J: Schedules

Arlington High School Standard Week Bell Schedule
School Year 2022 - 2023

| Drop | C | D | E | A | B |
|---------------|---------------------|-----------------|------------------|------------------|------------------|
| Drop | | G | | F | |
| | M | T | W | Th | F |
| 1 | A 8:30-9:35a | A 8:30-9:41a | A 8:30-9:35a | B 8:30-9:41a | A 8:30-9:35a |
| 2 | B 9:38-10:34a | B 9:44-10:40a | B 9:38-10:34a | C 9:44-10:46a | C 9:38-10:34a |
| 3 | D 10:37-11:33a | C 10:43-11:39a | C 10:37-11:33 | AD 10:50-11:14a | D 10:37-11:33a |
| | Lunch - 11:36a-- | Lunch - 11:42-- | Lunch - 11:36a-- | Lunch - 11:19a-- | Lunch - 11:36a-- |
| 4 | E --- 12:58p | E ---1:02p | D --- 12:58p | D --- 12:46p | E --- 12:58p |
| 5 | F 1:01-1:57p | F 1:05-2:07p | F 1:01-1:57p | E 12:49-1:51p | F 1:01-1:57p |
| 6 | G 2:00-2:56p | XX 2:10-2:56p | G 2:00-2:56p | G 1:54-2:56p | G 2:00-2:56p |
| | | | | | |
| M,W,F | First Lunch | 11:36 AM | 12:00 PM | | |
| | First Class | 12:00 PM | 12:58 PM | | |
| | Second Class | 11:36 AM | 12:05 PM | | |
| | Second Lunch | 12:05 PM | 12:29 PM | | |
| | Second Class | 12:29 PM | 12:58 PM | | |
| | Third Class | 11:36 AM | 12:34 PM | | |
| | Third Lunch | 12:34 PM | 12:58 PM | | |
| Tues. | First Lunch | 11:42 AM | 12:06 PM | | |
| | First Class | 12:06 PM | 1:02 PM | | |
| | Second Class | 11:42 AM | 12:14 PM | | |
| | Second Lunch | 12:14 PM | 12:38 PM | | |
| | Second Class | 12:38 PM | 1:02 PM | | |
| | Third Class | 11:42 AM | 12:38 PM | | |
| | Third Lunch | 12:38 PM | 1:02 PM | | |
| Thurs. | First Lunch | 11:19 AM | 11:43 AM | | |
| | First Class | 11:43 AM | 12:46 PM | | |
| | Second Class | 11:19 AM | 11:50 AM | | |
| | Second Lunch | 11:50 AM | 12:14 PM | | |
| | Second Class | 12:14 PM | 12:45 PM | | |

| | | | | | |
|-------------|--------------------|---------------|---------------|---------------|---------------|
| Drop | C | D | E | A | B |
| Drop | | G | | F | |
| | M | T | W | Th | F |
| 1 | A 8:30-9:35a | A 8:30-9:41a | A 8:30-9:35a | B 8:30-9:41a | A 8:30-9:35a |
| 2 | B 9:38-10:34a | B 9:44-10:40a | B 9:38-10:34a | C 9:44-10:46a | C 9:38-10:34a |
| | Third Class | 11:19 AM | 12:22 PM | | |
| | Third Lunch | 12:22 PM | 12:46 PM | | |

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**

Arlington 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 he or she 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.