



2016-2017 STUDENT-PARENT HANDBOOK

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Superintendent*

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Visit us on the web at www.acsk-12.org

**SCHOOL STAFF WILL DISCUSS THE CONTENTS OF THIS HANDBOOK
WITH THEIR STUDENTS.**

**ARLINGTON COMMUNITY SCHOOLS RESPECTFULLY REQUESTS
PARENTS REVIEW THE INFORMATION CONTAINED IN THIS
HANDBOOK WITH THEIR CHILDREN.**

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**To view the policy manual for Arlington Community Schools, please visit our web page at
www.acsk-12.org**
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Arlington Community School Board of Education

Dale Viox, Board Chairman

Kay Williams, Vice Chairman

Barbara Fletcher

Kevin Yates

Danny Young

2016-2017 Board Meeting Dates

AUGUST 2016
23 Business Meeting

SEPTEMBER 2016
27 Business Meeting

OCTOBER 2016
25 Business Meeting

NOVEMBER 2016
15 Business Meeting

DECEMBER 2016
13 Business Meeting

JANUARY 2017
24 Business Meeting

FEBRUARY 2017
28 Business Meeting

MARCH 2017
28 Business Meeting

APRIL 2017
25 Business Meeting

MAY 2017
23 Business Meeting

June 2017
23 Business Meeting

NOTE: UNLESS OTHERWISE NOTED, BUSINESS MEETINGS WILL BE HELD THE FOURTH TUESDAY OF THE MONTH AT 6:30 PM AT ARLINGTON TOWN HALL, 5854 AIRLINE RD. IF CONFLICTS ARISE THAT WOULD RESULT IN CHANGES IN MEETING DATES, NOTIFICATION WILL BE GIVEN TO THE LOCAL MEDIA AND CHANGES WILL BE POSTED ON OUR WEBSITE.

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INSTRUCTIONAL CALENDAR *for 2016-2017*

The calendar provides for two terms/semesters. The first term/semester begins on August 8th and ends on December 16th. The second term/semester begins on January 3rd and ends on May 26th.

Enrollment Verification / New Student Registration.....AUGUST 2th

First Semester

Important Dates

First Day of School.....August 8
Parent Conferences (7am Schools 3-6pm, all others
4-7pm)September 15
End of first grading period.....October 7
Semester Exams.....December 14, 15, 16
**End of second grading period
(half day students).....December 16**

School Holidays

Labor Day.....September 5
Professional Development Day.....September 16
Fall Break.....October 10-14
Veteran's Day Break.....November 11
Thanksgiving Break.....November 23-25
Winter Break.....December 19-January 2

Second Semester

First Day Second Semester.....January 3
Parent Conferences (7am Schools 3-6pm all others
4-7 pm).....February 9
End of third grading period.....March 10
State Assessments.....April 17 – May 5
Semester Exams.....May 24-26
**End of second grading period
(half day students).....May 26**

Dr. MLK Jr. Day.....January 16
Professional Development Day.....February 10
Spring Break.....March 13-17
Good FridayApril 14

GRADING PERIOD SCHEDULE 2016-2017

Nine Week Grading Periods

First grading period
Second grading period
Third grading period
Fourth grading period

Period Ends

October 7, 2016
December 16, 2016
March 10, 2017
May 26, 2017

Report cards will be issued soon after the ending date of each grading period.

NON-DISCRIMINATION (Policies 1.809, 5.500, 6.304)

Be advised that all classroom instructional and extracurricular activities and opportunities in Arlington Community Schools are offered without regard to race, color, creed, national origin, religion, sex, age, or disability, or for any other reason not related to a student's individual capabilities. Students and/or their parents/legal guardians, as well as employees, may present complaints regarding discrimination as set forth in the following statutes to the designated Federal Rights Coordinator:

Title VI of the Civil Rights Act of 1964;
Title IX of the Education Amendments of 1972;
Section 504 of the Rehabilitation Act of 1973;
Age Discrimination Act of 1975;
Title II of the Americans With Disabilities Act of 1990.

FRC for students:
Supervisor of Student Services
5475 Airline Road
Arlington, Tennessee 38002
(901) 389-2497

FRC for employees:
Chief of Staff
5475 Airline Road
Arlington, Tennessee 38002
(901) 389-2497

STATE REPORT CARD

The current Tennessee Report Card is available at the State website (http://www.tn.gov/education/data/report_card/2013.shtml) Report Card data includes demographics, statistics and performance indicators.

MISSION

Empower and inspire all students toward lifetime learning, career success and good citizenship.

VISION

To fully engage and inspire our staff, parents and community to create an environment where students can achieve their highest potential and become productive citizens in an ever changing, challenging world.

VISITORS TO SCHOOLS

Except on occasions such as school programs, athletic events, open house and similar events at which the general public is invited, all persons with the exception of school district personnel and students entering the school buildings or school grounds at which they are enrolled, are prohibited from entering any school building or school grounds unless they have first reported to the school office and have been granted permission to enter the school building or school grounds by the school Principal or his/her designee. The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the staff or students on the premises, or on the premises for the purpose of committing an illegal act.

All persons seeking to enter the school premises must report to the school office, sign a log book designated for visitors, present photo identification verifying the identity of the visitor, and be scanned into the ACS Visitor Management System. In the event that the Principal or his/her designee determines that the prospective visitor should be granted access to the school premises, the visitor must wear and display a visitor's badge in a manner in which the badge can be easily seen by others. When the visitor leaves the school building or school premises, he/she must again report to the school office, return the visitor's badge and report the time of his/her departure on the log designated for visitors.

In cases in which the school Principal or his/her designee is informed that a person has entered school premises without having followed the terms of this procedure, the Principal or his/her designee shall approach the person and ask the person to report to the school office for further discussion. If the person refuses to report to the school office and/or if the Principal or his/her designee denies access to the school building or premises and the person refuses to leave school premises, the Principal or his/her designee shall contact the school's SRO officer and/or local law enforcement for the purpose of having the person arrested and removed from school property.

Arlington Community Schools uses the ACS Access Control System. To ensure the safety of all students, faculty, and staff, all school doors are locked. This system allows visitors to gain access to the school building through a video phone located at the front door of the school. Pushing the button on the video phone enacts the ACS Access Control System and a staff member will greet the visitor and electronically open the door to allow parent/visitor access.

Arlington Community Schools has also employed the use of the ACS Visitor Management System. This system requires that all visitors provide a valid Tennessee Driver's License or other state authorized identification which will be scanned and cross referenced with a nation wide sex offender database.

ADMISSION AND ENROLLMENT

Proof of Residence (Policy 6.203)

General Proof of Residence: The parent/guardian of every student will be required to provide two (2) of the following items showing the parent/guardian's name and address, to prove residency: Most recent MLGW or municipal water bill of the owner, mortgage statement or deed, lease of the lessee, rental agreement of the renter, real estate tax receipt, public assistance/government benefits check, card, or papers. In the event that two (2) of the items listed cannot be provided, residency may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

Shared Residency: In the event that a student resides with his/her parents/legal guardians/custodians having lawful control of the student in the home of someone else, the following conditions must be met in order to enroll the child in Arlington Community Schools:

- The homeowner of the home in which the student resides must accompany the parents/legal guardians/custodians to registration and provide two (2) of the items listed in the General Proof of Residence Section above; and
- The parents/legal guardians/custodians must provide two (2) of the following items listed below bearing the address at which the student will be residing during the current school year:
 - Car Registration
 - Voter registration
 - Payroll Stub
 - Three (3) significant pieces of mail
 - Government Assistance Community directed to the parents/legal guardians/custodians
 - In the event that two (2) of the items listed directly above cannot be provided, residency information may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

Custody Issues: Only the residence of the parent with legal custody may be used for registration. In cases where parents have joint custody, the address of the parent named as the primary custodian or designated primary responsibility to determine educational issues may be used for registration. Parents may choose to declare the custodial parent address used for registration, if parents have been designated joint residential custody and/or joint decision making for educational decisions. The parents must agree, in writing, to designate the address of the parent that will be used as the primary residence for school. The parent whose residence qualifies the child to be registered is the parent the school personnel will consider as the *custodial parent*. Both parents may receive school records when a written request is given to the school principal in compliance with T.C.A. §49-6-902 or T.C.A. §36-6-104.

Power of Attorney for Childcare: A child whose care, custody and support have been assigned to a resident of the district by a power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed with and approved by Student Services personnel. (T.C.A. §34-6-302)

Homeless Students: A homeless student shall have equal access to the same free, appropriate public education as provided to other children and youths in compliance with the McKinney-Vento Education Assistance Improvements Act of 2001, Part C, § 721.

Entrance Age (Policy 6.201)

Children between the ages of six (6) and seventeen (17), both inclusive, must attend a public or private school.

A child must be five (5) years of age on or before August 15 of the current school term to be admitted to kindergarten.

Students who have not been enrolled previously in Kindergarten will not be accepted at any time after the first thirty days of the school year.

All children entering the first grade must have attended an approved kindergarten program.

At registration, any student entering school for the first time must present:

1. A birth certificate or officially acceptable evidence of date of birth at time of registration;
2. Evidence of a current medical examination. There shall be a complete medical examination of every student entering school for the first time; and
3. Evidence of state required immunization.

For further information regarding the eligibility of students to attend Arlington Community Schools, please see Policy 6.203 "School Admissions" www.acsk-12.org

TCA 49-6-3001 (c)(1)
TRR/MS 0520-1-3-.08(2)(a)
TCA 49-6-5001(c)

Immunization Requirement Summary for Child Care through 12th Grades

Tennessee Department of Health Rule 1200-14-1-.29

There will now be only one official TDPH certificate of Immunization that must be filled out by medical providers for delivery to school prior to entry of their child into pre-school, pre-K, 7th grade, or as a new student. This form will only be available from a private health care provider or local health department.

Children enrolling in child care facilities, pre-school, pre-Kindergarten:

- Haemophilus influenzae type B (Hib): if younger than 5 years only
- Pneumococcal conjugate vaccine (PCV): if younger than 5 years only
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV)
- Hepatitis B (HBV)
- Hepatitis A: 1 dose, required by 18 months of age or older
- Measles, Mumps, Rubella (1 dose of each, normally given together as MMR)
- Varicella (1 dose or credible history of disease)

Children enrolling in Kindergarten:

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday required
- Hepatitis B (HBV)
- Hepatitis A: total of 2 doses, spaced at least 6 months apart (recommended 6-18 months apart)
- Measles, Mumps, Rubella (2 doses of each, usually given together as MMR)
- Varicella (2 doses or history of disease)

All children entering 7th grade (including currently enrolled students):

- Verification of immunity to varicella: 2 doses or credible history of disease
- Tetanus-diphtheria-pertussis booster (“Tdap”): evidence of one Tdap dose given any time before 7th grade entry is required regardless of Td history (2013 update)

Children who are new enrollees in a TN school in grades other than Kindergarten:

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday required
- Hepatitis B (HBV)
- Measles, Mumps, Rubella (2 doses of each, normally given together as MMR)
- Varicella (2 doses or credible history of disease)
- New students entering grades other than 7th grade are not required to have Tdap

Children with medical or religious exemption to requirements:

- **Medical:** Physician (MD, DO) or Public Health Nurse authorized to indicate specific vaccines medically exempted (because of risk of harm) on the new form. Other vaccines remain required. The medical reason for the exemption does not need to be provided.
- **Religious:** This exemption requires a signed statement by the parent/guardian that vaccination conflicts with their religious tenets or practices. If the child needs documentation of a health examination for the school, it must be noted by the healthcare provider on the immunization certificate. In that case, the provider should check the box that the parent has sought a religious exemption to explain why immunization information is absent or incomplete.

For additional information regarding immunization and school admissions, please see Policy 6.203 “School Admissions” located in the ACS Policy Manual at www.acsk-12.org

ATTENDANCE, ABSENCES, TRUANCY, AND WITHDRAWAL

Attendance

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the Board of Education. (T.C.A. §49-6-3004)

Tardiness

Students are expected to be at school and in all classes on time. School time missed due to tardiness will be considered cumulatively. Students who are tardy are subject to disciplinary action in accordance with each individual school’s rules concerning tardiness and, when excessive, can result in a child being reported as truant. Students arriving on campus after school has started are required to check in at the attendance office, and students will

be required to be accompanied by their parent or present a valid written notification stating the reason for the tardiness. Failure to follow these procedures may result in the student being marked absent for the entire day or the tardy being marked unexcused.

Student Attendance Accounting

A student must be in attendance the majority of the seven (7) hour school day in order to be counted *present* on attendance records for that day. Any student arriving after school has begun must report to the attendance office immediately to check in and receive an *Admit Slip* before going to class. Students leaving school during the school day must check out through the attendance office. Teachers, principals, and other school administrators should exercise extreme caution in releasing students from school. Students will not be released until all excuses are carefully checked. A student shall not be permitted to leave school during the school day without written request from the parent/guardian and approval of the principal or his/her designee.

FAILURE TO CHECK IN THROUGH THE ATTENDANCE OFFICE MAY RESULT IN THE STUDENT BEING INCORRECTLY MARKED ABSENT OR TRUANT.

Students Beyond Compulsory Attendance Age (Policy 6.201)

A person eighteen (18) years of age or older who applies for admissions must have the application approved by the principal when:

- He/she has dropped out of school and wants to re-enter.
- He/she fails to enroll within twenty (20) school days after school officially starts, unless one or more of the following applies:
 - The student can show proof of satisfactory attendance in another school system during the first twenty (20) day period.
 - A doctor's certificate states that illness has prevented enrollment during the first twenty (20) day period.
 - The District is required to permit the student to enroll under the Individuals with Disabilities Education Act.

Students not initially accepted for enrollment by the principal may then contact Student Services for possible enrollment.

Absences (Policy 6.200)

Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session. Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

- Personal illness – physician verification will be required after the accumulation of ten (10) days of absence;
- Serious illness of immediate family member;
- Death in the family;
- Religious holiday observances; or
- Legal court summons not the result of the student's misconduct; or
- Circumstances which in the judgment of the principal creates emergencies over which the student has no control

All absences must be verified in writing by the parent within two (2) days of the student's return to school.

Absences for which no written verification is submitted will be considered unexcused.

Truancy (Policy 6.200)

Truancy is defined as an absence for an entire school day, a major portion of the school day or the major portion of any class, study hall or activity during the school day for which the student is scheduled.

Students who are absent five (5) days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper authorities. In addition, the principal/designee shall initiate meaningful communications with the student and parent(s)/guardian(s) in order to determine the underlying cause(s) of the unexcused absences. The principal/designee shall then develop an attendance plan and coordinate additional services designed to improve the student's attendance.

Upon notification that a student has been absent ten (10) days without adequate excuse, the principal/designee shall attempt to meet in person with the student and parent(s)/guardian(s) to determine the appropriate services needed to improve the student attendance. The principal/designee shall document all communication attempts and refine the attendance plan as needed.

If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

T.C.A. §49-6-3007

T.C.A. §49-6-3021(c)

TRR/MS 0520-01-02-.17

DRIVER'S LICENSE OR PERMIT (T.C.A.§49-6-3017)

To obtain a driver's license or permit to drive in Tennessee, the Department of Safety requires each person between the ages of fifteen (15) and seventeen (17) inclusive to:

1. Obtain a Certificate of Compulsory Attendance, and
2. Pass a Driver's Education class OR have a learner's permit (for at least three months)

The Certificate of Compulsory Attendance is provided by the high school attendance office to students who meet the legal requirements of compulsory attendance, in addition to currently passing three (3) full unit subjects or the equivalency. To maintain the driver's permit or certificate, the student must continue to meet the legal requirement of compulsory attendance and the academic requirement of currently passing three (3) full unit subjects or the equivalency. (T.C.A.§49-6-3017(c))

Motor Vehicle Or Permit License Revocation (Policy 6.200)

More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age.

In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

Participation in Athletic Programs (Policy 4.301)

The middle school (6-8) and high school (9-12) in Arlington Community Schools are members of the Tennessee Secondary Schools Athletic Association (TSSAA) and as members follow its rules and regulations. Academics and conduct requirements must be met by participants on middle and high school teams; as well as eligibility requirements established by TSSAA. Any student participating as a member of any interscholastic athletic team must have a complete annual medical examination prior to participation. Specific eligibility requirements may be obtained from the coach or administration of the school. For additional information and requirements related to participation in interscholastic athletics, please see Policy 4.301.

STUDENT ASSIGNMENT AND EVALUATION OF PROGRESS

Assignment Of Students To Classes (Policy 6.205)

The principal shall be responsible for assigning all students to classes.

Students who enter the system from another school system are to be placed by the principal in the grade and/or level as indicated by records from the former school. If the student's placement is inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade level. Parents shall be kept advised.

Parent Conferences

Parent-teacher conferences are encouraged and may be initiated by either the teacher or the parent. Parents should schedule conferences with teachers by calling the school office. In addition, two half-days a year, one each semester, are also set aside for parent conferences. Conference dates are listed on the Student School Calendar located on page 1 of this handbook.

GRADING PROCEDURE FOR GRADES K-5 (Policy 4.600)

Arlington Community Schools' Board of Education policy, in accordance with the Tennessee Uniform Grading System, is responsible for the grading system for grades K-5.

Report Cards and Interim Reports

Two (2) report cards are used in grades K-5; (1) for kindergarten; (1) for grades 1 – 5. Teachers should refer to the appropriate card for an explanation of the grading system for each level. Report cards are sent to parents at the end of each nine-week period. Parents must be notified within a report card period when a student is not doing acceptable work. At the midpoint of the nine weeks, parents will be notified of students' progress; all students will receive an interim report.

Kindergarten Academic Grade Scale

The kindergarten report card shows progress toward the state standards. The grade level standards are set by the state and indicate what a student should know and be able to do. Students are evaluated based on their progress toward meeting benchmarks for each standard. This is indicated by mastery (M) or non-mastery (X) for each skill. Additionally, the letter grades of "E", "G", "S", "N", or "U" will be used to express basic grading for art, music, and physical education (P.E.).

Grades 1-5 Academic Grade Scale

The basic grading system for knowledge/subject area is expressed by the letters “A”, “B”, “C”, “D”, and “F” according to the numerical values listed under the Grading Scale. First (1st) grade science and first (1st) grade social studies will be expressed by the letter grades of “S” and “N.” Art, music, and P.E. will be expressed by the letter grades “E”, “G”, “S”, “N”, or “U”.

A.....	93-100
B.....	85-92
C.....	75-84
D.....	70-74
F.....	Below 70

NOTE: If an erroneous grade has been entered, correction must be made and a new report card issued to the student. Grading systems other than the above must be approved in writing by the Superintendent.

Nine-Week Grades

In grades 1 – 5, English Language Arts and Math, a minimum of twelve (12) grades per subject per nine-week term should be recorded for every student. For all other subjects (i.e. science, social studies, art, music, and P.E.) in grades 1 – 5, a minimum of 9 grades per nine-week term should be recorded. Fifty percent of the required grades must be earned and recorded by the interim of the nine-week term.

Semester Grades

Semester grades for grades 1-5 are determined by an average of grades for each of the two nine-week terms. Semester exams are not given in grades 1 – 5.

Grades K-5 Conduct Grades

In all elementary schools, students’ conduct is graded as “E”, “G”, “S”, “N” or “U” and is to be reported at each grading period on the report card. Self-contained classes receive one homeroom conduct grade. Individual subject classes each give a conduct grade.

GRADING PROCEDURE FOR GRADES 6 - 12 (Policy 4.600)

Arlington Community Schools’ Board of Education policy, in accordance with the Tennessee Uniform Grading System, is responsible for the grading system for grades 6-12.

Report Cards and Interim Reports

Report cards are sent to parents at the end of each nine-week period, unless the parents/guardians have exercised their option for paperless reports. Parents must be notified within a report card period when a student is not doing acceptable work. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance. Interim Reports are sent home mid-way through each nine-week period. The grading period schedule is listed on page 1. Parent involvement is an important variable of student success.

Grades 6-12 Academic Grade Scale

Grades are reported on report cards and transcript records using numerical values as indicated below:

A	93-100
B	85-92
C	75-84
D	70-74
F	Below 70

NOTE: If an erroneous grade has been entered, correction must be made and a new report card issued to the student. Grading systems other than the above must be approved in writing by the Superintendent.

Nine-Week Grades

Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, and tests. A minimum of twelve (12) grades for the nine-week period should be recorded for each subject. Fifty percent (50%) of the twelve grades should be earned and recorded by the interim of the nine-week term. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Grades for homework assignments (10% maximum) should be given with care, since the student himself may not always complete homework. Homework assignments are of value in affording students needed practice, and such assignments should be made within practicable limits.

Semester Exams

Semester exams are not given in grades 6-8, with the exception of high school level courses. Students who successfully complete a high school course will earn high school credit. Semester grades earned in high school courses mentioned above, regardless of credits earned, will be recorded on

the high school transcript. The grades earned will be included in the high school GPA. Courses at the secondary level designed with a P = Pass or F = Fail option will not be added into the GPA average.

Students who meet only the minimum requirements should be given minimum passing grades. No student should fail for the semester or year if the only failing grade is that of the semester examination, provided the student has made an honest effort on the examination.

Semester Exam Exemptions

In grades 9-11, a student having a 90 or higher average for the two-quarter grades in a specific course and having three (3) or fewer excused absences in that same course will be exempted from the second semester exam, if the student desires. When a student is exempted from the examination, the semester average will be the average of the two term grades and any state-mandated exam. 12th grade students are eligible for exam exemption during both semesters.

Any unexcused absence in the course will disqualify the student from all exemptions.

Credits

Credits will be awarded in 0.5 increments upon successful completion of a semester.

If the two semesters averaged together is a 70% or higher, 1.00 credit is earned for the course.

Advanced Placement, Honors, Dual Enrollment and Dual Credit Course Points

In all Advanced Placement courses at the secondary level, five (5) points shall be added to each quarter numerical grade and each semester exam grade. The two nine-week grades and the semester exam grade, with the points included, will be used to calculate the semester average. Points are not added to the semester average.

In all grades for Honors, Dual Enrollment, and Dual Credit courses at the secondary level, three (3) points shall be added to each quarter numerical grade and to each semester exam grade. The two nine-week grades and the semester exam grade will be used to calculate the semester average. Points are not added to the semester average.

Class Rank

The purpose for ranking students is to give colleges an accurate picture of which students have distinguished themselves with a selection of challenging courses and have excelled in those courses over the four years of high school.

The procedure for calculating high school rank in Arlington Community Schools is as follows:

Rank is calculated by weighted GPA.

For Standard classes

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0

For Honors classes

A = 4.5
B = 3.5
C = 2.5
D = 1.5
F = 0

For AP classes

A = 5.0
B = 4.0
C = 3.0
D = 2.0
F = 0

Grades 6-12 Conduct Grades

In all middle and high schools, student conduct grades are designated as excellent, satisfactory, needs improvement, or unsatisfactory, with the initial letter "E," "S," "N," or "U" used to report the conduct grade on the report card. It is to be reported at each grading period on the report card with each subject grade.

HIGH SCHOOL EDUCATIONAL REQUIREMENTS

Grade Classification for High School Students Who Entered Prior to 2014-2015

Less than <i>five (5)</i> credits	9th grade
Earned <i>five (5)</i> credits and passed English 9	10th grade
Earned <i>ten (10)</i> credits and passed English 10	11th grade
Earned <i>fourteen (14)</i> credits* and passed English 11	12th grade

*A student who has earned fewer than fourteen (14) credits but is enrolled in enough credits to meet graduation requirements by the date of graduation shall be classified as 12th grade if the student has also passed English 9, 10 and 11.

*In accordance to the Tennessee State Department of Education requirement, a student classified as a 12th grader must be enrolled in a full schedule of credit bearing courses his/her senior year.

Grade Classification for High School Students Beginning with the Freshman Class in 2014-2015

In addition to earning the required number of credits to progress from one grade level to the next, beginning with the incoming freshman class in 2014-2015, students in Arlington Community Schools must pass their grade-level English course, as well as their concurrent math course, each year of high school and are classified as follows:

Less than <i>five (5)</i> credits, enrolled in English 9, and a math course	9th grade
Earned <i>five (5)</i> credits and passed both English 9 and a math course	10th grade
Earned <i>ten (10)</i> credits and passed both English 10 and two math courses	11th grade
Earned <i>fourteen (14)</i> credits* and passed both English 11 and three math courses	12th grade

*In accordance to the Tennessee State Department of Education requirement, a student classified as a 12th grader must be enrolled in a full schedule of credit bearing courses his/her senior year.

Credit Recovery

Credit Recovery is designed to provide students an opportunity to recoup credit needed for graduation. Arlington Community Schools provides credit recovery as self-paced online courses that meet the Tennessee Standards for course credit. Students may apply a maximum of four (4) credits through credit recovery toward graduation.

Home School Grades

For information regarding enrollment following home-school attendance, please contact the Director of Accountability and Federal Compliance at 901.389.2497.

Transfer Grades

In order to receive credit when a student transfers to Arlington Community Schools from another district, official transcripts must be requested to determine grade level, credits earned, and GPA. Alpha (letter) grades will be converted to numeric grades based upon the midpoint grade, as well as conversion to the Arlington Community School’s grade scale, if different. Credits will be received as indicated on the official transcript if comparable courses are offered in Arlington Community Schools or if a TDOE generic course code can be substituted. When granting credit to students transferring to Arlington Community Schools from out of state with credits that have no Tennessee course codes, designated generic subject area codes will be used. These codes will denote an elective credit granted out of state.

Dual Enrollment and Dual Credit (Policy 4.205)

High school students have the opportunity to earn high school credit and college credit simultaneously in certain courses. Students should see the school counselor for more information concerning dual enrollment and dual credit courses.

Virtual Courses (Policy 4.209)

High school students may enroll in a maximum of three (3) units of academic credit in virtual learning credit courses to be applied toward graduation requirements, provided each of the following conditions are met:

- The Tennessee Department of Education must approve all virtual courses offered at the local school level.
- Virtual/Online courses may be offered at the high school level for such options as increased academic rigor, reinforce learning, and also to provide academic opportunities for students in a non-traditional setting. The principal must pre-approve enrollment for all students in virtual courses and the parents will be notified in advance of course enrollment.

GRADUATION REQUIREMENTS

(Per the Tennessee Diploma Project, Implemented 2009)

Any student who graduates with a regular diploma from a public school in Tennessee must earn the number of credits as indicated below. Diplomas will not be issued to students of Arlington Community Schools who have not met these requirements. Special Education students may earn a regular diploma based on the IEP team’s recommendation and by fulfilling the requirements of the IEP. Special Education diplomas may or may not be acceptable at some postsecondary schools.

Course	Credits
English	4.00
Mathematics (including Alg. I & II, Geometry, and 4 th higher level math)..... <i>Students must be enrolled in a math course each year of high school.</i>	4.00
Science (including Biology, Chemistry or Physics, and a 3 rd lab course)	3.00
Social Studies (U.S. History & Geography, World History & Geography, U.S. Government & Civics, and Economics)	3.00
Wellness & *Physical Education	1.50
Personal Finance	0.50

Fine Arts	1.00
Foreign/World Language (<i>two years of same language</i>)	2.00
Elective Focus (<i>Math & Science, CTE, Humanities/Liberal Arts, Advanced Placement, Journalism, etc.</i>).....	3.00
Total	22.0

* The physical education requirement may be met by substituting an equivalent time of physical activity in other areas including but not limited to marching band, JROTC, cheerleading, interscholastic athletics, and school sponsored intramural athletics. See your school counselor for information and the correct form.

* Students enrolled in grades 9-12 who have taken the equivalent of a high school level course in middle school may earn high school elective credit for graduation (Policy 4.604).

For more information on the Tennessee Diploma Project, visit the TN Department of Education web site at the following:
<http://www.tennessee.gov/education> or see your assigned school counselor.

Minimum Requirement for Admission to Universities Funded by the State of Tennessee:

- English 4 credits
- Algebra I and Algebra II, 1 unit of each
- Geometry or other advanced mathematics course with Geometry component, 1 unit
- Natural/Physical Sciences, 2 units; 1 unit must be in a laboratory course in biology, chemistry, or physics
- United States History, 1 unit
- Social Studies, 1 unit (Modern European History, World History, World Geography, History, Modern History)
- Foreign Language, 2 units in same language
- Fine Arts, 1 unit (any art or music course)

Students are encouraged to consult with their preferred university or college for that school's admission requirements.

Participation in Commencement Exercises (Policy 4.606)

Only students who have met all state requirements and mandates for a high school regular diploma or Diploma of Specialized Education by graduation date will be allowed to participate in commencement exercises. A student's behavior must be acceptable to the school principal in order for the student to participate in the school graduation ceremonies. Students who are under suspension at the time of commencement will not be eligible to participate in commencement exercises.

K-12 MAKEUP WORK (Policy 6.200)

Students who receive an excused absence will be provided the opportunity to make-up missed work.

Students with an unexcused absence will be provided the opportunity to make up missed work for up to five (5) unexcused absences.

Make-up work must be requested no later than two (2) days after the student returns to school. Students will be allowed one day for each day they are absent.

Students in Grades 6-12 receiving their first out of school suspension in a school year may be permitted to complete and receive credit on make up work for their assignments by performing pre-approved community service. Please refer to the ACS Attendance Policy 6.200 for additional information and consult your child's local school administrator for guidance for pre-approval and framework for community service.

K-12 PROMOTION AND RETENTION (Policy 4.603)

Students shall progress in sequential order from grade to grade. The professional staff shall place students at the grade level best suited for them academically, socially and emotionally. Retentions may be made when, in the judgment of the teacher, such retentions are in the best interest of the students. Decisions to retain are subject to review and approval of the principal after consultation with the teacher. However, no student enrolled in the third grade shall be promoted unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. This requirement shall not apply to students who have participated in research-based intervention prior to the beginning of the next school year or to students who have IEPs pursuant to 20 U.S.C. §1400etseq.

Parents who disagree with the decision of the teacher(s) and principal regarding the promotion or retention of a student may appeal the decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

STATE MANDATED ASSESSMENTS GRADE INCLUSION (Policy 4.600)

Arlington Community Schools will follow all policies, procedures and guidance in reference to state mandated assessment grade inclusion as required by the State of Tennessee.

STUDENT RECORDS

Records (Policy 6.600)

A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health record, attendance record, and scholarship record; shall be kept current; and shall accompany the student through his/her school career.

Special Education Records

Special education records are maintained for students currently served by an IEP (Individual Educational Plan) and receiving services such as speech, APEX, Functional Skills, etc. The psychological and other relevant records are kept in individual schools in separate folders. These confidential folders are maintained in a locked file cabinet or a locked room. The psychological reports are maintained at Special Education. When special services are discontinued or the student withdraws from the District, the Special Education student record is forwarded to Special Education District Office. A request for these records along with a Confidential Release of Information must be signed by the parent/guardian or student, if of legal age, and must specifically request "Special Education Records" and must be forwarded to Special Education. Records will not be released to outside agencies without a signed release from the parent/guardian or student of legal age, with the exception of release to other school districts as permitted under FERPA (Family Educational Rights and Privacy Act; Buckley Amendment) Public Law 93-380) In these circumstances, records will not be released to another school district without notifying the parent/guardian.

Student Records Inspection (Policy 6.602)

Parent(s) of students and eligible students may inspect and review the student's education records upon written request. Parent(s) or eligible students shall submit to the records custodian a request, which identifies as precisely as possible the record(s) to inspect, and this inspection must be completed within forty-five (45) days from the receipt of the request.

The right to inspect and review educational records includes the right to a response from school officials concerning request for explanation and interpretation of the data. School officials shall presume that the parent has the authority to inspect and review records relating to his/her child unless the school system receives a copy of a Court Order to the contrary. When a record contains information about students other than the parent's child or the eligible student, the parent(s) or eligible student may not inspect and review that information.

Parent(s) of students or eligible students may seek to change any part of the student's record they believe to be incorrect. The Superintendent shall develop a procedure to establish an orderly process to review and potentially correct an education record in accordance with federal law.

Military Recruiters

Parents have the right to request in writing that their child's name, address and telephone number not be released to a military recruiter without prior written consent. This request shall be presented to the school principal at the beginning of each school year.

Directory Information

Directory information shall also be released when approved by the superintendent in accordance with all federal guidelines. Parents who do not want this information distributed, must notify the school in writing at the beginning of each school year.

34 CFR § 99.10

SPECIAL EDUCATION

Arlington Community Schools offers a wide range of services to meet the needs of students with disabilities. Eligible students from ages three through twenty-one are served in ACS schools. A full continuum of services, including related services of Speech/Language Therapy, Occupational Therapy, and Physical Therapy are available in every school. Specialists are available to work with visually impaired, hearing impaired, and students with behavior problems. Detailed information regarding special education programs may be obtained by calling 901.389.2497.

Student Referral

If parents are concerned about their child's learning or behavior in school they may call or write their child's teacher or school administrator expressing these concerns. The school administrator may explain the student intervention and referral process if parents are requesting an evaluation for special education services. Parents may also contact the Supervisor of Special Education regarding the referral process.

The district does not discriminate in evaluation or programming on the basis of race, color, creed, national origin, religion, sex, age, or disability. Parents, teachers, or administrators may refer students for screening to its gifted services program (APEX). As with all students with disabilities a continuum of services are offered for gifted students. They may range from consultation to subject or grade acceleration. Parents interested in a gifted screening should contact the school principal for a review of student data or other program information. Further requests regarding student referrals may also be forwarded to the school administration or the Supervisor of Special Education.

Per Tennessee Public Chapter 585 (T.C.A. §49-2-203 (b)), the following information is provided for parent and student use. Answers to many questions and much helpful information may be obtained from the State Department of Education by calling 1.888.212.3162 or visiting <http://www.state.tn.us/education/speced>.

Legal Services Division
Division of Special Education
Tennessee Department of Education
710 James Robertson Parkway
Andrew Johnson Tower, 7th Floor
Nashville, Tennessee 37243-0380
Phone: 615.532.8228
FAX: 615.532.9412

West Tennessee Regional Resource Center
Regional Resource Center
100 Berryhill Drive Jackson, TN 38301
Jackson, TN 38301
Phone: 731.421.5074
FAX: 731.421.5077

East Tennessee
Regional Resource Center
2763 Island Home Blvd.
Knoxville, TN 37290
Phone: 865.594.5691
FAX: 865.594.8909

Child Advocacy Group Contact Information

In addition to state and local resources available to parents and children, there are many agencies and organizations that offer support, information, training, and help in advocating for persons with disabilities in Tennessee. A few of these organizations are listed below:

The ARC of Tennessee is on the Internet at <http://www.thearctn.org/>

151 Athens Way, Suite 100
Nashville, TN 37228
Phone: 615.248.5878 / Toll-free: 1.800.835.7077
FAX: 615.248.5879 / Email: pcooper@thearctn.org

Support and Training for Exceptional Parents (STEP) is on the Internet at <http://www.tnstep.org/>

2157 Madison Ave, Ste 204
Memphis, TN 38104
Phone: 901.726.4334
FAX: 901.272.5002

Tennessee Protection and Advocacy (TP&A) is on the Internet at <http://www.dlactn.org>

2416 21st Avenue South
Nashville, TN 37212
615.298.1080 or 1.800.287.9636 (Toll Free)
(TTY) 615.298.2471 / FAX: 615.298.2046

Tennessee Voices for Children is on the Internet at <http://www.tnvoices.org/main.htm>

1920 Kirby Parkway Suite 200
Memphis, TN 38138
Phone: 901.758.2522
FAX: 901.758.2622

These are but a few of the organizations available to help with information, training, and advocacy. For a more extensive list, visit the Tennessee Disability Services -- Disability Pathfinder Database: <http://mingus.kc.vanderbilt.edu/tidir/dbsearch.asp>. On the web page, select your "county" and the "service" you desire from the drop-down lists and click "Submit." This information is provided as a service to individuals seeking additional avenues for help and information. The Department of Education does not intend this as an endorsement or recommendation for any individual, organization, or service represented on this page.

PARTICIPATION IN APEX (ACADEMIC PROGRAM FOR THE EXCEPTIONAL)

APEX (Academic Program for the Exceptional) is a special education program for students who meet the criteria established by the State of Tennessee for the identification of intellectually gifted students. The gifted program emphasizes the development and application of higher level thinking skills in critical thinking, creative thinking, research, communication, leadership, group skills, technology, and problem solving. It is through the application of these processes that a deep understanding and appreciation within varied fields of inquiry result.

State of Tennessee Criteria for Participation in programs for the Intellectually Gifted

- A child is assessed through a multi-modal identification process, wherein no singular mechanism, criteria or cut-off score is used for determination of eligibility. Areas assessed and evaluated for eligibility determination include:
 - Educational Performance
 - Creativity/ Characteristics of Gifted
 - Cognition
- Eligibility for an individual child is based on analysis of this information. The screening and comprehensive assessment data results must meet specific eligibility standards based on criteria and assessment measures.

SCHOOL CLOSING PROCEDURES

Emergency Closing

In making the decision to close schools, the superintendent or his or her designee shall consider many factors, including the following principle ones relative to the fundamental concern for the safety and health of children:

- Weather conditions, both existing and predicted;
- Driving, traffic and parking conditions, affecting public and private transportation facilities;

- Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous; or
- Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed, unless otherwise approved by the Superintendent.

Arlington Community Schools has implemented a Rapid Notification System to alert parents regarding school closures, emergencies, etc. Please be sure that all contact information is correct and up to date.

HEALTH SERVICES

Hospitalization

Parents/legal guardians of a student who has experienced hospitalization related to accident/injury or chronic illness should notify Coordinated School Health to determine the plan that will allow for smoother transition and seamless re-entry to school.

Administering Medicines to Students (Policy 6.405)

If, under exceptional circumstances, a child is required to take non-prescription or prescription medication during school hours and the parent cannot be at school to administer the medication, only school nurse, the principal or the principal's designee will administer the medication in compliance with the following regulations:

Written instructions signed by a parent will be required and will include:

- Student's name;
- Name of medication;
- Name and phone number of student's physician;
- Time to be administered;
- Dosage and directions for administration (prescription medicines must be in the original container with prescribing information affixed to the container);
- Non-prescription medicines must be in the original container with ingredients listed, dose, and student's name affixed to the container;
- Possible side effects, if known; and
- Termination date for self-administration of the medication.

The signed written instructions will be kept on file at the school.

The medication must be delivered to the principal's office in person by the parent or guardian of the student.

The administrator/designee will:

- Inform appropriate school personnel of the medication to be self-administered;
- Keep written instructions from parent in student's record;
- Keep an accurate record of the self-administration of the medication (this information will be documented and kept on file at the school);
- Keep all medication in a locked cabinet with the exception of asthma inhalers and anaphylaxis medication, as required by T.C.A. 49-5-415.
- Return unused prescription to the parent or guardian only; and
- Ensure that all guidelines developed by the Department of Health and the Department of Education are followed.

The parent or guardian is responsible for informing the designated official of any change in the student's health or change in medication.

A copy of the medication policy shall be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

Medication Removal/Disposal, End of Year Guidelines

The parent or guardian shall be responsible at the end of the school year for removing any unused medication from the school. The parent/guardian shall be advised in writing or by phone to pick up the medication on the last day of the school year. If the medication is not picked up within fourteen (14) days of the first notification attempt, the medication shall be destroyed per local environmental protocol by the School Nurse or School Administrator, documented and witnessed by at least one other school staff person.

Communicable Diseases (Policy 6.403)

No student shall be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parent or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease, which may endanger the health of either himself/herself or other individuals, shall enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease, which may endanger the health of either himself/herself or other individuals, in the regular school setting the principal shall:

- Assign the student to a setting which will protect other students, employees and the student himself; or
- Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or principal stating that the disease is no longer communicable.

If the principal has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease, the principal shall refer the student for special education services.

The principal may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examination after the student has been readmitted to the school.

Acquired Immune Deficiency System (Students) (Policy 6.404)

Mandatory screening for communicable diseases not spread by casual, everyday contact, such as HIV infection, will not be a condition for school entry or attendance. For detailed information regarding this policy please visit the ACS Policy Manual located on the ACS website at www.acsk-12.org

General Child Health Guidelines

Any student who is diagnosed with a chronic illness should be referred to Coordinated School Health for assistance.

Parents/guardians of students attending ACS must complete a Confidential Student Health Information Form annually.

Parents/guardians of students with a disease, illness, condition or issue of an acute or chronic nature need to contact Coordinated School Health for assistance and referral to a school nurse.

Based on individual student health information, the school nurse will develop an Individualized Health Care Plan, Specific Action Plan or Fact Sheet and communicate with school personnel to implement an appropriate plan.

If a child presents with any of the following issues below, then the parent(s)/guardian(s) will be notified, and the child must be picked up by parent(s)/guardian(s). Each school should develop a practice for meeting the student's needs based on disposition prior to pick-up.

If a student exhibits:

- **Appearance/Behavior** – lethargy (usually tired, pale, and difficult to wake), confused or irritable. These symptoms can be sufficient reason to stay home, if severe or unusual.
- **Fever** – Temperature of 100.0 or higher, then child must go home and be fever free without medication for 24 hours before returning to school. While at home, caregivers are encouraged to ensure that the child receives adequate fluids.
- **Diarrhea** – Three (3) or more watery stools in a 24-hour period, especially if the child acts or looks sick. Exception for students who wear undergarments (if stool cannot be contained then notify parent/guardian and also consult school nurse, if unsure).
- **Vomiting** – If vomiting occurs at school, child must be sent home and free of vomiting episodes for at least 24 hours.
- **Rash** – Children with a skin rash should see a doctor, as this could be one of several infectious diseases. Children should be excluded for generalized body rash, especially with fever. Heat rash and allergic reactions (such as poison ivy) are not contagious and may come to school if symptoms are tolerable.
- **Sore Throat** – A minor sore throat is usually not a problem, but a severe sore throat could be more serious, even if no fever exists. Special tests are needed to diagnosis strep throat. Other symptoms that may accompany a sore throat could be headache and upset stomach. If these are part of the complaint, it is advised that the child's parent pick them up because they may be contagious.
- **Eyes** – Thick mucus or pus draining from the eye. With pink eye (conjunctivitis) you may see a white/yellow discharge; matted eyelids after sleep, or eye pain and redness. Child should go home if suspected pink eye and treatment has not begun. Child may return to school after 24-hour treatment of an antibiotic eye medication.
- **Communicable Disease** – Refer to Board Policy #6406 and Memphis-Shelby County Health Department guidance.

Allowing students to be in school with any of the above symptoms puts other children and staff at risk. The intent of these guidelines is in the best interest of all and can translate into fewer missed days due to illness. We will be proactive in maintaining a healthy environment in our schools for all of our community.

School Health Screenings

Student health screenings for vision, hearing, blood pressure, height, weight, BMI, dental (optional), and scoliosis (optional) shall be done each school year. Passive parent approval is required prior to receiving a health screening and is mandatory. Passive parent approval assumes parents/guardians want their child screened unless they return a signed form to the school indicating their preference to decline all or part of the health screening for their child. Parent/guardian will receive written notice of any abnormal screening result that indicates a condition that might interfere or tend to interfere with a student's academic progress.

STUDENT DRESS

Student Dress Code (Policy 6.310)

Arlington Community Schools is committed to ensuring a safe and secure learning environment for each student. There is a clear relationship between neat, appropriate attire and a productive learning environment. Apparel or appearance that tends to draw attention to an individual rather than to a learning environment should be avoided.

Elementary School Dress Code

In an effort to foster the most productive learning environment for students, the following dress code standards will be implemented in elementary schools:

- Head apparel, such as hoods, hats, etc., except for religious or medical reasons, must not be worn inside the school building.
- Footwear is required and must be safe and appropriate for indoor or outdoor physical activity.
- For students in Grades 3-5, "short shorts," mini-skirts, and skin-tight outer material such as spandex are inappropriate attire. Shorts, skirts and dresses must extend below the fingertip.
- Shirts, blouses, and dresses must completely cover the abdomen, back, and shoulders, and skirts or tops must cover the waistband of pants, shorts, or skirts with no midriff visible and must be no longer than wrist-length.

Middle and High School Dress Code

In an effort to foster the most productive learning environment for students enrolled in Middle School and High School, the following dress code standards will be implemented:

- Pants must be worn at the waist, be appropriately sized, and at a safe length.
- Shirts, blouses, and dresses must completely cover the abdomen, back, and shoulders, and must have sleeves.
- Shirts or tops must cover the waist of pants, shorts, or skirts with no midriff visible, low cut blouses, shirts or tops; extremely tight tops; tube tops; or any top that exposes cleavage are prohibited. Shirts, blouses, and tops must be no longer than wrist-length.
- Head coverings, such as caps, scarves, hoods, hats, etc., except for religious or medical reasons, must not be worn inside the school building.
- Footwear is required and must be safe and appropriate for indoor or outdoor physical activity.
- Logos or manufacturer's trademarks with writing or images of substances that are inappropriate for youth, such as drugs, alcohol, tobacco, etc., or are otherwise offensive, indecent, vulgar, gang-related, or constitute racial or ethnic slurs are not allowed.
- Skirts, dresses, and shorts must extend below the fingertip.
- Sleepwear, pajamas, and/or blankets cannot be worn in school.
- Clothing with tears or holes cannot be worn at school.

Additional items that are considered to be outside the boundaries of decency include: (1) large, long and/or heavy chains, (2) studded or chained accessories, (3) sunglasses, except for health purposes, and (4) skin-tight outer materials such as spandex; (5) facial jewelry (including tongue piercing).

The school administration reserves the right to determine whether the student's attire and appearance are within the limits of decency, modesty, and safety.

The principal may allow exceptions for school-wide programs or special classroom activities.

The school administration will administer appropriate consequences for policy violations.

T.C.A. §49-6-4215

T.C.A. §49-1-302(j)

TRANSPORTATION SERVICES FOR STUDENTS

Transportation services, although not required for students other than Special Education as determined by the IEP Team, are provided as a service to the general population based on Tennessee State Law and Arlington Community Schools Board Policy 3.400 & 3.401. A summary of these policies is stated below.

Eligibility

Students are eligible for transportation services if they reside within the attendance zone of ACS, or by legal agreements, and are beyond the Parental Responsibility Zone (PRZ). These zones are established in conjunction with Arlington Community Schools Policy.

NOTE: Residency is determined as the student's legal residence as determined by the legal guardian or custodial parent. Parents who have joint custody and both parents reside within the ACS attendance zone but are outside the PRZ (Parent Responsibility Zone), may request a 2nd bus stop assignment. Parents must complete and submit the "Transportation Request For Additional Bus Stop Assignment" form to the school's transportation coordinator. A copy of the court-established parenting plan must be included with the request. If necessary, the school's transportation coordinator will consult with the Supervisor of Operations prior to submitting the request to Transportation.

Requests for temporary transportation changes will be considered in cases of hardship. Written requests stating the hardship and duration should be submitted utilizing the "Transportation Alternative Stop Waiver Request" and requests will be considered by the school's transportation coordinator.

Alternative Stop Request provides an alternative pick up or delivery of students eligible for transportation. A request can be used to grant permission for a student to get on/off at a different designated stop on his/her assigned bus. The student's assigned bus may not be changed. A copy of the approved request must be provided to the Transportation Office and school bus driver. Requests for alternative stops on a Special Education bus should be cleared with Transportation Shared Services at 901.861.7000, before approval. Additional forms may be obtained from the Transportation Department.

Each student riding a special education bus must have completed and returned a Student Information Form during the first week of school. A completed copy should be sent to the Supervisor of Transportation. This should be completed twice a year. This is also required of students riding regular buses if any of the following conditions apply: any accommodations recommended by the IEP team, medical conditions, and/or behavior plans.

The Supervisor of Transportation should be notified in writing (5 days prior) any time a student riding a special education bus has an address change, moves out of the school district, or wishes to discontinue bus service.

NOTE: Students attending school due to a transfer or non-resident request granted by Student Services are not eligible for transportation services. This includes students attending special education classes.

Bus Stop Supervision

1. Parents and/or guardians are responsible for the supervision of students until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.
2. Students shall be at their assigned bus stop 5 minutes before scheduled time, stand back approximately ten feet from the bus stop, and wait until the door is open before moving closer to the bus. Students who must cross the street to catch the bus should wait until the driver signals it is safe to cross. The student must be a minimum of 12 feet in front of the bus when crossing.

Route Assignments

1. Bus route assignments are based on the student's legal residence.
2. All routing for school buses is computerized. Stop assignments are established at corners whenever possible and stops are located so students should not travel more than .5 of a mile from their residence.
3. An Alternative Stop waiver allowing a student to be picked up or delivered to a location other than his/her residence may be made in writing to the principal by the parent/guardian. Waiver requests are for permanent changes on the same bus route and grant permission for a student to get on/off at a different stop on the same bus route. The student's assigned bus route may not be changed. The waiver will remain in effect for the remainder of the current school year, as long as qualifying conditions exist.

Video Cameras on Buses (Policy 6.308)

Video cameras will be used on all school transportation vehicles. To promote the order, safety and security of students, staff, and property, video cameras have been installed on all Arlington Community Schools' transportation vehicles and will be utilized when transporting students to and from school or extracurricular activities. Video images may be reviewed as a basis for disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline.

Bus Conduct

A bus is an extension of the classroom, and **students** must conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The rules of conduct have been developed to provide a safe and pleasant environment for students while being transported. A **student** who violates bus rules which impact the safety of others may have their **transportation** privileges suspended by the principal. The bus driver is authorized to assign seats on the bus.

Rules for Riding the School Bus

1. Observe the same conduct as in the classroom. Bullying behavior will not be tolerated. Fighting, harassment and any other behaviors creating an unsafe environment are forbidden.
2. Students may only ride the bus which serves their home address and may only board or get off the bus at their assigned stop.
3. Student should be at their assigned bus stop five (5) minutes before the scheduled pickup time.
4. Students transported in a school bus shall be under the authority of, and be responsible directly to the driver of the bus. Students will board, depart and cross the roadway as per instructions from the bus driver.
5. Students must remain in their seat, aisle must be clear. Keep head, hands, and feet inside the bus.
6. Parents and unauthorized persons are not allowed to board the school bus.
7. Bus driver is authorized to assign seats and make changes at their discretion.
8. Video surveillance shall be used to promote the order, safety, and security of students, staff, and property.
9. Be courteous, use no profane language.
10. Keep the bus clean, do not eat or drink. The use of aerosol sprays, perfumes, etc. is prohibited.
11. Students will not throw any item in or out of the bus. This behavior can lead to serious safety consequences. Parents/students will be charged for repair to damage of the interior/exterior of the school bus; minimum charge is \$65.00.

12. Backpack size is limited to one the student can pick up and hold in their lap.
13. *Large band instruments are not allowed on the school bus. (See Addendum)
14. Live animals are not allowed on the school bus.
15. Students may not use electronic devices including cell phones, cameras, iPods/MP3 players, CD/DVD players, etc. on the school bus. Cell phones and electronic devices may not be used for phone calls, texting or taking pictures at any time while on the bus.
16. Smoking and the use of any tobacco product on a school bus is prohibited.

* In order to provide for the safe transportation of all students, large band instruments should not be placed on the school bus. Large instruments (ex: tuba, baritone horn, baritone sax, marching snare, cello, string bass, guitars, keyboards) can interfere with the driver's vision, block the aisle and emergency exits, and injure student passengers.

The following instruments WILL BE allowed on school bus daily runs: Flute, Piccolo, Clarinet, Oboe, English Horn, Bassoon, Alto Clarinet, Alto Sax, Tenor Sax, Trumpet, Cornet, Trombone, French Horn, Violin, Viola.

The following instruments WILL NOT BE transported on school bus daily runs: Guitar, Tuba, Snare Drums, Cello, Baritone Sax, String Bass, Bass Clarinet.

ARLINGTON COMMUNITY SCHOOLS STUDENT USER AGREEMENT AND PARENT/GUARDIAN PERMISSIONS

Parent/guardian permission is required for students under the age of eighteen to participate in some school related activities. Please review the information below and complete the *ACS Student User Agreement and Parent/Guardian Permissions Form* to grant or deny permission for your child in each of the areas on the form. If no signature is provided, the choice will be recorded as a no.

A. Student User Agreement and Independent Internet Access

We are pleased to offer students of Arlington Community Schools access to district electronic resources. Our goal in providing this service is to promote educational excellence in our system by facilitating resource sharing, innovation, and communication. Electronic resources provide students with access to vast amounts of information and numerous opportunities for communication.

Our intent is to make Internet access available to students to help further educational goals and objectives. However, parents/guardians should be warned that if students disregard the guidelines of the school and/or system, they may find ways to access materials via the Internet which may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Arlington Community Schools support and respect each family's right to decide whether or not to approve independent Internet access and communication. In accordance with ACS policy #4.406 and to gain independent access to the Internet, all students under the age of 18 must obtain parental/guardian permission and must sign and return the *ACS Student User Agreement and Parent/Guardian Permissions Form* to the Principal or designee. Students over 18 may sign their own forms.

Student Responsibilities

Electronic resources are provided for students to enhance the learning experience. Student use is for educational purposes only and must be consistent with the educational objectives of Arlington Community Schools. Access to services is given to students who agree to act in a responsible manner. Parent/guardian permission is required for independent access.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. If a student observes any illegal activities or misuse of the network, he/she shall report these activities to their supervising teacher.

Computer, network, and cloud storage areas will be treated like school lockers. Network and/or school administrators and/or their designee may review ACS e-mail accounts, files, bookmarks, and communications under the same standards set for school lockers to insure the integrity of the electronic media. Privacy is not guaranteed for files stored on District computers, tablets, servers, e-mail accounts, or in the cloud, nor will files be maintained indefinitely. Students should also be advised that they should have no expectation of privacy for any information created or communicated using Arlington Community Schools electronic resources.

School and Parent Responsibility

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school and with independent access, parents/guardians bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, cellphones, movies, social media, and other potentially offensive media.

Schools will insure that procedures for access and standards of conduct regarding Internet use are communicated to students through appropriate instruction on Internet Safety. It is presumed that students given access will comply with District standards and will honor the agreements they have signed. The District cannot be responsible for ideas and concepts that a student may gain by his or her inappropriate use of the Internet.

District Electronic Access and Internet Rules

The following are not permitted and will result in disciplinary action:

1. Violating existing board policy, procedure, or regulation or local, state, or federal statute
2. Sending or displaying offensive messages or pictures
3. Using obscene language
4. Harassing, insulting, threatening, defaming or attacking others
5. Damaging computers, computer systems, computer networks or devices
6. Attempting to bypass network security or filters, impair the functionality of the network or to bypass restrictions set by network administrators, including the creation and use of proxy servers
7. Downloading electronic media or software that may cause a threat to the network
8. Knowingly spreading viruses or malicious software
9. Hacking or attempting unauthorized access to any computer
10. Trespassing in another's folders, work or files
11. Violating copyright laws
12. Intentional misuse of electronic resources
13. Intentionally wasting limited resources
14. Using electronic resources for non-instructional purposes
15. Using another's login or password or other identifier (impersonation)
16. Use of the network for commercial purposes
17. Buying or selling on the Internet
18. Political lobbying or using the network for personal financial gain
19. Attempting to bypass network security to gain unauthorized access to information
20. Using personal electronic devices at school without appropriate permission
21. Using personal electronic devices to access the network without appropriate permission
22. Accessing sensitive or confidential data without authorization
23. Allowing unauthorized access to confidential data, e-mail correspondence or other information
24. Connecting a District computer to any other service provider while on District property
25. Copying sensitive or confidential data to any removable device (flash drive, hard drive, CD/DVD) or cloud storage
26. Using "system" or "administrative" passwords without authorization
27. Publishing personal information (name, address, phone number, photograph, e-mail address) without teacher/parent approval
28. Using district provided e-mail for non-school related purposes.

Sanctions

The use of ACS electronic resources is a privilege, not a right, and inappropriate use will result in cancellation of privileges. Access entails responsibility. System administrators will deem what is inappropriate use and their decision is final.

Additional disciplinary action may be determined at the local school level in keeping with existing procedures and practices regarding inappropriate language or behavior. When applicable, law enforcement agencies or legal action may be involved.

B. Web Publishing

Web pages, established by Arlington Community Schools, serve as a resource to educate, inform, and communicate with individuals both inside and outside of the Arlington community. Maintaining a web presence enables Arlington Community Schools to inform the public of the mission, goals, policies, accomplishments, activities, and services of the District and its schools. Our intended audience includes: current and prospective students, parents, and employees and the community at large. All content contained on the web site is consistent with the educational aims of the District. In accordance with ACS policy #4.407 and in order to safeguard students, the following procedures have been established:

1. Web pages may not include personal identifying information regarding a student. No confidential information shall be published on or linked to the web site.
2. Student work may be published on an Arlington Community Schools' web site only with written consent of the student's parent/guardian or the eligible student (if eighteen years or older). The authoring student shall also sign a copyright consent form. Student work may be published under the following additional guidelines:
 - a. Grades K-8: Authors of electronically published work may be identified only by first name. Schools may choose to let students adopt "net names."
 - b. Grades 9-12: Authors of electronically published work may be identified by first and last name.
 - c. All student work published must pertain to a class project, course, or other school-related activity.
3. Pictures of students may be included only under the following conditions:
 - a. Individual students pictures may be published on an Arlington Community Schools' web site only with written consent of the student's parent/guardian or eligible student (if eighteen years or older).
 - b. Pictures of groups of student involved in a school-related activity may be published without consent; however, the students shall only be identified by the group name.
 - c. Students shall not be individually identified in pictures unless there is a special reason for doing so, such as recognition for receiving an award. In such cases, the student's parent/guardian or eligible student must give written consent.

Permission for web publishing may be indicated in section B on the permissions section of this form.

C. Media Coverage

Arlington Community Schools periodically issues information or permits media coverage to newspaper or television media to highlight the achievements of our students and our schools and to promote the overall success of our District. This may include, but is not limited to, a student making the honor roll, taking part in a school performance or activity, receiving an award, or participating in sports. In addition, ACS may want to use your child's photograph, likeness, voice, video, or student work for promotional and educational reasons, such as in publications, posters, brochures, and newsletters, on the District or school website, District maintained social media sites, radio station or Cable TV channel, or at community fairs or district special events. In accordance with ACS policy #4.407, Arlington Community Schools student pictures, video, likeness, voice, names, or student work will not be used by the District or released to the public media without the express consent of the parent or guardian of a minor student (those under 18 years of age).

Permission to allow a student to be included in positive media coverage may be indicated in section C on the permissions section of this form.

SAFE SCHOOL ENVIRONMENT - STUDENT BEHAVIOR AND DISCIPLINE

Arlington Community Schools is committed to providing each student a safe school environment. Acceptable behavior is essential to the development of responsible and self-disciplined citizens of the community and to the provision of an effective school program.

The Board expects all employees, students and parents to assume the responsibility for appropriate behaviors in the school.

Each student has the right to:

- Have the opportunity for a free education in the most appropriate learning environment;
- Be secure in his/her person, papers and effects against unreasonable searches and seizure;
- Be educated in a safe and secure environment;
- Have appropriate resources and opportunities for learning;
- Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities; and
- Be fully informed of school rules and regulations.

Each student has the responsibility:

- Know and adhere to reasonable rules and regulations established by the Board and school officials;
- Respect the human dignity and worth of every other individual;
- Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
- Study and maintain the best possible level of academic achievement;
- Be punctual and present in the regular school program;
- Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
- Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
- Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
- Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
- Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other unauthorized substances or materials; and
- Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one's locker.

Prohibition Against Carrying Weapons and/or Firearms onto School Property (Policy 1.810)

It is an offense for any person to possess or carry, whether openly or concealed, any firearm, not used solely for instructional or school-sanctioned ceremonial purposes, in any Arlington Community Schools school building, on any bus used for the transportation of Arlington Community Schools students and/or staff, on any Arlington Community Schools campus, grounds, recreation area, athletic field or any other property owned, operated or while in use by Arlington Community Schools.

Law enforcement officers who are not engaged in the discharge of official duties may not carry firearms onto school grounds or in school buildings unless the officer immediately informs the Principal that the officer will be present on school grounds or inside the school building and is in possession of a firearm. If the Principal is unavailable, the notice may be given to the Principal's designee.

The Principal/Principal's designee may request that a "law enforcement" officer not engaged in the discharge of official duties remove his/her firearm prior to entering school property or in any school building based upon circumstances which, in the opinion of the Principal/Principal's designee, could cause fear or concern by administration, staff or students and/or which could pose a risk to the safety of administration, staff or students. If the law enforcement officer refuses the request, the Principal may notify the Shelby County Sheriff's Office to request assistance.

Searches (Policy 6.303)

Any principal or designee, having reasonable suspicion of a violation of a law, a school rule, or the existence of a potentially dangerous situation, may search any student, place, or thing on school property or in the actual or constructive possession of any student during any organized school activity off campus.

A student may be subject to physical search. In addition, a student's pockets, purse or other container may be required to be emptied. All lockers or other storage areas provided for student use on campus remain the property of Arlington Community Schools are subject to search. A search may be initiated because of information received from a teacher, staff member, other student, or other person if such action is reasonable to the principal.

Whenever reasonable suspicion exists that a cell phone in a student's possession and/or control contains information that violates state law/regulation and/or the district's policies, the principal or designee may confiscate the phone and search any personal communication device brought onto any Arlington Community Schools campus, which includes but is not limited to parking areas if it is suspected that the search could yield evidence of the violation of state or federal law and/or the district's policy.

Nothing in this policy shall be interpreted as limiting the authority of a licensed law enforcement officer to carry out his/her duties.

The principal or designee may request the assistance of a law enforcement officer to:

- Search any area of the school premises, any student or any motor vehicle on the school premises; or
- Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

The involvement of law enforcement officials is encouraged when there is reasonable suspicion that criminal evidence is about to be uncovered.

NOTE OF CAUTION: *HOLDING PROHIBITED ITEMS OR SUBSTANCES* - In instances dealing with drugs, alcohol, tobacco, weapons, and or any other items or substances prohibited by board policy or state law, students who **HOLD** these items or substances for other students are considered to have possession and are subject to disciplinary action. ***DO NOT HOLD PROHIBITED ITEMS OR SUBSTANCES FOR OTHER STUDENTS ON THE SCHOOL CAMPUS OR AT SCHOOL-SPONSORED ACTIVITIES.***

Discipline (Policy 6.313)

The policy applies to behavior violations that take place on school grounds; at bus stops, en route to and from school, but not limited to, school buses; off school grounds at a school-sponsored activities; or off school grounds if the behavior is disruptive to the learning environment or constitutes a threat to the safety, health, or welfare of a student or students and/or school personnel.

For behavior violations not listed below, the Principal has the authority to determine consequences in accordance with the level that is comparable to the violations listed in the category.

The following list is not intended to be all-inclusive,

Level 1

- Intentional disruption of the classroom, cafeteria, or school related activities
- Excessive tardiness
- Failure to do assignments or carry out directions
- Cutting class
- Possession of lighters and matches
- Being in an authorized area without permission
- Unauthorized possession of a personal communication device
- Cheating and lying, including tampering with grades or report cards
- Wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment
- Harassment, intimidation, bullying, cyber-bullying
- Urging others to engage in Level 2 behavior violations

Consequences for Level 1 Violations:

- Verbal Reprimand
- Parent-Principal conference
- Referral to counselor
- In-school suspension

Level 2

- Continuation of unmodified Level 1 behaviors
- Vulgar, profane, or rude remarks or non-verbal gestures to staff members or students
- Fighting
- Open or defiant attitude toward a staff member

- Leaving school grounds without permission
- Threatening bodily harm to another student
- Inappropriate use of personal communication device
- Advising or counseling others to engage in Level 3, 4, or 5 behaviors

Consequences for Level 2 Violations:

- Parent-Principal conference
- Referral to outside agency
- In-School suspension
- Out-of-school suspension

Level 3

- Continuation of unmodified Level 2 behaviors
- Threatening bodily harm to school personnel
- Theft, possession, or sale of stolen property
- Vandalism
- Gambling
- Possession, use, or distribution of tobacco products
- Gang related activity not specified in Level 4
- Assault of a student; one (1) or more students initiating a physical attack of an individual student
- Destruction of or damage to school property
- Immoral or disreputable conduct
- Intimidation, Bullying, and/or Harassment (Sexual, Racial, Ethnic, Religious)

Consequences for Level 3 Violations:

- In-School Suspension
- Out-of-School Suspension
- Expulsion

When necessary, law enforcement authorities will be notified.

Level 4

- Continuation of unmodified Level 3 behaviors
- Threat, including a false report, to use a bomb, dynamite, or any other destructive weapon
- Assault of any school employee
- Extortion
- Evidence of use or possession of drug paraphernalia, substances for huffing, any substance presented under the guise of it being a controlled substance or prescription drug, and/or medical prescriptions without proper medical authorization
- Gang activities, including behavior that is threatening, intimidating, and/or harassing in nature; recruiting; gang related fights; gang notebooks with pledges, codes and symbols that are used to communicate threats, warnings, and recruiting; gang graffiti, especially drawn on school property; electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language.
- Possession of a knife or any potentially lethal weapon, Taser, or explosive
- Evidence of drinking or possession of alcoholic beverages
- Off-campus criminal behavior resulting in a felony charge, when the behavior poses a danger to persons or disrupts the educational process
- Arson
- Intimidation, Bullying, and/or Harassment (Sexual, Racial, Ethnic, Religious)
- Transmission by an electronic device of any communication containing a credible threat to cause bodily injury or death to another student or school employee, which creates disruptive activities at the school that requires administrative intervention.

Consequences for Level 4 Violations:

- Expulsion (11 – 180 days)

When necessary, law enforcement officials will be notified.

Modification of the consequence for Level 4 violations can be made by the Superintendent or the Disciplinary Hearing Authority.

Level 5

- Possession, sale, or evidence of use of drugs/narcotics
- Battery upon any school employee
- Possession of a firearm

Consequence for Level 5 Violations:

- Expulsion (11-180 days)

When necessary, law enforcement officials will be notified.

Modification of the consequence for Level 5 violations can be made by the Superintendent or the Disciplinary Hearing Authority.

Corporal Punishment

As part of a progressive discipline plan, corporal punishment is permissible in Arlington Community Schools. Corporal punishment may be administered by the Principal or Assistant Principal in the presence of another professionally licensed employee when the Principal deems corporal punishment is an appropriate and necessary consequence.

A student whose parent(s) or guardian(s) object in writing, to the use of corporal punishment, when, and if it is deemed necessary and appropriate by the Principal may be suspended.

T.C.A. §49-6-4103

T.C.A. §49-6-4014

T.C.A. §49-6-3401

T.C.A. §49-6-4009

T.C.A. §49-6-4215

T.C.A. §49-6-4216

T.C.A. §49-6-4007

T.C.A. §49-6-4004

Cell Phones / Personal Communication Devices (Policy 6.312)

Students may not be in possession of any type of personal communication device or personal electronic device, including but not limited to cell phones, tablets, and laptops, that is turned on or in visible/audible use at any time during the regular school day on school property. Students who choose to carry a personal communication device with them to and from school must keep the device turned off and stored in the student's assigned locker, automobile, backpack, or purse.

A student who brings his/her device to school shall do so at his/her own risk. No searches or investigations will be conducted to retain lost or stolen devices.

The principal or his/her designee may grant permission for the use of these devices to assist with instruction in the classroom.

A student found in possession of a personal communication device in violation of this policy will have the device confiscated. The parent may pick up the device at a time and location determined by the principal the next school day following the day that the device is taken. In addition, violation of this policy is subject to the following consequences:

First Offense:

- Device will be confiscated

Second Offense:

- Device will be confiscated
- Parent conference required to retrieve the device

Third Offense:

- Device will be confiscated
- Disciplinary consequence at the discretion of the building administrator

Four or More Offenses:

Students in violation of this policy on four or more occasions are subject to the following consequences, which may include, but are not limited to:

- In-School Suspension
- Out-of-School Suspension
- Disciplinary consequence at the discretion of the building administrator

Severe Offenses:

Highly inappropriate activities include, but are not limited to:

- Electronic communication that contains inappropriate content, profanity, intimidation, or threats to others;
- Cheating or other forms of academic dishonesty;
- Taking or showing inappropriate photographs/video;

- Communication that causes a disruption to the learning environment; and/or
- Refusal to relinquish the device to persons of authority upon request.

Violations considered to be severe may result in suspension from school for up to 10 days, regardless of the number of previous offenses.

PENALTIES AND APPEALS

Suspension / Expulsion / Remand of Students (Policy 6.316)

Reason for Suspension/Expulsion

Any principal, principal-teacher or assistant principal may suspend/expel any student from attendance at school or any school-related activity on or off campus or from attendance at a specific class or classes, or from riding a school bus, without suspending the student from attendance at school (in-school suspension), for good and sufficient reasons including, but not limited to:

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct, including vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts herein enumerated;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife, and other weapons, as defined in TCA 39-17-1309, on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbitol or legend drugs, as defined in TCA 53-10-101;
- Engaging in behavior which disrupts a class or school-sponsored activity;
- Making a threat, including a false report, to use a bomb, dynamite, or any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event;
- One (1) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
- Off-campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony, if the student was charged as an adult, or if adjudicated delinquent for an offense that would be classified as a felony, and the student's continued presence in school poses a danger to persons or property or disrupts the educational process;
- Any other conduct prejudicial to good order or discipline in any school; or
- Transmission by an electronic device of any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.

If as a result of an investigation, a principal or his/her designee finds that a student acted in self-defense under a reasonable belief that the student, or another to whom the student was coming to the defense, may have been facing the threat of imminent danger of death or serious bodily injury, then, the student may not face any disciplinary action.⁴

In-School Suspension

- If the principal or designee determines that a violation of school rules must result in In-School Suspension, the principal or designee shall contact the parent/guardian within twenty-four (24) hours to inform them of the In-School Suspension.
- Students given an In-School Suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study.
- Students assigned In-School Suspension shall be recorded as constituting a part of the public school attendance in the same manner as students who attend regular classes.
- Students given In-School Suspension shall be required to complete academic assignments and shall receive credit for work completed.
- In-School Suspension may only be appealed to the school's principal.

Procedures for Out of School Suspension and Expulsion

- Unless the student's continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend/expel any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.
- Upon suspension/expulsion of any student, the principal shall contact the parent or guardian within twenty-four (24) hours to inform them of the suspension/expulsion.
- The principal shall notify the parent or guardian and the Superintendent or designee in writing:
 - Of the suspension/expulsion;
 - Of the cause for it; and
 - Of the conditions for readmission, which must include a meeting with the parent/guardian, the student, and the principal or designee.
- If the length of the suspension is between six (6) and ten (10) days, the principal shall develop and implement a plan for correcting the behavior when the student returns to school.

- If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to the action of the Principal, or the final action of the Board upon any appeal from an order of a Principal continuing a suspension.
- If an offense has been committed which, in the judgment of the principal or designee would justify a suspension/expulsion for more than ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable. Suspensions of ten (10) days or less may only be appealed to the school's principal.
- The principal or designee shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) business days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
- The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the Board. The Disciplinary Hearing Authority shall consist of at least one (1) licensed employee.
- The hearing shall be held no later than ten (10) days after the beginning of the suspension. The Disciplinary Hearing Authority shall give written notice of the time and place of the to the parent or guardian, the student and the Principal or Assistant Principal.
- After the hearing, the Disciplinary Hearing Authority may, except when considering zero tolerance offenses under TCA, affirm the decision of the principal, order removal of the suspension unconditionally, or upon terms and conditions as it deems reasonable, assign the student to an alternative program or suspend the student for a specified period of time.
- The Disciplinary Hearing Authority shall provide a written record of the proceedings including a summary of the facts and the reasons supporting the decision.
- Within five (5) business days of the Disciplinary Hearing Authority rendering a decision, the student, Principal, or Assistant Principal may appeal the decision of the Disciplinary Hearing Authority to the Superintendent. The right to appeal shall be deemed to be waived unless the appeal is made in writing and is received by the Superintendent within five (5) business days of the date the Disciplinary Hearing Authority renders its decision. The Superintendent or designee will review the written record of the Disciplinary Hearing Authority and render a written decision.
- Within five (5) business days of the Superintendent's decision, the student, the Principal or Assistant Principal may appeal the Superintendent's decision to the Board of Education and the Board of Education shall review the written record of the disciplinary hearing authority. The right to appeal shall be deemed to be waived unless the appeal is made in writing and is received by the Board Chairman within five (5) business days of the date the Superintendent renders his/her decision. The Board of Education may grant or deny the request for a Board hearing. The Board may affirm or overturn the decision of the Disciplinary Hearing Authority with or without a hearing before the Board, provided that the Board may not impose a more severe penalty than that imposed by the Disciplinary hearing Authority without first providing an opportunity for a hearing before the board.
- Absent a timely appeal, the decision of the Disciplinary Hearing Authority shall be final.
- If the Board decided to grant a hearing, the notice of the hearing shall include a statement that, unless the student's parent or guardian requests an open hearing in writing within five (5) business days of receipt of the notice, the hearing shall be closed to the public, and the notice shall include the date, location and time of the hearing.
- The decision of the Board of Education shall be final, except zero tolerance offenses.
- Notwithstanding this section or any other law to the contrary, a student determined to have brought to school or to be in unauthorized possession of a firearm on school property or while attending a school sponsored activity; a student committing aggravated assault upon a teacher, Principal, administrator or any other employee of the school district, or any school resource officer, or a student unlawfully possessing any drug, including a controlled substance or legend drug shall be expelled for one (1) calendar year, except that the Director of Schools may modify this expulsion on a case by case basis.

***Note: Zero-tolerance offenses set forth in a statute require mandatory calendar year expulsion or assignment to alternative placement for a calendar year unless modified by the Director of Schools.**

TCA §49-6-3007(h)
TCA §49-2-203(a)(7)
TCA §49-6-3401
TCA §49-6-4216
TCA §39-17-1309
TCA §39-17-417

DUE PROCESS PROCEDURES

Due Process (Policy 6.302)

Before school authorities administer disciplinary measures, reasonable inquiry shall be made to determine the truth of what happened. The nature of this inquiry will vary in degree with the seriousness of the offense and the consequence attached thereto.

For minor offenses where corrective measures are taken by the classroom teacher, no formal procedure is required. An inquiry into the incident to ensure that the offender is accurately identified, that he understands the nature of the offense, and that he/she knew the consequences of the offense for which he is accused.

In case of severe offenses where there is a possibility of suspension, the student shall be advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.

If the principal determines that the offense is of such nature that the student's continued presence would be detrimental to the school or persons within the school, he/she shall refer the case to the Disciplinary Hearing Authority.

Ingraham v. Wright, 430 U.S. 651 (1977).

Goss v. Lopez, 410 U.S. 565, (1975)

TCA §49-6-3401(c)(4)(A)

STUDENTS WITH DISABILITIES

Students with disabilities are included in all Arlington Community Schools. Schools are expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as regular students. Consequences for offenses directed toward students with disabilities should reflect the severity or repetition of the offense.

Students with disabilities have special protections provided through law against unilateral suspension. While certain levels of behavior are expected of special education students, disabling conditions may impact the student's amnesty. It is imperative that school personnel be aware of which students are classified as disabled under either IDEA or Section 504. A student with a disability shall not be unilaterally removed from school for more than ten days before a Manifestation Determination is convened to determine whether the student's offense was caused by his/her disability.

At the initial IEP team meeting or annual review, plans are established which address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. A written record is kept of all discussions and disciplinary actions taken. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences such as time out, detention, supervised study, on-site intervention, etc. be used before resorting to suspensions. It is important that the team includes an instructional component designed to teach the student skills such as anger management, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a child's behavior and his/her disability, the student can be suspended or expelled according to normal school board policy; however, educational services are continued to the extent required.

SUSPENDING STUDENTS WITH DISABILITIES P R O T O C O L

- I. Student has demonstrated some type of rule infraction.
- II. Procedural safeguards in regard to due process are followed (*Goss v. Lopez*)
 - 1) Student must be given oral or written notice of the charges against him/her.
 - 2) If charges are denied, an explanation of evidence the authorities have must be presented.
 - 3) Student must be given the opportunity to present his/her side of the story.
 - 4) Allow no delay between the time "notice" is given and the time of the hearing.
 - 5) Provide notice and hold a hearing prior to the removal of the student from school in most cases.
- III. IEP Team meets and determines if the behavior is a manifestation of the student's disability:
 - 1) The IEP Team must review all relevant information including evaluation results observations of the child, other relevant information supplied by the parents of the child, the child's IEP and placement and determine:
 - a. if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
 - b. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
 - 2) Is the student a danger to himself and/or others? If "Yes", reach an agreement with parents through IEP Team meeting or seek an injunction from the federal district court.
 - 3) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability in cases where a child:
 - a. carries or possesses a weapon to or at school, on school premises, or to or at a school function
 - b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or a school function
 - c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. The Special Education Department provides a form for use by the IEP Team when convening to determine if a behavior is a manifestation of the student's disability.

IF A DISAGREEMENT ARISES AND A DUE PROCESS HEARING IS REQUESTED, THE "STAY PUT" PROVISION DOES NOT APPLY. THE STUDENT SHALL REMAIN IN THE INTERIM ALTERNATIVE SETTING PENDING THE DECISION OF THE HEARING OFFICER OR UNTIL THE EXPIRATION OF THE SUSPENSION, WHICHEVER COMES FIRST UNLESS THE PARENT AND SCHOOL AGREE OTHERWISE.

- IV. If the IEP Team determines that the offense is a manifestation of the student's disability, the student may not be suspended.
- 1) The student could be placed in a setting which more appropriately accommodates his/her needs.
 - 2) The behavior problems should be addressed through the goals and objectives of the IEP and/or behavior plan.
- V. If the IEP Team determines that the offense is not a manifestation of the student's disability, the student may be suspended. The school may suspend, but educational services must continue. (Kael in 4th and Turlington in 5th Circuit)
- 1) If not a change of placement (i.e. longer than 10 consecutive days), the school authority in conjunction with the special education teacher may decide what services are needed. If a change of placement (longer than 10 days or significant change in IEP placement), the IEP Team must determine what services must be provided.
 - 2) If continued educational services are based on IEP goals/objectives, they are to be provided by the teacher endorsed in special education.
 - a. Alternative methods of providing services may include home tutoring, alternative school placement, in-school suspension, on-site intervention, or transfer to another school.

HARASSMENT, INTIMIDATION, BULLYING, OR CYBERBULLYING (Policy 6.304)

Students are expected to treat one another with respect, which means that harassment, intimidation, bullying and cyber-bullying are prohibited. Acts of defining students in a sexual manner or acting in a manner that impugns the character of a student based on allegations of sexual impropriety are deemed to be disrespectful and are therefore prohibited.

Definitions

Bullying/Intimidation/Harassment – An act that substantially interferes with a student's educational benefits, opportunities, or performance; and:

- If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation or at any official school bus stop, the act has the effect of:
 - Physically harming a student or damaging a student's property;
 - Knowingly placing a student or students in a reasonable fear of physical harm to the student or damage to the student's property;
 - Causing emotional distress to a student or students; or
 - Creating a hostile educational environment.
- If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Cyber-bullying – A form of bullying undertaken through the use of electronic devices.

Electronic devices – include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants, computers, electronic mail, instant messaging, text messaging, and websites

Consequences

Any student that commits an act of harassment, intimidation, bullying and/or cyber-bullying shall be discipline in accordance with the ACS Discipline Procedures in the ACS Policy Manual.

Any student found to have falsely accused someone of having committed an act of harassment or intimidation, bullying or cyber-bullying, as a means of harassment, intimidation, bullying or cyber-bullying, shall be disciplined in accordance with the ACS Discipline Procedures established in the ACS Policy Manual.

Reporting

Any student or parent/guardian of a student that believes that his/her child is the subject of or has witnessed an act of harassment, intimidation, bullying or cyber-bullying shall report the conduct to any school teacher, school counselor, school administrator or ACS Federal Rights Coordinator. All such reports to school teachers, school administrators (other than the Principal), school counselors or ACS Federal Rights Coordinator shall be immediately reported to the School Principal.

Any ACS employee, student or volunteer who witnesses or possesses reliable information that a student has transmitted by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee shall report such information to the school Principal or ACS Federal Rights Coordinator.

Reports of harassment, intimidation, bullying and/or cyber-bullying may be made anonymously to any school teacher, school counselor, school administrator or ACS Student Services representative or by accessing the ACS Tip Hotline at ACSTIPHotline@ACSK-12.org. All such reports to school coordinator shall be immediately reported to the School Principal. Formal disciplinary action may not be taken against a student based solely upon an anonymous report.

No Retaliation

Acts of reprisal or retaliation against any person who report an act of harassment, intimidation, bullying or cyber-bullying are strictly prohibited. If a student retaliates against a reporter of an act of harassment, intimidation, bullying or cyber-bullying the student will be disciplined in accordance with the ACS Discipline Procedures established in the ACS Policy Manual.

Investigation

The Principal of each school or their designees shall be responsible for investigation of all reports of harassment, intimidation, bullying and/or cyber-bullying, including but not limited to, reports that a student has transmitted by an electronic device any comments containing a credible threat to cause bodily injury or death to a student or school employee.

The Principal shall commence the investigation of such reports within forty-eight (48) hours of receipt of the report, unless the need for more time is appropriately documented. The Principal or Principal's designee shall initiate an appropriate intervention within twenty (20) calendar days of receipt of the report, unless the need for more time is appropriately documented. Within forty-eight (48) hours of the findings being complete, the Principal or Principal's designee shall inform the parent/guardian of the student(s) involved in any act of harassment, intimidation, bullying or cyber-bullying of the findings of the investigation and whether corrective action was taken.

After the Principal or Principal's designee has determined that a student was involved in an act of harassment, intimidation, bullying, or cyber-bullying, the Principal or Principal's designee shall immediately inform the parent/guardian of the student's involvement in an act of harassment, intimidation, bullying or cyber-bullying. The Principal or Principal's designee shall inform the parents/guardians of the students of the availability of counseling and support services by school counselors for parent/guardians believing that such services are necessary.

Following any investigation, the Principal or Principal's designee shall report the findings of the investigation along with the disciplinary action taken to the Superintendent and the Board Chairman.

In cases of substantiated harassment, intimidation, bullying or cyber-bullying, the Principal or Principal's designee shall meet with the victim within five (5) days after the appropriate intervention has been given to ensure that there have been no further acts of harassment, intimidation, bullying, cyber-bullying or retaliation. The Principal or Principal's designee shall again meet with the victim thirty (30) days after the intervention has been given.

Notification

The ACS Federal Rights Coordinator shall be responsible for ensuring that all students, parents and ACS employees have been notified of the policy. Additionally, at the beginning of each school year, the ACS Federal Rights Coordinator will ensure that all students and parents are made aware of bullying prevention programs which promote awareness of the harmful effects of bullying and to permit discussion with respect to prevention.

TCA § 49-6-4502

TCA § 49-6-4503

TCA § 49-6-4505

Please contact the designated individuals listed below to report a concern or for any questions, concerns, or information regarding this policy:

FRC for students: Supervisor of Student Services
5475 Airline Road
Arlington, TN 38002
901.389.2497

FRC for employees: Chief of Staff
5475 Airline Road
Arlington, TN 38002
901.389.2497

SECTION 504 DUE PROCESS HEARING PROCEDURE

The Arlington Community School Board is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities.

Definition

Section 504 of the Rehabilitation Act of 1973 provides that: No otherwise qualified individual with handicaps in the United States...solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title II of the Americans with Disabilities Act, 1990 provides that: No otherwise qualified individual with a disability shall be discriminated against in regard to job application procedures, the hiring, advancement, or discharge of employee compensation, job training and other terms, conditions and privileges of employment.

Coordinator

The ACS Federal Rights Coordinator shall be responsible for ensuring ACS's compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, including investigations of complaints alleging non-compliance with the Acts or alleging any actions that would be prohibited by the Acts.

Complaint Procedure

Complaints of violations of this Policy or the ADA or Section 504 of the Rehabilitation Act shall be submitted orally or in writing to the ACS Federal Rights Coordinator who will endeavor to accomplish prompt and equitable resolution of complaints. The Federal Rights Coordinator will respond to all complaints within twenty (20) business days with a written response as well as information on further grievance procedures that may be followed if the complaining party is not satisfied with the coordinator's proposed resolution.

Due Process Hearing Procedures

If a parent/guardian of a student is dissatisfied with the Federal Rights Coordinator's response regarding complaints pertaining to Section 504 of the Rehabilitation Act of 1973, the parent/guardian may request an impartial due process hearing. Only matters pertaining to a child's identification, evaluation and placement under Section 504 are subject to due process hearings. If a parent/guardian requests a Section 504 hearing, the parent/guardian has the right to personally participate and to be represented at the hearing by an attorney or advocate at the parent's expense.

Request for Hearing

A parent/guardian who wishes to challenge an action or omission with regard to the identification, evaluation, or placement of a student who has or is believed to have a disability as defined by Section 504, shall make an oral or written request for a due process hearing to the ACS Federal Rights Coordinator.

Impartial Hearing Officer

The superintendent shall appoint an impartial hearing officer to preside over the hearing and issue a decision. Such appointment will be made within fifteen (15) days of the date of receipt of a request for a due process hearing. The hearing officer will be hired as an independent contractor at no expense to the parent. The hearing officer that is appointed shall not be a current employee of the school system and shall not be related to any member of the Arlington Community Schools Board.

Scheduling of Hearing

The appointed hearing officer shall set a date for the hearing within fifteen (15) days of his/her appointment and provide this information in writing to the parent/guardian and the ACS Federal Rights Coordinator. The hearing shall take place at a mutually agreeable time and place.

Continuances

Upon a showing of good cause, the hearing officer, at his/her discretion, may grant a continuance of the hearing date and set a new hearing date.

Legal Representation at Hearing

If a parent/guardian is represented by a licensed attorney at the due process hearing, he/she must inform the ACS Federal Rights Coordinator and the appointed hearing officer of that fact, in writing, at least seven (7) calendar days prior to the hearing date, or the hearing can be continued upon the coordinator's request.

Pre-Hearing Conference

The hearing officer may order a Pre-Hearing Conference during which the parent/guardian or his/her representative will state and clarify the issues to be addressed at the hearing. The Pre-Hearing Conference will also serve to resolve preliminary matters, clarify jurisdictional issues, and answer the parties' questions regarding the hearing process. The Pre-Hearing Conference can be held via telephone or in person, depending on the hearing officer's decision based on the convenience to both parties.

Dismissals

If, after the Pre-Hearing Conference, the hearing officer finds that the parent, as a matter of law, alleges and/or raises no factual claims or legal issues that come within his/her jurisdiction as a Section 504 hearing officer, he/she may dismiss the hearing and issue an order to that effect explaining the basis for such finding.

Hearing

The hearing shall be conducted in an informal, non-adversarial manner. The hearing shall be closed to the public unless the parent/guardian requests an open hearing. The hearing officer may reasonably limit testimony and introduction of exhibits for reasons or relevance.

Recording

Instead of a formal written transcript produced by a court reporter, the entire due process hearing will be video recorded. The school system shall provide a copy of the recording to the parent/guardian upon request. In order for an accurate recording to be made, the parties and witnesses shall introduce themselves at the beginning of their presentations. If a parent/guardian appeals the decision of the hearing officer to a court of competent jurisdiction, the school system shall prepare a written transcript of the hearing to be offered to the court as exhibit.

Format of Presentation

Each side will have an equal amount of time to present their positions as determined by the hearing officer. The parent/guardian will present his/her case first by making an opening statement outlining the issues, calling witnesses, and making a closing argument. The school system will present its position next. At the end of the school system's presentation, the parent/guardian may offer a short response. Each side may present personally or through their representatives.

Submission of Exhibits

As part of their presentations and at the discretion of the hearing officer, the parties may submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions. The hearing officer may, in the exercise of his/her discretion, reasonably limit the number of documents to be submitted for his/her review, as well as the number of witnesses and the length and/or scope of their presentations or statements.

Closing Arguments

The hearing officer may allow or request written closing arguments summarizing and characterizing the information presented at the hearing.

Decision

The hearing officer shall issue written findings. Such findings shall address all of the issues raised by the parent/guardian as well as any corrective actions, if any, the school system must take. Any issue or claim raised by the parent/guardian that is left unaddressed by the hearing officer in his/her decision will be deemed to have been denied. The decision must be issued within forty-five (45) days after the date the Request for a Due Process Hearing is received by the ACS Federal Rights Coordinator unless the parent agrees otherwise or the hearing officer has granted a continuance at the request of one of the parties. The hearing officer may not award attorneys' fee as a part of the relief granted to a parent/guardian or the district.

OCR Review

A parent/guardian may file a complaint with the Office for Civil Rights OCR if she/he believes that ACS has violated any provisions or regulations of Section 504.

The OCR may be contacted at:

ATLANTA OFFICE -

Office for Civil Rights
 United States Department of Education
 61 Forsyth Street, Southwest
 Suite 19T10
 Atlanta, Georgia 30303-8927
 Telephone: (404) 974-9406
 Facsimile: (404) 974-9471
 E-mail: OCR.Atlanta@ed.gov

NATIONAL HEADQUARTERS:

Office for Civil Rights
 United States Department of Education
 400 Maryland Avenue, S.W.
 Washington, D.C. 20202-1100
 Telephone: (800) 421-3481
 Facsimile: (202) 453-6012
 TTY#: (800) 879-8339
 E-mail: OCR@ed.gov

34 CFR § 104.4
 42 USCA § 12112
 28 CFR § 35.107
 28 CFR § 35.106; 34 CFR § 104.8
 28 CFR § 35.170; 172
 34 CFR § 104.36

PARENT TEACHER ASSOCIATION (PTA) / PARENT TEACHER STUDENT ASSOCIATION (PTSA)

Studies have consistently shown that parental involvement in education of their children provides numerous benefits. The Arlington Community Schools' Board of Education supports parent involvement in each school. To facilitate parental and community involvement each school shall have a Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) that is chartered by the National PTA Congress and the Tennessee PTA Congress. The Tennessee Congress of Parents and Teachers, a branch of the National Congress of Parents and Teachers, is a non-profit organization which seeks to unite the forces of home, school, and community on behalf of children. The Board encourages school staff to join their local PTA/PTSA chapter. School administration, faculty, and staff should encourage and foster a mutually productive relationship with the local PTA organization with each respecting the appropriate roles of the other in the joint mission of student achievement and student welfare.

The National PTA Congress stated mission:

- To support and speak on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children;
- To assist parents in developing the skills they need to raise and protect their children;
- To encourage parent and public involvement in the public schools

The Purpose of the PTA

- To promote the welfare of the children and youth in home, school, community, and place of worship.
- To raise the standards of home life.
- To secure adequate laws for the care and protection of children and youth.
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

T.C.A. §49-2-305
 Tennessee State Board of Education Policy No. 4.207

Arlington Community Schools Central Office
5475 Airline Road, Arlington, TN 38002
Phone 901.389.2497 / Fax 901.389.2498

Superintendent		
Tamara Mason	Superintendent	superintendent@acsk-12.org
<i>Jana Gore</i>	<i>Administrative Assistant/Board Secretary</i>	<i>jana.gore@acsk-12.org</i>

Chief of Staff/Human Resources		
Jeff Mayo	Chief of Staff	jeff.mayo@acsk-12.org
<i>Debbie Cannady</i>	<i>Secretary to Chief of Staff/Human Resources</i>	<i>debbie.cannady@acsk-12.org</i>

Finance		
Miracle Meeks	Chief Financial Officer	miracle.meeks@acsk-12.org
Arianna Elliott	Accountant	arianna.elliott@acsk-12.org
<i>Clara Earle</i>	<i>Accounts Payable Clerk</i>	<i>clara.earle@acsk-12.org</i>

Instruction/Special Education		
Todd Goforth	Director of Academics	todd.goforth@acsk-12.org
Andrea Cotner	Elementary Coordinator	andrea.cotner@acsk-12.org
Carolyn Weirich	Secondary Supervisor / 504 Coordinator	carolyn.weirich@acsk-12.org
Clark Knight	Career/Technical Education (CTE) Supervisor	clark.knight@acsk-12.org
Jamie Eldridge	Special Education Supervisor	jamie.eldridge@acsk-12.org
Susan Knight	School Psychologist	susan.knight@acsk-12.org
Jessica Mosteller	School Psychologist	jessica.mosteller@acsk-12.org
Annie Green	Special Education Instructional & Behavior Coach	annie.green@acsk-12.org
<i>Angela Jade</i>	<i>Administrative Clerk SPED/Accountability</i>	<i>angela.jade@acsk-12.org</i>

Academics/Student Services		
Rochelle Douglas	Director of Accountability and Federal Compliance	rochelle.douglas@acsk-12.org
Tonya Hawkins	Accountability Support Coordinator	tonya.hawkins@acsk-12.org
Jeremy Yow	Student Services / Human Resources Supervisor	jeremy.yow@acsk-12.org
Bradley Turner	Student Services Coordinator	brad.turner@acsk-12.org
Amanda Killebrew	Social & Transitional Specialist	amanda.killebrew@acsk-12.org
Dana Viox	Coordinated School Health Specialist	dana.viox@acsk-12.org
<i>Diana Asbury</i>	<i>Administrative Clerk: Academics/Student Services</i>	<i>diana.asbury@acsk-12.org</i>

Operations		
Tim Ruff	Operations Supervisor	tim.ruff@acsk-12.org
Bart Doby	System Technician Energy Management/Controls	bart.doby@acsk-12.org
Jeremy Hayes	Maintenance Generalist	jeremy.hayes@acsk-12.org
Tim O'Heron	Maintenance Specialist	tim.oheron@acsk-12.org
Shawn Phaneuf	Maintenance Specialist	shawn.phaneuf@acsk-12.org
<i>Cheryl Nasca</i>	<i>District Receptionist/Operations Administrative Clerk</i>	<i>cheryl.nasca@acsk-12.org</i>

Technology		
Russell Overby	Technology Support	russell.overby@acsk-12.org
Beth Lockhart	Curriculum Technology Teacher	elizabeth.lockhart@acsk-12.org
Amy Overby	Curriculum Technology Teacher	amy.overby@acsk-12.org

Donelson Elementary
12140 Donelson Farms Parkway
Arlington, TN 38002
Phone 901.389.6973 / Fax 901.389.6982

Mrs. Cherry Davison, Principal
 School Hours 8:00am – 3:00pm
 Grades K – 5



Mrs. Cherry Davison	Principal	cherry.davidson@acsk-12.org
Dr. Krista Heller	Assistant Principal	krista.heller@acsk-12.org
Dr. Kelly Lofton	Assistant Principal	kelly.lofton@acsk-12.org

Mission

The faculty and staff of Donelson Elementary School are committed to creating a safe and nurturing environment that provides a strong educational foundation, encouraging all students to obtain the skills, knowledge, and abilities to become productive citizens, learning to successfully meet the needs of an ever-advancing technological society.

Vision

The Vision of Donelson Elementary School is to create a school environment where each student can achieve his/her highest potential and become productive citizens in an ever-changing, challenging world.

Beliefs

1. All children have the potential to meet high academic and behavioral expectations when motivated to achieve to the best of their abilities.
2. The use of a wide variety of research-based instructional assessment strategies, contributes to the optimal academic success of each unique student.
3. Active engagement of students in the learning process through the use of technology and real-world connections prepares students for the future and encourages a lifelong love of learning.
4. Students are encouraged to be well prepared intellectually, physically, mentally, socially, and emotionally to become valuable, productive, happy, and healthy members of society.
5. Character education and multicultural appreciation are key factors in the attainment of valuable global interpersonal skills.
6. Training in problem solving, decision-making, and communication skills helps create responsible citizens.
7. Communication and teamwork among students, parents, faculty, staff, administration, and the community are vital to achieving our mission and realizing our vision.
8. All stakeholders of Donelson Elementary will follow district, state, and federal policies.

Arlington Elementary
11825 Douglas Road
Arlington, TN 38002
Phone 901.867.6000 / Fax 901.867.6006

Anna Jones, Principal
 School Hours 8:00am – 3:00pm
 Grades K – 5



Anna Jones	Principal	anna.jones@acsk-12.org
Carl Booker	Assistant Principal	carl.booker@acsk-12.org
Janna Turner	Assistant Principal	janna.turner@acsk-12.org

Mission

The mission of Arlington Elementary School is for all stakeholders to provide a safe, nurturing environment that equips all students with the skills essential to succeed academically and to become healthy productive citizens in the community.

Vision

Arlington Elementary School will distinguish itself as a leader in Achieving Educational Success by utilizing innovative methods and technology to create a community of global-minded learners.

Beliefs

1. All students are provided opportunities to achieve success to their highest potential in a safe, nurturing learning environment.
2. All students, including those with special needs, learn in different ways and are provided varied instructional approaches and assessments to support their learning.
3. All stakeholders (parents, community, students, and staff) share the responsibility in the decision making process concerning the improvement of students' academic and personal growth.
4. Research based instructional strategies are employed through current technology integration to ensure student achievement.
5. District, state, and federal policies are followed by all Arlington Elementary School stakeholders.
6. High standards are established for student behavior and achievement.
7. Students will be given the essential tools to make intelligent choices for living a healthy and productive life.

Arlington Middle
5470 Lamb Road
Arlington, TN 38002
Phone 901.867.6015 Fax 901.867.7080

Dr. Allison Clark, Principal
 School Hours 9:00am – 4:00pm
 Grades 6 – 8



Dr. Allison Clark	Principal	allison.clark@acsk-12.org
Tabetha Banks	Assistant Principal	tabetha.banks@acsk-12.org
Melissa Lukas	Assistant Principal	melissa.lukas@acsk-12.org
Jason Reed	Assistant Principal	jason.reed@acsk-12.org

Mission

Arlington Middle School will provide a safe and supportive environment where students are challenged to meet their full academic, civic, social, and artistic potential. Our students will meet or exceed all state benchmarks, demonstrate problem-solving skills, and develop social skills, enabling them to adapt in our multicultural and technologically advancing society.

Vision

Arlington Middle School envisions our students as educated and effective communicators who are lifelong learners and positive, contributing citizens of their community and society as a whole.

Beliefs

1. All students are capable of learning.
2. A safe environment, both physically and emotionally, promotes student learning.
3. Students learn best when they are actively engaged in the learning process.
4. Students possess a variety of learning styles; therefore, teachers should incorporate research-based teaching and learning strategies to ensure their success.
5. Students should demonstrate their understanding of essential knowledge and skills not only by traditional assessment methods but also by engaging in problem-solving activities and creating quality, authentic products.
6. Exceptional students (e.g., Special Education, English Language Learners, APEX, etc.) require special services, instruction, and resources to ensure their learning needs are met.
7. Effective communication between administrators, teachers, parents, and students positively impacts a student's overall success and, therefore, the success of our school.
8. A student's self-esteem is enhanced when a positive relationship and mutual respect exist between students and staff as well as among a student's peer network.
9. Students who have a wide variety of extracurricular activities, clubs, and leadership opportunities to choose from will become well-balanced individuals.
10. Arlington Middle School faculty, staff, and students must follow all school, district, state, and federal policies.
11. In order to achieve our school's mission, the decision-making process at Arlington Middle School is a collaborative effort involving administrators, teachers, staff, parents, students, and community members. School, district, state, and federal policies drive those decisions.

Arlington High
5475 Airline Road
Arlington, TN 38002
Phone 901.867.1541 / Fax 901.867.1546

Chris Duncan, Principal
 School Hours 7:00am – 2:00pm
 Grades 9 – 12



Chris Duncan	Principal	chris.duncan@acsk-12.org
Diana Penny	Vice-Principal	diana.penny@acsk-12.org
Joy Bowser	Assistant Principal	joy.bowser@acsk-12.org
Reginald Gipson	Assistant Principal	reginald.gipson@acsk-12.org
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Mission

Arlington High School students will acquire knowledge and experiences in academic and social settings. Every student will be inspired and challenged to learn and grow, transition into society and become a productive citizen who will contribute to his or her community.

Vision

Arlington High School will be an academic institution of excellence, fostering a community of confident, self-directed, life-long learners. Arlington High will provide exemplary educational experiences that meet the academic expectations of each student, teacher, parent and community stakeholder. Through a commitment to outstanding achievement, self-evaluation and ongoing improvement, Arlington High School will continue to be a premier academic community.

Beliefs

1. Student learning is sustained by providing a fair, supportive, and challenging environment.
2. Students are individuals with unique intellectual, cultural, social, physical and emotional needs.
3. Students are encouraged to mature intellectually, socially, and emotionally.
4. Students gain confidence by fostering decision-making, critical thinking, and effective communication skills.
5. Students become proficient in academics through comprehensive instruction and assessment.
6. Student excellence is promoted by recognition of academic and extracurricular achievements, as well as citizenship.
7. Students are exposed to research-based curriculum and instructional practices that incorporate a variety of learning style.
8. Students are assessed formatively and summatively by diverse methods in order to evaluate their achievement and mastery.
9. Students thrive in an atmosphere that fosters positive relationships and mutual respect among students and staff.
10. Student learning and success are enhanced through the collaboration of students, parents, administrators, teachers, and the community.

