

# ARLINGTON HIGH SCHOOL

1157 Route 55 ▪ LaGrangeville, NY, 12540 ▪ (845) 486-4860



*STUDENT HANDBOOK*

*2023/2024*

(CHANGES HIGHLIGHTED IN RED)

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## WELCOME TO ARLINGTON HIGH SCHOOL

As you embark upon another year of formal education, either as a new student here or a returning one, we urge you to take full advantage of the many opportunities available to you in your classes and in the extra-curricular activity program. We are proud of our school and its many outstanding accomplishments. It is our joint responsibility to see that these standards of excellence continue to prevail in the future. From the many learning experiences to which you will be exposed, it is our hope and expectation that you will be well prepared to assume your daily and future responsibilities in our complex society. Welcome to a new year at Arlington High School, a year we hope will be challenging and rewarding to all.

Sincerely,  
Arlington Administration

Mr. Don Solimene	Executive Principal
Dr. Donna Bolner	2027 House Principal
Ms. Sharon Spencer	2026 House Principal
Dr. Richard Carroll	2025 House Principal
Mrs. Deborah Bryant	2024 House Principal
Ms. Jeanne Desire	2027 Associate Principal
Mr. Scott Broglia	2026 Assistant Principal
Ms. Kathleen Nixon	2025 Assistant Principal
Ms. Carrie Cosgrave	2024 Assistant Principal

## MISSION STATEMENT

The Arlington Central School District mission is to empower all students to be self-directed, lifelong learners, who willingly contribute to their community, and lead passionate and purposeful lives.

## HOUSE PLAN

The administrative structure at Arlington High School is based upon a house plan. Each cohort (determined by year of entry into high school) is assigned a House Principal and an Assistant Principal. The idea is to have administrators follow a class for all four years at Arlington High School. Each class is fully incorporated into the house plan and will have administrators, guidance counselors, a social worker and a school psychologist who will be dedicated to that class throughout the entire four years of high school.

## REGULAR HIGH SCHOOL TIME SCHEDULE

7:20	Building opens for student arrivals
7:25	Warning Bell
7:30 - 8:16	Period 1
8:20 - 9:06	Period 2
9:10 - 10:01	Period 3
9:57 - 10:01	Announcements; homeroom business and opening exercises; attendance taken
10:01	End of Period 3

10:06 - 10:52	Period 4
10:57 - 11:43	Period 5
11:48 - 12:34	Period 6
12:39 - 1:25	Period 7
1:29 - 2:15	Period 8

## ROTATING TIME SCHEDULE, A-B-C-D DAYS

A rotating time schedule is designed to provide flexibility in student scheduling. Most students will have one period designated as A or B (days) to accommodate P.E. classes. Other students may have additional periods designated as C or D (days) to provide class time for various lab classes. Each morning, opening announcements will include identification of A-B-C-D days.

## BUS SCHEDULE

Regular school:

7:15 - 7:25 am	Bus Arrival
2:19 - 2:22 pm	Bus Departure
3:25 pm	Activity Bus Departure (Mon. - Thurs.)

## TELEPHONE NUMBERS

Main Office	486-4860
Superintendent's Office	486-4460
Business Office	486-4450
Transportation Department	486-4955

## ARLINGTON HIGH SCHOOL HISTORY

From 1920 to 1961 our district was known as the Arlington Union Free School District, Number 7. When the district was formed, there were two school buildings, one on College Avenue and the other on Davis Avenue. At that time, only one year of high school work was offered. In 1922 the course was expanded to two years, and in 1924 the district offered three years of high school work.

The Arlington High School was granted a charter as a six-year high school in 1926, and its first commencement was held in that year with nine pupils graduating. At that time classes were held in the building where the A. S. May Elementary School is now located. In 1934, a new high school was erected near the junction of Routes 44 and 55, with additions being made in 1940 and 1953 to accommodate the increasing number of students. At the time of the latter addition a separate Junior High School was established in the north end of the building.

On July 1, 1951, the new Arlington Central School District #1 was formed. In 1959 the District voted to build a new high school at Freedom Plains. This building was occupied by grades 10-12 in September 1961. In 1967, space to accommodate 500 more students was added making the present capacity 1500 students.



In 1979, the Arlington District was reorganized to accommodate a declining enrollment in elementary schools coupled with overcrowding in the high school. The former LaGrange Junior High School on Stringham Road became a part of the Arlington High School which is now a four-year high school, grades 9-12. The building on route 55 was designated Arlington High School, North Campus and the former LaGrange Junior High was designated Arlington High School, South Campus. The old high school building is now occupied by the Arlington Middle School grades 6-8.

In September 1998 the new addition to Arlington High School opened allowing all 9-12 students to be situated on one site off Route 55. The former South Campus on Stringham Road became Lagrange Middle School for grades 6-8. The former Titusville Middle School opened as an intermediate school for grades 3, 4, 5 and Overlook Elementary School became a K-2 center.

In 2006 the campus was expanded further to include 40 new classrooms, a new TV studio, new science labs, an updated auditorium, and a cafeteria was added for the seniors. This expansion was added onto the school's south end of the 1100s. Additional classrooms, two gymnasiums and a new science lab/aquarium were also added to the west end of the school. In 2014 Arlington Middle School was closed and the building went on to be used as the new site for Arthur S. May Elementary School.

#### **SCHOOL COLORS**

When Arlington High School was established, the uniforms of the Firemen, which were maroon and gold, were borrowed for a school function. Later, through a vote of the student body, maroon and gold were adopted as our permanent school colors.

#### **TEAM NAME**

In 1961 the G.O. conducted a contest to select a nickname for the athletic teams. "The Admirals" was the selected name.

#### **TEAM MASCOT**

In July 2004, the AHS student body selected "Admiral AI" as the team mascot.

#### **SCHOOL SEAL**

Years ago a contest was conducted to secure a school emblem. Two symbols were selected, and these, mounted together, made up the insignia: a lamp, which signified wisdom, and a book, which represented the book of knowledge. To these symbols an anchor was later added. It was from this last addition that the school yearbook took its title, "Anchors".

#### **SCHOOL RING**

With the idea of establishing a traditional ring for Arlington High School, the student body in 1959 voted to adopt such a ring. The design incorporated symbols of scholastic and athletic activities of the school.

### **THE REGENTS BILL OF RIGHTS FOR CHILDREN**

#### **A Statement of Principles and Goals**

- I. All children have the right to a healthy, secure, nurturing infancy and early childhood.
- II. All children have the right to live in circumstances which permit healthy intellectual, emotional, physical, and moral development.
- III. All children have the right to a free, sound, basic education.
- IV. Each child has the right to an education appropriate for his or her individual needs.
- V. All children have the right to an education which respects their culture, race, socioeconomic background, and the language of their home.
- VI. All children have the right to schools and educational programs which are effective.
- VII. All children have the right to educational programs which prepare them for jobs, for college, for responsible family life, and for citizenship in a self-governing society.
- VIII. All children have the right to pursue their education without fear.
- IX. All children have the right to the resources needed to secure their educational rights.
- X. All children are entitled to an education which involves responsibilities as well as rights.

#### **EQUAL OPPORTUNITY**

##### **Non-discrimination on the basis of Sex, Age, Handicapping Condition, Race, Color, Religion, Sexual Orientation, National Origin or Veteran Status**

The Arlington Central School District does not discriminate on the basis of sex, age, handicapping condition, race, color, religion, sexual orientation, national origin, or veteran status in the education programs or activities which it operates. This policy of non-discrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings and student activities.

The District official responsible for the coordination of activities relating to compliance with Title IX is the Assistant Superintendent for Human Resources, and for Section 504 and Public Law 95-256 is the Assistant Superintendent for Pupil Personnel Services, Central Administration Office, 144 Todd Hill Road, LaGrangeville, NY 12540, telephone number 486-4460. These officials will provide information, including complaint procedures, to any student or employee who feels that his/her rights under Title IX, Section 504, or Public Law 95-256 may have been violated by the District or its officials.

## ARLINGTON SCHOOL GUIDELINES GOVERNING SCHOOL DISTRIBUTION MATERIALS

Whereas, the public school program is designed to meet the physical, social, intellectual and esthetic needs of the students, the Arlington School District welcomes the interest and assistance of parents, students and community members in fulfilling these objectives.

Whereas, school principals are charged with the responsibility of administering the orderly operation of the education process used to achieve these goals, the distribution of all materials in any of the schools, requires the authorization of the building principal.

The following procedures will serve as guidelines for the distribution of such materials:

1. A copy of the materials will be submitted to the principal for review with the understanding that a definite, brief period of time will be specified for review. The principal may appoint a committee to assist on the review.
2. A statement of purpose, the name and address of any sponsoring organizations, and the name, address, and phone number of a specific person responsible for the publication and distribution of the materials must accompany the request.
3. If, after review, authorization for distribution is given, a suitable time and place for such distribution will be established by the principal.
4. If, after the opinion of the principal, the material will interfere with the proper and orderly operation and discipline of the school, or will cause violence or disorder, or will be so offensive to the reasonable sensibilities of any racial, religious, or ethnic group, permission for its distribution shall be denied. Distribution of publications whose purpose is to further personal or organizational monetary gain shall be denied unless the publication is associated with a school sponsored drive. The principal shall notify the petitioner of the reason for denial of permission.
5. Approval for distribution of materials to all, or substantially all of the grade levels of the District also requires prior approval of the superintendent.

### VISITORS

All persons not enrolled at Arlington High School, who have legitimate reasons to visit, must request permission and if granted, must sign in and out at the reception booth in the main lobby and must show a license or government issued ID. Upon showing identification, a temporary visitor pass will be issued which must be displayed by that person at all times while visiting in the building. Any unauthorized visitor will be penalized under the terms of Section 240.35 of the Penal Law. Visitors must apply in writing or by phone to an Administrator at least 24 hours in advance for permission. Persons with infants and/or small children are discouraged from social visiting during school hours.

## OPEN HOUSE

Our annual Open House program will be held on the first Thursday in the month of October. The purpose of this program is to establish a close relationship between parents and the school. It also serves as an opportunity for parents to see our building, to meet the teachers, and to see many interesting exhibits prepared by the students. All parents and other interested individuals are urged to make a practice of attending our annual Open House.

**\*\*\*On October 5, 2023 the high school will hold an in person Open House for the 2023-2024 school year. \*\*\***

### "NO SCHOOL" ANNOUNCEMENT/SCHOOL MESSENGER

Announcements on stations:

"AM"	WKIP-1450; WEOK-1390; WHVW-950; WBNR-1260
"FM"	WPDH-101.5; WCZX-97.7; WSPK-104.7; WHuD-100.7; WRWD-107.3; WRNQ-92.1; WBPM-92.9
Information may also be found on the district website: <a href="http://www.arlingtonschools.org">www.arlingtonschools.org</a> <a href="http://www.cancellations.com">www.cancellations.com</a>	

The Arlington Central School District is now using the SchoolMessenger callout service. We will be using SchoolMessenger to phone you about student absences, school closings, delays and early dismissals, and to remind you about school activities and important dates. This communication tool will also be used in the event of an emergency. A message describing the event or providing specific instructions can be created and sent within minutes of its occurrence.

This dynamic tool is not intended to replace, but rather to enhance our current modes of communication. We will continue to keep you informed of important information through letters and on the district and school websites. Information about school closings and delays will still be available on local radio stations.

### EMPLOYMENT CERTIFICATES (WORKING PAPERS)

#### Types:

- Student Employment Certificate (Non factory, 14 & 15 years of age)
- Student Employment Certificate (General 16 & 17 years of age)
- Farm Work Permit (14 & 15 years of age)
- Newspaper Carrier Certificate (12-18 years of age)

A standard employment certificate and a vacation work permit are currently active for 2 years.

#### Students who wish to work must:

1. Obtain an application blank from the Health Office. This must be signed by the parent.
2. Have a physical examination by the school doctor or family physician.

3. Return to the Health Office the signed application form and record of physician's examination, including social security number.

A working certificate will then be issued, legally allowing the student to work within the guidelines which apply to the particular work permit issued. Further information may be obtained from the Health Office personnel.

### SEXUAL HARASSMENT

The Board of Education is committed to safeguarding the right of all members of the school district community to an educational and work environment that is free from all forms of sexual harassment. To this end, the Board prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the District. Sexual harassment does not only depend upon the offender's intention but also upon how the target perceives the behavior or is affected by it. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as supervisors.

Therefore, the Board prohibits all unwelcome behaviors of a sexual nature, which are either designed to extort sexual favors, or which have the purpose or effect of creating an intimidating, hostile, or offensive environment. The Board also prohibits any retaliatory behavior against complainants or any witnesses.

In order for the Board to effectively enforce this policy and to take prompt corrective measures it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The District will promptly investigate all complaints of sexual harassment, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

If, after appropriate investigation, the District finds a violation of this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, District policy and state law.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment. In addition, training programs, for example workshops, shall be designed to avoid sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the District's collective bargaining agreement and the state laws.

This policy shall be posted in a prominent place in each District facility and shall also be published in student registration materials, students, parent and employee handbooks, and other appropriate school publications.

### GUIDANCE DEPARTMENT & PUPIL PERSONNEL

Good mental health is important for everyone-as important as physical health to our quality of life. Stress, relationship problems, and other concerns can interfere with learning, and teens need skills to cope with life's challenges. GUIDANCE COUNSELORS, SCHOOL SOCIAL WORKERS AND SCHOOL PSYCHOLOGIST are very accessible and work to enhance the academic, behavioral, and interpersonal outcomes of students. They provide individual counseling to address students' academic, social, or emotional needs. They help support parents and teachers in their efforts to help students use positive behavior and achieve their best. They help deal with any immediate crisis, and bridge the gap between school and community agencies.

### THE MARKING SYSTEM

The scholastic grading system is on a percentage basis at Arlington High School.	
90 - 100%	Superior
85 - 89%	Above Average
75 - 84%	Average
65 - 74%	Below Average
64% and Lower	Failure

### Grading Scale

The following grading scale shall be utilized for all course except Advanced Placement and College Level Courses:

1. Passing grades shall include all numerical grades ranging from 65-100
2. Failing grades shall include all numerical grades ranging from 50-64
3. A failing grade of 50 shall be the lowest grade awarded to any student in all Marking Periods.
4. A grade of 40 may be awarded to those students who are chronically absent, if appropriate, due to incomplete work or lack of class participation and with consultation of grade level Administration.

Final course grades:

5. Courses that consist of 4 marking periods shall be calculated as follows:
  - a. 22.5% shall be allocated to each marking period grade;
  - b. 10% shall be allocated to a final course assessment which may consist of a final exam, project, exhibition, or other assessment tool approved by the executive principal.
6. Courses that consist of 2 marking periods shall be calculated as follows:

- a. 45% shall be allocated to each marking period grade;
- b. 10% shall be allocated to a final course assessment which may consist of a final exam, project, exhibition, or other assessment tool approved by the executive principal.

7. Regents are not included in the calculation in the Final Average.

#### Incomplete Grades:

8. The student shall have 5 weeks to complete any missed coursework.
9. If a student receives an incomplete during the last marking period for the course (S1 or S2), the student shall be provided 10 days from the last day of that marking period to complete the work.
10. The Superintendent of Schools and/or his/her designee may extend the above time periods to complete any missed coursework, if warranted, for reasons such as, but not limited to, an extended health condition and/or illness.
11. Once the allocated time period has elapsed, a numerical grade shall be assigned based on any coursework completed for the marking period. Consistent with the above, no student shall be awarded a grade lower than a 50 except that a 40 may be assigned to a student who is chronically absent.
12. Incomplete grades shall not be calculated into a student's grade point average. Once a numerical grade is assigned, the student's GPA shall be recalculated to include the assigned numerical grade.

#### CLASS RANK

An index system is used to determine class rank. Alternative credit will not be included in class rank. Each course is assigned a factor which is listed with the course description. The index for class rank purposes is determined by the formula:

$$\text{INDEX} = \frac{\text{sum of (grade x credit x factor) for each course}}{\text{Total credits (excluding Pass/Fail courses)}}$$

The general guideline for determining the factor for a course is as follows:

#### LEVEL

Advanced Placement (AP)	10
Honors (H)	9
College Prep/Regents Level (R)	8
School Level/Trial Regents (T)	7

#### REQUIREMENTS FOR CLASS MEMBERSHIP

A student must have a certain number of scholastic credits (not including physical education) in order to be considered a member of the class. Required credits are as follows:

**Freshman** - Enrolled in 9th grade, taking 5 or more courses

**Sophomore** - 5 credits

**Junior** - 9 credits

**Senior** - Carrying enough credits to be eligible for graduation in June

#### CONDITIONS FOR PASS/FAIL OPTION

1. All high school students are eligible to select designated available pass/fail electives. The option is restricted to one course per semester not including P.E. and a maximum of one unit of credit per year. Pass/fail electives will be compiled on an annual basis from recommendation of each department. These recommendations will then be subject to the approval of the principal. The deadline for selecting the pass/fail option is one week prior to the last day of the first marking period of that course.

2. Once a student selects the pass/fail option, no numerical grade will be given for report cards or permanent record cards. The student will fulfill all the requirements of the course and grades will be maintained by the instructor. Grades will be reported only as P (passing) or F (failing).

3. It will be the responsibility of the student to file a form signed by a parent or guardian authorizing the student to enroll in a course on a pass/fail basis. The form must be filed in duplicate (one for the Guidance Office files and one for the classroom teacher), on or before one week prior to the last day of the first marking period of that course.

#### REPORT CARDS

1. Report cards are issued four times during the year.

2. The mark entered on the card at the end of each report period is the student's average for that marking period only, for class work and tests.

3. The report card sent home at the end of the year will show the class average, the final examination mark, and the average for the year.

4. If, through absence, a student has not completed the work for the report period, "Inc." (incomplete) will be given. If the work is not satisfactorily made up within a 5-week period, the incomplete will become a failure.

5. **A student must complete a final examination for the course in order to receive credit.**

6. **Any subject dropped after the first report marking period is recorded as a failure.** The failing grade will be recorded as a 50. Students may drop a course prior to the end of the report period without academic penalty provided they have the written approval of a parent/guardian and guidance counselor. The Guidance Department has been organized primarily to provide students with information and counsel that will enable them to plan intelligently for their educational and vocational futures. In the Guidance Office,



literature describing countless occupations as well as various booklets and catalogs issued by colleges and universities is available to all students. Regardless of what the plans of the individual student may be, students should avail themselves of the aid which this department provides. Each student should plan to arrange a minimum of one conference each year with a guidance counselor. Counselors are ready and willing to discuss a variety of problems including those which are educational, personal, work-related or financial in nature.

#### SUMMER SCHOOL

Summer school opportunities are available for students. Applications may be secured in the Guidance Office. Since the Arlington School District runs the summer school program, tuition is paid for repeat courses by our school district with Arlington students paying a minimal registration fee. In order to be eligible to attend, a student **must** have been in regular daily attendance (this includes Phys. Ed.) through the last day of class, **must have completed a final examination and must have shown effort in the course.** A summer school driving program is conducted at Arlington High School under the direction of the summer school principal.

#### MUSIC & CHORAL LESSONS

Students in instructional music and chorus will be scheduled for small-group instruction on a rotating schedule. Students are expected to notify the classroom teacher the **day before a scheduled music lesson. Students are responsible for all class work and homework, including PE participation, assigned or due on the day of the lesson.** Students will be excused from lessons by the music teacher if a major test is being given. If a classroom teacher wishes a student to remain in class due to extenuating circumstances, or if the student is in danger of failing the course, or if there is a special presentation that cannot be made up, the music teacher will also excuse the student from the lesson. It shall be the student's responsibility to obtain written verification of attendance from the classroom teacher and to present it to the music teacher.

#### PARENT-TEACHER CONFERENCES

Parents are urged to confer with teachers regarding the educational progress of their son or daughter. Teachers may be contacted by calling 486-4860.

#### SCHEDULE CHANGES

Students' schedules are planned in consultation with the Guidance Department and changes should be requested only after serious consideration and with parental approval. Students are to remain in and report to all classes until proper written authorization for a drop or change has been completed by the Guidance Office. Failure to do so may result in disciplinary action. Students will not be permitted to drop a course after the first of May, each year.

#### APPLICATION FOR EARLY GRADUATION

Request for early graduation may be made for graduating at the end of the junior year or middle of senior year. In considering requests for early graduation, attention will be given to the student's grades, performance in school, and future plans. Parental/Guardian permission will be required. Students are to discuss such a request with their guidance counselor. The final decision on whether to grant permission or not will be made by the principal, after consultation with the student's guidance counselor. No student will be considered a candidate for early graduation until his/her application is approved by the principal.

#### REGENTS EXAMINATIONS

During the examination weeks, Regents examinations are given in designated subjects. These examinations are prepared by the New York State Board of Regents and are given simultaneously in all New York State high schools. The passing grade is 65%.

The granting of credit for Regents courses of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination that is administered at the end of the course. When deciding whether or not a student has satisfactorily completed a Regents course of study and is entitled to a unit of credit, the student's performance will be evaluated on all of these activities. The granting of credit will not be based solely on the Regents examination score. The final course grade will be derived by averaging the four marking period grades (4/5) with the final exam grade (1/5).

#### COLLEGE BOARD

##### School Code Number

The school code number of Arlington High School is 334620. This is also referred to as the C.E.E.B. code, College Board and A.C.T. code.

##### PSAT-NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

**The PSAT will be given at AHS on October 20, 2023. It is recommended that juniors take this test.** Information and registration forms will be available in early October in most junior English classes and the Guidance Offices.

##### College Board SAT I and SAT II Tests

SAT I and SAT II tests are required by many colleges in their admissions evaluation process.

**SAT I:** Reasoning tests that measures students' verbal and mathematical reasoning abilities.

**SAT II:** Subject tests measure students' knowledge or skills and their ability to apply that knowledge in particular subject areas. The tests fall into five general areas: English, Social Studies, Mathematics, Sciences and Foreign Languages.

**\*\*Arlington High School will only be administering the SAT on tests dates highlighted in red below \*\***



### SAT /Test Date                      Registration Deadline

October 7, 2023	September 7, 2023
*November 4, 2023	October 5, 2023
*December 2, 2022	November 2, 2023
March 9, 2024 (Digital)	February 5, 2024
May 4, 2024 (Digital)	April 19, 2024
June 8, 2024 (Digital)	May 3, 2024

The test center code for AHS is 33770. Registration forms and test descriptions are available in the Guidance Offices.

### **American College Test (ACT)**

The ACT is offered three times at Arlington High School in October, April and June, and at approximately 2,000 test centers in the country. You may contact the Guidance Offices for more specific information, advice and registration information. The test center code for AHS is 215240.

**\*\*Arlington High School will only be administering the ACT on tests dates highlighted in red below \*\***

<u>ACT Test Date</u>	<u>Registration Deadline</u>
September 9, 2023	August 4, 2023
*October 28, 2023	September 22, 2023
December 9, 2023	November 3, 2023
February 10, 2024	January 5, 2024
*April 13, 2024	March 8, 2024
*June 8, 2024	May 33, 2024
July 13, 2024	June 7, 2024 (not offered in New York)

### **COLLEGE AND CAREER INFORMATION CENTER**

Information regarding colleges and careers is available in the Guidance Offices and library. The library houses the College and Career Information Center, which has extensive information regarding careers, two and four year colleges, technical and business schools, financial aid resources and Armed Services opportunities. The GIS (Guidance Information System) can also be used to assist students in the decision making process regarding future goals.

**Please check the Guidance website for Financial Aid Night and other Guidance programs.**

### **WITHDRAWING FROM SCHOOL PERMANENTLY**

When a student plans to leave school permanently, a parent or guardian must come to the school and sign a withdrawal permit, clearly stating parental approval for the student to withdraw. The student will then be given a checklist which must be presented to each of the student's teachers. The teacher will initial the slip indicating awareness of the

student's intent to withdraw from school and that all books and materials have been returned.

## **ARLINGTON HIGH SCHOOL POLICIES & PROCEDURES**

### **ANNOUNCEMENTS**

Students who wish to have an announcement made over the public address system must write the announcement on the form provided by the Main Office, date it, and have it signed by a member of the faculty. The announcement, which should be as brief as possible, must then be submitted to the Main Office by 7:15 A. M. on the day it is to be read. Announcements should not include long lists of names of students.

Special announcements by other than the regular announcer must have an administrator's approval in advance. Students are responsible for listening carefully to all information announced daily. If announcements are missed, a copy will be available each day in the Main Office. Announcements will run over the Arlington Broadcast Channel.

### **ATTENDANCE PHILOSOPHY**

The learning experiences that takes place in the classroom environment are considered to be a meaningful and essential part of the educational process. Absences and tardiness tend to disrupt the continuity of the instructional program and the time lost from class is irretrievable, particularly in terms of opportunity for interaction and exchange of ideas between students and teachers. Therefore, classroom attendance is considered to be an integral part of the student's course of study. Students are expected to attend all their classes.

### **ATTENDANCE AND GRADES**

Grades earned in any course shall reflect the student's achievement and daily attendance as well as the fulfillment of other academic requirements as may be established by the department and announced by the teacher.

### **ABSENCE AND TARDINESS**

When a student is absent or tardy, the school must obtain a signed affidavit (commonly called an "excuse" or "note") from the parent or guardian showing (1) the student's full name, (2) days and dates absent from school, and (3) the reason for absence or tardiness. **When tardy, the expected arrival time to school is to be stated in the excuse note.**

This excuse is a legal document which must be kept on file for three years and can be admitted in court as documentary evidence. **This excuse is to be presented to the Attendance Office in the case of an absence immediately upon entering the school.** Upon receipt of the excuse, an admit pass will be issued to the student which must be shown to their First Period teacher. Failure to present a written excuse note, signed by a parent or guardian, following an absence or tardiness will result in the absence or tardiness being



recorded as a truancy at the time of entry into school. A forty-eight-hour grace period will be allowed for students who fail to present a written excuse note on the day of tardiness or return to school from an absence. At the end of the aforementioned grace period, a tardy or an absence not verified as legal by a properly signed excuse note will remain recorded in school records as an unexcused tardiness or unexcused absence.

**Disciplinary procedures may be as follows:**

**LATE TO CLASS:**

Students who are tardy to school or who are returning from an absence must report to the Attendance Office with or without their written excuse note, immediately upon entering the building. Failure to do so and instead reporting directly to class may result in the student being assigned either after school detention or ISS (In School Suspension). Those students who are tardy to school with no note will need to bring in a note within 48 hours to avoid being assigned an after-school detention. Students must also have a written note brought to the Attendance Office in order to receive permission to leave school early.

**Excused absences are as follows:**

- 1) Personal illness
- 2) Serious illness or death in the immediate family
- 3) Impassable roads or weather making travel unsafe
- 4) Religious observance
- 5) Doctor's appointment which cannot be arranged for any other time
- 6) Special educational activities requested by the parents and approved by the building Principal
- 7) Approved school-sponsored trips
- 8) Required court attendance
- 9) Quarantine

Any other absence is considered unexcused, such as "visiting," "away," "vacation," "shopping," "needed at home," "caring for baby," "work," "no shoes," "overslept," "car trouble," etc. Each absence must be accounted for. It is the parent's/guardian's responsibility to notify the office on the morning of the absence. A written excuse signed by parent or guardian is required for early departure or for admission following any absences. Such an excuse should contain the reason and date of absence.

**TRUANCY/CUTTING/ABSENCE FROM CLASS**

The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion has a positive correlation, and therefore the District has developed a Comprehensive Student Attendance Policy. Please click on links below :

[https://drive.google.com/file/d/1kkOnh\\_Pg02upZW85Cc9qW\\_Ne3XBw5zRjK/view?usp=sharing](https://drive.google.com/file/d/1kkOnh_Pg02upZW85Cc9qW_Ne3XBw5zRjK/view?usp=sharing)

[https://docs.google.com/document/d/1ClqboCR\\_ZX8ydYQZSI-bKahDkJmQ7LT8dtXz8\\_i2AyY/edit?usp=sharing](https://docs.google.com/document/d/1ClqboCR_ZX8ydYQZSI-bKahDkJmQ7LT8dtXz8_i2AyY/edit?usp=sharing)

Students who are truant from school or absent from a class may not be eligible to make up work missed. Furthermore, students who intentionally absent themselves from an examination or quiz without legal permission or excuse, with the knowledge that the examination was to be given, need not be afforded the opportunity of a make-up exam. Students may receive a grade of zero on any test or quiz missed due to truancy or cutting. Unexcused absences from class or study hall may result in after school detention or ISS. ISS may be given to individuals for repeated unexcused absence (truancy) and/or other measures as deemed appropriate by the school for chronic truancy.

Additional consequences for infractions listed below for seniors may be revocation of permission to:

- 1) Leave campus for nearby business centers during lunch period
- 2) Park on school property
- 3) To be excused from study hall and/or to report late to school for the first period and classes beginning later in the day.

**BICYCLE USE – STUDENTS**

During the school day bicycles may be used on school grounds only for direct transportation between home, school and work. It is expected that each student will secure their bicycle with a lock. The School District is not responsible or liable for bicycles brought onto school grounds.

**BUS TRANSPORTATION & PROCEDURES**

Pupils who live beyond reasonable walking distance from the school are transported to and from school on School District owned and operated buses.

The transportation department makes every effort to set up bus routes to serve the pupils as efficiently and safely as possible. Since buses cannot stop safely on hills and curves or at each pupil's house, the pupils are asked to walk to a bus stop. Students should be on time at the designated school bus stop and should wait until the bus comes to a complete stop before attempting to enter. **STUDENTS SHOULD BE PREPARED TO SHOW THEIR IDENTIFICATION CARD TO THE DRIVER AT ANY TIME UPON REQUEST.**

While on the bus, students should remember that loud talking and laughing could divert the driver's attention and make safe driving difficult. Horseplay is not permitted around or on the school bus. Riding a school bus is a privilege, not a right.

Follow these rules and retain the privilege:

- 1) Observe the same conduct as in the classroom.
- 2) Be courteous. Use no profane language.
- 3) Do not eat or drink on the bus.
- 4) Keep the bus clean.



- 5) Cooperate with the driver.
- 6) Do not smoke.
- 7) Do not be destructive.
- 8) Stay in your seat.
- 9) Keep head, hands and feet inside the bus.
- 10) Follow the driver's instructions. Remember the bus driver is authorized to assign seats.
- 11) In accordance with NY State law, failure to abide by transportation rules may result in suspension of bus-riding privileges.

#### ACTIVITY PROCEDURE

- 1) Students who are to ride an after school activity bus shall present an authorized activity bus pass to the bus driver and must wear their student ID.
- 2) Team members shall receive a "seasonal" bus pass from their coach once final rosters are established.
- 3) Students staying after school on a day-to-day basis shall obtain an activity bus pass from their teacher or advisor.
- 4) Staying after school for administrative detention shall be issued an activity bus pass by the detention supervisor.
- 5) Students staying after school for library use are to obtain an activity bus pass from a member of the library staff under the following conditions:

#### LIBRARY IN LIEU OF STUDY HALL

- Students come directly to the library at the beginning of the period, rather than going to study hall first
- Students scan and sign in the library
- The library **will call** each study hall teacher to tell them which students are there, providing a backup to the online attendance procedure
- Students may sign up, reserving their place in the library, starting at 7:15 AM and throughout the day prior to their study hall period.
- If the library must send a student back to study hall, they **will call** the study hall to inform them.
- Students who come to the library will stay there, except in the case above.
- Students who go to study hall stay there, except in the case below.
  - o Teachers may send a student to the library from study hall *if and only if* the student has a research emergency.

#### LIBRARY IN LIEU OF THE CAFETERIA

- Library lunch passes are available to be filled out in the Library
- Students may come by the library to get a pass any time between 7:15 AM and the first few minutes of their lunch period.
- Once a student has filled out a pass, they may bring it to lunch and use it to leave the cafeteria for the library.

#### PROCEDURES UPON ENTERING THE LIBRARY

There is a daily activity bus Monday-Thursday at 3:25 pm. Students who wish to take the 3:25 activity bus must present an activity bus pass to the bus driver and must wear their student ID. After school bus passes shall be in three categories as follows:

- 1) **DAILY ACTIVITY BUS PASS** which shall be used for students who are staying after school for a specific reason other than a membership on an interscholastic sports team. Valid reasons may be as follows:
  - a. **To see a teacher** for extra help, make-up exam, tutoring, discussion, etc. with the pass issued by the teacher.
  - b. **Library use** with a pass issued by the librarian.
  - c. **Detention** with a pass issued by the detention supervisor.
  - d. **Other** with the pass issued by a teacher or by signing-up in the West House Office with the pass issued by the secretary.
- 2) **BOCES AFTERNOON BUS PASS** will be used exclusively by P.M. BOCES students and will be issued in their House Office.

Only students who stay for a school-sanctioned activity may take advantage of late buses. There will be no activity buses on Friday afternoons. In addition, there will be no 4:45 bus throughout the year.

- a. All students must sign in at the circulation desk upon entering the library.
  - b. Students arriving in the library after 2:20 P.M. shall be required to have a teacher-issued pass to enter the library.
  - c. Students shall be required to sign out when leaving the library.
- 6) Students who require a daily activity bus pass yet failed to make arrangements with their respective teacher may receive one at the West House Office. Students must sign-in before receiving an authorized activity bus pass from the secretary.
- 7) Students who "forgot" or "lost" their authorized daily or sport-membership pass **will not be denied transportation**. However, they will be required to sign-in with the bus driver after showing positive identification, and their name will be forwarded to their House Office.
  - Students desiring to ride a bus other than their regular assigned bus should obtain a special pass from their House Office prior to the beginning of their lunch periods.



- Students must have a written request signed by a parent or guardian. Students must drop off the notes in the written request in the Main Office.
- To allow time for verification of written requests, students are expected to present their request note before period one or if not feasible, early in the school day.

#### CAFETERIAS

During periods 4 through 7 a "type A" hot lunch is provided along with food court items. A la carte service is provided. Lunches brought from home must be eaten in the cafeteria. Students are not permitted to take food out of the cafeteria for any reason unless they have a pass signed by an administrator.

All students are expected to show proper courtesy and respect to each other and to the supervisors and cafeteria personnel at all times. Normal dining room rules will apply. All students at each table are responsible for the cleanliness of their table and the floor surrounding it. Cafeteria supervisors reserve the right to make specific seat and table assignments where it is deemed necessary for the preservation of good dining room conditions.

**Only seniors may leave school grounds for lunch with written permission from parents which must be on file in the house office.** Students who have permission on file will be granted a pass. Departure and return must be via sidewalks, not across the lawn. **No students are permitted to drive off grounds for lunch.**

Card playing of any kind or the playing of chance is prohibited in the cafeterias and on school grounds. Students are not to gamble or take part in any game or activity that could be interpreted as gambling while in the cafeterias or on school grounds.

Students may use iPods in cafeterias. Their use may not be disruptive. **DISRUPTIVE USE IS WITHIN THE DISCRETION OF STAFF MEMBERS.**

Students should be prepared to show their school I.D. card to any teacher or monitor who so requests. Students are not to sit on radiators, ventilation units or window sills in the lunch rooms. Good student behavior in the Cafeterias is expected at all times. Disruptive or discourteous behavior will result in disciplinary action appropriate to the offense, which may include loss of cafeteria privilege, detention or suspension from school.

#### CARE OF SCHOOL AND GROUNDS

Eating should be done only in the cafeteria. Students are not permitted to take food or beverage from the cafeteria or bring cafeteria food or beverage into the classrooms without a pass from an administrator. Students are prohibited from having beverages in the halls or classrooms regardless of where they were purchased. This rule is not intended to prohibit the carrying of a closed bag lunch to or from a hall locker or to the cafeteria.

The walls, desks, doors, lockers, floors, windows, etc. should be kept free from marks. ***Authorization is to be obtained from an administrator before any and all posters may be displayed.*** Students not complying with this section will be subject to disciplinary measures. No posters should be attached to painted walls and only masking tape should be used elsewhere.

Waste paper should be deposited in the containers provided. Recyclable material(s) should be deposited in the recycling boxes provided.

Snowballs are not to be thrown on the school grounds. This is a dangerous practice that frequently results in destruction of property and serious injury. Students who throw snowballs on school grounds may be suspended.

Knives and other sharp objects capable of causing destructive damage to property or injury to people, which also serve no useful purpose in a school setting, may not be brought on buses or to school.

Students responsible for damaging school property will be required to pay for repair and/or replacement costs.

Students are not to climb on the roof, both for personal safety reasons and to avoid costly damage to roofing surfaces. If students lose a ball or Frisbee or other object on the roof, they should report it to the head custodian who will remove the item as time permits.

#### COMMUNITY VOLUNTEER SERVICE PROGRAM

The CVS program encourages students to use their free time to benefit the school district and the community. Students participate in practical learning and teaching experiences that capitalize on, or help identify their own interests and talents, while providing much needed help for other students, teachers, and community organizations.

The types of volunteer placements currently available throughout the school district are: classroom assistants; office and department assistants; tutors and note takers for students, and assistants for handicapped or Special Education students. In the community, volunteers have participated in programs at the Freedom Plains Nursery School, volunteer fire departments, nursing homes, various hospitals, libraries, and other service organizations.

Credit for CVS is available at the rate of 1/2 unit for 150 hours of documented participation, and 1 unit for 300 hours. One CVS hour equals one clock hour (60 minutes). In order to obtain CVS credit, three things are required:

- 1) A self-evaluation form to be handed in at the end of each semester,

2) Submission of an evaluation form by the supervising teacher or community sponsor, and Submission of a teacher/sponsor-approved log documenting hours spent and service performed.

All three criteria will be evaluated by the CVS Director to determine the awarding of credit. Students must apply for the CVS program by filling out the proper application form. Failure to apply will result in credit denial.

Students who wish to participate in the CVS program may do so before their school day starts, after their classes are finished, or during the school day when they have unassigned periods. Credit may also be given for approved volunteer work done after school or on weekends from September through June. Credit is awarded only during the academic school year; no credit is given for summer volunteering.

Requirements of CVS volunteers include the maintenance of good academic standing, parental and guidance approval for participation, and, once they have committed themselves to volunteer placements, the demonstration of commitment.

#### **COMMENCEMENT, HONOR AND PRIZE AWARDS**

Numerous honor and prize awards are given at the annual commencement exercises. Awards and prizes are presented for outstanding accomplishments. Such awards cover almost every phase of our educational system and have been established through the generosity of individuals and organizations.

#### **HONOR KEYS**

Honor keys are awarded to eligible students in the spring of their senior year. The key represents an average of 85 or higher as computed in January of the senior year. The students with the highest and second highest index are named valedictorian and salutatorian of the graduating class.

#### **PRINCIPAL'S LIST AND HONOR ROLL**

The purpose of the Principal's List and Honor Roll is to acknowledge all students whose academic achievement merits recognition and to encourage and motivate students to put forth their best effort. The criteria for selection are listed below.

##### **Principal's List**

1. Average from 95-100 (grades are not rounded for Principal's List)
2. No grade below 85 in any class
3. No minimum number of classes must be taken
4. An incomplete in any class disqualifies a student for one Marking period
5. No F's in any pass/fail class
6. Students must be passing physical education
7. Students will have numerical grades for physical education that factor into their GPA

#### **Honor Roll**

1. Average from 85-94
2. No grade below 80 in any class
3. No minimum number of classes must be taken
4. An incomplete in any class disqualifies a student for one marking period
5. No F's in any pass/fail class
6. Students must be passing physical education
7. Students in grades 9-11 will have numerical grades for physical education that factor into their GPA

#### **DANCES AND SOCIAL FUNCTIONS**

- 1) A minimum of two faculty members must be present to share responsibility and supervision.
- 2) Student chairpersons and faculty advisors should discuss arrangements with an administrator at least 30 days before the event.
- 3) Unless otherwise stated, one member of each couple attending the dance must be a current student at Arlington High School.
- 4) Reservations must be made in advance. Tickets will not be sold at the door.
- 5) Lists of out-of-school guests must be approved by an administrator.
- 6) Student chairperson and ticket chairperson should keep a list of the number of tickets and to whom they were sold. These student chairpersons are personally responsible for enforcement of the rules concerning attendance.
- 7) A student and a faculty member must check tickets at the door.
- 8) A police officer should direct traffic and assist with supervision.
- 9) Guests who leave the dance will not be allowed to return. This rule is strictly enforced.
- 10) All decorations and equipment must be removed before the beginning of the next school day.
- 11) Permission to use the kitchen must be secured from a building administrator and the cafeteria manager.
- 12) Permission for use of spotlights and other electrical equipment should be secured from the audio/visual department.
- 13) Students are expected to be suitably dressed.
- 14) To be eligible for participation in dances and social functions, students must be in regular attendance throughout the school year. Students who have received more than two (2) suspensions in a given year may not participate. Furthermore, students who have also demonstrated their inability to cooperate and obey rules, either in school or at previous dances or social functions, will jeopardize their opportunity to attend. A review for exceptional cases may be conducted by an administrator in cooperation with teacher or advisor personnel.

## DISMISSAL PROCEDURES – LEAVING SCHOOL GROUNDS

To enhance personal safety of students, the following procedures are in effect.

1. **FOR BUS RIDERS:** All students are to wait on the curb until the arriving bus comes to a full stop before attempting to board the bus.
2. **FOR WALKERS AND BIKE RIDERS:** No student shall leave the grounds before the last bus departs. Bridges and roadways are too narrow for walker and bike rider safety. Student walkers are reminded to obey Vehicle and Traffic Law #1156, which states that, when no sidewalk is provided, pedestrians **must walk on the left side** of the roadway or its shoulder, facing traffic, **upon the approach of any vehicle, shall move as far left as is practical.**
3. **FOR VEHICLE DRIVERS:** Drivers shall be permitted to leave before the buses, except when the buses begin to depart; drivers must yield the right of way to the buses. Drivers may not exceed the 5 mile per hour speed limit.
4. **FOR STUDENTS PICKED UP BY PRIVATE AUTOMOBILE:** Students are to be picked up only in designated areas. Students are not to be on or near the main roadways.

## EARLY DISMISSAL

It is possible to be excused from classes for a medical or dental appointment, or other approved purposes. In these cases, the student should bring a note requesting early dismissal from school. **All notes for early dismissal must be submitted to the Attendance Office prior to the start of period one (1).** The note should include the full name of the student, phone numbers where a parent or guardian can be reached, time to be excused, destination, and full name of the parent or guardian signing the note. Before leaving the building the student **MUST** sign the early departure register at the Attendance Office. **A properly signed note is required prior to release. Phone calls will not be honored in place of a note.**

## ETHICS STATEMENT

### ARLINGTON HIGH SCHOOL COMPUTER NETWORK

The Arlington High School Computer Network (AHSCN) is a system of separate computers that are linked together to allow all Arlington High School students to have easier access to more sophisticated technology. Each student, as a user of the AHSCN, should understand the responsibilities involved in the use and operation of the network.

The AHSCN is intended to be used principally for school related activities. Non-school activities that require the use of the AHSCN must receive the EXPRESS PRIOR APPROVAL from one of the teaching staff members responsible for the AHSCN. School personnel who oversee the various AHSCN terminals will have the initial responsibility to ensure approval prior to the student being allowed access to the network.

Each student user is considered to have given passive consent with all policies of the ACSD regarding proper use of the network. Each student must then adhere to the rules and guidelines. A student's failure to abide by the rules, regulations, procedures and terms of the District will result in the forfeiture of that student's user rights as well as other possible penalties, i.e. suspension from using AHSCN, school administrative disciplinary action and/or the direct financial obligation for repairing or correcting damage caused by the student to the Arlington High School Computer Network hardware or software.

## FIRE AND EMERGENCY DRILLS

Fire drills are an important exercise practiced in our school to help insure the safety of students in case of an emergency. All windows and doors must be closed. Directions for leaving the building will be given by each teacher to each of their classes. Pupils line up in double file and leave the room remaining in lines and moving rapidly without running to their proper location on the grounds. Without exception, all persons should leave the building. Physically handicapped students should step out of line and follow the last class out. No one is to return to the building until the all-clear bell has sounded with three (3) distinct long rings. There shall be absolutely no talking from the time the gong sounds until all students return to their rooms. The fire drill is not over until the students have returned to their rooms; therefore, strict order must be maintained while lines are passing into and out of the building.

## HALL & LAVATORY PASSES

A pass is required to be in the halls during class time. Students in study hall who desire to visit a teacher must obtain a pass in advance from that teacher. Upon completion of the visit, the student is to return to the study hall with the bottom section of the hall pass completed.

Students who have a legitimate need to be in the halls during class periods on a regular basis may obtain an application for a permanent pass from one of the house offices. Permanent passes must be signed by a teacher and an administrator.

A permanent pass is not to be used for permanent excuse from study hall. For this purpose, a schedule change request should be filed in the Guidance Office and the teacher, with whom the student is to be during study hall time, must sign the schedule change form and assume responsibility for attendance of the student.

**A SENIOR WALK-OFF PASS IS NOT A HALL PASS AND SHALL NOT BE USED AS SUCH.**

### Lavatory Passes:

The maximum time allowed for lavatory privileges is five minutes, under normal circumstances. Only one female and one male student should be allowed out at a time. Students using this privilege during their study hall are to use the nearest lavatory on the same floor where the study hall is

located. Students are to sign a sheet indicating departure time, destination and returning time.

While in the hallways/ in transit from one location to another during non-passing time, a student must wear their ID cards, may be asked their names by staff, along with what class they are coming from and where they are going.

### HEALTH OFFICE

The primary goal of the school nurse is to work with students to improve their health and health knowledge through procedures and services.

#### Health Appraisal Procedures:

1. Periodic physical examinations, athletic examinations and other special examinations. Each student in grade 10 is required to have a physical examination by either his family physician or the school physician.
2. Annual screening of vision and hearing with interpretation and referral to medical specialists.
3. Your school nurse can advise you in determining conditions which may require medical or dental care.

#### Illness and Emergency Care Providers:

1. Necessary first-aid is given for sickness or injuries that happen in school. If you are injured at school, the school nurse will notify your parent.
2. If you become ill in school and it is necessary for you to return home, your parents will be notified. Your parent must report to the Health Office to sign you out of school.
3. The school nurse, according to the New York State Education Law, may not give treatments, change dressings, or treat injuries that happened at home.

#### Medication Procedures:

1. Education law prohibits the school nurse from administering medication unless under the written direction of an attending physician. Medication applies to "over the counter" as well as to prescribed drugs.
2. Students are not permitted to bring medication to school. However, if medication is prescribed by a physician to be taken during school hours, the parent must bring the medication to the school nurse, along with written instructions from the physician. The medication will remain in the Health Office.
3. Unused medication, unless picked up by a parent, will be disposed of at the end of the school year.

#### Related Health Care Services:

The Health Office arranges immunizations clinics, offers information concerning clinics available in the county, and communicates with clinics and agencies regarding health problems and disabilities.

#### Parent Consultation Services:

Your parents are welcome to call at any time and speak with the nurse concerning your health, or to call for an appointment for a conference.

#### Health Office:

<https://www.arlingtonschools.org/Page/22881>

#### Medical Forms:

<https://www.arlingtonschools.org/domain/47>

- [Medical Requirements & Forms](#)
- [Medical Requirements & Forms in Spanish](#)
- [Medications-in-School Letter](#)
- [Meningococcal Vaccine 7th and 12th Grade Requirement](#)
- [Emergency Health Information -](#)
  - It is vital that this be returned either by mail or to your period 1 teacher on the first day of school. This form contains essential health information and provides us with contact information in case of emergency.

### IDENTIFICATION CARDS

Students will be issued an identification card which must be worn at all times while on campus. The card must be presented upon request of any staff member, including bus drivers, custodians, and campus monitors. Lost cards must be replaced at the student's expense. At the time that I.D. pictures are taken, students will have the option of purchasing enlargements of the I.D. picture if they wish. The I.D. picture is also used in the school yearbook.

**\*Please note the new procedures for student identification card follows:**

#### Arlington High School ID Procedures

As part of Arlington High School's continuing efforts to provide a safe learning environment, everyone, including students, will be required to wear their school photo identification badge. IDs will be worn on a lanyard around the neck or on a clip above the waist while on campus beginning with the 2023-2024 school year. Having all students and staff wear their identification cards will make it easier to identify individuals who are legitimately in the building. During an emergency situation, it will help school staff account for all students more easily. Students and staff will be able to greet each other by name which will help everyone feel more included in the AHS community.

**\*\*Students are required to wear their school photo identification badge in order to gain entry to all school sponsored sporting events\*\***

The Photo ID badges are color coded by grade. AHS will provide two sets of ID badges and one lanyard. One set of badges will be handed out during the first days of school;



**the second set with an updated picture will be handed out in late October.**

#### **Student ID Card Color Codes:**

Gold	Freshmen	House of 2027	West Office
Maroon	Sophomores	House of 2026	East Office
Green	Juniors	House of 2025	Central Office
Dark Blue	Seniors	House of 2024	South House

**\*Walk off pass (PINK) for those eligible is to be worn opposite the ID badge**

The ID must be worn around the neck using the breakaway school issued lanyard.

Your picture and name must be visible while on campus.

You will need your ID for all aspects of campus life.

- o Bus, cafeteria, classroom, hallways, offices, events, etc.

If you forget your ID, you must get a one-day temporary ID from your period 1 teacher. If you are late to school and forget your ID, you must obtain a temporary ID from the front desk. You must sign the "I Forgot My ID Log" prior to your pass being written.

- o If you forget your ID three times during the semester, your parent/guardian will be contacted. If you forget your ID 4 or more times, you will be referred to your House Office and consequences will be issued.
- o You are expected to bring your ID card when you return to school the following day.

**If your ID is lost or damaged, you must request a replacement ID during your lunch period from the reception office (the bubble) by the main doors.**

Badges may not be loaned, transferred or altered in any manner.

Students who fail to comply with the safety expectations of the ID badge procedures will be subject to consequences.

Currently there is no charge for replacement of ID badges.

**However, in the future, as our badge system becomes more technologically advanced, students will have to pay a replacement fee.**

#### **LIBRARY**

The library is the school's center for reference, independent study and pleasure reading. The collection's chief aim is to support the curriculum. However, students will find ample material to pursue most interests and to meet recreational needs. The library has an automated catalog as well as networked CD-ROM products for reference. Students may access newspapers, periodicals, encyclopedias and databases. Some of these databases and the online catalog may be accessed from networked classroom computers. Internet access is provided for students with school accounts. The Arlington High School Library Media Center is open for students during and after the school day. Students should sign up in the morning and then come directly to the library for

their study period. Lunch passes are also available each morning. Students eat lunch first and then come to the library. Seniors may use the library during any free period. The library is open after school on Mondays, Tuesdays and Fridays until 3:10 pm., and on Wednesdays and Thursdays until 8:30 pm.

#### **LOCKERS**

School lockers, desks and other such equipment are not the private property of students but the property of the school District, and as such may be opened and subject to inspection from time to time by school officials.

#### **HALL LOCKERS**

Students are assigned lockers in the hall for books and clothing. Each locker is equipped with a lock, with a combination which should be memorized by the student. Locker combinations are private information and are not to be shared with other students. Improperly operating locks should be reported to the WAPO immediately. While every effort will be made to protect the property stored in the lockers, the school does not assume responsibility for lost or stolen articles. Students should avoid using lockers between classes to the extent possible since stopping at lockers impedes the flow of hall traffic. Students are to use only the locker assigned to them. Sharing an unassigned locker is not permitted.

#### **GYM LOCKERS**

Hall lockers are to be used as the only appropriate place to store gym clothing on a daily basis. Gym clothing should be brought to the gym area and stored in a small gym locker. Full or ½ size lockers are to be used during class time only and may not be used for storage on a permanent basis. Students who use full or half size lockers for permanent storage may have their lock cut off and the clothes will be removed.

It is a requirement of the school and the responsibility of the individual students to secure personal belongings in their gym locker with their own lock. While every effort will be made to protect the property stored in the lockers, the school does not assume responsibility for lost or stolen articles. **DO NOT BRING VALUABLES OR LARGE SUMS OF CASH TO SCHOOL.**

If this cannot be avoided, ask your Physical Education teacher or the athletic secretary (Room 1245) to lock up these valuables during class. The P.E. locker rooms will be locked during the period. Students who need to enter the locker room during the period should go to the nearest hall monitor to gain access to this area.

Students who play on team sports will be assigned a special full-sized "team locker" for storage of required sport-related equipment. Students participating in a team sport will be issued a school lock for their team locker. This lock should be used during that sport's season only and returned to the coach at the completion of the season. Locks that are not issued by the school will be removed. The team locker rooms are not to be used during the school day. The team locker rooms will be opened prior to period 1, and then will be

locked until the end of period 8. Students participating in sports are still required to abide by the other requirements pertaining to the use of regular gym lockers during physical education class time.

#### **USE OF GYM LOCKER ROOMS**

Use of the locker room (including the bathroom and shower room) is only for students who need to change clothes for physical activity either for gym class or after-school sports. **NO ONE** is to go into the locker room for any other reason unless permission to do so has been obtained from a physical education staff member or from an administrator immediately prior to entering the locker room. Students in the locker room without proper authorization are subject to administrative discipline.

#### **INTERSCHOLASTIC SPORTS**

Arlington High School offers a wide range of interscholastic and intramural athletics to meet the needs and interests of all students. The following varsity sports are included in our athletic program: football, basketball, cross country, track, winter track, wrestling, crew, soccer, tennis, field hockey, volleyball, softball, baseball, lacrosse, swimming and golf. In order to give the younger students an opportunity to develop their interests and skills in athletic activities, junior varsity and freshman teams are organized. These teams carry on a regular schedule of games.

Arlington is a member of the N.Y.S.P.H.S.A.A. Section One, Conference I - League C. The league sponsors many sports programs: baseball, basketball, cross country, football, golf, gymnastics, soccer, softball, tennis, track, volleyball, lacrosse and wrestling.

#### **ELIGIBILITY RULES FOR INTERSCHOLASTIC ATHLETICS**

**To be eligible for interscholastic athletics a pupil must:**

- 1) Meet the requirements for academic eligibility.
- 2) Pass a physical examination by the school physician.
- 3) Be between the ages of 14 and 19 (If he attains the age 19 on or after September 1st, he may continue to participate during that school year in all school sports).
- 4) Be a bona fide student of the High School and taking at least four courses including physical education.
- 5) Be eligible for only four years in any sport.
- 6) Be in regular attendance 80% of the school time.
- 7) Be enrolled in grades 9-12.
- 8) Have enrolled in school during the first fifteen school days of the semester or be a bona fide transfer.
- 9) A student who is suspended from school shall not participate in any sport until readmitted to classes.
- 10) Eligibility rules may be subject to review.

#### **ATHLETIC INSURANCE**

The high school attempts through the Pupil Benefits Plan, to give financial assistance to injured athletic squad members requiring medical attention. Payment for these medical

services is made according to a definite scale on file in the Superintendent's Office. The school does not assume any financial responsibility beyond the limits of this insurance policy. This is an excess coverage, non-profit plan, for use only over and above the student's own family insurance coverage.

#### **ATHLETIC AWARDS**

Varsity letters may be awarded to team members who participate on interscholastic teams, adhere to training rules, and are in good academic standing. Junior Varsity and Freshman awards are made to eligible members of those teams. Managers of all Varsity teams will receive a varsity award.

#### **ATHLETIC AND CO-CURRICULAR/ ACADEMIC ELIGIBILITY POLICY**

The Arlington Central School District believes that participation in interscholastic athletics and co-curricular activities is one of the many opportunities that should be afforded to students. It provides students with the opportunity to develop self-confidence, a sense of teamwork, leadership skills, and commitment. Studies have shown that, overall, student-athletes and students who are actively engaged in the life of their school perform better academically. Nevertheless, academics must be the focus of any educational program. Therefore, to be academically eligible to participate in athletics or the co-curricular activities listed below; students **must not be failing more than one class and must maintain an overall marking period average of 70%. Furthermore, student-athletes must be passing physical education and must maintain full-time student status (must be taking at least three academic classes and Physical Education).**

Academic eligibility is determined at the beginning of a co-curricular program and is subject to review throughout the duration of that program. The students' grades will be checked at the 5 and 10-week marks throughout the school year. For fall activities commencing in August or September, the course final averages from the previous school year will be utilized. Exceptions to this rule include:

- Incoming freshmen to the high school are given a "clean-slate".
- Incoming transfer students are given one marking period to determine their status.
- Students taking summer school courses to change failures may, upon passing the required coursework, change their status and become eligible for fall activities.

If a student is determined to be academically ineligible, the designated administrator will contact the student, parent and coach/director/advisor. The student may continue to be a member of that activity and practice, but may not participate in games, competitions, or performances until he/she regains full academic eligibility status.

To be reinstated to full academic eligibility status, ineligible students must attend the after school study station or attend extra help with his/her teachers a minimum of two days per week. In addition, students must obtain eligibility progress forms, have his/her academic teachers complete the forms, and return the forms to the designated administrator at the end of two weeks for review and possible reinstatement.

All Arlington athletic teams, as well as co-curricular programs which are competitive in nature, are subject to the eligibility policy. Co-curricular programs include:

Drama/School Musical, Marching Band, Winter Guard, Color Guard, Step Team, Debate Club (competing members), Math League, Science Olympiad, FBLA (competing members), Jazz Machine, FCCLA (competing members).

#### **LOITERING ABOUT SCHOOL GROUNDS**

Any person not the parent or legal guardian of a student in regular attendance at our school who loiters in or about any school buildings or grounds without written permission from the principal, custodian, or other person in charge thereof, or in violation of posted rules and regulations governing the use thereof, shall be guilty of disorderly conduct (Section 240.6 of the Penal Code).

Students are not to loiter in classrooms, hallways or on school grounds before their first scheduled activity of the day or after their last scheduled activity.

The school may not be used as a social gathering place for students who are not scheduled to be there. Students who persist in loitering in the building or on campus at times when they are not scheduled to be there will face possible suspension from school.

#### **NATIONAL HONOR SOCIETY**

The Anchors Chapter of the National Honor Society was chartered in 1992. This honorary organization has its membership based on the personal qualities of academic excellence, leadership, service to the community and good character. Juniors and seniors with a three-year academic average of 90%, who meet these additional qualifications, are invited to join the Society by a Faculty Selection Committee.

In addition to the scholarship requirements of a 90% average (with factoring consideration), the following criteria are also needed for induction into the National Honor Society at Arlington High School:

##### **Leadership:**

The student who exercises leadership:

- demonstrates leadership in promoting school activities
- exercises influence on peers in upholding school idea
- contributes ideas that improve the civic life of the school
- exemplifies positive attitudes and inspires positive behavior in others

- successfully holds school offices or positions of responsibility and is reliable and dependable
- is thoroughly dependable in all responsibilities

##### **Service:**

The student who serves:

- Participates in some outside activity: Scouts, church groups, volunteer service, family duties, etc. participates freely in school service activities: fund-raising, tutoring, assemblies, inter-class and inter-scholastic activities etc.
- volunteers well-planned, dependable assistance willingly
- works well with others and is willing to take on difficult tasks cheerfully
- enthusiastically renders any requested service at school

##### **Character:**

The student of character:

- shows courtesy, concern, and respect for others
- constantly exemplifies desirable qualities of personality, for example, cheerfulness, friendliness, poise, stability and reliability
- upholds principles of morality and ethics
- is cooperative by complying with school regulations
- demonstrates the highest standards of honesty and reliability
- takes criticism willingly and accepts recommendations graciously

#### **PASSING BETWEEN CLASSES**

There is a four-minute interval between all classes to allow students to pass from one room to another. Students should keep to the right of the hall. There should be no running or loitering in the halls at any time. Students should avoid using lockers between classes to the extent possible since stopping at lockers impedes the flow of hall traffic. The four-minute passing interval also applies to students who are passing to lunch, since experience has shown that students loitering in the halls on the way to lunch are frequently a cause of disruption to the educational environment. All students need a pass from point A to point B. AFTER FOUR MINUTES OF PASSING TIME, A ONE-MINUTE WARNING BELL WILL SOUND. UPON THAT BELL, STUDENTS NEED TO MAKE EVERY EFFORT TO ARRIVE TO CLASS WITHIN ONE MINUTE.

#### **PERSONAL PROPERTY OF A STUDENT**

Students may request to store personal property in the office areas if hall lockers are too small for certain items. While every effort will be made to protect personal property stored in office areas, the school does not assume responsibility for lost or stolen articles.

#### **SCHOOL BUILDING ROOM NUMBERS**

Rooms are numbered as follows: first floor, room numbers begin with 1, i.e. 1100,1200,1300,1400, 1500. Second floor rooms begin with 2, i.e., 2100, 2200, 2300, 2400, and 2500.

### SCHOOL TRIPS, FIELD TRIPS, ATHLETIC TRIPS

To be eligible for participation, students must be in regular attendance throughout the school year. Students who have received more than two (2) suspensions in a given year may not participate on a field trip. Further, students who have also demonstrated their inability to cooperate and obey rules either in school, or on previous field trips, will jeopardize their opportunity to attend. A review for exceptional cases may be conducted by an administrator, teacher or advisor personnel. A permission slip signed by a parent or guardian is required for all trips. Any student absent from class because they have gone on an authorized athletic event, field trip or school trip is held responsible for:

- 1) Handing in any homework assignments due on the date of absence, before leaving on a trip, if a teacher so requests.
- 2) Finding out and preparing on time, the homework assignments due the day of returning to class after being absent.
- 3) Completing exams or quizzes according to the time-line established by the teacher.

### SENIOR PRIVILEGES

Seniors are not required to report to on-campus lunch or to study hall. They may, however, use the facilities of Cafeteria B or the Senior Lounge (Room 1214) for study time as long as they follow the guidelines under "cafeteria" in the handbook. Seniors may also use the library facilities during study time as long as they sign in and remain for the full period.

Seniors may walk off campus during their study time or lunch period if written permission from parent or guardian has been submitted prior to using this privilege. ID passes and Senior off-campus passes must be presented upon staff request. Senior off-campus passes must be in the student's possession and shown to school officials each time a senior attempts to walk off campus. If a senior misplaces or *forgets* to bring his/her pass to school, he/she will lose the ability to be off campus for that day. If a senior *loses* his/her off-campus pass, he/she will need to reapply for the pass in the 2024 House Office, and in that case that senior will not be allowed off campus until a duplicate pass has been reissued. A senior off-campus pass is a **WALK-OFF** pass only. No senior is to leave or return to campus in any vehicle whether as a driver or a passenger.

Any senior who is in serious academic or disciplinary trouble, who is repeatedly tardy to school or classes, or who cuts classes will have his/her senior privileges revoked and will be assigned a regular study hall and on-campus lunch.

PLEASE NOTE: A SENIOR OFF-CAMPUS PASS IS A WALK-OFF PASS ONLY. IT DOES NOT GIVE SENIORS THE PRIVILEGE TO BE IN HALLWAYS DURING CLASS TIME. SENIORS, LIKE ALL OTHER STUDENTS, MAY NOT ROAM THE HALLWAYS DURING CLASS TIME. IF THE PRIVILEGE OF THE SENIOR WALK-OFF PASS IS

ABUSED, THE SENIOR'S PASS WILL BE REVOKED FOR A TIME CONSIDERED APPROPRIATE BY THE ADMINISTRATION.

### STUDENT AUTOMOBILE USE SENIOR STUDENT DRIVING AND PARKING

#### PARKING AT ARLINGTON HIGH SCHOOL IS A PRIVILEGE FOR SENIORS ONLY

**Cars and Motorcycles** - Seniors who will be permitted to park their vehicles on school property, are required to submit an application for permission. Applications, signed by both the student and a parent or legal guardian, shall state the reason or reasons necessary for the use of the car other than for the convenience or pleasure of traveling to and from school and home. Granting of permission for vehicle parking will be based on need and priority as set forth in criteria as established by the administration. Once the application is approved, the student driver must register the vehicle in order to receive a parking permit and a parking sticker. The parking sticker must be displayed on student vehicles. Application, registration and issuance of permits will be an annual requirement. Only vehicles which may legally be used on the highways may be operated on Arlington Central School District grounds.

Student athletes and student spectators are not allowed to drive on the access road to the athletic fields.

Other appropriate regulations and disciplinary codes are established which apply to students who bicycle, drive and park on campus.

#### CRITERIA FOR PARKING PERMIT (SENIORS ONLY)

- 1) Family hardship.
- 2) Medical.
- 3) Immediate after school employment.
- 4) Membership in extra-curricular activities or interscholastic athletic teams.
- 5) Successful completion of Teen Driving Program

#### REGULATIONS/CONDITIONS – STUDENT PARKING

- 1) Student vehicles are parked at their own risk.
- 2) Student vehicles are to be parked in the designated student parking areas.
- 3) No vehicles may be driven more than 5 M.P.H. on school grounds.
- 4) Cars, motorcycles, motor bikes, or bicycles **MAY NOT** be used on school grounds at lunch time, free periods, before or after school, for pleasure rides, or for any purpose other than direct transportation between the home and school.
- 5) Students shall not sit in/on vehicles, before, during, and after school hours.
- 6) No student is to be in the parking lots for any reason other than to enter or leave the school grounds by car. If it is absolutely necessary for students to visit a car, a pass **MUST** be obtained from a House Office.



- 7) Each student operated vehicle **MUST HAVE AN OFFICIAL NUMBERED PERMIT STICKER DISPLAYED ON THE LEFT (behind the driver) BACK SEAT WINDOW.** (Not the front or rear windshields.)

**\* PARKING STICKERS ARE VALID ONLY ON THE VEHICLE FOR WHICH THEY WERE OBTAINED. STICKERS ARE NOT TRANSFERABLE AND MAY NOT BE AFFIXED TO ANY OTHER VEHICLE. ANY LICENSE PLATE CHANGE MUST BE REPORTED TO THE SECRETARY IN THE EAST HOUSE OFFICE.**

- 8) Parking permits will be issued for the following reasons:  
    **Participation in Sports** – Fall, Winter, Spring;  
    **Employment** - 1st semester and 2nd semester with employment verification each semester.
- 9) Students who must leave school grounds with plans to return **MUST OBTAIN A "PERMISSION TO LEAVE SCHOOL GROUNDS" PASS FROM AN ADMINISTRATOR.**
- 10) Students who are issued a **VEHICLE VIOLATION TICKET** by a campus monitor **MUST REPORT** to the East House Office within 24 hours or jeopardize their privilege to park on campus.
- 11) Loud playing of vehicle audio systems on school property is prohibited.
- 12) Students who drive and park vehicles in an unauthorized location or who park without a proper parking sticker will have their vehicle either "booted" or removed from site at the owners' expense. If a vehicle is "booted" the driver should report to the East House Office. If the vehicle is removed from site, it is the driver's responsibility to reclaim their vehicle and pay the full associated costs for removal.

**PLEASE NOTE:**

**Failure to follow the criteria, regulations and procedures for student parking set forth may result in the revocation of the parking privilege and/or suspension from school. Students who park vehicles on school grounds without a current official parking permit will be suspended from school. Underclassmen who park on campus illegally will jeopardize their eligibility for a senior parking permit.**

**STUDENT ARRIVAL AND HOMEROOM PROCEDURE**

1. All students, upon arrival on the school grounds, are to immediately enter and remain in the building. Students are not to leave for other areas, such as adjoining roadways, parking lots, restaurants, tennis courts or athletic fields.
2. The building lobby will be open before 7:20 a.m. for students who arrive early. Students who arrive early must report to Cafeteria B and are not permitted to wander in other areas beyond the main lobby area until 7:20 a.m.
3. A 7:25 bell will ring to serve as a warning that First Period will commence promptly in five (5) minutes at 7:30 a.m. Students must be in their First Period seats before the 7:30 a.m. bell rings. First period will begin with the Pledge of Allegiance and information as to the day of the academic cycle.

4. During Third Period, homeroom activities will begin with morning announcements. Students are expected to remain silent and attentive during homeroom activities.

5. Students arriving late to school before the end of First Period must report to the Attendance Office with a note from a parent or guardian to avoid an unexcused Late to School referral. Students who are late unexcused to First Period, with or without a pass, will be considered Late to School and will be referred to administration for possible disciplinary consequences.

6. Students arriving late to school after First Period, with or without a note, must report directly to the Attendance Office to receive an excused or unexcused admit pass. Students who are late unexcused to any class, with or without a pass, will be considered Late to Class and may be referred to administration for possible disciplinary consequences.

**STUDENT DRESS CODE**

The responsibility for student dress and general appearance rests with individual students and parents. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process. The Board also requires students to wear appropriate protective gear in certain classes and activities, such as family and consumer sciences, home and career skills, technology education, science labs, physical education, sports, and club activities. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Some form of top, bottom and footwear must be worn at all times by all students.

Examples of standards of dress include but are not limited to the following:

- 1) Extremely brief garments and see-through garments are not permitted, including garments that expose a student's mid-section.
- 2) Clothing that obstructs the identification of a student, including but not limited to hats and hoods, may not be worn in school except in cases of medical or any otherwise approved reason.
- 3) Clothing that obstructs the identification of a student, including but not limited to hats and hoods, may not be worn in school except in cases of medical or any otherwise approved reason.
- 4) Underwear and undergarments will be covered with outer clothing that is not see-through. should be completely covered with outer clothing.
- 5) Clothing that obstructs the identification of a student, including but not limited to hats and hoods, may not be worn in school except in cases of medical or any otherwise approved reason.

- 6) Clothing worn for religious and/or cultural reasons will be permitted including but not limited to durags, hijabs, turbans, yarmulkes, etc.
- 7) Footwear must be worn at all times. Footwear that is a safety hazard will not be allowed.
- 8) Clothing may not include messages or depictions of items, including, for example, firearms, explosives and/or other actual weapons capable of inflicting death or serious physical injury, that promote or cause fear, violence, or are otherwise disruptive of the educational environment.
- 9) Clothing may not promote and/or endorse the use of alcohol, tobacco, (smoking) or illegal drugs and/or encourage other illegal activities.
- 10) Clothing may not include items that are vulgar, obscene, libelous or that denigrate others on account of race, color, hair texture and protective hairstyles, religion, creed, national origin, gender, sexual orientation, weight, physical appearance or disability.
- 11) Clothing may not promote and/or endorse gang involvement.

Each building principal or designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. **Whether or not a student's attire is appropriate or not is ultimately within the discretion of the principal or assistant principal.**

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension, where available, for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

#### **STUDY HALL**

Academic success is directly dependent upon regular study above and beyond the normal homework assignment. Students should report to the study hall with sufficient study material to make constructive use of the entire period. A quiet study atmosphere will be maintained, therefore, no talking will be permitted. Students will not be permitted to go to lockers or telephones except in case of emergencies, and in those special cases, only with a pink pass. Students are to also exercise good judgment in caring for school property, and are not to mark or deface student desks. Students will be permitted to sign out for lavatory facilities, one female and one male student at a time. Those signing out must use the nearest available facility on the **SAME FLOOR**.

#### **TEXTBOOKS & LOST BOOKS**

The Arlington School District supplies textbooks in most classes. Review books are purchased by the student. When students receive a book furnished by the District, they should:

1. Print their name, the teacher's name, and year on the book plate in the inside cover.
2. Cover the book immediately. (Books not properly covered may be repossessed by the teacher.)

Students must return all school-issued books at the end of the course or pay for them if they are lost, stolen or damaged. Since replacement costs for textbooks are extremely high, students have an obligation to handle their books carefully and to guard against loss, theft or damage.

#### **Procedure to follow for lost book:**

A student who has lost a book should obtain a lost book form from the teacher of the course. That teacher will fill in the form including the replacement cost of the book. It is the student's responsibility to take the completed lost book form and the proper amount due to the Main Office for processing. When the money is paid, the secretary will sign the form thus allowing a replacement book to be issued by the teacher. (In the English Department the money is paid to the coordinator in the English Office.)

#### **STUDENT CONDUCT AND DISCIPLINE STUDENT CONDUCT**

The Arlington Central School District Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("Code").

This Code applies to all students, school personnel, parents and other visitors when on school property, school buses, attending a school function, or when engaged in off-campus behavior that endangers the health, safety and well-being of members of the school community or which disrupts the educational process.

### **STUDENT BILL OF RIGHTS AND RESPONSIBILITIES**

The Arlington Central School District believes that each student in our district has the right to receive a free and appropriate public education. All students in New York State between the ages of six and the school year through which they become 16 are required by law to regularly attend school, either in the public schools, non-public schools that are approved for equivalency of instruction by the appropriate school authorities, or in the home in accordance with the Regulations of the Commissioner of Education. The right to a free and appropriate public education extends to all students, including those with disabilities. However, this right is not unconditional. As long as due process of law requirements are met, a student may be removed from the classroom, suspended temporarily or suspended permanently from school. Only students within the compulsory education ages (age six through the school year in which the student turns 16) are entitled to alternative, equivalent instruction during the period of suspension.

#### **STUDENT RIGHTS**

The District is committed to safeguarding the rights given to all students under state and federal law. Each student has the right to be an active learner in a safe learning environment. No student has the right to harass, threaten, or intimidate another student. No student has the right to interfere with the education of their fellow students or with the environment necessary to obtain it. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. Take part in all district activities on an equal basis subject to necessary restrictions based on health and safety, regardless of race, color, creed, national origin, religion, gender, sexual orientation, disability, age, economic status, or marital status.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel; and
4. Enter into dialogue with staff on issues that affect them.

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

- 1) Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, disability, age, economic status, or marital status.

- 2) Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- 3) Access school rules and, when necessary, receive an explanation of those rules from school personnel.

#### **STUDENT RESPONSIBILITIES**

All district students have the responsibility to:

- 1) Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to school property.
- 2) Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- 3) Attend school every day and be in class on time, unless they are legally excused; be prepared to learn.
- 4) Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- 5) Adhere to the provisions of the Use of Technology Student Acceptable Use Agreement (Regulation 5300-R3b) and when requested, sign the Agreement.
- 6) React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- 7) Work to develop mechanisms to manage their emotions and responses.
- 8) Ask questions when they do not understand.
- 9) Seek help in solving problems that might lead to discipline.
- 10) Dress appropriately for school and school functions, as described in Section X of the districts code of conduct.
- 11) Accept responsibility for their actions and commit to repairing any harm.
- 12) Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship, on and off school grounds.
- 13) Report violations, as described in Section VI of the District Code of Conduct. **Accept restorative-based consequences and interventions with good will.**

#### **PROHIBITED STUDENT CONDUCT**

Any student having knowledge of or observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall promptly report this information immediately to a teacher, administrator, other staff member, and/or school security or law enforcement personnel. Any student having knowledge or awareness of any act of violence, intent to commit violence, or threat of violence shall promptly report this information immediately to a teacher, administrator, other staff member, and/or school security or law enforcement personnel.

Students who believe they have been harassed or discriminated upon due to their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex are to report allegations to the administration or Dignity Act Coordinator(s) who will investigate all complaints and take prompt corrective action, as necessary.

Employees who are not authorized to impose disciplinary consequences are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary consequence, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate consequence. All district staff members who are authorized to impose disciplinary consequences are expected to do so in a prompt, fair and lawful manner.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary consequence, if warranted. The Arlington Central School District Code of Conduct Appropriate disciplinary consequences may include Superintendent's long-term suspension and referral to law enforcement for prosecution.

The building principal or designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or designee learns of the violation.

The Board of Education of the Arlington Central School District expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school and general community, as well as for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate

these school rules will be required to accept the penalties for their conduct.

All members of the school community are expected to engage in school-wide systems to promote positive behaviors, supports, and interventions. Each building will inform students and parents of the school rules regarding dress and prohibited student conduct at the beginning of the school year. Students may be subject to disciplinary action, up to and including suspension from school, when they engage in behavior that is:

- Disorderly/Unsafe

- Endangering the welfare of others (i.e., discrimination, harassment, sexual harassment, intimidation, possession of alcohol or drugs), provoking/inciting others to violate the Code of Conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly/unsafe. Examples of disorderly conduct include but are not limited to the following:
  - 1) Exhibiting unsafe behavior (running, throwing objects, discharging a fire extinguisher, etc.)
  - 2) Misusing equipment.
  - 3) Making unreasonable noise.
  - 4) Using profane, lewd, vulgar, abusive, or prejudicial language or gestures.
  - 5) Disrupting the learning environment by posting offensive, racist, anti-Semitic, homophobic, obscene, or otherwise inappropriate commentary on instructional platforms, or directed at other students on social media.
  - 6) Engaging in behaviors that disrupts the online learning environment such as, but not limited to Zoom/Meet Bombing.
  - 7) Obstructing vehicular or pedestrian traffic.
  - 8) Engaging in any willful act which disrupts the normal or safe operation of the school community.
  - 9) Trespassing. Students are not permitted in any school building or on school property, other than the one they regularly attend, without reporting to the main office for a visitor's pass used for a stated approved purpose, or to attend a public event at the school.
  - 10) The use of cell phones/technology must be done in a courteous manner. Our new procedures listed on page 29 are designed to encourage Arlington High School to embrace cell phone/ technology use in an educational setting while clearly establishing appropriate use and behavior.



- 11) Using cell phones or electronic devices that may disrupt school. Using any electronic device in school to take pictures or record voices or images without the express prior permission from an administrator or faculty member is prohibited.
  - 12) Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to the following:
- 1) Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
  - 2) Lateness for school or class, missing school or class, or leaving school or class without permission.
  - 3) Skipping detention.
  - 4) Failing to comply with the provisions of the Code of Conduct.
- C. Engage in conduct that is violent. Examples of violent conduct include but are not limited to the following:
- 1) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
  - 2) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
  - 3) Possessing a weapon. Except as set forth herein, authorized **uniformed** law enforcement officials who are on duty are the only persons permitted to have a weapon in their possession while on school property or at a school function. Off duty law enforcement officers must obtain prior authorization from the superintendent of schools in order to have a weapon in their possession while on school property or at a school function. **Non-uniformed law enforcement persons in possession of a weapon must have their badge around their neck or clearly visible next to their weapons.**
  - 4) Displaying what appears to be a weapon to intimidate others.
  - 5) Threatening to use any weapon or what appears to be a weapon to otherwise harm another individual.
  - 6) Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
  - 7) Intentionally damaging or destroying school district property, including graffiti or arson.
- 8) Propelling, such as but not limited to throwing or kicking, an object that has the potential of harming another individual or damaging property.
  - 9) Threatening, harassing, bullying, or intimidating another person, verbally, in writing, or through electronic devices. This includes Cyber-bullying, or sexting as defined in the Arlington Central School District Code of Conduct.
  - 10) Using message boards or similar technologies to convey threats or derogatory comments or to post pornographic and other unauthorized photographs or images of other students or school personnel.
  - 11) Possessing fireworks or incendiary devices.
  - 12) Possessing any chemical or biological agent, or reasonable facsimile, intended or used to cause injury, alarm or disruption.
- D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to the following:
- 1) Lying to school personnel.
  - 2) Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function, stealing school district property.
  - 3) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
  - 4) Discrimination includes any form of discrimination against students including, but not limited to, discriminatory acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, (including gender identity or expression), or sex by school employees or other students on school property and at school functions that take place at locations off school property.
  - 5) Harassment/bullying as defined in the definition section of the District Code of Conduct.
  - 6) Sexual harassment as defined in the definition section of the District Code of Conduct. Sexually harassing others, which includes but is not limited to: unwelcome sexual advances; requests for sexual favors; taking, sending, or receiving sexually explicit videos, pictures, or auditory recordings by any means; and other verbal or physical conduct or communication of a sexual nature.
  - 7) Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
  - 8) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in

any school sponsored activity, organization, club or team.

- 9) Selling, using or possessing obscene material.
- 10) Using vulgar or abusive language, cursing or swearing.
- 11) Smoking/vaping a cigarette, cigar, pipe or using chewing or smokeless tobacco; possessing any type of tobacco or vaping product.
- 12) Possessing, consuming, selling, distributing or exchanging alcoholic beverages including **"non-alcoholic" beer**, or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- 13) Possessing, selling, distributing or exchanging drug paraphernalia, including but not limited to pipes, water pipes, rolling papers, scales, grinders, and electronic cigarettes.
- 14) Inappropriately using or sharing prescription and over-the-counter drugs.
- 15) Gambling, as defined by New York State law.
- 16) Indecent exposure, that is, exposure of the private parts of the body in a lewd or indecent manner.
- 17) Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher; activating a safety shower without cause.
- 18) Subjecting students, school personnel, or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
- 19) Provoking and/or encouraging and/or inciting others to commit any of the acts prohibited by this Code.

E. Engage in off-campus misconduct that endangers the health and safety of students within the school community, or which substantially disrupts the educational process, or which constitute a crime. This includes, but is not limited to, planning and/or promoting disruption of educational process, cyberbullying as defined in the definition section of the Arlington Central School District Code of Conduct or threatening or harassing students or school personnel over the phone or through other electronic media.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for

classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

#### **ALCOHOLIC BEVERAGES**

The consumption of alcoholic beverages on public school property or at any school sponsored event is prohibited by law. Also possession or the sale of alcoholic beverages to minors is illegal. Any student who is in possession and/or under the influence of any alcoholic beverage on school premises is subject to suspension from school.

#### **DRUGS**

The use, possession, and distribution of marijuana, hallucinogenic drugs, barbiturates, amphetamines, narcotics and certain other drugs are prohibited by law and by school regulations. The school cannot and will not give members of its student body protection from the consequences of violations of federal, state, and local law.

The following procedures shall be used in dealing with situations which may be related to the use, possession, selling or supplying drugs.

- 1) In the cases of school authorities holding tangible evidence of the use, possession and/or peddling of drugs in school the procedure is:
  - a. The principal will notify the appropriate law enforcement agency.
  - b. The principal will notify the parent.
  - c. Suspension of the student will be initiated by the principal, pursuant to section 3214 of New York State Educational Law.
- 2) Should a student be arrested or convicted of possession of drugs or trafficking in drugs outside of school, depending on the merits of the particular case, the principal may initiate suspension proceedings under Section 3214 of the State Educational Law. The suspension will be effective until such time as a hearing can be held with the interested parties to review the possibility of impact on other children of continued attendance but not to exceed five days.
- 3) All investigations or actions leading to substantial belief that there is a drug abuse problem will be reported immediately by a detailed memo to the superintendent of schools by the building principal. (Ref: Regulation 5145)
- 4) In case a staff member has reason to believe that a student is ill for any reason, the following procedure should go into effect.
  - a. Notify the school nurse, immediately.
  - b. If the school nurse feels that the illness is drug related, she will notify an administrator.
  - c. The administrator will, at this time, contact the parents or direct the school nurse to contact the parents. Following contact with the parents, a



decision will be made by the administrator with the advice of the school nurse, as to whether the student should remain in school or be taken home by the parents.

- d. First aid will be administered as necessary and as prescribed by law.

#### **SKATEBOARDS – ROLLER BLADES – ROLLER SKATES**

Skateboards, roller blades and other roller skates are not permitted in school or on school property.

#### **SMOKING/VAPING – CHEWING TOBACCO - SNUFF**

The Board of Education, recognizing health and safety hazards associated with smoking and in accordance with federal and state law, prohibits smoking/vaping or other tobacco use in all school buildings, on school property, including school vehicles, or at any school-sponsored event. Students found violating this policy will be subject to disciplinary penalties in accordance with the Student Disciplinary Code. Smoking/vaping is not permitted on the grounds or in the building, nor is the use of chewing tobacco or snuff permitted on the grounds or in the building. Students are reminded of the Surgeon General's report that smoking and/or the use of chewing tobacco and snuff is harmful to everyone's health. Students found smoking/vaping, or in the possession of vaping paraphernalia or in possession of a lit cigarette, or who are found chewing tobacco or using snuff will receive a suspension from school. Students found smoking or in possession of a lit cigarette a second time may be reported to the Dutchess County Health Department and subject to possible hearing and fine.

**\*Any tobacco or tobacco product which is possessed while on campus or on a school bus is subject to confiscation; failure to hand over said items may result in ISS or OSS. \***

#### **SUNGLASSES**

Sunglasses may not be worn within the school building.

#### **ACADEMIC INTEGRITY**

The Arlington Central School District advocates academic honesty. Cheating and plagiarism shall not be tolerated. Cheating is defined as the intentional use of someone else's work or material on any *assessment* or assignment; or the use of any prohibited means to enhance the performance. Students must not copy from another student's *assessment*, assignment or work, including homework.

During an assessment or quiz students must avoid even the appearance of cheating by putting away all notes, cell phones and other electronic devices, keeping their eyes on their own papers, working in silence, and refraining from leaving their seats. Offering or receiving specific or general information about the content of assessment or quizzes is not permitted.

Knowingly using, buying, selling, transporting, or soliciting the contents of a quiz, test or exam is forbidden.

Plagiarism is defined as the appropriating and putting forth as one's own, the ideas, language or creation of another,

without citing the correct sources. In any course submitting another student's *work* and representing it as your own is forbidden. If a student is unsure about a question of plagiarism or cheating, he or she is encouraged to consult his or her teacher on the matter before submitting the material. If a student is recognized to be cheating or plagiarizing, the teacher will take immediate steps to deal with it in an appropriate manner. All students in the Arlington Central School District are expected to live up to the highest standard of academic honesty.

#### **TARDINESS TO CLASS**

It shall be the responsibility of students to plan their time between classes and to arrive to each class, be seated, and ready for instruction prior to the sounding of the bell marking the end of the five-minute passing time. AFTER FOUR MINUTES OF PASSING TIME, A ONE-MINUTE WARNING BELL WILL SOUND. UPON THAT BELL, STUDENTS NEED TO MAKE EVERY EFFORT TO ARRIVE TO CLASS WITHIN ONE MINUTE.

To conserve time between periods, students are expected to carry adequate books and supplies with them during the day and are to visit hall lockers only before school begins, before or after lunch if such will not cause lateness to class, and at the end of each day.

Students will be released from each class promptly by the teacher in charge. Students are expected to then proceed immediately to their next class without stopping and are not to congregate between classes for the purpose of socializing. Upon arrival at the next classroom, students are to enter the room immediately, be seated promptly, and prepare themselves for instruction.

Class time is precious to the educational goals of each course being taught. Seconds and/or minutes lost through frequent or continual and flagrant tardiness reduces the opportunity for participation in the educational process. Therefore, such students may be held accountable for their tardiness and reduced class participation through a reduction in their "class participation grade" earned as a portion of the grading system. The "class participation grade" may become part of the overall class grade for each ten week marking period and as such be included in the final cumulative course grade. The prime responsibility and accountability for tardiness to class, which is frequent, willful, and preventable, is therefore placed squarely with each student.

Three unexcused lateness in a quarter is a parent contact by the teacher. The 4<sup>th</sup> is a referral; any lateness more than five minutes is an immediate parent contact. The 2<sup>nd</sup> 5 min lateness is a referral. Late students stay in the room. They go to the office for a pass and they don't get sent to an office for a pass.



In addition, students may also receive additional disciplinary consequences for repeated infractions such as after school detention for repeated unexcused tardiness or ISS for chronic unexcused tardiness as well as other measures as deemed appropriate by the school. one.

Refusal to attend detention may result in In-School Suspension. Frequent, willful, and preventable instances of tardiness to class may also result in In-School Suspension for insubordination. In addition, grades on quizzes, tests, or work missed due to an unexcused tardy will be marked as zeroes.

#### TELEPHONES

Students will not be excused from classrooms or study hall to use the phone, except in case of emergency. In that case the teacher will issue a hall pass to the student's House Office or Main Office where the student will be given the opportunity to use the telephone. The office secretary will sign the hall pass for the student's return. Students need to adhere to the cell phone policy.

#### WEAPONS IN SCHOOL

No student shall have in his or her possession in any school building, on its surrounding property or vehicle controlled by the school district, any weapons or any object which is not necessary for school activities and which could be used as a weapon or appears to be a weapon. Anyone possessing or using such a weapon or what appears to be a weapon will be subject to appropriate disciplinary action and law enforcement will be notified. This policy applies to students engaging in any school sanctioned activities or trips.

#### DEFINITION OF WEAPONS

Weapons mean *one or more of the following dangerous instruments:*

- i. firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;*
- ii. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;*
- iii. a billy club, blackjack, bludgeon, chukka stick, or metal knuckles;*
- iv. a sandbag or sandclub;*
- v. a sling shot or slungshot;*
- vi. a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shirken.*
- vii. an explosive, including, but not limited to, a firecracker or other fireworks;*
- viii. a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;*
- ix. an imitation gun that cannot be easily distinguished from a real gun;*
- x. loaded or blank cartridges or other ammunition; or*

*xi. any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.*

#### DISCIPLINE CODE FOR STUDENT BEHAVIOR

Students are assigned to specific areas during the school day, and are directed to conduct themselves in a socially appropriate manner. When a student does not conform to these expectations, consequences range from academic penalties to suspension from an area.

The following code of disciplinary procedures is included to enable students and parents to be aware of the possible consequences of unacceptable behavior in school and ensures that discipline when necessary is administered promptly and fairly. Disciplinary action will be taken on the basis of what is in the best interest of both the individual student and the total school community. Students and parents should understand that these are guidelines and are not all inclusive and may be added to or modified as dictated by school policy and/or as the school finds necessary. Also, students receiving a suspension, either ISS or OSS, may not participate in school sports or extra-curricular activities during the period of suspension. All students receiving an OSS may not, at any time of day, be on the school property or in the school building during the period of suspension, including weekends. Students given an OSS may be required to report directly to their House Office for a readmission conference at the end of the suspension period. A parent or guardian's presence may be required upon re-entry at the discretion of the administrator.

**Tardiness to class/study hall – may impact the overall academic performance/ grade and/or will result in parent contact, additional disciplinary consequences such as: after-school, teacher-assigned detention, possible administrative detention and contact parent/guardian.**

- **Unexcused tardiness to school (including period 1) – detention, ISS.**
- **Truant from school – ISS, 1-5 days.**
- **Absence from class without excuse ("cutting") – detention or ISS.**
- **Repeated absence from class without excuse ("cutting") – ISS, 1-5 days.**
- **Forging notes for absence or tardiness – detention and/or ISS**
- **Disruption of class or study hall – detention or suspension, 1-5 days.**
- **Verbal abuse to a teacher or any other staff member – suspension, 1-5 days.**
- **Possession, sale and/or use of alcohol or illegal or legal drugs – OSS, 5 days and possible Superintendent's suspension, notification of local law enforcement where appropriate.**
- **Possession, sale and/or use of fireworks (pyrotechnic devices) – OSS, 1-5 days, possible Superintendent's suspension, notification of local law enforcement where appropriate.**

- **Physical abuse or attempted physical abuse of a teacher or any other staff member** – OSS, 5 days, and possible Superintendent’s suspension, notification of local law enforcement where appropriate.
- **Profane, obscene or harassing language including racial, ethnic or sexual comments** – detention or suspension, 1-5 days, notification of local law enforcement where appropriate.
- **Fighting** – OSS, 5 days for both students, regardless of who struck first, notification of local law enforcement where appropriate.
- **Failure to attend detention** – suspension, 1-5 days.
- **Smoking or possession of a lit cigarette** – first offense, ISS, 3 days.
- **Leaving School Building/Grounds without permission** – suspension, 1- 5 days.
- **Theft** – Detention or ISS/OSS and reimbursement of value of stolen property, notification of local law enforcement where appropriate.
- **Weapons possession/use** – OSS, 5 days, and possible Superintendent’s suspension, notification of local law enforcement where appropriate.
- **Gambling or other games of chance** – prohibited and subject to disciplinary action.

#### **DETENTION**

Students who have to make up time for tardiness, truancy or disciplinary action must remain in the after school detention room.

#### **RULES FOR DETENTION**

- 1) Detention begins promptly at 2:20. No late arrivals are permitted. Students will not be admitted to the detention room after 2:20.
- 2) Enough work or reading material should be brought to keep constructively busy from 2:20-3:20. The detention room is a study room. Students will not be allowed to sleep or do nothing. No communication with other students is allowed. This includes talking, note passing, etc.
- 3) If students are absent from school on the day detention is assigned, they are responsible for reporting to the next scheduled detention.
- 4) If students fail to attend detention without permission in advance from an administrator, they may be suspended from school. At the conclusion of each detention session the teacher supervisor will determine whether or not credit is to be given based on each student’s behavior and cooperation. Those who are not given credit for detention that day must report to the next scheduled detention to make it up.

#### **IN-SCHOOL SUSPENSION**

The In-School Suspension Room (Room 1133) at Arlington is an alternative study and discipline plan whereby students are removed from the regular school program and placed in a

different setting. Students are assisted in the completion of specific academic assignments coordinated with classroom teachers and the teacher-in-charge. The assignments cover work being done in the student’s regular classes and must be handed in at the end of the day. Unsatisfactory behavior or incomplete work will result in an increased stay in the In-School Suspension Room or an out of school suspension. Students serving ISS are to spend the full day in the ISS room and will not be released to attend classes, including physical education. Exceptions to this rule may be considered by an administrator in unusual circumstances.

#### **Important Details on Disciplinary Procedures as stated in District’s Code of Conduct**

#### **Prohibited Student Conduct**

The Board of Education of the Arlington Central School District expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school and general community, as well as for the care of school facilities and equipment. The rules of conduct listed below are intended to make the Board's expectations for student conduct specific and clear, and to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate these school rules are required to accept the consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to the following:

1. Exhibiting unsafe behavior (running in hallways, throwing objects, discharging a fire extinguisher, etc.).
2. Making unreasonable noise.
3. Using profane, lewd, vulgar, abusive, prejudicial, racist or otherwise harmful/hateful language or gestures.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal or safe operation of the school community.
6. Trespassing. Students are not permitted in any school building or on school property, other than the one they regularly attend, without reporting to the main office or other designated location for a visitor’s pass used for a stated approved purpose, or to attend a public event at the school.
7. Using cell phones or electronic devices that may be disruptive in school. Any person using any electronic device in school to take pictures or record voices or images without the

express prior permission from an administrator or faculty member is prohibited.

8. Misusing computer/electronic communications, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy or 1:1 device handbook.

9. Creating or maintaining a social media site that creates a disruptive school or social presence and promoting behaviors that are against the Code of Conduct.

B. Engage in conduct that is insubordinate.

Examples of insubordinate conduct include but are not limited to the following:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Failing to arrive at school or class on time, missing school or class, or leaving school or class without permission.
3. Skipping detention.
4. Failing to comply with the provisions of the Code of Conduct.

C. Engage in conduct that is violent.

Examples of violent conduct include but are not limited to the following:

1. Committing and/or responding to an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing and/or responding to an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon or what appears to be a weapon.
4. Displaying a weapon or what appears to be a weapon.
5. Threatening to use any weapon or to otherwise harm another individual.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property, including graffiti or arson.
8. Propelling, such as but not limited to throwing or kicking, an object that has the potential of harming another individual or damaging property.
9. Threatening, harassing, bullying, or intimidating another person, verbally, in writing, or through electronic devices. This includes cyberbullying or sexting.

10. Using any means of electronic communication to convey threats or derogatory comments or to post pornographic and other unauthorized photographs or images of other students or school personnel.

11. Possessing fireworks or incendiary devices.

12. Possessing any chemical or biological agent or reasonable facsimile, intended or used to cause injury, alarm or disruption.

13. Video taping or posting to social media behaviors that are prohibited by the Code Of Conduct

14. Posting of threats to the school, staff, and community.

D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to the following:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function, stealing school district property.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes any form of discrimination against students, including, but not limited to, discriminatory acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or other students on school property and at school functions that take place at locations off school property.
5. Harassment/Bullying as defined in the definition section of the Code of Conduct
6. Sexually harassing others, which includes but is not limited to: unwelcome sexual advances; requests for sexual favors; taking, sending, or receiving sexually explicit videos, pictures, or auditory recordings by any means; and other verbal or physical conduct or communication of a sexual nature.
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
9. Selling, using or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking/vaping a cigarette (tobacco or electronic), cigar, pipe or using chewing or smokeless tobacco; possessing any type of tobacco or vaping product.



12. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, including "non-alcoholic" beer, or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs." including but not limited to THC & CBD.

Drug Selling offenses related to the sale of cannabis or marijuana are based upon the amount of cannabis sold. For example, pursuant to § 222.60 entitled, the criminal sale of cannabis in the first degree is a Class D Felony and involves knowingly and unlawfully selling more than five pounds of cannabis or more than two pounds of concentrated cannabis. Criminal sale of cannabis in the third degree is a Class A Misdemeanor, under NYS Penal Law § 222.50 and involves knowingly and unlawfully selling more than three ounces of cannabis or more than twenty-four grams of concentrated cannabis.

13. Possessing, selling, distributing or exchanging drug paraphernalia, including but not limited to cartridges, pipes, water pipes, rolling papers, scales, grinders, and electronic cigarettes. Drug paraphernalia includes equipment that is typically used to manufacture, store or sell drugs. It includes substances and items used to mix drugs, package drugs, and weigh drugs.

14. Inappropriately using or sharing prescription and/or over-the-counter drugs. 15. Gambling as defined by New York State law.

15. Indecent exposure, that is, exposure of the private parts of the body in a lewd or indecent manner. Attempts or actually removing clothing from another person on school grounds for example (but not limited to) pulling down another person's trousers, shirts, etc.

16. Engaging in sexual acts.

17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher; activating a safety shower without cause.

18. Posting threats of mass harm to school, students, staff or community on school property or social media.

19. Subjecting students, school personnel, or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.

20. Provoking and/or encouraging and/or inciting others to commit any of the acts prohibited by this Code.

E. Engage in off-campus misconduct that may endanger the health and safety of students within the school community, or which may substantially disrupt the educational process or

which constitutes a crime. This includes, but is not limited to, planning and/or promoting disruption of the educational process, cyberbullying as defined in the definition section of the Code of Conduct, or threatening or harassing students or school personnel over the phone or through other electronic media. To the extent that the Superintendent and/or Board of Education reasonably believe that the continued attendance of the student would constitute an endangerment to the health and safety of students in our schools, a student may be subject to discipline for conduct that occurs off-campus.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to the following:

1. Plagiarism;
2. Cheating;
3. Copying;
4. Altering records or forging notes; and
5. Assisting another student in any of the above actions.

#### **Reporting Violations of Prohibited Student Conduct**

Any student having knowledge of or observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall promptly report this information immediately to a teacher, administrator, other staff member, and/or school security or law enforcement personnel. Any student having knowledge or awareness of any act of violence, intent to commit violence, or threat of violence shall promptly report this information immediately to a teacher, administrator, other staff member, and/or school security or law enforcement personnel. Students who believe they have been harassed or discriminated against or have observed acts of harassment or discrimination against any student or staff member due

to their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, shall promptly report allegations to the administration or Dignity Act Coordinator(s) who will investigate all complaints and take prompt corrective action, as necessary. Employees who are not authorized to impose disciplinary consequences are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary consequence, if so authorized, or refer the matter to a staff member who is

authorized to impose an appropriate consequence. All district staff members who are authorized to impose disciplinary consequences are expected to do so in a prompt, fair and lawful manner. Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary consequence, if warranted. The appropriate disciplinary consequence may include Superintendent's long-term suspension and referral to law enforcement for prosecution. The building principal or designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or designee learns of the violation.

#### **Procedures:**

A thorough investigation will be conducted to understand the context of the event, including the background information, event(s) that took place, and the rationale from all participants, including parents/guardians when applicable. The amount of due process a student receives before a consequence is imposed depends on the consequence. In all cases, regardless of the consequence, the school personnel authorized to impose the consequence must inform the student of the alleged

misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct.

Students have additional rights when any of the consequences below are going to be imposed. These include:

##### **1. Detention:**

Principals and House/Assistant Principals, and the Superintendent/designee may use lunch or after school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Teachers may keep students for their own detention. Detentions should be used for the teacher and student to work together to address the inappropriate behavior. This might include

restorative practices. All after school detentions require advanced parental notification and transportation home must be arranged.

##### **2. Suspension from transportation:**

If a student engages in unsafe or harmful behavior on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who continually pose a risk of safety for themselves or others may have their riding privileges suspended by the building principal, the Superintendent or the Superintendent's designees. In such cases, the student's parent will become responsible for seeing that their child gets to and from school on time and safely. Should the suspension from transportation amount to a suspension from attendance in the judgment of the Superintendent, the District may make appropriate arrangements to provide for the student's instruction and education. A student subjected to a suspension from

transportation is not entitled to full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the consequence involved.

##### **3. Suspension from athletic participation, extra-curricular activities and other privileges:**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequences involved.

##### **4. In-school suspension:**

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals, house principals, assistant principals and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the consequence involved.

In-school suspension is considered a lesser discipline than out-of-school suspension.

The student shall be considered present for attendance purposes. The program is used to keep each student current with their work while attempting to reinforce acceptable behavior, attitudes and personal interactions by utilizing various interventions including but not limited to counseling, restorative practices, mediation, and/or education as part of an intervention plan.

#### **Teacher Disciplinary Removal of Disruptive Students**

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can manage a student's behavior and maintain or restore the teaching and learning environment by using classroom management promotion and prevention techniques.

These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain their composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) providing a short-term break in an elementary classroom or in an administrator's office; (2) sending a student to an administrator for the remainder of the class time only; or (3) sending a student to a

school counselor or other district staff member for counseling. These do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. For K-5 students, the time of removal should roughly equate to that of the 6-12 student class periods, approximately 45 minutes for each "day" of removal.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24-hours. The teacher must complete a district-established disciplinary removal form and meet with the principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day. Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents that the student has been removed from class and why. The notification must also inform the parent that they have the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- 1.The charges against the student are not supported by substantial evidence.
- 2.The student's removal is otherwise in violation of law, including the District's Code of Conduct.
- 3.The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or their designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until they are permitted to return to the classroom. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from their class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

### **Consequences, Interventions and Referrals**

Restorative and accountable consequences and interventions are determined after a thorough investigation has been conducted to understand the event(s) that took place and the rationale. Students will learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Students will be taught the skills necessary to engage in conversations about their own actions and decisions. District personnel who interact with students are expected to use consequences and interventions focused on the students' ability to grow in self-discipline and agency. Consequences and interventions will be equitable, restorative, and accountable so as to be the most effective in promoting positive student behavior and minimizing inappropriate behaviors; with minimal loss of instructional time whenever possible. In determining the appropriate course of action, school personnel authorized to apply consequences and interventions will consider the following:

1. The student's age and maturity.
2. The nature of the offense and the circumstances which



led to the offense.

3. The student's prior disciplinary record.
4. The effectiveness of other forms of consequences and interventions.
5. The circumstances/context in which the conduct occurred:

For example:

- Whether the student is or has been experiencing harassment, bullying, cyberbullying, or a discriminatory classroom environment;
- Whether the student was reacting or responding to actual or perceived
- harassment, bullying, cyberbullying, or act of discrimination;
- Whether there was any effort to address the situation previously and its effectiveness;
- Which interventions, such as restorative practices, can adequately address the behavior at issue while enabling the student to remain in class, and whether such interventions have been tried before; and/or

6. The frequency and duration of the behavior;
7. The number of persons involved in the behavior;
8. The social emotional status/needs of all persons involved in the behavior; and

For example:

- Family or community situations; and
- Substance use or addiction.

9. Other extenuating circumstances, including but not limited to whether the behavior falls under the SAVE Act.

If the conduct of a student is a manifestation of a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior that is a manifestation of their disability except as otherwise permitted by law. As a general rule, consequences and interventions will be progressive.

This means that a student's first violation will often merit a lighter consequence than subsequent violations, unless otherwise countermanded by law or the severity of the offense.

#### A. Consequences

There are a variety of consequences and interventions that may be used to support students that have violated the Code of Conduct. Our goal is to support students by engaging them in learning about their behaviors and its impact, repairing the harm that has been done, and implementing strategies and teaching skills that prevent similar events from occurring in the future. There are a variety of consequences and interventions that may be implemented either alone or in combination. The school

personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

1. Verbal warning: Any member of the district staff
  2. Written warning: Bus Driver, Coaches, School Counselors, Teachers, Principal/designee, Superintendent/designee
  3. Written notification to parent: Bus Driver, Coaches, School Counselors, Teachers, Principal/designee, Superintendent /designee
  4. Teacher assigned detention: Teachers
  5. Administrative detention: Principal/designee, Superintendent/designee
  6. Suspension from transportation: Principal/designee, Superintendent/designee
  7. Suspension from athletic participation: Athletic director, Coaches, Principal/designee, Superintendent/designee
  8. Suspension from social or extracurricular activities: Activity advisor, Principal/designee, Superintendent/designee
  9. Suspension of other privileges: Principal/designee, Superintendent/ designee
  10. In-school suspension: Principal, Superintendent/designee
  11. Involuntary school transfer: Superintendent/designee
  12. Removal from classroom by teacher: Teachers
  13. Short-term (five days or less) suspension from school: Principal, Superintendent, Board of Education
  14. Long-term (more than five days) suspension from school: Superintendent, Board of Education
  15. Suspension from school for at least (1) year for possession of a weapon pursuant to the Gun Free School Act of 1994 or any other weapon (subject to the right of The Superintendent to modify such consequence) or, in the case of a student with a disability whose possession of a weapon is determined not to be related to their disability, placement in an interim alternative education setting for a period of up to 45 school days: Superintendent
  16. Placement in an interim alternative education setting for a period of up to 45 school days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance or inflicting a serious bodily injury to another person at a school or a school function is determined not to be related to their disability: Superintendent
  17. Permanent suspension from school: Superintendent, Board of Education
- #### B. Minimum Periods of Suspension
1. Students who bring a weapon to school:  
Any student found guilty of bringing a firearm onto school property will be considered for suspension from school for at least one calendar year. Before being suspended more than five consecutive school days, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to

modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The Superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.
- Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

**2. Students who commit violent acts other than bringing a firearm to school:**

Any student, who is found to have committed a violent act, other than bringing a firearm onto school property, shall be subject to suspension from school for durations up to five days out of school upon the authority of the principal and in excess of five days as may be determined by the Superintendent. If the proposed consequence is the minimum one-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students who are subject to a short-term suspension. If the proposed consequence exceeds a period of five days suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students who are subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm.

Students who commit violent acts causing bodily injury to another student, staff member, or other person may be referred for a Superintendent's §3214 Disciplinary Hearing for consideration of long-term suspension, irrespective of the term of suspension applied by the principal.

**3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom:**

Any student, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for durations up to five days out of school upon the authority of the principal and in excess of five days as may be determined by the Superintendent. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this Code on four or more occasions during a semester. If the proposed consequence is to run from one to five days, the student and

the student's parent will be given the same notice and opportunity for an informal conference given to all students who are subject to a short-term suspension. If the proposed consequence is to exceed a period of five days, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students who are subject to a long-term suspension.

**4. Students who are in possession of illegal or legal drugs:**

Any student who is involved in the distribution or sale of illegal or legal drugs shall be referred for a Superintendent's §3214 Disciplinary Hearing for consideration of long term suspension, irrespective of the term of suspension applied by the principal.

**C. Interventions**

Supports and interventions are an integral part of a comprehensive response to behavior. There are a variety of supports and interventions that may be used as a stand alone or in combination with the consequences. These include but are not limited to:

- Assigned seating
- Teacher/Parent Conferences
- Mediation
- Restorative circles
- A facilitated workshop, lesson or assembly
- Additional coursework to address the understanding of antiracism, anti-bias and/or anti-discrimination
- Participation in a club or equity team
- Counseling
- Referrals to outside agencies

**D. Referrals**

**1. Counseling**

The Guidance Office shall handle all referrals of students to counseling. (See Section

VII (B)(5), teacher disciplinary removal of disruptive students).

**2. PINS Petitions**

When school disciplinary procedures are not effective in changing a student's behavior, the District may ask the Family Court to order out of school supervision and treatment of the student by filing a PINS (person in need of supervision) Petition with the court. A PINS petition may be filed when:

- A student refuses to attend school.
- A student engages in a course of conduct which demonstrates the student is ungovernable, habitually disobedient, or beyond the lawful control of the school.
- A student possesses marijuana or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs".

3. Where appropriate, in addressing issues of discriminatory acts, language or behaviors, students may be provided options to attend workshops, after-school or summer

courses on anti-bias and/or anti-discrimination.

4. Where appropriate, in addressing issues regarding substance abuse, referrals to agencies that support students' recovery will be recommended.

#### **Alternative Instruction**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students are consistent with the safeguards required by applicable laws and regulations.

#### **XI. Discipline of Students with Educational Disabilities and Section 504 Disabilities**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who engage in prohibited student conduct (See Section V. Prohibited Student Conduct). The Board also recognizes that students with disabilities are afforded certain procedural protections when school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. Such rights may vary depending on whether the student has an educational disability under the IDEA or a disability under Section 504. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

#### **A. Definitions**

For purposes of this section of the Code of Conduct, the following definitions apply:

1. **Behavioral Intervention Plan** means a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.
2. **CSE** means a Committee on Special Education established in accordance with Education Law §4402.
3. **Controlled Substance** means a drug or other substance identified under Schedule I, II, III, IV or V in Section 202(c) of the Controlled Substances Act (21 U.S.C. Section 812).
4. **A Disciplinary Change in Placement** means a suspension or removal from a student's current educational placement that is either:

- a. for more than 10 consecutive school days; or
- b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another. A determination shall be made on a case-by-case basis whether a pattern of removals constitutes a change in placement. This determination shall be subject to review through due process and judicial proceedings.

5. **Illegal Drug** means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or any other provision of federal law.

6. **Interim Alternative Educational Setting or "IAES"** means a temporary educational placement for a period of up to 45 school days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, where the student shall continue to receive educational services, so as to enable the student to continue to participate in the general curriculum, although in another setting, to progress toward meeting the goals set out in the IEP, and include as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

7. **Manifestation Team** means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District.

8. **School day** means any day, including a partial day that students are in school for instructional purposes.

9. **Serious Bodily Injury** means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

10. Suspension means a suspension pursuant to Education Law §214(3) (a) through (d).

11. **Removal means** a removal for disciplinary reasons from the student's current educational placement, other than a suspension, and a change in placement of a student to an interim alternative educational setting by an impartial hearing officer because maintaining the current placement of the student is substantially likely to result in injury to the student or others. Such term shall also include the change of placement of a student to an IAES by the Superintendent, either directly or upon the recommendation of a hearing



officer, where the student has, on school grounds or at a school function, inflicted serious bodily injury upon another person, carried or possessed a weapon or knowingly possessed or used illegal drugs.

12. **Weapon** means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except such term does not include a pocket knife with blade of less than 2½ inches in length.

#### **B. Authorized Suspensions or Removals of Students with an Educational Disability.**

School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

a. The Board, the Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension, provided that the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, providing those removals do not result in a disciplinary change in placement.

d. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

e. The Superintendent may directly, or upon the recommendation of a designated hearing officer, order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, for up to 45 days, if the student carries or possesses a weapon to school or at a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the District's jurisdiction, or has inflicted bodily injury upon

another person while at school, on school premises or at a school function under the District's jurisdiction. The period of suspension or removal ordered by the Superintendent may not exceed the amount of time that a non-disabled student would be suspended for the same behavior.

f. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement for a student with a disability who violates a code of student conduct.

2. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer, in an expedited due process hearing, may order the placement of a student with a disability in an IAES setting for not more than 45 days, if maintaining the student in his or her current educational placement is substantially likely to result in injury to the student or others. The District shall not be required to commence disciplinary action against the student as a prerequisite for initiating an expedited due process hearing to obtain such an order of an impartial hearing officer. A determination that the student's behavior is a manifestation of the student's disability shall not preclude an impartial hearing officer from ordering a change in placement.

#### **C. Disciplinary Change of Placement of Students with an Educational Disability**

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the manifestation team has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury as set forth above.

#### **D. Provision of Services During Suspension for students with an Educational Disability**

1. During suspensions or removals for periods of up to 10 school days in a school year that do not constitute a disciplinary change in placement, students with disabilities of compulsory attendance age shall be provided with alternative instruction pursuant to Education Law §3214(3)(e) on the same basis as non-disabled students. Students who are not of compulsory attendance age shall be entitled to receive services during such suspensions only to the extent that services are provided to non-disabled students of the same age who have been similarly suspended.

2. During subsequent suspensions or removals for periods of 10 consecutive school days or less that in the aggregate total more than 10 school days in a school year, but do not constitute a disciplinary change in placement, regardless of

the manifestation determination, the student shall be provided with services necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. The student shall receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed, so as to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress in meeting the goals set out in the student's IEP.

3. A student with a disability who has been suspended or removed for a period of 10 consecutive school days (or a series of removals that in the aggregate total more than 10 school days) in a school year which constitute a disciplinary change in placement, regardless of the manifestation determination, must be provided with educational services that are necessary to enable the student to continue to participate in the general education curriculum; and to progress toward meeting the goals set out in the student's IEP. The student must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavioral violation so it does not recur. The IAES and services shall be determined by the CSE.

#### **E. Special Rules Regarding the Suspension or Removal of Students with an Educational Disability**

##### **1. Manifestation Determination**

a. A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made immediately, but in no case later than 10 school days after a decision is made: by a superintendent to change the placement of a student to an IAES; by an impartial hearing officer to place the student in an IAES; or by the Board of Education, the Superintendent, or building principal to impose a suspension that constitutes a disciplinary change in placement.

b. The manifestation determination should be made by a manifestation team, in a meeting which must include a representative of the school district knowledgeable about the student and the interpretation of information about the child's behavior, the parent, and relevant members of the CSE as determined by the parent and the school district.

c. The parent must receive written notification before any manifestation team meeting to ensure that the parent has an opportunity to attend. The notification must inform the parent of: the purpose of the meeting; the names of the individuals expected to attend; and his or her right to have relevant members of the CSE participate at the parent's request.

d. The manifestation team must review all relevant information in the student's file including: the student's IEP; any teacher observations; and any relevant information provided by the parents. Upon review of the above information, the manifestation team must determine: if the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the school district's failure to implement the IEP.

e. If the manifestation team determines that the conduct was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the school district's failure to implement the IEP, then the conduct must be determined to be a manifestation of the student's disability.

f. If the manifestation team determines that the conduct was a manifestation of the student's disability, then the CSE must conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment prior to when the behavior occurred that resulted in the change of placement, and implement a behavioral intervention plan for the student. Except for removals for drugs, weapons or serious bodily injury, the student must be returned to the placement from which the student was removed, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.

g. If a behavioral plan has been developed prior to the misconduct subject to the disciplinary action, the manifestation team must review the behavioral plan and modify it as necessary to address the behavior.

h. If the manifestation team determines the conduct in question was the direct result of the district's failure to implement the IEP, the district must take immediate steps to remedy those deficiencies.

##### **2. Students Presumed to Have a Disability for Discipline Purposes**

a. The parents of a student who is facing disciplinary action, but who has not been identified as a student with a disability at the time of the misconduct, may assert the protections set forth in this policy, if the district is deemed to have had knowledge that the child was a student with a disability before the behavior precipitating disciplinary action occurred. Where the school district is deemed to have had knowledge that the student was a student with a disability before the behavior occurred, such student is a "student presumed to have a disability for discipline purposes".

b. A school district must be deemed to have knowledge that a student has a disability if, before the time the behavior occurred:

1. The parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education. The expression or

concern may be oral if the parent does not know how to write or has a disability that prevents a written statement;

2. The parent of the student has requested an evaluation of the student; or

3. A teacher of the student or other personnel of the school district, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the school district or to other supervisory personnel of the school district.

c. If it is claimed by the parent of the student or by school district personnel that the school district had a basis for knowledge that the student was a student with a disability prior to the time of the behavior subject to the disciplinary action occurred, the Superintendent, building principal or other school official imposing the suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

d. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge, the student was a student with a disability,

1. the student's parent has not allowed an evaluation of the student; or

2. the student's parent has refused services; or

3. the District conducted an evaluation and determined that the student is not a student with a disability.

e. If the Superintendent, building principal or other school official imposing the disciplinary removal determines that there is no basis for knowledge prior to taking disciplinary measures against the student, the student may be subject to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subject to disciplinary removal, the District will conduct an expedited evaluation in accordance with applicable law and regulations.

f. The expedited evaluation shall be completed no later than 15 school days after receipt of parent consent for evaluation. The CSE shall make a determination of eligibility in a meeting held not later than 5 school days after completion of the expedited evaluation.

g. Until the expedited evaluation is complete, the non-disabled student shall remain in the educational placement determined by the District which can include suspension.

### 3. Additional Due Process Requirements

a. No later than the date on which the decision is made to change the placement of a student with a disability to an IAES, or a decision is to impose a suspension or removal that constitutes a disciplinary change in placement, the parent shall be notified of such decision and shall be provided the procedural safeguards notice prescribed by the Commissioner.

b. The parents or persons in parental relationship of a student with disabilities subject to a suspension of five consecutive

school days or less shall be notified of the suspension and provided with the same opportunity for an informal conference in accordance with the same procedure available to parents of non-disabled students under the Education Law.

c. The suspension of students with disabilities of more than five school days, other than a change in placement to an IAES, shall be conducted in accordance with the same due process procedures applicable to non-disabled students, except that the school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless there has been a determination that the behavior is not a manifestation of the student's disability. The removal of a student to an IAES shall be in accordance with applicable provisions included in this policy.

d. Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase. If it is determined that the student is guilty of the misconduct, the Superintendent or hearing officer shall make a determination whether a suspension or removal in excess of 10 consecutive school days, or that would otherwise constitute a disciplinary change in placement, should be considered. If the Superintendent or hearing officer determines that it should not be considered, the hearing shall proceed to the penalty phase.

e. If the Superintendent or the hearing officer determines that a suspension or removal in excess of 10 consecutive school days, or that would otherwise constitute a disciplinary change in placement, should be considered, the hearing will be adjourned until a determination is made by the manifestation team whether the behavior is a manifestation of the disability.

f. If the manifestation team determines that the behavior was a manifestation of the student's disabilities, the hearing will be dismissed. If the manifestation team determines that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student. The penalty phase may proceed after receipt of the notification.

g. The penalty phase of the superintendent's hearing for a student with a disability or a student presumed to have a disability for discipline purposes shall be conducted in the same manner as the penalty phase of a hearing involving a non-disabled student, including anecdotal evidence of past instances of misconduct. The District shall assure that copies of the special education and disciplinary records of the student are transmitted to the Superintendent of Schools or the hearing officer in the superintendent's hearing for consideration whether or not the manifestation team has determined that the student's behavior is a manifestation of the student's disability.

h. Notwithstanding any of the above provisions, upon a determination that the student is guilty of the alleged misconduct relating to serious bodily injury, weapons, illegal



drugs or controlled substances, the Superintendent may order, or the hearing officer in a superintendent's hearing may recommend, such change in placement to an IAES, to be determined by the CSE, for up to 45 school days, even where the manifestation team determines that the student's behavior is a manifestation of the student's disability. This placement may not exceed the length of time that a non-disabled student would be suspended for the same misconduct under the district's student discipline policy.

#### **F. Expedited Due Process Hearings for Students with an Educational Disability**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, under the following circumstances:

a. The District requests an expedited hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The District requests an expedited hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

c. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

2. During the pendency of an expedited due process hearing or appeal regarding a disciplinary change in placement, a manifestation determination, or because the District believes that maintaining the student in the current setting is likely to result in injury to the student or others, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

3. Upon receipt of or filing of a due process complaint notice for an expedited hearing, the Board of Education shall arrange for an impartial hearing and the appointment of an impartial hearing officer in accordance with the Commissioner's regulations.

4. The District will arrange the expedited due process hearing according to the following time periods, unless the parent and district agree in writing to waive the resolution meeting or agree to use mediation. A resolution meeting shall occur within seven days of receiving notice of the due process complaint. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the due process

complaint. The expedited due process hearing shall occur within 20 school days of the date the complaint requesting the hearing is filed. The impartial hearing officer shall make a determination within 10 school days after the hearing.

5. The impartial hearing officer shall mail a copy of the written decision to the parents, to the Board of Education and the Office of Vocational and Educational Services for Individuals with Disabilities Education of the New York State Department within 10 school days after the hearing.

#### **G. Students with Section 504 Disabilities**

1. For students solely with disabilities under Section 504 who are being subjected to long term suspensions of ten or more days, the Section 504 team must make a determination as to whether the conduct underlying the charge was a manifestation of the student's disability. If a nexus is found, no additional discipline may be imposed.

#### **H. Referral to Law Enforcement and Judicial Authorities**

In accordance with the provisions of IDEA and its implementing regulations:

1. The District may report a crime committed by a child with a disability to appropriate law enforcement and judicial authorities.

2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent that the transmission is permitted by FERPA.

The District or its officials will provide information and complaint procedures to any citizen, student, or employee who feels that his/her rights under Title IX or Section 504 may have been violated.

Title IX Coordinator: Mr. Paul Finch Director of Personnel

Section 504 Coordinator: Jill Post, Assistant Superintendent.

#### **VIII. Reporting Violations**

Any student having knowledge of or observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall promptly report this information immediately to a teacher, staff member, the building principal, the principal's designee, the Superintendent, and/or security or law enforcement personnel. Any student having knowledge or awareness of any act of violence, intent to commit violence, or threat of violence shall promptly report this information immediately to a teacher, staff member, the building principal, the house/assistant principal, the Superintendent, and/or security or law enforcement personnel.

Students who believe they have been harassed or discriminated upon due to their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex are to report allegations to the Dignity Act

Coordinator(s) who will investigate all complaints and take prompt corrective action, as necessary.

District staff members who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. All district staff members who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner.

#### **Corporal Punishment**

##### **Corporal Punishment / Emergency Interventions (Policy 7350)**

Corporal punishment is any act of physical force upon a student for the purposes of punishing that student. Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, or employee of the School District. Whenever a school employee uses physical force against a student, the school employee shall immediately report the situation to their principal/supervisor. The principal/supervisor shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken. The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Arlington Central School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

#### **Emergency Interventions**

However, if alternative procedures and methods which would not involve physical force are not effective, the use of reasonable physical force is allowable for the following reasons:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; and/or
- d) Restraining/removing a disruptive student.

Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior. Staff whose duties make it

reasonably foreseeable that they may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.

The District will maintain documentation on the use of emergency interventions for each student including:

1. Name and date of birth of the student;
2. Setting and location of the incident;
3. Name of staff or other persons involved;
4. Description of the incident and emergency intervention used, including duration;  
A statement as to whether the student has a current behavioral intervention plan; and  
f) Details of any injuries sustained by the student or others, including staff, as a result of the incident and medical treatment.

This documentation will be reviewed by District supervisory personnel and, if necessary, by the school nurse or other medical personnel.

#### **XIV. Dignity For All Students (Policy 7550)**

##### **Dignity Act Coordinators**

In each of its schools, the District will designate at least one employee holding licenses or certifications as required by the Commissioner to serve as the Dignity Act Coordinator (DAC). Each DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex. Training will also be provided for DACs which addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex; the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board.

The District will disseminate the name, designated school, and contact information of each DAC to all school personnel, students, and parents or persons in parental relation by:

- a) Listing it in the Code of Conduct, with updates posted on the District's website; and

- b) Including it in the Code of Conduct's plain language summary provided to all parents or persons in parental relation to students at the beginning of each school year; and
- c) Providing it to all parents or persons in parental relation to students in at least one District or school mailing or other method of distribution, including, but not limited to, electronic communication and/or sending information home with each student. If the information changes, parents and persons in parental relation will be notified in at least one subsequent District or school mailing, or other method of distribution as soon as practicable thereafter; and
- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level administrative offices.

If a DAC vacates their position, the District will immediately designate an interim DAC, pending approval from the Board within 30 days. In the event a DAC is unable to perform their duties for an extended period of time, the District will immediately designate an interim DAC, pending the return of the previous individual to the position.

#### **Training and Awareness**

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to incidents of harassment, bullying, and/or discrimination.

This training may be provided in conjunction with existing professional development, and will:

- Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
- Address social patterns of harassment, bullying, and discrimination and the effects on students;
- Inform employees on the identification and mitigation of harassment, bullying, and discrimination;
- Enable employees to prevent and respond to incidents of harassment, bullying, and/or discrimination;
- Make school employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- Provide strategies for effectively addressing problems of exclusion, bias and aggression;
- Include safe and supportive school climate concepts in curriculum and classroom management; and

- Ensure the effective implementation of school policy on conduct and discipline. Rules against harassment, bullying, and discrimination will be included in the Code of Conduct, publicized District-wide, and disseminated to all staff and all parents or persons in parental relation to students.

Any amendments to the Code of Conduct will be disseminated as soon as practicable following their adoption.

#### **Reports and Investigations of Harassment, Bullying, or Discrimination**

The District encourages and expects students who have been subjected to harassment, bullying, or discrimination; parents or persons in parental relation whose children have been subjected to this behavior; other students who observe or are told of this behavior; and all District staff who become aware of this behavior to timely report it to the principal, Superintendent, DAC, or designee. The principal, Superintendent, DAC, or designee will lead or supervise a timely and thorough investigation of all reports of harassment, bullying, and discrimination. The DAC or other individual conducting the investigation may seek the assistance of the District's Civil Rights Compliance Officer in investigating, responding to, and remedying complaints. In the event any investigation verifies that harassment, bullying, or discrimination occurred, the District will take prompt action reasonably calculated to end it, to eliminate any hostile environment, to create a more positive school culture and climate, to prevent recurrence of the behavior, and to ensure the safety of the student or students against whom the harassment, bullying, or discrimination was directed. The Superintendent, principal, DAC, or designee will notify the appropriate local law enforcement agency when there is a reasonable belief that an incident of harassment, bullying, or discrimination constitutes criminal conduct. The District will timely collect information related to incidents involving harassment, bullying, and discrimination; provide required internal reports; and complete and submit any required report to the State Education Department in the manner and within the timeframe specified by the Commissioner.

#### **Prohibition of Retaliatory Behavior (Whistle-Blower Protection)**

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on school grounds or at a school function, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner of



Education, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complainant, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, or discrimination.

#### **Publication of District Policy**

At least once during each school year, all school employees, students, and parents or persons in parental relation to students will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents or persons in parental relation, and school employees may report harassment, bullying, or discrimination. Additionally, the District will strive to maintain a current version of this policy and all procedures and forms for how students, parents or persons in parental relation to students, and school employees may report harassment, bullying, or discrimination on its website at all times.

#### **Application**

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

#### **XV. Dignity Act Coordinators**

The Board of Education shall appoint District Coordinators and Building Level Coordinators on an annual basis and as changes occur throughout the school year. The names of the Dignity for all Students Act Building Level Coordinators will be available on the District web site ([arlingtonschools.org](http://arlingtonschools.org)) or by contacting a District Coordinator or any school office.

The District Coordinator(s) are:

Mr. Paul Finch, Assistant Superintendent for Human Resources  
Arlington Central School District 144 Todd Hill Road  
LaGrangeville, NY 12540 (845)486-4460x20116

Ms. Jill A. Post, Assistant Superintendent for Pupil Personnel Services  
Arlington Central School District 144 Todd Hill Road  
LaGrangeville, NY 12540 (845)486-4460, x 20114

#### **XVI. Discipline of Students with Educational Disabilities and Section 504 Disabilities**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who engage in prohibited student conduct (See Section V. Prohibited Student Conduct). The Board also recognizes that students with disabilities are afforded certain procedural protections when school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. Such rights may vary depending on whether the student has an educational disability under the IDEA or a disability under Section 504. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

##### **A. Definitions**

For purposes of this section of the Code of Conduct, the following definitions apply: Behavioral Intervention Plan means a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior. CSE means a Committee on Special Education established in accordance with Education Law §4402. Controlled Substance means a drug or other substance identified under Schedule 1,11,111, IV or V in Section 202(c) of the Controlled Substances Act (21 U.S.C. Section 812). Disciplinary Change in Placement means a suspension or removal from a student's current educational placement that is either: a. for more than 10 consecutive school days; or b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals and because of such factors as the length of each suspension or removal, the total amount of time the student

is removed and the proximity of the suspensions or removals to one another.

A determination shall be made on a case-by-case basis whether a pattern of removals constitutes a change in placement. This determination shall be subject to review through due process and judicial proceedings. Illegal Drug means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or any other provision of federal law. Interim Alternative Educational Setting or "IAES" means a temporary educational placement for a period of up to 45 school days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, where the student shall continue to receive educational services, so as to enable the student to continue to participate in the general curriculum, although in another setting, to progress toward meeting the goals set out in the IEP, and include as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring. Manifestation Team means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District. School day means any day, including a partial day that students are in school for instructional purposes. Serious Bodily Injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Suspension means a suspension pursuant to Education Law §3214(3) (a) through (d). Removal means a removal for disciplinary reasons from the student's current educational placement, other than a suspension, and a change in placement of a student to an interim alternative educational setting by an impartial hearing officer because maintaining the current placement of the student is substantially likely to result in injury to the student or others. Such term shall also include the change of placement of a student to an IAES by the Superintendent, either directly or upon the recommendation of a hearing officer, where the student has, on school grounds or at a school function, inflicted serious

bodily injury upon another person, carried or possessed a weapon or knowingly possessed or used illegal drugs. Weapon means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except such term does not include a pocket knife with a blade of less than 2-4 inches in length.

#### B. Authorized Suspensions or Removals of Students with an Educational Disability

1. School personnel may order the suspension or removal of a student with a disability from their current educational placement as follows:

- a. The Board, the Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a nondisabled student would be subject to suspension for the same behavior.
- b. The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension, provided that the suspension or removal does not exceed the amount of time nondisabled students would be subject to suspension for the same behavior.
- c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, providing those removals do not result in a disciplinary change in placement.
- d. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such instances, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.
- e. The Superintendent may directly, or upon the recommendation of a designated hearing officer, order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, for up to 45 days, if the student carries or possesses a weapon to school or at a school

function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the District's jurisdiction, or has inflicted bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction. The period of suspension or removal ordered by the Superintendent may not exceed the amount of time that a non-disabled student would be suspended for the same behavior.

f. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement for a student with a disability who violates a code of student conduct.

2. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer, in an expedited due process hearing, may order the placement of a student with a disability in an IAES setting for not more than 45 days, if maintaining the student in their current educational placement is substantially likely to result in injury to the student or others. The District shall not be required to commence disciplinary action against the student as a prerequisite for initiating an expedited due process hearing to obtain such an order of an impartial hearing officer. A determination that the student's behavior is a manifestation of the student's disability shall not preclude an impartial hearing officer from ordering a change in placement. C. Disciplinary Change of Placement of Students with an Educational Disability School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the manifestation team has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury as set forth above.

C. Provision of Services during Suspension for Students with an Educational Disability

1. During suspensions or removals for periods of up to 10 school days in a school year that do not constitute a disciplinary change in placement, students with disabilities of compulsory attendance age shall be provided with alternative instruction pursuant to Education Law §3214(3)(e) on the same basis as nondisabled students. Students who are not of compulsory attendance age shall be entitled to receive

services during such suspensions only to the extent that services are provided to non-disabled students of the same age who have been similarly suspended.

2. During subsequent suspensions or removals for periods of 10 consecutive school days or less that in the aggregate total more than 10 school days in a school year, but do not constitute a disciplinary change in placement, regardless of the manifestation determination, the student shall be provided with services necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. The student shall receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur. School personnel, in consultation with at least one of 33 Code of Conduct 2022-2023 the student's teachers, shall determine the extent to which services are needed, so as to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress in meeting the goals set out in the student's IEP.

3. A student with a disability who has been suspended or removed for a period of 10 consecutive school days (or a series of removals that in the aggregate total more than 10 school days) in a school year which constitute a disciplinary change in placement, regardless of the manifestation determination, must be provided with educational services that are necessary to enable the student to continue to participate in the general education curriculum; and to progress toward meeting the goals set out in the student's IEP. The student must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavioral violation so it does not recur. The IAES and services shall be determined by the CSE.

D. Special Rules Regarding the Suspension or Removal of Students with an Educational Disability

1. Manifestation Determination

a. A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made immediately, but in no case later than 10 school days after a decision is made: by a superintendent to change the placement of a student to an IAES; by an impartial hearing officer to place the student in an IAES; or by the Board of Education, the Superintendent, or building principal to impose a suspension that constitutes a disciplinary change in placement.



- b. The manifestation determination should be made by a manifestation team, in a meeting which must include a representative of the school district knowledgeable about the student and the interpretation of information about the child's behavior, the parent, and relevant members of the CSE as determined by the parent and the school district.
- c. The parent must receive written notification before any manifestation team meeting to ensure that the parent has an opportunity to attend. The notification must inform the parent of: the purpose of the meeting; the names of the individuals expected to attend; and their right to have relevant members of the CSE participate at the parent's request.
- d. The manifestation team must review all relevant information in the student's file including: the student's IEP; any teacher observations; and any relevant information provided by the parents. Upon review of the above information, the manifestation team must determine: if the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the school district's failure to implement the IEP.
- e. If the manifestation team determines that the conduct was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the school district's failure to implement the IEP, then the conduct must be determined to be a manifestation of the student's disability.
- f. If the manifestation team determines that the conduct was a manifestation of the student's disability, then the CSE must conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment prior to when the behavior occurred that resulted in the change of placement, and implement a behavioral intervention plan for the student. Except for removals for drugs, weapons or serious bodily injury, the student must be returned to the placement from which the student was removed, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.
- g. If a behavioral plan has been developed prior to the misconduct subject to the disciplinary action, the manifestation team must review the behavioral plan and modify it as necessary to address the behavior.
- h. If the manifestation team determines the conduct in question was the direct result of the district's failure to implement the IEP, the district must take immediate steps to remedy those deficiencies.

## 2. Students Presumed to Have a Disability for Discipline Purposes

- a. The parents of a student who is facing disciplinary action, but who has not been identified as a student with a disability at the time of the misconduct, may assert the protections set forth in this policy, if the district is deemed to have had knowledge that the child was a student with a disability before the behavior precipitating disciplinary action occurred. Where the school district is deemed to have had knowledge that the student was a student with a disability before the behavior occurred, such student is a "student presumed to have a disability for discipline purposes".
- b. A school district must be deemed to have knowledge that a student has a disability if, before the time the behavior occurred:
  - 1. The parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education. The expression or concern may be oral if the parent does not know how to write or has a disability that prevents a written statement;
  - 2. the parent of the student has requested an evaluation of the student; or
  - 3. a teacher of the student or other personnel of the school district, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the school district or to other supervisory personnel of the school district.
- c. If it is claimed by the parent of the student or by school district personnel that the school district had a basis for knowledge that the student was a student with a disability prior to the time of the behavior subject to the disciplinary action occurred, the Superintendent, building principal or other school official imposing the suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- d. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge, the student was a student with a disability,
  - 1. the student's parent has not allowed an evaluation of the student; or
  - 2. the student's parent has refused services; or
  - 3. the District conducted an evaluation and determined that the student is not a student with a disability.
- e. If the Superintendent, building principal or other school official imposing the disciplinary removal determines that there is no basis for knowledge prior to taking disciplinary

measures against the student, the student may be subject to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subject to disciplinary removal, the District will conduct an expedited evaluation in accordance with applicable law and regulations.

f. The expedited evaluation shall be completed no later than 15 school days after receipt of parent consent for evaluation. The CSE shall make a determination of eligibility in a meeting held not later than 5 school days after completion of the expedited evaluation.

g. Until the expedited evaluation is complete, the non-disabled student shall remain in the educational placement determined by the District which can include suspension.

### 3. Additional Due Process Requirements

a. No later than the date on which the decision is made to change the placement of a student with a disability to an IAES, or a decision is to impose a suspension or removal that constitutes a disciplinary change in placement, the parent shall be notified of such decision and shall be provided the procedural safeguards notice prescribed by the Commissioner.

b. The parents or persons in parental relationship of a student with disabilities subject to a suspension of five consecutive school days or less shall be notified of the suspension and provided with the same opportunity for an informal conference in accordance with the same procedure available to parents of non-disabled students under the Education Law.

c. The suspension of students with disabilities of more than five school days, other than a change in placement to an IAES, shall be conducted in accordance with the same due process procedures applicable to nondisabled students, except that the school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless there has been a determination that the behavior is not a manifestation of the student's disability. The removal of a student to an IAES shall be in accordance with applicable provisions included in this policy.

d. Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase. If it is determined that the student is guilty of the misconduct, the Superintendent or hearing officer shall make a determination whether a suspension or removal in excess of 10 consecutive school

days, or that would otherwise constitute a disciplinary change in placement, should be considered. If the Superintendent or hearing officer determines that it should not be considered, the hearing shall proceed to the penalty phase.

e. If the Superintendent or the hearing officer determines that a suspension or removal in excess of 10 consecutive school days, or that would otherwise constitute a disciplinary change in placement, should be considered, the hearing will be adjourned until a determination is made by the manifestation team whether the behavior is a manifestation of the disability.

f. If the manifestation team determines that the behavior was a manifestation of the student's disabilities, the hearing will be dismissed. If the manifestation team determines that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student. The penalty phase may proceed after receipt of the notification.

g. The penalty phase of the superintendent's hearing for a student with a disability or a student presumed to have a disability for discipline purposes shall be conducted in the same manner as the penalty phase of a hearing involving a non-disabled student, including anecdotal evidence of past instances of misconduct. The District shall assure that copies of the special education and disciplinary records of the student are transmitted to the Superintendent of Schools or the hearing officer in the superintendent's hearing for consideration whether or not the manifestation team has determined that the student's behavior is a manifestation of the student's disability.

h. Notwithstanding any of the above provisions, upon a determination that the student is guilty of the alleged misconduct relating to serious bodily injury, weapons, illegal drugs or controlled substances, the Superintendent may order, or the hearing officer in a superintendent's hearing may recommend, such change in placement to an IAES, to be determined by the CSE, for up to 45 school days, even where the manifestation team determines that the student's behavior is a manifestation of the student's disability. This placement may not exceed the length of time that a non-disabled student would be suspended for the same misconduct under the district's student discipline policy.

### E. Expedited Due Process Hearings for Students with an Educational Disability

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations

incorporated into this Code, under the following circumstances:

- a. The District requests an expedited hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings.
  - b. The District requests an expedited hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings.
  - c. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
2. During the pendency of an expedited due process hearing or appeal regarding a disciplinary change in placement, a manifestation determination, or because the District believes that maintaining the student in the current setting is likely to result in injury to the student or others, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
  3. Upon receipt of or filing of a due process complaint notice for an expedited hearing, the Board of Education shall arrange for an impartial hearing and the appointment of an impartial hearing officer in accordance with the Commissioner's regulations.
  4. The District will arrange the expedited due process hearing according to the following time periods, unless the parent and district agree in writing to waive the resolution meeting or agree to use mediation. A resolution meeting shall occur within seven days of receiving notice of the due process complaint. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the due process complaint. The expedited due process hearing shall occur within 20 school days of the date the complaint requesting the hearing is filed. The impartial hearing officer shall make a determination within 10 school days after the hearing.
  5. The impartial hearing officer shall mail a copy of the written decision to the parents, to the Board of Education and the Office of Vocational and Educational Services for Individuals

with Disabilities Education of the New York State Department within 10 school days after the hearing.

**F. Students with Section 504 Disabilities** For students solely with disabilities under Section 504 who are being subjected to long term suspensions of ten or more days, the Section 504 team must make a determination as to whether the conduct underlying the charge was a manifestation of the student's disability. If a nexus is found, no additional discipline may be imposed. **G. Referral to Law Enforcement and Judicial Authorities** In accordance with the provisions of IDEA and its implementing regulations:

1. The District may report a crime committed by a child with a disability to appropriate law enforcement and judicial authorities.
2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent that the transmission is permitted by FERPA. XVII. Title IX, Section 504 Compliance and Equal Opportunity The Arlington Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, without regard to gender, race, color, national origin, marital status, disability or sexual orientation.

Inquiries regarding this nondiscrimination policy may be directed to:

Arlington Central School District 144 Todd Hill Road  
LaGrangeville, New York 12540 Telephone: (845) 486-4460.  
The District or its officials will provide information to any citizen, student, or employee who feels that their rights under Title IX or Section 504 may have been violated.  
Title IX Coordinator: Mr. Paul Finch, Assistant Superintendent  
Section 504 Coordinator: Ms. Jill A. Post, Assistant Superintendent

#### **XVIII. Public Conduct on School Property**

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel, and community members and members of the public. The restrictions on public conduct on school property and at school functions contained in this Code are not

intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this Code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

#### **A. Prohibited Conduct**

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute printed materials on school grounds or at school functions without prior authorization by the Principal, Superintendent of Schools or their designee.
5. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
6. Intimidate, harass or discriminate against any person on the basis of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
8. Obstruct the free movement of any person in any place to which this Code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, illegal substances, or be under the influence of such on school property or at a school function.
11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district. On-duty law enforcement officials are permitted to have a weapon in their possession while on school property or at a school function. On-duty law enforcement persons in

possession of a weapon must have their badge either around their neck or clearly visible next to their weapon, or be a uniformed law enforcement agent.

12. Loiter on or about school property.
13. Gamble, as defined by NYS law, on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this Code.
16. Violate any federal or state statute, local ordinance or Board Policy while on school property or while at a school function.
17. Smoke/vape in school buildings, on school grounds, or on any school property.
18. Walk dogs on school property.

#### **B. Reporting**

Any student, teacher, District employee or committee member having knowledge of or observing prohibited conduct on school property or at a school function shall promptly report this information immediately to a teacher, other staff member, administrator, and/or school security or law enforcement personnel. Any school employee having reasonable cause to suspect that a person has committed an act of violence while in or on school property, or having reasonable cause to suspect that a person has committed an act of violence upon a student, school employee or volunteer, either on school grounds or elsewhere, or having reasonable cause to suspect that a person has brought a gun, knife, bomb or other instrument capable of causing death or physical injury while in or on school property, who in good faith reports such information to school officials, the commissioner, or to law enforcement authorities, shall have immunity from any civil liability that may arise from the making of such report, and neither the district nor its employees shall take, request or cause retaliatory action against any employee who makes such a report.

**C. Enforcement** The building principal or their designee shall be responsible for enforcing the conduct required by this Code. When the building principal or designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an



immediate threat of injury to persons or property, the principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section below. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code. The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

D. Penalties Persons who violate this Code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and may be additionally subject to civil or criminal action.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

#### **XIX. Visitors to the Schools (Policy 3210)**

The Board recognizes that a safe and secure environment is necessary for the successful implementation of the school program. Since our schools and the Central Administrative Office (CAO) are places of work and learning, a procedure must be established for school visitors. The building administrator or designee is responsible for all persons in the building and on the grounds. Any person who is not a District employee or student of the school is considered a visitor. Visitors who desire to visit a school or CAO must have an

appointment or shall do so with the permission of the appropriate administrative staff member. Appointments must be made in order to volunteer in a classroom, to discuss concerns with a teacher or school counselor, or to meet with any other school personnel. The following procedure applies to each visitor, every time they visit our schools and CAO when school is in session:

1. All visitors to the schools or CAO must enter and exit through the designated single point of entry/exit - the main entrance.
2. In order to be granted entry into a school building or CAO, the visitor must show a photo ID and identify the purpose of their visit, including with whom they have a scheduled appointment.
3. Upon being granted entry, the visitor must report directly to the building security greeter and show photo identification. The security greeter or a staff member will utilize the visitor management system to confirm identification prior to granting further entrance to the building.
  - a. The visitor management system will check the National Register of Sex Offenders and if a positive match is made; appropriate steps will be taken to ensure the safety of all students.
  - b. The security greeter or staff member shall call the respective office/parties to confirm the appointment.
  - c. If there is a question related to the visit, the security greeter/staff member will contact the school administration for guidance.
  - d. Acceptable ID's shall include but are not limited to: driver's license, military ID, passport, and other government issued ID. Other forms of ID and those in question must be cleared by the building administrator.
  - e. School visitors will be issued a visitor badge that will include their name, photo, destination and date.
  - f. The badge contains security features that will make it evident if it has "expired".
  - g. While in a school building, on school grounds or at CAO, guests must wear a school issued visitor badge at all times. The badge must be visible on the outermost garment being worn.
  - h. When possible, the person being visited or another building employee should meet the visitor in the main lobby and escort them to their destination.
  - i. When the visit is complete, the visitor must return the visitor badge to the greeter at the main entrance and exit the building. Visitors should not use other exit doors unless there is an emergency in the building requiring evacuation.
  - j. Any person needing to drop items off for a student or staff member should leave the item in the main lobby with the

greeter. It is not necessary to permit the person into the building and register them as a visitor. The Superintendent of Schools or designee may refuse any individual or group access to the schools when the stated purpose is judged to be unreasonable, disruptive, or not in the best interest of the students. The building administrator or designee is authorized to take any action necessary to secure the safety of students and school personnel. Unauthorized visitors shall be required to leave school premises immediately and will be subject to arrest and prosecution for trespassing, pursuant to the New York State Penal Law, if they refuse. All visitors are expected to abide by the rules for public conduct on school property contained in the District Code of Conduct. Any visitor who does not abide by the District Code of Conduct will be considered an unauthorized person and will be required to leave. Education Law Section 1708; 2801 NOTE: Refer also to Policy #6112 - Identification Badges District Code of Conduct

Effective: 9/1/13

Adopted: 4/23/13

Revised: 6/26/18

Revised: 6/17/20

Revised: 8/5/22

Adopted 8/30/22

Revised: 08/17/2023

Adopted:

# Arlington High School

## New Personal Cell Phone/Technology Agreement

*"Technology is a tool that can assist in the transitions needed for 21<sup>st</sup> Century learners. The ability to incorporate the devices students already use into educational programs will be critical to the future direction and success of schools. Making schools accessible to these devices is as critically important as training teachers and staff to be able to incorporate these devices." \**

To comply with our Student Acceptable Use Policy and Regulation (5300-R3b), students using a personal cell phone/technology must:

- 1. Respect and protect the privacy of themselves and others.**
  - Not reveal private information about themselves or others.
  - Use only assigned accounts.
  - Not view, use, or interfere with passwords, data, or accounts that do not belong to them.
- 2. Respect and protect the integrity, availability, and security of all electronic resources.**
  - Observe all network security practices, which include not sharing passwords with others.
  - Not harm or destroy any equipment, materials, or data (creating a computer virus or bypassing the internet filtering system is prohibited).
  - Report security risks or violations to a teacher.
- 3. Respect and protect the intellectual property of others.**
  - Not infringe copyrights (no making illegal copies of music, games, or movies).
  - Not plagiarize
- 4. Respect and practice the principles of the community.**
  - Communicate only in ways that are kind and respectful
  - Not intentionally access, transmit, copy, or create material that is illegal or violates the District's Code of Conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
  - Not send spam, chain letters, or other mass unsolicited mailings.
  - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
  - Report threatening or discomforting materials to a teacher.

### Courtesy:

Courtesy is a code that governs expectations of social behavior. As a school community we must hold ourselves and one another accountable for interactions that foster respect and trust. Discourteous behaviors erode a healthy and cooperative learning environment resulting in hurt feelings, anger, and personal levels of dysfunction.

The use of cell phones/technology must be done in a courteous manner. The procedures listed below are designed to encourage Arlington High School to embrace cell phone/technology use in an educational setting while clearly establishing appropriate use and behavior. This agreement lies at the very core of proactive positive behavior and personal growth.

\*According to a recent report by Speak Up, an initiative of Project Tomorrow.

Areas or “Zones” of Arlington High School will be assigned a designated color.

These zones identify

the acceptable use of cell phones/technology for each area.

<u><b>AHS: Areas or “Zones”</b></u>		
<u><b>Green Zone:</b></u> Cell Phone/technology use permitted for educational and/or recreational purposes For appropriate use only	<u><b>Red Zone:</b></u> Cell Phones/technology is restricted Allowed only with adult permission For educational use only	<u><b>“NO” Zone:</b></u> Cell Phones/technology may not be used at any time, under any circumstance
<u><b>AHS: Designated Zones</b></u>		
<u><b>Green Zone:</b></u> <ul style="list-style-type: none"> <li>Library</li> <li>Cafeterias</li> <li>Senior Lounge</li> <li>Before and after school</li> <li>School Buses</li> <li>Outside the building</li> <li>Hallways during passing time</li> </ul>	<u><b>Red Zone:</b></u> <ul style="list-style-type: none"> <li>Classrooms</li> <li>Computer labs</li> <li>Theaters</li> <li>House Offices</li> <li>Gyms</li> <li>Weight Rooms</li> <li>ISS/Detention/AIP</li> <li>Dance Studio</li> <li>Hallways during instruction</li> </ul>	<u><b>“NO” Zone:</b></u> <ul style="list-style-type: none"> <li>Locker rooms</li> <li>Bathrooms</li> <li>Exam rooms</li> <li>During all emergency drills</li> <li>During lockdowns</li> <li>During shelter-in-place</li> <li>During evacuations</li> <li>During fire evacuations</li> </ul>

**Examples of appropriate use:**

- Researching information
- Listening to music with headphones
- Healthy communication via Texting
- Charging devices at home
- Digital note taking
- Calendar planning
- Appropriate gaming
- Productive collaboration

**Examples of inappropriate use:**

- Speaking on phone
- Video/picture taking
- Sexting
- Cheating/sharing answers
- Cyber bullying, harassment, threats
- Playing games violent in nature

**Administrative Procedures:** Violation of this agreement may result in: confiscation of your cell phone/technology for the remainder of the instructional period, parent contact, the **4th** infraction is a referral to administration which will result in appropriate disciplinary action. Continued violation of this agreement may result in the confiscation of your cell phone/technology for the remainder of the school day as well as the appropriate disciplinary action. Under these conditions, *a parent/guardian must pick up their son/daughter's cell phone/technology from the appropriate administrative office no earlier than the end of the current school day.* Some inappropriate cell phone/technology use may result in criminal charges.

**Please Note:** The school is not responsible for lost or stolen property and cannot conduct investigations to recover such missing property. If an individual chooses to bring a cell phone or other device onto school grounds they are solely responsible for their own property and may not allow this decision to disrupt the education process.



**THE DIGNITY FOR ALL STUDENTS ACT**  
**DISTRICT COORDINATOR (S)**

Paul Finch, Assistant superintendent for Human Resources  
Arlington Central School District  
144 Todd Hill Road  
LaGrangeville, NY 12540  
(845) 486-4460 x 20116

Ms. Jill Post, Assistant Superintendent for Pupil Personnel Services  
Arlington Central School District  
144 Todd Hill Road  
LaGrangeville, NY 12540  
(845) 486-4460 x20121

**HIGH SCHOOL COORDINATORS**

**Administrators**

Ms. Sharon Spencer  
Dr. Donna Bolner  
Mrs. Deborah Bryant  
Dr. Richard Carroll  
Ms. Jeanne Desire

**Staff Members**

Mr. Christopher Babb

**Policy: 7550**

**SUBJECT: DIGNITY FOR ALL STUDENTS**

The District seeks to create an environment free of harassment, bullying, and discrimination; to foster civility in its schools; and to prevent conduct that is inconsistent with its educational mission. The District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including, but not limited to, discriminatory acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or other students on school property and at school functions that take place at locations off school property. In addition, other acts of harassment, bullying, or discrimination that can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action.

**Dignity Act Coordinator**

In each of its schools, the District will designate at least one employee holding licenses or certifications as required by the Commissioner to serve as the Dignity Act Coordinator (DAC). Each DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex. Training will also be provided for DACs which addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited that to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex; the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board.

The District will disseminate the name, designated school, and contact information of each DAC to all school personnel, students, and parents or persons in parental relation by:

- a) Listing it in the *Code of Conduct*, with updates posted on the District's website; and

- b) Including it in the *Code of Conduct's* plain language summary provided to all parents or persons in parental relation to students at the beginning of each school year; and
- c) Providing it to all parents or persons in parental relation to students in at least one District or school mailing or other method of distribution, including, but not limited to, electronic communication and/or sending information home with each student. If the information changes, parents and persons in parental relation will be notified in at least one subsequent District or school mailing, or other method of distribution as soon as practicable thereafter; and
- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level administrative offices.

If a DAC vacates his or her position, the District will immediately designate an interim DAC, pending approval from the Board within 30 days. In the event a DAC is unable to perform his or her duties for an extended period of time, the District will immediately designate an interim DAC, pending the return of the previous individual to the position.

### **Training and Awareness**

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to incidents of harassment, bullying, and/or discrimination. This training may be provided in conjunction with existing professional development, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
- b) Address social patterns of harassment, bullying, and discrimination and the effects on students;
- c) Inform employees on the identification and mitigation of harassment, bullying, and discrimination;
- d) Enable employees to prevent and respond to incidents of harassment, bullying, and/or discrimination;
- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

Rules against harassment, bullying, and discrimination will be included in the *Code of Conduct*, publicized District-wide, and disseminated to all staff and all parents or persons in parental relation to students. Any amendments to the *Code of Conduct* will be disseminated as soon as practicable following their adoption.

### **Reports and Investigations of Harassment, Bullying, or Discrimination**

The District encourages and expects students who have been subjected to harassment, bullying, or discrimination; parents or persons in parental relation whose children have been subjected to this behavior; other students who observe or are told of this behavior; and all District staff who become aware of this behavior to timely report it to the principal, Superintendent, DAC, or designee.

The principal, Superintendent, DAC, or designee will lead or supervise a timely and thorough investigation of all reports of harassment, bullying, and discrimination. The DAC or other individual conducting the investigation may seek the assistance of the District's Civil Rights Compliance Officer in investigating, responding to, and remedying complaints.

In the event any investigation verifies that harassment, bullying, or discrimination occurred, the District will take prompt action reasonably calculated to end it, to eliminate any hostile environment, to create a more positive school culture and climate, to prevent recurrence of the behavior, and to ensure the safety of the student or students against whom the harassment, bullying, or discrimination was directed.

The Superintendent, principal, DAC, or designee will notify the appropriate local law enforcement agency when there is a reasonable belief that an incident of harassment, bullying, or discrimination constitutes criminal conduct.

The District will timely collect information related to incidents involving harassment, bullying, and discrimination; provide required internal reports; and complete and submit any required report to the State Education Department in the manner and within the timeframe specified by the Commissioner.

#### **Prohibition of Retaliatory Behavior (Whistle-Blower Protection)**

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on school grounds or at a school function, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner of Education, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complainant, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, or discrimination.

#### **Publication of District Policy**

At least once during each school year, all school employees, students, and parents or persons in parental relation to students will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents or person in parental relation, and school employees may report harassment, bullying, or discrimination. Additionally, the District will strive to maintain a current version of this policy and all procedures and forms for how students, parents or persons in parental relation to students, and school employees may report harassment, bullying, or discrimination on its website at all times.

#### **Application**

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

Education Law §§ 10-18, 801-a, 2801 and 3214  
8 NYCRR § 100.2

NOTE: Refer also to Policies #5300 -- Code of Conduct

#7551 -- Title IX – Sexual and Gender Based Harassment and Grievance Procedure Policy  
for Students

#7552 -- Student Gender Identity

Adoption Date: June 26, 2018

# ARLINGTON CENTRAL SCHOOL DISTRICT

## Dr. Dave Moyer Superintendent of Schools

144 Todd Hill Road • LaGrangeville, NY 12540

Voice 845-486-4460 • Fax 845-350-4087

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September 2023

Dear Parent or Guardian:

The purpose of this correspondence is to advise you of your rights regarding your child's school records. The Family Educational Rights & Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to educational records. These rights are:

- (1) *The right to inspect and review your child's education records within 45 days of the day the School receives a request for access.*

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) *The right to request the amendment of your child's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.*

Parents or eligible students who wish to ask the school to amend a record should write the principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) *The right to privacy of personally identifiable information in your child's education records, except to the extent that FERPA authorizes disclosure without consent.*

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Arlington Central School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person, company or another school district with whom Arlington Central School District has or may contract for outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Arlington Central School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

- (4) *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Arlington Central School District to comply with the requirements of FERPA. Complaints can be filed with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington D.C. 20202-8520

In addition, The Family Educational Rights and Privacy Act (FERPA), requires that the Arlington Central School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education



records. However, the Arlington Central School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Sports activity sheets, such as for wrestling, showing weight and height of team members; and
- District written and electronic publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The Arlington Central School District has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Arlington Central School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 30, 2020. Please address your notice to:

Ms. Jill Post  
Assistant Superintendent for Pupil Personnel Services  
Arlington Central School District  
144 Todd Hill Road  
LaGrangeville, NY 12540

Any questions regarding student records, or the processes listed in this letter, can be directed to either your child's building principal or Ms. Jill Post (845-486-4460).

# USE OF DISTRICT TECHNOLOGY – STUDENT ACCEPTABLE USE POLICY

## REGULATION 5300-R3B

The Arlington Central School District provides computer facilities, equipment, and internet accounts for educational purposes. In order to use these technology resources, students must adhere to the District's regulations pertaining to computer/technology usage. A violation of these regulations may result in disciplinary action. The District utilizes internet filters to block access to internet sites that have been deemed inappropriate, distracting, or without educational value. **Parents who do not wish their child (ren) to have access to District computers must send a written request to the school principal, otherwise an account will be created for the year.**

Below is a summary of the Student Acceptable Use Policy and Regulation 5300-R3b:

To comply with the Student Acceptable Use Policy (BOE #7315) and the Student Use of Personal Technology Policy (BOE #7316), students using a personal cell phone/technology must:

1. **Respect and protect the privacy of themselves and others.**
  - Not reveal private information about themselves or others.
  - Use only assigned accounts.
  - Not view, use, or interfere with passwords, data, or accounts that do not belong to them.
2. **Respect and protect the integrity, availability, and security of all electronic resources.**
  - Observe all network security practices, which include not sharing passwords with others.
  - Not harm or destroy any equipment, materials, or data (creating a computer virus or bypassing the internet filtering system prohibited).
  - Report security risks or violations to a teacher.
3. **Respect and protect the intellectual property of others.**
  - Not infringe copyrights (no making illegal copies of music, games, or movies!).
  - Not plagiarize.
4. **Respect and practice the principles of community.**
  - Communicate only in ways that are kind and respectful.
  - Not intentionally access, transmit, copy, or create material that is illegal or violates the District's Code of Conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
  - Not send spam, chain letters, or other mass unsolicited mailings.
  - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
  - Report threatening or discomfoting materials to a teacher.

### Courtesy:

Courtesy is a code that governs expectations of social behavior. As a school community we must hold ourselves and one another accountable for interactions that foster respect and trust. Discourteous behaviors erode a healthy and cooperative learning environment resulting in hurt feelings, anger, and personal levels of dysfunction.

The use of cell phones/technology must be done in a courteous manner. The procedures listed below are designed to encourage Arlington High School to embrace cell phone/technology use in an educational setting while clearly establishing appropriate use and behavior. This agreement lies at the very core of proactive positive behavior and personal growth.

### **Permission to Publish Revocation Form Complete only if you DO NOT want your child's image/work used**

<https://www.arlingtonschools.org/site/handlers/filedownload.ashx?moduleinstanceid=29672&dataid=46772&FileName=Permission%20to%20Publish%20Revocation%2023-24.pdf>

### **PARENT/GUARDIAN NOTIFICATION REGARDING COMPUTER USAGE**

<https://www.arlingtonschools.org/cms/lib/NY02215626/Centricity/ModuleInstance/29432/Parent-Guardian%20Notification%20Regarding%20Computer%20Usage%202020.pdf>

A complete copy of the Student Acceptable Use Policy-Regulation 5300-R3b is available on the Arlington website at [www.arlingtonschools.org](http://www.arlingtonschools.org).

Arlington teachers will review these regulations and expectations with students during the first weeks of school. Parents are strongly encouraged to review these regulations and their own expectations for internet safety with their children.

# Title Comprehensive Student Attendance

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Book Policy Manual

Section 7000: Students

Title Comprehensive Student Attendance

Code 7110

Status Active

Adopted May 9, 1995

Last Revised May 9, 2023

**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE**

## Statement of Overall Objectives

The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, and therefore has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a. Increase school completion for all students;
- b. Raise student achievement and close gaps in student performance;
- c. Identify attendance patterns in order to design attendance improvement efforts;
- d. Know the whereabouts of every student for safety and other reasons;
- e. Verify that individual students are complying with education laws relating to compulsory attendance; f.

Determine the District's average daily attendance for state aid purposes.

## Description of Strategies to Meet Objectives

The District will:

- a. Create and maintain a positive school building culture by fostering a positive physical and psychological environment where

the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

- b. Develop a Comprehensive Student Attendance Policy based upon the recommendations of key stakeholders. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c. Maintain accurate record keeping via a Register of Attendance to record attendance, absence, tardiness, or early departure of each student.
- d. Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

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- e. Develop early intervention strategies to improve school attendance for all students.

#### **Determination of Excused and Unexcused Absences, Tardiness, and Early Departures**

Based upon the District's education and community needs, values, and priorities, the District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards:

##### **Excused**

An absence, tardiness, or early departure may be excused if due to:

- a. Personal illness, illness or death in the family, documented quarantine, attendance at health clinics or doctor's office;
- b. Impassable roads due to inclement weather;
- c. Religious observance;
- d. Required court appearances;
- e. Learner's Permit or Road Test;
- f. Business that can not be conducted beyond the school day (social service appointments). A note from the respective organization will be required for this absence;
- g. Approved college visits, approved cooperative work programs, military obligations, or other reasons as may be approved by the building principal or house principal.

##### **Return to School**

A written excuse for an absence that meets the criteria for an excused absence, which may be provided electronically, signed by a parent or person in parental relation should be presented by the student when returning to school following each absence in order for the absence to be excused. Notes excusing an absence will not be accepted after 10 school days from the date of the absence. Such absence(s) will be considered unexcused if no note is received.

##### **Unexcused**



An absence, tardiness, or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, oversleeping).

The following should NOT be counted as absences under the attendance policy:

- a. In-School Suspension ("ISS");
- b. Any period of OSS where student accepts alternative instruction;
- c. Attendance at a special education program or service, including home tutoring, offered by a public school or an approved private school or facility when a student is homeless, disabled or incarcerated. (See Section 175.6) of the Regulations of the NYS Commissioner of Education.)

### **Student Attendance Recordkeeping/Data Collection**

The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance will be taken and recorded in accordance with the following:

- a. For students in non-departmentalized kindergarten through grade 8 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), the student's presence or absence will be recorded after the taking of attendance once per school day.

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- b. For students in grades 6 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence will be recorded after the taking of attendance in each period of scheduled instruction.
- c. Any absence for a school day or portion thereof will be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d. Students must provide appropriate documentation to support their reason for the absence in order for it to be excused (See list of acceptable Excused absences on page 2). For example: a confirmation letter regarding the scheduled college visit, appointment from DMV, etc. Failure to provide that documentation may result in the absence being considered unexcused.
- e. In the event that a student at any instructional level from grades K through 12 arrives late for, or departs early from, scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record will be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or other cause as may be found satisfactory to the Commissioner of Education. Attendance records will also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure will be coded on a

student's record in accordance with the established District or building procedures

### **Student Attendance and Course Credit**

The District believes that classroom participation is related to, and affects, a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work. Consequently, for each marking period, a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc., as determined by the building administrator or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures may result in students not being permitted to make up missed assignments or exams. Regular communication between the classroom teacher and the family is strongly encouraged to ensure that parents are aware of their child's progress in class.

### **Interventions**

Students will be considered in attendance if the student is:

- a. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b. Working under an approved independent study program; or
- c. Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity must arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed will be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness, or early departure, it will be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments, and/or tests in accordance with the time schedule specified by the teacher.

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### **Attendance Intervention Teams**

Every school will identify a team that may include: Principal or other administrator in charge of attendance, counselors, nurse, teacher, and additional personnel as designated by the principal to develop and implement a comprehensive plan to record, monitor, improve and maintain student attendance.

- a. Attendance team should meet regularly throughout the school year.
- b. The team should use attendance data to guide its decisions.
- c. At the beginning of every school year (or time of enrollment), students, parents, and staff should be notified of the school-wide attendance policies.

A three tiered approach to attendance will be used to:

- a. Assist with organization

- b. Provide a systematic approach to student intervention
- c. Track and monitor interventions
- d. Document what has been attempted
- e. Data driven decision making

#### **Notice of Minimum Attendance Standard/Intervention Strategies**

In order to ensure that parents or persons in parental relation and students are informed of the District's policy regarding attendance requirements and the implementation of specific intervention strategies the following guidelines will be followed:

- a. Copies of the District's Comprehensive Student Attendance Policy will be available to parents or persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b. School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent or student handbooks or posted on the District website.
- c. At periodic intervals, a designated staff member(s) will notify, by telephone, the parent or person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent or person in parental relation cannot be reached by telephone, a letter will be sent detailing this information.
- d. A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration or referral to community support services and agencies, will be offered to students and their families as appropriate.

#### **Notice of Students who are Absent, Tardy, or Depart Early Without Proper Excuse**

A school will notify the parent or person in parental relation to a student who is absent, tardy, or departs early without proper excuse. The staff member will explain the District's Comprehensive Student Attendance Policy, the District's or building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent or person in parental relation cannot be reached by telephone, the staff member will provide the notification by email and/or traditional mail. Further, the District's Attendance Policy will be mailed to the parent or person in parental relation to promote awareness and help ensure compliance with the policy.

A school conference will be scheduled between the parent or person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

#### **Chronic Absenteeism**

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Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year. Medical

documentation may be requested for students who are chronically absent due to illnesses.

Each school will convene a building based Attendance committee and develop an Intervention Plan aligned to the building. The building based Intervention Plan will be communicated to the school community at the beginning of each school year.

### **Attendance Incentives**

In order to encourage student attendance, the District will develop and implement grade-appropriate or building-level strategies and programs. Each building will implement an attendance incentive program to promote high student attendance. Schools may implement incentives like:

- a. Check and Connect program for students deemed chronically absent.
- b. Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- c. Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);
- d. Annual poster or essay contest on importance of good attendance;
- e. Assemblies collaboratively developed and promoted by student council, administration, PTSA, and other community groups to promote good attendance.

### **Disciplinary Consequences**

Unexcused absences, unexcused tardiness, and unexcused early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Negative consequences will not be imposed, however, where the absence, tardiness, or early departure is related to homelessness. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents or persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness, or early departures and the importance of class attendance and appropriate interventions. Individual buildings and grade levels will address procedures to implement the notification process to the parent or person in parental relation.

### **Intervention Strategy Process**

In order to effectively intervene when an identified pattern of excused absences, unexcused absences, tardiness, or early departures occur, designated District personnel will pursue the following:

- a. Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness, or early departures);
- b. Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent or person in parental relation will be contacted;
- c. Discuss strategies to directly intervene with specific element;
- d. Recommend intervention to Superintendent or designee if it relates to change in District policy or procedure; e.

Implement changes, as approved by appropriate administration;

- f. Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness, or early departures;

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- g. Monitor and report short and long term effects of intervention.

### **Appeal Process**

A parent or person in parental relation may request a building level review of his or her child's attendance record. **Building**

### **Review of Attendance Records**

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness, and early departures.

### **Annual Review by the Board**

The Board will annually review the building level student attendance records and if those records show a decline in student attendance, the Board will make any revisions to the Policy and plan deemed necessary to improve student attendance.

### **Community Awareness**

The Board will promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a. Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of this policy to students and their parents or persons in parental relation;
- b. Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and c.

Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213

8 NYCRR Sections 104.1, 109.2, and 175.6

Adopted: 5/9/95

Revised: 7/17/02; 5/9/23

<https://go.boarddocs.com/ny/acsd/Board.nsf/Public# 6/6>

## Arlington Central School District Attendance Policy Summary FAQs 2023-2024

There is a strong connection between consistent school attendance and academic success. Our District recently updated our Attendance Policy ([Board Policy 7110](#)) to encourage regular school attendance. The following FAQs outline the key components of this policy.

### 1. What are the goals of the Arlington Attendance Policy?

By encouraging regular school attendance, the policy strives to:

- a. Increase school completion for all students.
- b. Improve student achievement and close performance gaps.
- c. Identify attendance patterns to design targeted improvement strategies.

### 2. What are the definitions of an excused and an unexcused absence?

We have established standards to determine whether absences, tardiness, or early departures are excused or unexcused. Please note that attendance in the middle and high schools will be taken (unless otherwise specified) for each period/class of scheduled attendance.

- a. Excused absences include personal illness, family deaths, family emergencies, religious observance, court appearances, approved college visits, business that cannot be conducted before or after the school day (e.g. road tests, social service appointments), or other reasons approved by the Building Principal.
- b. Unexcused absences include reasons that do not fit in the above categories, such as family vacations, hunting, babysitting, haircuts, or oversleeping.

### 3. What documentation is required when a student returns to school after being absent?

A written note for an excused absence must be presented by the student when they return to school; **notes will not be accepted if submitted more than 10 school days after the absence.** A note signed by the parent or sent from the parent's email address will be accepted for personal illness, family deaths, family emergencies, and religious observances only. An official note from an organization must be submitted for excused absences due to court appearances, approved college visits, business that cannot be conducted before or after the school day (e.g. road tests, doctor's appointments, social service appointments). The note should include the dates the student was absent/tardy and the reason, as well as the parent/guardian's contact information so that the school can verify the information with the parent/guardian as necessary. Elementary notes should be returned to the school health office. Notes can be submitted electronically to the health office. Middle and high school notes should be returned to the school attendance office. Notes can be submitted electronically to the school attendance office by emailing [ahsattendance@acsdny.org](mailto:ahsattendance@acsdny.org).

In order for an absence or tardy to be excused, a student's parent or guardian must submit a note explaining why a student was absent or tardy within 10 school days of the absence.

**4. What are the guidelines for making up missed work/assignments?**

Upon returning to school following a properly excused absence, tardiness, or early departure, it will be the responsibility of the student to consult with their teacher(s) regarding arrangements to make up missed work, assignments, and/or tests in accordance with the time schedule specified by the teacher.

Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures may result in students not being permitted to make up missed assignments or exams. Unexcused absences can affect a student's grade and credit for a course. Regular communication between the classroom teacher and the family is strongly encouraged to ensure that parents are aware of their child's progress in class.

**5. What is chronic absenteeism?**

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year. **Medical documentation may be requested for students who are chronically absent due to illnesses even with parent written notes.**

**6. What is the District doing to encourage consistent attendance?**

Each school will have an Attendance Intervention Team responsible for monitoring and improving student attendance. In order to encourage student attendance, the District will develop and implement grade-appropriate or building-level strategies and programs including, but not limited to:

- a. Check and Connect Programs (student mentoring)
- b. Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation)
- c. Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards)
- d. Annual poster or essay contests on importance of good attendance;

In summary, the Comprehensive Student Attendance Policy aims to increase school completion, improve academic performance, and ensure the safety and well-being of all students. Schools will monitor attendance, implement interventions, and provide incentives to promote regular attendance and student success.

## **Visitor Management Procedures/District Policy 3210**

### **SUBJECT: VISITORS TO THE SCHOOLS**

Ensuring safe and secure schools is a shared responsibility. Some of the most important visitor management procedures and approaches to this responsibility are shared below.

The Board recognizes that a safe and secure environment is necessary for the successful implementation of the school program. Since our schools and the Central Administrative Office (CAO) are places of work and learning, a procedure must be established for school visitors. The building administrator or designee is responsible for all persons in the building and on the grounds. Any person who is not a District employee or student of the school is considered a visitor.

Visitors who desire to visit a school or CAO must have an appointment or shall do so with the permission of the appropriate administrative staff member. Appointments must be made in order to volunteer in a classroom, to discuss concerns with a teacher or school counselor, or to meet with any other school personnel. The following procedure applies to each visitor, every time they visit our schools and CAO when school is in session:

1. All visitors to the schools or CAO must enter and exit through the designated single point of entry/exit - the main entrance.
2. In order to be granted entry into a school building or CAO, the visitor must show a photo ID and identify the purpose of their visit, including with whom they have a scheduled appointment.
3. Upon being granted entry, the visitor must report directly to the building security greeter and show photo identification. The security greeter or a staff member will utilize the visitor management system to confirm identification prior to granting further entrance to the building.
4. The visitor management system will check the National Register of Sex Offenders and if a positive match is made, appropriate steps will be taken to ensure the safety of all students.
2. The security greeter or staff member shall call the respective office/parties to confirm the appointment.
3. If there is a question related to the visit, the security greeter/staff member will contact the school administration for guidance.
4. Acceptable ID's shall include but are not limited to: driver's license, military ID, passport, and other government issued ID. Other forms of ID and those in question must be cleared by the building administrator.
5. School visitors will be issued a visitor badge that will include their name, photo, destination and date.
6. The badge contains security features that will make it evident if it has "expired".
7. While in a school building, on school grounds or at CAO, guests must wear a school-issued visitor badge at all times. The badge must be visible on the outermost garment being worn.
8. When possible, the person being visited or another building employee should meet the visitor in the main lobby and escort them to their destination.
9. When the visit is complete, the visitor must return the visitor badge to the greeter at the main entrance and exit the building. Visitors should not use other exit doors unless there is an emergency in the building requiring evacuation.
10. Any person needing to drop items off for a student or staff member should leave the item in the main lobby with the greeter. It is not necessary to permit the person into the building and register them as a visitor.

The Superintendent of Schools or designee may refuse any individual or group access to the schools when the stated purpose is judged to be unreasonable, disruptive, or not in the best interest of the students.

The building administrator or designee is authorized to take any action necessary to secure the safety of students and school personnel.

Unauthorized visitors shall be required to leave school premises immediately and will be subject to arrest and prosecution for trespassing, pursuant to the New York State Penal Law, if they refuse.

All visitors are expected to abide by the rules for public conduct on school property contained in the District Code of Conduct. Any visitor who does not abide by the District Code of Conduct will be considered an unauthorized person and will be required to leave.

Education Law Section 1708; 2801

Please check the link below for a list of Frequently Asked Questions about the Raptor Visitor Management System. The safety of our students is our highest priority. Thank you for your support as we work to enhance the school safety protocols in our district.



# **FAMILY HEALTH AND SAFETY GUIDELINES**

The health and safety of our students, staff and their families is our top priority. Our District will continue to work with the Dutchess County Department of Behavioral and Community Health for local guidance. The ACSD reopening plan incorporates recommendations and guidance from the New York State Education Department, Centers for Disease Control and Prevention and the American Academy of Pediatrics.

## **COVID-19 Updates/Guidelines**

Please visit the link below for updated information and Frequently Asked Questions related to COVID-19 for 2022-2023

<https://drive.google.com/drive/folders/1ghY1DBdsd27RxVfaAHwkQQ1-dBeXblcK?usp=sharing>

Please be sure to:

Stay home when sick/symptomatic including but not limited to:

- Respiratory or gastrointestinal infections such as: cough, fever, sore throat, vomiting or diarrhea

COVID 19 Exposure (Irrespective of vaccination status):

- Recommended to wear a well-fitting mask for 10 days
- Recommended to test on day 5 following exposure or sooner if symptoms develop

COVID-19 Symptoms and Positive Test Results:

Arlington will require anyone who has a confirmed case of COVID 19 to isolate for 5 days from symptom onset or positive test. Days 6-10, can attend if you are exhibiting no symptoms, and wearing a well-fitting mask.

- Testing will not be required to return to school
- If your child tests positive for COVID-19 or has to quarantine, call or email the school health office immediately.

## **Hand and Respiratory Hygiene**

- All students, faculty, and staff will be trained on proper hand and respiratory hygiene.
- Age-appropriate signage on proper hand hygiene will be posted in all areas where students and adults wash their hands.
- Age-appropriate signage on proper respiratory hygiene will be posted in each building to remind students and adults about proper respiratory hygiene.

## **HANDWASHING**

Students and staff are encouraged to wash their hands as follows:

- Upon entering the building and classrooms
- After sharing objects or surfaces
- Before and after snacks and meals
- After using the bathroom
- After helping a student with toileting
- After sneezing, wiping, or blowing nose or coughing into hands
- Anytime hands are visibly soiled

At times when hand washing is not available, students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. Hand sanitizing dispensers will be located at the entrance of large group gathering areas such as cafeterias and gymnasiums as well as throughout the buildings.



## DON'T FEEL WELL? STAY HOME WHEN YOU ARE SICK

*Tell your mom, dad, or caregiver before you come to school. Tell your teacher or an adult if you become sick at school.*



cough



Shortness of breath  
or problem breathing



chills



sore throat



loss of taste  
or smell



muscle pain

### OTHER SYMPTOMS INCLUDE:

*fever, runny nose, diarrhea, feeling nauseous  
or vomiting, feeling tired, headache,  
and poor appetite*



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

## Latex Free: It's the way to be! Arlington is a Latex Free School Environment.

**Common Latex Products:** Balloons, Bandages (adhesives), Blood pressure cuffs, Condoms, Elastic Gloves, Pacifiers, Spandex, Stethoscope tubing, and other products.

### Fast facts on latex allergy:

- Latex can be found in many products, including balloons, medical devices, and bathmats.
- Latex is naturally produced by some plants.
- Less than 1 percent of the general population is allergic to latex.
- The most common allergic reaction to latex is irritant contact dermatitis.

Latex allergy describes a range of allergic reactions to substances in natural latex. It most commonly occurs due to contact with latex gloves and produces a range of symptoms, some of which can be serious.



## **Mental Health Awareness & Support**

**Anxiety Management** tools can serve to help us to continue to do the things that we need and want to do in our lives when worry and anxiety present themselves.

- The attached document “Processing Diamond” illustrates the 4 ways in which we process: thinking, emotions, behavior and the way in which we feel physically. When we change one of these, the others change as well. [Processing Diamond](#)
- The attached document “My Anxiety Management Tools” offers several suggestions on ways in which to manage anxiety and worry and a place to note the strategies that you have found to be most helpful. [Anxiety Management Tools](#)

**Resilience** can be a great tool to pull from when dealing with a challenging situation. The attached document “Building Resilience” serves as a guide to reflect on past strategies used in order to draw on these tools in difficult circumstances. [Building Resilience](#)

**Mindfulness** is defined as a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings and thoughts. The AHS [Mindfulness Room](#) offers [Daily Mindfulness Activities](#) practices that can be beneficial in cultivating this skill.

<https://www.arlingtonschools.org/domain/10611>