Arsenal Technical High School

Student Handbook 2020-2021

Titan Up!
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Greetings Titan Families!

Welcome to the 2020-2021 school year at Arsenal Technical High School! The high school experience is an exciting time for students, and the ATHS staff looks forward to providing an environment which will allow your son/daughter to experience an outstanding school year!

There are several changes that have been made to improve the overall high school experience. The first change is our school board’s approval of our new Standard Mode of Dress policy. Details regarding this policy can be found in this handbook and on our school’s website. Secondly, we are pleased to announce and continue our new high school programs and pathways: Math and Science; New Tech; Construction, Engineering, and Design; Law and Public Policy; Freshmen Academy; and 16+ career pathways.

The best way to impact your son/daughter in a positive way is by having a partnership between parents, students, and staff at Arsenal Technical High School. If you have any concerns during the school year, please make every effort to contact your child’s teacher, counselor, or coach first. If you feel your concerns have not been addressed appropriately, we will work with you to follow the chain of command and help bring resolution in full support of your son/daughter.

Likewise, a staff member from ATHS will contact you promptly if there are issues related to your son/daughter that need to be discussed.

Thank you for entrusting your child to us! We look forward to building positive and long-lasting relationships throughout the time you are a part of the Titan family! We are looking forward to an awesome school year!

Best,

C. Franklin, Principal
SCHOOL LEADERSHIP TEAM

Mr. Corye Franklin, Principal

Mr. Patrick Kennison, Assistant Principal, Treadwell

Ms. Antonia Powell, Assistant Principal, Treadwell

Mrs. Crishell Sam, Assistant Principal, Stuart Hall

Mrs. Roslyn Stradford, Assistant Principal, Lone Hall

Ms. Anne Deckard, Assistant Principal, Lone Hall

Mrs. Angela Smith, Dean, Treadwell Hall

Mr. Steven Glenn, Dean, Treadwell Hall

Mr. Quentin Hunter, Dean, Morgan Hall

Mr. Albert Young, Dean, Stuart Hall

Ms. Alexis Johnson, Dean, Stuart Hall

Mr. Mosi Barnes, Athletic Director

Mrs. Chelsey Thompson, Career Academy Coordinator
Arsenal Tech High School Belief and Mission

MISSION STATEMENT
Arsenal Technical High School prepares students to be life-long learners who are knowledgeable, productive, experienced citizens in an interdependent global society.

BELIEF STATEMENT:
Preamble
To promote the learning process, we, the educators of Arsenal Technical High School, have identified this set of beliefs to assist us through periods of change. We do not intend this belief statement to be immutable but agree that they serve as guideposts toward achieving the goals of our mission statement.

Statement
We believe that teaching and learning are elements of a collaborative process, and that for this process to be highly effective, an educational partnership must exist among students, their parents, teachers, administrators, and the school community. We further believe that each part in this partnership has certain responsibilities which, when carried out, will promote success for the learners. However, the primary focus of this document is to identify what we believe to be the attributes and responsibilities of teachers.

Teachers are professionals, and as professionals, the attainment of educational goals is our purpose. To accomplish our purposes, we are lifelong learners of our disciplines and of the art of teaching. Teachers, therefore, possess both the knowledge and the ability to communicate that knowledge. We also serve as positive role models for our students. We are the critical educational decisionmakers in our classrooms and are vital to the fulfillment of the intellectual, physical, and emotional needs of our students.

Purpose, planning, preparation, and patience are fundamental to our success as professionals. They are the foundation of a positive classroom environment for learning. In addition, teachers keep school standards, adopt elevated expectations of student performance, and continually seek alternative strategies and techniques to help students achieve in our classrooms.

In short, our school must be student focused, teacher driven, and parent supported. With all the components of the educational partnership in place and operating in concert, our students will have every opportunity to succeed.
SCHEDULES AND CALENDAR

Arsenal Tech Bell Schedules 2020-2021

<table>
<thead>
<tr>
<th>Period</th>
<th>Tech Regular Bell Schedule</th>
<th>Cohort 2023, 2022, 2021</th>
<th>Cohort 2024</th>
<th>Cohort 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:22-8:45</td>
<td>7:22-8:45</td>
<td>7:22-8:45</td>
<td>7:22-8:45</td>
</tr>
<tr>
<td>2</td>
<td>8:52-10:15</td>
<td>8:52-10:15</td>
<td>8:52-10:15</td>
<td>8:52-10:15</td>
</tr>
</tbody>
</table>

2020-2021 Arsenal Technical High School Virtual Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:00 - 10:20</td>
</tr>
<tr>
<td>2</td>
<td>10:25 - 11:45</td>
</tr>
<tr>
<td>LUNCH</td>
<td>11:45 - 12:15</td>
</tr>
<tr>
<td>3</td>
<td>12:20 - 2:00</td>
</tr>
<tr>
<td>4</td>
<td>2:05 - 3:25</td>
</tr>
</tbody>
</table>

First Day of School begins at 9:00 AM on August 17th.
All students will start school virtually. Log into Schoology through Clever and go to your 1A class to begin this school year.
### 2020-21 Calendar Arsenal Technical High School

<table>
<thead>
<tr>
<th>3</th>
<th>First Day of School!</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>8</td>
<td>PD (No School)</td>
</tr>
<tr>
<td>14–18</td>
<td>Fall Break</td>
</tr>
<tr>
<td>25–27</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>17</td>
<td>End of 1st Semester</td>
</tr>
<tr>
<td>18</td>
<td>Teacher Work Day</td>
</tr>
<tr>
<td>21–31</td>
<td>Winter Break</td>
</tr>
<tr>
<td>1</td>
<td>Winter Break</td>
</tr>
<tr>
<td>4</td>
<td>Start of 2nd Semester</td>
</tr>
<tr>
<td>18</td>
<td>MLK Holiday</td>
</tr>
<tr>
<td>15</td>
<td>President's Day (flex)</td>
</tr>
<tr>
<td>16</td>
<td>Professional Development</td>
</tr>
<tr>
<td>3</td>
<td>Parents In Touch</td>
</tr>
<tr>
<td>22–26</td>
<td>Spring Break (flex)</td>
</tr>
<tr>
<td></td>
<td>Mar 29-Apr 2 Spring Break (Guaranteed)</td>
</tr>
<tr>
<td>28</td>
<td>Flex Day</td>
</tr>
<tr>
<td>31</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>3</td>
<td>Last Day of School!</td>
</tr>
<tr>
<td>4</td>
<td>Year Closeout</td>
</tr>
<tr>
<td>7</td>
<td>Summer School Begins</td>
</tr>
<tr>
<td>2-July</td>
<td>Summer School Ends</td>
</tr>
</tbody>
</table>

**Key:**
- **A Day**
- **B Day**
- **No School**
- **PIT Day**
- **PD Day**

**Jan 2021**
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- 31

**Feb 2021**
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- 27
- 28

**Mar 2021**
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**Apr 2021**
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**May 2021**
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**Jun 2021**
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- 17
- 18
- 19
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- 31
### 2020-21 School Year Calendar

<table>
<thead>
<tr>
<th>JULY</th>
<th>AUGUST</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>Friday, July 31</td>
<td>Monday, January 4</td>
</tr>
<tr>
<td>5 6 7 8 9 10 11</td>
<td>2 3 4 5 6 7 8</td>
<td>Mon, Aug 10 - Fri, Aug 14</td>
<td>First Day</td>
</tr>
<tr>
<td>12 13 14 15 16 17 18</td>
<td>9 10 11 12 13 14 15</td>
<td>Monday, August 17</td>
<td>Labor Day</td>
</tr>
<tr>
<td>19 20 21 22 23 24 25</td>
<td>16 17 18 19 20 21 22</td>
<td>Monday, September 7</td>
<td>First Day</td>
</tr>
<tr>
<td>26 27 28 29 30 31</td>
<td>23 24 25 26 27 28 29</td>
<td>Tuesday, September 8</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

### Professional Development Days
- All instructional personnel report.
- Non instructional day for students.

### Teacher Work Days
- Teachers prepare for learning days. School staff meetings.
- Non instructional day for students.

### Home Learning Days
- Students complete home learning activities. Teachers provide office hours to support students and families.

### Days of Student Attendance
- Parents in Touch Day
- Holidays
- Holiday pay distributed according to employee group contract.

### Records and Close-out
- Flex Days
- As needed to make up days of school closure, break.

<table>
<thead>
<tr>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>6 7 8 9 10 11 12</td>
<td>4 5 6 7 8 9 10</td>
<td>7 8 9 10 11 12 13</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
<td>11 12 13 14 15 16 17</td>
<td>14 15 16 17 18 19 20</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>27 28 29 30 31</td>
<td>28 29 30 31</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>March</th>
<th>APRIL</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>5 6 7 8 9 10 11</td>
<td>1 2 3 4 5 6 7</td>
<td>4 5 6 7 8 9 10</td>
<td>2 3 4 5 6 7 8</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>12 13 14 15 16 17 18</td>
<td>15 16 17 18 19 20 21</td>
<td>7 8 9 10 11 12 13</td>
<td>9 10 11 12 13 14 15</td>
<td>6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>26 27 28 29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>27 28 29 30 31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Days</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>Semester 2</td>
<td>98</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>8</td>
</tr>
<tr>
<td>PD days</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Workdays</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student days</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL STRUCTURE

ROLES AND RESPONSIBILITIES

All school community members are responsible for assuring that the environment of the school is supportive of the educational program. The school community is defined as parents, students, faculty/staff, administrators, and the Board of Education of Indianapolis Public Schools.

Parent(s), Guardian(s), Legal Custodian(s) Responsibilities:

- To work with school personnel and community agencies to enforce proper student behavior.
- To care for student’s health and well-being.
- To see that their student attends school on a regular basis, on time, in proper attire, with school ID, and with lessons prepared.
- To understand each section of the student handbook as it relates to discipline and assure that their child knows the established standards, rules, and consequences of rule violations.

Student Responsibilities:

- To understand the established standards, rules, and consequences of rule violations as outlined in the student handbook as they relate to discipline.
- To demonstrate fully the expectations for students outlined in the student handbook.
- To attend school regularly, attend classes on time, be in SMOD, carry school ID and prepare for lessons.
- To demonstrate respect for the rights and feeling of other students, school personnel, and visitors or guests at school.

Faculty/Staff Responsibilities:

- To provide an inviting environment for learning.
- To understand and consistently always encourage the established standards and rules.
- To confer with parents, school personnel, and students to assist in correcting unsatisfactory behavior.
• To use the student handbook discipline section to help teach students to understand the established standards and rules.

**Social Worker/Counselor Responsibilities:**

• To counsel students with behavior problems.
• To counsel with staff on effective ways to improve behavior within the school.
• To confer with parents concerning unacceptable behavior.
• To understand and consistently enforce the established standards and rules.

**Building Administrator Responsibilities:**

• To plan, organize, and direct the school to assure that all standards are implemented and understood.
• To monitor the standards to assure that the school is a safe learning environment.
• To confer with students, parents, and staff concerning the standards and rules.
• To counsel with staff on effective ways to improve student behavior and academic outcomes.
• To establish programs for staff so that all persons understand the established standards.

**Superintendent Responsibilities:**

• To assure that building administrators follow the policies of IPS relative to student discipline and academic expectations.

• To recommend to the Board of Education changes that should be made in policies considering changes in state and federal legislation and based on recommendations of administrators.

**Board of Education Responsibilities:**

• To establish and uphold discipline standards and policies of the district to foster an optimal learning environment.
Indianapolis Public High School's - STANDARD MODE OF DRESS (SMOD)
The list below is the ONLY approved articles of clothing.

<table>
<thead>
<tr>
<th>SMOD Mandatory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tops: Any color if there is a collar</td>
</tr>
<tr>
<td>Bottoms: Any color khaki pants or dress Slacks</td>
</tr>
<tr>
<td>Belts: Must be worn with pants that are not sized to fit</td>
</tr>
<tr>
<td>Shoes: No flip-flops or open to shoes</td>
</tr>
</tbody>
</table>

| Girls
| Bottoms: (please refer to proper length in: Guidelines”)
| Hemlines of skirts, jumpers, shorts, skorts, etc., must come to the fingertips with arms down by the side |
| Boys
| Bottoms: • A belt must be worn if pants are not sized to fit. |

| Girls or Boys
| Tops: (The items listed below can be in any color)
| • Polo style shirts with collar (long or short sleeve) |
| • Oxford style shirts with collar |
| • Crewneck sweatshirts or sweaters w/approved polo or oxford shirt underneath |
| • Fleece pullovers WITHOUT hoods w/approved polo or oxford shirt underneath |
| • HOODLESS cardigan sweaters or sweater vests w/approved polo or oxford shirt underneath |
| • Blazers with/approved polo or oxford shirt underneath |
| • Official school spirit wear – to be worn on designated days |
| • Shirt length – must be long enough to tuck into waist of pants or skirts |
| Accessories
| • Belts – must be worn if clothing is not sized to fit. |
| • Shoes – No Flip-Flops or Open-Toe Shoes |

**GUIDELINES**

- Only the top two buttons on any shirt may be unbuttoned.
- No jeans can be worn.
- Undergarments may not be exposed at any time.
- Hemlines of skirts, jumpers, shorts, skorts, etc. must come to the fingertips with arms down by the side.
- Shoes must be comfortable and protect the student’s feet.
- **NO FLIP FLOPS, No Open Toe Shoes or BEDROOM SLIPPERS**

Failure to meet SMOD expectations will result in the student missing class while waiting for a parent to deliver proper clothing to school or a SMOD item will be offered with collateral so that the student may return to class. Repeated defiance will be considered defiant behavior and will result in Disciplinary action.
IPS GRADUATION REQUIREMENTS:

**Scores updated September, 2017**

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**Course and Credit Requirements**

<table>
<thead>
<tr>
<th><strong>English/ Language Arts</strong></th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of literature, composition and speech.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th>6 credits (in grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Algebra I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Geometry</td>
<td></td>
</tr>
<tr>
<td>2 credits: Algebra II</td>
<td></td>
</tr>
<tr>
<td>3 credits: Integrated Math I, II, or III</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Biology I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics</td>
<td></td>
</tr>
<tr>
<td>2 credits: any Core 40 science course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: U.S. History</td>
<td></td>
</tr>
<tr>
<td>1 credit: Economics</td>
<td></td>
</tr>
<tr>
<td>2 credits: World History/Civilization or Geography/History of the World</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Directed Electives</strong></th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
<th>2 credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Health and Wellness</strong></th>
<th>1 credit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Electives</strong></th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(College and Career Pathway courses recommended)</td>
<td></td>
</tr>
</tbody>
</table>

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**Core 40 with Academic Honors** (minimum 47 credits)

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.

- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

**Core 40 with Technical Honors** (minimum 47 credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  - 1. Pathway designated industry-based certification or credential, or
  - 2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.

- Complete one of the following:
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information – Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

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* Specifies the number of elective credits required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**Scores updated September, 2017**
IPS Grading Policy

1) GENERAL POLICY STATEMENT
The Board recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents determine properly how well the student is achieving the goals of the Corporation’s program.

The IPS grading system is designed to recognize and reward academic work in selected courses where student work is judged, by Indiana Department of Education curricular standards, to be more rigorous than standard courses. The grading system assigns weights to more rigorous courses to determine students’ grade point average (GPA) and class ranks. The GPA is established by totaling all earned points and dividing by the total number of credits attempted.

2) GRADING SCALE
Course letter grades shall be assigned according to the table below for students in grades 1-12. Standard rounding rules shall be applied for grades between bands. Grades shall be calculated to two decimal places for the application of rounding rules.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
</tbody>
</table>
D- | 60-62%
---|---
F  | 50-59%

Any deviations from the above written grading scale must be aligned to a unique instructional model employed by a school and require written approval from district officials.

3) **Weighted Grade Points**
IPSH uses a three-level scale for assigning grade points earned in various courses. Advanced Placement (AP), International Baccalaureate Diploma Programme (IBDP), and IPSH pre-approved dual credit (DC) classes will receive one (1) additional grade point. IPSH pre-approved honors level classes will receive an additional one-half (1/2) grade point. All other courses are assigned grade points using a standard scale.

Grade points for grades 9-12 will be assigned according to the chart below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>AP/IBDP/DC Courses</th>
<th>Honors Course</th>
<th>Standard Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>4.67</td>
<td>4.17</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>4.33</td>
<td>3.83</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>3.67</td>
<td>3.17</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>3.33</td>
<td>2.83</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>2.67</td>
<td>2.17</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>2.33</td>
<td>1.83</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>1.67</td>
<td>1.17</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4) **Retaking a Course**
The Board acknowledges that at times it may be necessary for a student to retake a class or a student may desire to retake a class.

*Failed Courses:*
If a student fails a course that is required for graduation, it should be repeated within the two semesters following the failed semester. Failed courses may be repeated in several different ways. Interested students should speak with their counselors to determine which option fits their needs. In order to ensure accurate course selection, all options require counselor approval prior to enrollment.

*High School Credits taken prior to 9th Grade:*
Middle school students who earn a C- or below in courses identified in School Board Policy 5461 are expected to repeat the course in high school. The course will not be entered on the high school transcript, but will be counted as a middle school report card grade.

*Repeating a course already passed with a C- or below:*
A student may repeat a course in which he or she previously earned a grade of C- or below in order to improve GPA and qualify for an Honors Diploma.
The following conditions apply to retaking a course already passed with a C- or below:

1. The highest grade will appear on the transcript and all other attempts will be replaced with an R (replaced) and have the point credit values removed from the official transcript. The highest grade earned in the course will count toward the cumulative GPA and class rank.
2. If the student receives the same grade, the first grade becomes an "R" and is not factored into the GPA or rank.
TESTING ADVANCED PLACEMENT EXAMS
AP exams are directly aligned to the AP courses. All students who are enrolled in an AP course are required to take the exam.

STATE-MANDATED GRADUATION TESTING
Students will have state standardized testing graduation requirements in several subjects. The state graduation testing requirements vary by cohort and are detailed below. At the publication of this document, the graduating classes of 2020-2022 will, by default, be required to pass the Grade 10 ISTEP in mathematics and English.

All students in any of these graduating classes will have the option to opt into the new graduation pathways system which passed through state legislation in the spring of 2018. The state will be transitioning to an ILEARN biology End of Course assessment which will be proctored to all biology students beginning in the spring of 2019.

SEMESTER FINAL EXAMS
All students in grades 9-12 must take the designated 1st semester and 2nd semester final exams in all classes. All students in grades 9-12 must perform with their greatest academic integrity when taking their required 1st semester and 2nd semester final exams.

PSAT-The Preliminary Scholastic Aptitude Test (PSAT) is administered to sophomores and juniors each year at no cost to the student. The purpose of the PSAT is to acquaint students with the format of the Scholastic Aptitude Test (SAT), and for sophomores, the test is used to qualify students as National Merit Scholars.

NWEA Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests provided by NWEA – Northwest Evaluation Association - that accurately reflect the instructional level of each student and measure growth over time. Tests are administered to all freshmen and sophomores.

ATTENDANCE POLICY
Arsenal Technical High School is committed to an attendance policy that promotes an appreciation among students of the need to attend school regularly and punctually to successfully develop social, emotional, and academic skills. The state of Indiana, as expressed by the Compulsory Attendance Statute (I.C 20-8.1-3), and the Indianapolis Public School system has established responsible attendance habits as a priority issue. IPS has included attendance in its Accountability Plan challenging all schools and individual students to meet a 95% average daily attendance rate. Following this effort, the Arsenal Technical High School campus has adopted the following policy.

Classification of Countable Absences
Absences shall be classified as excused or unexcused following the following:

Excused: An excused absence occurs when a student is absent from school or an individual class with either the approval or consent of the administrator, or as authorized by Indiana law.

The following are absences that are recognized as excused:

1. Illness or Emergency – Absence due to illness or emergency shall be classified as excused. The student’s parent/guardian shall contact the ATHS attendance office, by phone or written note, the morning of the day the student is absent.

2. Health Care and Social Services Appointments- Every effort should be made to schedule these appointments outside the student’s school day. If this is not possible, a statement from
the proper provider should be presented to the ATHS attendance office explaining this absence.

3. Religious Instruction Commitments. This is for religious instruction following Indiana law I.C. 20-8.2-3-22.

4. Other Absences – All other absences are generally considered unexcused unless, in the judgment of the Administrator, extenuating circumstances warrant the absence being classified as excused.

**Unexcused:** An unexcused absence occurs when a student is absent from school or an individual class without obtaining either the approval or consent of the administrator or as authorized by Indiana law.

**Non-Countable Absence:** The following class absences are not counted as an absence from school according to either the IPS school board policy or Indiana law:
1. Approved school-sanctioned field trips
2. Pages in the Indiana General Assembly
3. Participation in Election Day activities – Students taking part in valid Election Day activities must supply written documentation for this absence.
4. Subpoenaed as a witness
5. Indiana National Guard
6. Death in the immediate family
7. Suspensions either in or out of school
8. Juvenile or Criminal Justice System Detention
9. Medical (with health facilities verification note)

**Parent Responsibility**

State laws have been adopted which hold the parent solely responsible for the compliance of his/her child to school attendance procedures – and in some cases, even under the penalty of incarceration.

Any student suspended from school must be accompanied by his/her parent upon their return to school as required by the suspending administrator.

**Appeal Process**

In unusual circumstances, a written appeal to this policy may be made to the proper administrator or dean providing the student has no cuts (unexcused absences) in a class that is being appealed. In this appeal, the student and parent should clearly identify the circumstances that they believe should call for the school’s sincere consideration. When considering the mitigating circumstances for student attendance, the school may include such things as infectious disease, chronic health problems, flu or other epidemic illness, severe weather, and absence caused by crisis at school, the student’s home, or in the community.

**Make-up Work**

In all cases of absences, whether countable or non-countable, students shall be expected to make up work on all assignments missed. Full credit for make-up work completed shall be allowed for all countable and non-countable absences. Make-up work will be accepted within the period of return to school which equals the period of absence.

Example: If a student is absent for two days, all make-up work is due within two days of return to school.

**Tardy**
Students are expected to arrive at school each day, for each class, on time. Cases in which a student is tardy to class for reasons beyond the student’s control, such as a late bus, the student shall be admitted to class without penalty. For cases in which a student is tardy to class without a reasonable explanation, proper disciplinary action will ensue. A student shall not be denied access to class because he or she was tardy unless there has been a pattern of repeated tardiness in the same class and for which case the teacher will work the dean or designee on proper intervention strategies. This policy is intended, in every way, to conform to Indiana law and Indianapolis Public Schools board policy and particularly IPS Board Resolution.

Arsenal Technical High School uses the Raptor system. This program works with PowerSchool attendance system to collect data on student tardy. Students receive passes from the system by using a student ID to get into classes. Data is used to support students the whole child to maximize instructional time.

**No. 7316. EXTENDED MEDICAL ABSENCES**

We understand that students may have special medical conditions such as a pregnancy or a chronic medical condition such as sickle cell anemia or asthma. When such a condition exists, it is the responsibility of the parent/guardian or student to supply written verification of the diagnosis, as soon as possible, to the proper social worker. If the condition is likely to last more than ten school days, the social worker will attempt to arrange homebound services for the student. If approved, the student’s attendance will be so designated and the student will be afforded an opportunity to earn at least three credits during the time of homebound service. Students must provide the social worker and school nurse with a written release to return to school.

**REQUEST FOR HOMEWORK ASSIGNMENTS**

Students who miss school due to suspension or other excused reasons may request missed assignments. The parent or student must make the request to the guidance department. The request will be sent to the student’s teachers. The assignments will be ready for pick up within 24 hours, thus allowing adequate time for teachers to supply the missed assignments to the office.

If the request is for more than two weeks, the proper social worker will be given the request so that homebound services can be discussed with the parent.
We recognize that the purchasing of school supplies can be a costly and overwhelming experience for our families. With that in mind, Tech High School students do not have a formal supply list. Teachers will provide students with course requirements during the first week of school. However, to help plan for the upcoming school year, below is a general school supply list to use while shopping for the new school year.

*All Grades: - Supplies - Supplies should be kept in the student book bag.

- 3 Washable Mask
- Hand Sanitizer
- Bottled Water/Water Bottle
- Tissue
- IPS Laptop Computer

### 9th Grade
- 1 Scientific Calculator
- 1 Pocket Dictionary
- 1 Stapler, Box of Staples, and Stapler Remover
- 3 Three Ring Binders with Subject Dividers
- 5 Composition Notebooks
- 3 Boxes of Pens (Blue or Black)
- 1 Box of Red Pens
- 1 Ruler with Centimeters and Inches Displayed
- 3 Packages of Loose-Leaf Paper
- 5 Folders with Pockets
- 1 Post-it Notes
- 1 Package of Graph Paper
- 3 Boxes of Pencils
- 1 USB/Flash Drive

### 10th Grade
- 1 Scientific Calculator or Graphing Calculator
- 1 Pocket Dictionary and Thesaurus
- 5 Composition Notebooks
- 3 Binders with Subject Dividers
- 5 Plastic Folders
- 3 to 5 Boxes of Pens (Blue or Black)
- 3 Boxes of Pencils
- 1 Pack of Graph Paper
- 3 Packages of Loose-Leaf Paper
- 1 Pack of Red Pens
- 1 Highlighter
- 1 Bottle of Correction Fluid
- 1 USB/Flash Drive

### 11th Grade
- 1 Graphing Calculator
- 3 Boxes of Pens (Blue or Black)
- 3 Packs of Loose-Leaf Graph Paper
- 2 Highlighters
- 1 Pack of Red Pens
- 3 Packages of College Ruled Paper
- 5 Folders with Pockets
- 3 Three Ring Binders with Dividers
- 5 Single Subject Notebooks
- 2 Packages of Pencils or Mechanical Pencils
- 5 Sets of Index Cards
- 1 Ruler
- 1 USB/Flash Drive

### 12th Grade
- Ruler with Centimeters and Inches Displayed
- 3 Packages of Pencils or Mechanical Pencils
- 5 Single Subject Composition Notebooks
- 5 Plastic Folders with Pockets
- 3 Three Ring Binders with Dividers
- 1 Graphing Calculator
- 3 Boxes of Black/Blue Pens
- 2 Highlighters
- 3 Packages of College Ruled Loose Leaf Paper
- 1 Standard or Mechanical Pencils Set
- 2 Packages of Loose-Leaf Graph Paper
- 1 USB/Flash Drive
HUMAN DIGNITY

Arsenal Technical High School is proud to have a diverse, multicultural school community. We feel a strong commitment to being sensitive to the backgrounds, feelings, and concerns of students, their families, and the Tech staff. It is our goal to provide equal opportunity to an education and to an environment that is free of prejudice and discrimination.

It is also our mission to supply a positive, orderly, and harmonious environment in which respect for the dignity and worth of every person in the school community is recognized and promoted. As a result, all employees, parents/guardians, and students will be entitled to be treated with respect, fairness, and decency. In return, they will be obligated to treat others in the same manner. We will make it our daily goal to provide a safe, caring, and supportive atmosphere which is the backbone of student achievement and potential as citizens and productive members of society.

NOTICE OF NON-DISCRIMINATION

Indianapolis Public Schools (IPS) does not discriminate on the basis of race, color, religion, national origin, sex, disability, age or sexual orientation in its programs and activities. For inquiries regarding the non-discrimination policies, please contact the Human Resources Division, 120 E. Walnut St., Room 103, Indianapolis, IN 46204, (317) 226-4150.

DISCIPLINE CODE – IPS Code of Conduct

The Arsenal Technical High School discipline code supplies a standardized procedure for setting up a positive environment in which students can learn. All students during the regular school term and summer school are expected to adhere to the rules set forth in this handbook, and it is the responsibility of the staff and the administration to enforce the discipline code as established.

Arsenal Technical Students are expected to be:
- Considerate of others, enthusiastic and motivated,
- Life-long learners,
- Self-disciplined, Honest

Classroom Standards for All Students:
- Students will be on time and at the scheduled place throughout each school day.
- Students will be prepared for lessons with assignments completed.
- Students will have the necessary computer, books, supplies, paper, and materials required.
- Students will use their own personal knowledge as they complete assignments, tests, or other work intended to determine their knowledge. Plagiarism will not be tolerated.
- Students will follow any other standards or procedures established by the teachers and/or administrator.
SUSPENSION PROCEDURES:

When the principal (or designee) decides that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to, or as soon as possible after, the suspension of any student. At this meeting, the student will be entitled to:
   a. a written or oral statement of the charges;
   b. a summary of evidence against the student will be presented if the student denies the charges; and
   c. an opportunity to explain his or her conduct.

2. The meeting shall precede suspension of the student except when the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.

3. Following the suspension, the parents/legal guardians/legal custodians of suspended students will be notified in writing. The notification will include the dates of the suspension, the student’s misconduct, and the action taken by the principal.

4. When a student is on suspension, that student is prohibited from being on ANY IPS property at any time. This includes during school hours, taking part in extra-curricular activities, and attending after school activities.

5. If a student on suspension is found on any IPS property, he/she will be guilty of trespassing and will be subject to arrest.

EXPULSION PROCEDURES

When a principal recommends to the superintendent or superintendent’s designee that a student be expelled from school, the following procedures will be followed:

1. The superintendent or the superintendent’s designee may conduct an expulsion meeting, or may appoint legal counsel or a member of the administrative staff who did not expel the student during the current year and was not involved in the events giving rise to the expulsion to conduct the meeting.

2. An expulsion will not take place until the student and the student’s parent, custodian, or guardian is given notice of his/her right to appear at the expulsion meeting following paragraph 3 below. Any rights granted to a student or a student’s parent, custodian, or guardian are forfeited by the failure of the student or the student’s parent, custodian or guardian to request and to appear at this meeting, and such forfeiture shall be of all rights administratively to contest the expulsion or to appeal it to the school board.

3. The notice of a right to appear at an expulsion meeting will be in writing, delivered by certified mail or by personal delivery, contain the reasons for the expulsion, the purpose of the meeting, and the procedure for requesting an expulsion meeting. The student, parent, custodian, or guardian may request to appear at an expulsion meeting within five (5) calendar days of the date the notice of right to appear was either received by personal delivery or the date the United States Postal Service documents as its date of first attempt to deliver the notice by certified mail, whichever is earlier.

4. At the expulsion meeting, the principal or designee will present evidence to support the charges against the student. The student, parent, custodian, or guardian will have the opportunity to answer the charges against the student and to present evidence to support the student’s position.

5. If an expulsion meeting is held, the expulsion meeting examiner will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give written notice of the
action taken to the student and the student’s parent, custodian, or guardian by personal delivery or by certified mail. The expulsion meeting examiner will file the written summary with the superintendent.

6. While pending the determination of the expulsion officer, a student who is pending expulsion or has been expelled is prohibited from being on ANY IPS property at any time. This includes during school hours, taking part in extra-curricular activities, and attending after school activities.

7. If a student in the process of expulsion is found on any IPS property, he/she will be guilty of trespassing and will be subject to arrest.

**OTHER REMEDIES**

Action in addition to suspension and/or expulsion which is necessary to insure a safe, orderly, and effective educational environment may include the following:

A) A reciprocal agreement about expulsion or suspension shall be in effect with all extension school and/or training stations which enroll students from Indianapolis Public Schools.

B) Corporal punishment may not be administered to any student.

C) The superintendent, principal, other administrative personnel, or teachers shall be authorized to take any action in connection with student behavior in addition to the actions specifically provided which may be reasonable, desirable, or necessary to help a student, or further school purposes, or to prevent interference or disruption including, but not limited to, actions such as:

1) Counseling with a student or group of students.

2) Conferencing with a parent or group of parents (or guardians).

3) Assigning students' other work.

4) Requiring a student to remain after regular school hours to do additional work, or for counseling, or for detention.

5) Restricting extracurricular activities, or

6) Removing a student by a teacher from that teacher’s class for a period not to exceed one (1) school day if the student is assigned regular or additional schoolwork to complete in another school setting.

7) Assigning by the principal to:
   a) Special course of study
   b) An alternative educational program, or
   c) An alternative school

8) Removing of a student from school-sponsored transportation

9) Referring the student to the juvenile court having jurisdiction over the student.

10) Recommending the student for expulsion, if the student’s legal settlement is not in the attendance area of the school district where the student is enrolled, and the student is not approved for cash tuition.

11) The possible referral to an alternative educational setting.

12) Requiring a student to adhere to an individualized probationary behavioral contract.
D) Transfers

1) The continuation of the discipline record will follow the student to any other school with IPS.

2) The discipline record is still in effect for the entire school year.
Title IX Policy Forbidding Sex Discrimination and Sexual Harassment of Students

Policy against sex discrimination
In accordance with applicable law, including Title IX of the Education Amendments of 1972 and the Indiana Civil Rights Law, it is the policy of Indianapolis Public Schools that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of sex. A student may not, based on sex, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities.

Prohibition against sexual harassment
The policy against sex discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome and that limits or denies, on the basis of sex, a student’s ability to participate in or benefit from the education program.

This policy prohibits sexual harassment by an employee or agent of IPS, by another student, and by third parties who come in contact with students at school or at school-related activities. This policy also prohibits any employee from being in a locked room with a student.

Title IX Coordinator
IPS’ Title IX Coordinator, who is responsible for IPS’ compliance with Title IX and directs the investigation of complaints, is located at 120 E. Walnut St., Room 114 A, Indianapolis, IN 46204. The IPS Title IX Coordinator is Kim Kennedy, (317) 226-4644, kennedyk@yips.org

Making a Complaint
Parents and students are encouraged to promptly to submit a complaint or provide information about suspected sex discrimination or harassment so that IPS can take appropriate action to resolve the situation. A parent or student should make the complaint orally or in writing to the building administrator, school counselor, school social worker, or directly to the Title IX Coordinator. A complaint should be made as soon as possible after the complained-of incident, preferably within ten days after the parent has been notified by a student of sex discrimination or harassment. However, IPS accepts complaints after the ten-day filing period.

Investigation and Corrective Action
The Title IX Coordinator will promptly investigate, or direct the investigation of, complaints and reports of sex discrimination or harassment. The investigation will be completed in a timely manner. Depending on the nature and complexity of the issues, it should generally take no more than 30 days.

After the investigation, the Title IX Coordinator will report the result to the Superintendent, including, where appropriate, making a recommendation for reasonable, timely, age-appropriate, and effective corrective action. The Superintendent may impose discipline up to and including a recommendation for employee termination or student expulsion. The Title IX Coordinator will advise the Complainant and the person accused of misconduct, in writing, whether or not the allegations were found to be substantiated.

The decision of the Superintendent is final unless an employee or student has a statutory right to challenge the Superintendent’s recommendation for expulsion or termination or an employee has a collectively bargained right to challenge the imposition of discipline.

Guidelines
The Superintendent’s administrative guidelines are available at Board Docs at http://www.board.ips.k12.in.us/index.php?id=4233.
BULLYING

Bullying is prohibited in the Indianapolis Public Schools (IPS) as referenced in Indiana Code 20-33-8-0.2 and IPS Board Resolution No. 5517.01.

Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment.

Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function, or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school, or while attending a school activity, function, or event.

Principals are responsible for informing students, parents, teachers, and staff that bullying will not be tolerated and will be subject to disciplinary action, up to and including, suspension and expulsion. Further, principals are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

Parents or students who suspect that bullying is taking place should report the matter to the principal. Upon receiving the report, the principal will investigate the matter at the building level and consequences will be assessed, as appropriate, consistent with the Board’s policy entitled “Student Discipline”
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Notification of The Family Educational Rights and Privacy Act:

To Parents and Students:

The Family Educational Rights and Privacy Act pertains student records in schools. You should be aware of the following:

1. The parents’ rights under the Act extend until the student is 18 years of age or is enrolled in a post high school institution; thereafter, only the student may exercise the rights.

2. The parent has a right to receive the student’s records at reasonable times, and in accordance with school policy and/or to purchase a copy of such records a cost of 13 cents per page.

3. The parent has a right to have a record corrected if it “is inaccurate, misleading, or is otherwise in violation of the privacy or other rights of the student,” and to a hearing if not satisfied through informal procedures.

4. If, as a result of a hearing, the decision is that the information in the record is not “inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student,” a parent has the right to place in educational records of the child a statement commenting upon the information in the educational records and/or setting forth any reasons for disagreeing with the decision of the hearing officer to leave the contested information in the student’s record.

5. A record must be kept with each student’s record showing who requests to ex-amine the records, who examines the records, the date on which each examination is made, and the purpose of each examination (with certain exceptions as stated in the policy).

6. Certain persons may examine student records without a parent’s consent. These include school officials, including IPS teachers and other personnel within the system who have “legitimate educational interests”; officials of other school systems when a transfer is made; other schools in which the student seeks or intends to enroll that request such records; and with various limitations certain representatives of the state and federal government. You should be aware that IPS routinely sends student educational records, or copies thereof, at the request of a receiving school corporation where a transfer is involved.

7. Any person may receive a copy of the records, if the parent executes a written consent specifying the records to be released and the person to whom the records are to be released. A copy will be sent to the parent in such case, if asked. The parents may also request and receive a copy of any student record sent to another school or school system. A charge of 13 cents per page will be made for each copy asked.

8. A copy of the student’s record may also be given pursuant to a court order or subpoena. A reasonable effort will be made to notify the parent prior to this release.

9. Certain “directory information” may be released without parental consent unless the parent notifies the school in writing that one or more pieces of designated directory information listed herein is not to be released without the parent’s prior written consent. A form for this purpose is attached. Directory information shall include the student’s name, age, birth date, major field of study, class standing, participation in officially recognized activities and sports.
LOS DERECHOS EDUCACIONALES Y DE PRIVACIDAD DE LA FAMILIA
Notificación de la ley de los derechos educacionales y de privacidad de la familia:

A padres y estudiantes:

La Ley de Derechos Educacionales y de Privacidad de la Familia del 1974 se trata de los expedientes escolares de los estudiantes. Usted debería estar consciente de lo siguiente:

1. Bajo esta ley, los derechos de los padres se extienden hasta que el estudiante tenga 18 años de edad o esté matriculado en una institución post-secundaria; a partir de entonces, sólo el estudiante puede ejercer estos derechos.

2. Los padres tienen derecho a recibir los expedientes del estudiante en horas razonables, y de acuerdo con la política de la escuela y/o a comprar una copia de tales expedientes a un costo de 13 centavos por página.

3. Los padres tienen derecho a hacer corregir un expediente si "es inexacto, falaz, o violatorio de la privacidad u otros derechos del estudiante," y el derecho a una audiencia si no quedan satisfechos con los procedimientos informales.

4. Si, como resultado de una audiencia, la decisión es que la información en el expediente no es "inexacta, falaz, o violatoria de la privacidad u otros derechos del estudiante," los padres tienen el derecho a colocar en los expedientes educativos de su hijo una declaración que comente sobre la información en dichos expedientes escolares y/o que exponga el motivo de su desacuerdo con la decisión del encargado de la audiencia de dejar la información disputada en el expediente del estudiante.

5. Se debe guardar récord en el expediente de cada estudiante indicando quiénes solicitan examinar los expedientes, quiénes examinan los expedientes, la fecha en la que se hace cada inspección, y el propósito de cada inspección (con ciertas excepciones según lo indicado en la política.)

6. Ciertas personas pueden examinar los expedientes estudiantiles sin el consentimiento de los padres. Estas personas incluyen los funcionarios de la escuela, incluyendo los maestros de IPS y otro personal del sistema, que tengan "intereses educacionales legítimos"; funcionarios de otros sistemas escolares cuando se trata de un traslado de otra escuela; otras escuelas en las cuales el estudiante intenta o propone matricularse y que piden tales expedientes; y, con varias limitaciones, ciertos representantes del gobierno estatal y federal. Usted debe estar consciente de que IPS remite rutinariamente los expedientes escolares del estudiante, o copias de ellos, a petición de una corporación escolar que recibe a su estudiante cuando se trata de un traslado.

7. Cualquier persona puede recibir copia de los expedientes, si los padres formulan un consentimiento por escrito que especifique cuáles expedientes entregar y a quiénes. En tal caso, se le enviará una copia a los padres, si la solicitan. Los padres también pueden solicitar y recibir una copia de cualquier expediente escolar de su hijo que haya sido remitido a otra escuela o sistema escolar. Se cobrará 13 centavos por página de cada copia solicitada.

8. También se podría proveer una copia del expediente del estudiante conforme con una orden o citación judicial. Se hará un esfuerzo razonable para notificar a los padres antes de entregar el expediente.

9. Cierta "información del directorio estudiantil" puede ser entregada sin consentimiento de los padres a menos que los padres notifiquen a la escuela por escrito acerca de cuál parte de la información señalada en el directorio no debe ser revelada sin previo consentimiento escrito de los padres. Una forma para este propósito se adjunta. La información en el directorio incluirá el nombre del estudiante, edad, fecha de nacimiento, concentración.
STUDENT SERVICES

MEDIA CENTER

The Media Center is available to students and teachers throughout the school day. The Media Center supplies reference and resource materials for school subjects and assignments and for general recreational reading. Books may be withdrawn for a period of two (2) weeks. Students may come to the Media Center in class groups or on an individual basis. If a student comes to the Media Center individually, the student must have a student ID, pass from his/her classroom teacher, and the student is expected to remain the entire period unless otherwise directed.

BOOKSTORE

The bookstore is open during school hours.

LOST AND FOUND

The Lost and Found is located at the bookstore. Found articles should be taken to the bookstore at once. Students should inquire about lost articles in the bookstore.

BOOK RENTAL SYSTEM

The rental of textbooks is a service provided by the school so that all students may obtain their books at a reasonable cost. The rental fee for each book is decided by prorating its cost over a four-year period.

Textbooks are to be returned in good condition to the bookstore by the student at the end of the course. The replacement cost of lost or severely damaged books will also be charged to the student.

WORK PERMITS

Work permits will be issued by the student registration office to students who have good attendance and satisfactory grades. The work permit will be revoked if qualifying attendance and/or grades are not kept.

LOCKERS

Student use of lockers owned by the school district shall adhere to IC 20-8.1-5-17 as enacted by the Indiana General Assembly and be subject to the following:

1. Any student using a school-owned locker shall have no expectation of privacy in such locker or its contents.

2. The school principal or his designee may search a locker and its contents at any time.

3. Other than a general search of lockers of all students, any search conducted shall be in the presence of the student to whom the locker is assigned when possible.

4. A master key or list of lock combinations shall be maintained always by the school principal or his designee for all lockers assigned to students.

5. Care of and/or damage to an individual locker shall be the responsibility of the student to whom it is assigned.
6. Students should **NOT** share lockers. Students must assume responsibility for locking their own lockers. Students found to be sharing lockers will be subject to disciplinary consequences.

7. Students should take precautions to prevent others from seeing their locker combinations.

**CLOSED CAMPUS**

Arsenal Technical High School is a closed campus. Once a student arrives on school grounds, regardless of the reason or time, the student is not allowed to leave until dismissed by faculty, staff, and/or administration. Students who violate the closed campus policy may be subject to search, detention, suspension, and/or any other actions as considered proper by the administration.

Arsenal Technical High School is not responsible for students who are dropped off or picked up at any other location than campus.

**STUDENT ID CARD & LANYARD**

Must be student’s own current year ATHS-issued photo ID card in plastic case, and right-side up. Must be worn on an ATHS issued lanyard around the neck. Must always be worn visibly above and outside of all clothing during the school day. May not be defaced, broken, or obscured in any way. Such ID cards are treated as missing and will be replaced at once. Students will be issued one free ID card at the start of the school year. Additional ID cards must be bought for $15 (bus pass included).

**HALL PASSES**

Permission to leave a class may be granted by a staff member with a valid ATHS pass which may be issued when the student is wearing a valid ID. Students found in the hallways or on campus without a pass will be directed to the office.

**BATHROOM PASSES**

Students are provided with five minutes to transition from class to class, and bathrooms can be found on every floor of all buildings, including the cafeteria. Students should strive to make use of the bathroom during passing periods and lunch to minimize the loss of instructional time.

**NURSE PASSES**

Students may only visit the clinic with a pass signed by a teacher or administrator and only in cases of exceptional need. Students without a pass will not be evaluated by the school nurse and will be redirected to class.

**WITHDRAWAL FROM SCHOOL**

The parent should notify the registrar of the student’s the last day of school. An appointment is made for the parent to sign the withdrawal form. The student takes the withdrawal form to each teacher on the last day he/she attends class. The student turns in his or her textbooks and receives a withdrawal grade from each teacher.

**STUDENT DELIVERIES**

Deliveries to students of balloons, food, flowers, or other gifts are **prohibited**.

**LUNCH PROGRAM**
The school lunch program is an extension of the National School Lunch Act and must meet with federal and state requirements. These requirements specify that a well-balanced, nourishing lunch must be served at a reasonable cost. Although this meal is adequate for most students, it is possible for students to select additional food at a nominal price. This program is supplemented with government commodities and is designed for the student. Under the Federal Law, adults, other than enrolled students, are not covered and no reimbursement is received for them, thus requiring them to pay full cost.

ARSENAL TECHNICAL HIGH SCHOOL HAS A CLOSED CAMPUS. STUDENTS ARE NOT ALLOWED TO “GO OUT” FOR LUNCH OR LEAVE SCHOOL WITHOUT PERMISSION.

1. Students must enter the cafeteria with ID, on time, and in an orderly manner just as if they were going to class. Each student must go to the cafeteria during his/her lunch period. Students may sit with friends at a table of their choice. With permission of the cafeteria supervisor, students may use restroom adjacent to the cafeteria.

2. When finished eating, students are to put trash in trash containers.

3. Any school employee in the cafeteria has the same authority as a teacher.

4. Cutting in line, horseplay, running, and excessively loud talking is inappropriate in the cafeteria.

5. Students are to remain in the cafeteria until the bell rings for dismissal. Lunch periods are closed.

6. Students are NOT to be in the academic areas or go to their lockers during their lunch periods. Students may not leave the cafeteria during lunch without permission.

7. IDs are to be worn and visible in the cafeteria. The replacement cost for IDs is $15.00.

8. Food and drinks are to be consumed in the cafeteria. They are NOT to be taken out into the courtyard, into the halls, or into class. Students will be asked to discard any food or drink items taken into the restricted areas.

STUDENT MEDICAL SERVICES

SCHOOL HEALTH PROGRAM

Arsenal Technical High School supplies a school nurse whose basic function is to carry on a program designed to maintain good health standards in the school. A clinic is available for students who become ill during the day. The following procedures relate to the services of the school nurse and the use of the sick room.

1. The student must have an ID and pass to the clinic to receive services. Proper IPS consent documentation is needed to be treated.

2. Beds in the clinic are for emergency use only. After ten (10) minutes, unless more time is needed, a student returns to the classroom or makes arrangements to go home.

3. Only minor first aid services are available at the school.

4. Parents will be notified by the clinic in the case of serious illness or injury, and arrangements will be made for student(s) to be picked up or transported to a hospital.
5. Students who need to go home due to illness or other health related issues must not leave the clinic for any reason until they are released. Students who leave the clinic before they have been released will be subject to disciplinary actions and referred to the dean’s office.

6. Students who drive to school and become ill may not be allowed to drive home unless the proper consent form has been signed.

It is strongly recommended that medications be given at home when possible; however, recognizing the necessity requiring medication while attending school, the following must apply:

1. Each medication brought to school must:
   a) have a medication consent form on file signed by a parent. Forms are available in the school clinic. Please keep contact info updated;
   b) be in the original prescription or over-the-counter container.

2. Self-administration of medication (including over-the-counter medication) by student’s while in school must follow school policy. Permission for self-administration must be granted in writing by the parent, the prescribing physician, and kept on file in the clinic office.

3. Parents must supply students needing medication.

Note: It is strongly recommended that medication be brought to school by the parent/guardian/custodian. Only the amount to be taken should be brought to school in accordance with the amount and frequency of dosage.

If any medication remains at the school when it is no longer to be taken, it is to be picked up by the parent/guardian/custodian. Such medication shall be sent home upon the written request of the parent/guardian/custodian. Medication shall be destroyed by the designated school employee after being held a reasonable time. Students who are 18 years old may take their medication home after the school year or semester ends.

Note: Medication brought to school not meeting these guidelines will not be dispensed. For health and safety concerns, failure to follow these procedures could result in disciplinary action.
**IMMUNIZATIONS**

When a student enrolls in an IPS school at any time, the parent must show that the student has been immunized or that a current medical or religious objection is on file. Parents must provide the school corporation with complete immunization records prior to the beginning of the school year. In the event a child enrolls in school without proper immunization documentation, the school may grant a waiver for a period not exceeding twenty (20) days.

### Calendario de vacunación escolar obligatorio y recomendado de Indiana 2020-2021

<table>
<thead>
<tr>
<th>Grado</th>
<th>Vacunas obligatorias</th>
<th>Vacunas recomendadas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preescolar</td>
<td>3 Hepatitis B</td>
<td>Antigripal anual</td>
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<tr>
<td></td>
<td>4 DTaP (Difteria, tétanos y tosferina acelular)</td>
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<tr>
<td></td>
<td>3 Polio</td>
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<tr>
<td></td>
<td>1 Varicella (Chickenpox)</td>
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<td></td>
<td>1 MMR (Measles, Mumps &amp; Rubella)</td>
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<td></td>
<td>2 Hepatitis A</td>
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<tr>
<td>K-5th grade</td>
<td>3 Hepatitis B</td>
<td>Annual influenza</td>
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<tr>
<td></td>
<td>5 DTaP</td>
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<tr>
<td></td>
<td>4 Polio</td>
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<td>2 Varicella</td>
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<td></td>
<td>2 MMR</td>
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<tr>
<td>6th-11th grade</td>
<td>3 Hepatitis B</td>
<td>Annual influenza</td>
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<td>5 DTaP</td>
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<tr>
<td></td>
<td>2 Hepatitis A</td>
<td></td>
</tr>
<tr>
<td>12th grade</td>
<td>3 Hepatitis B</td>
<td>Annual influenza</td>
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<tr>
<td></td>
<td>5 DTaP</td>
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<td></td>
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<td></td>
<td>2 Hepatitis A</td>
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<tr>
<td></td>
<td>2 MCV4 (Meningocócica)</td>
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<tr>
<td></td>
<td>1 Tdap (Tetanos, Difteria &amp; Pertussis)</td>
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</table>

**Hepatitis B**: la edad mínima para recibir la tercera dosis de la vacuna contra la Hepatitis B es de 24 semanas.  
**DTaP**: se aceptan 4 dosis de DTaP/TITP/DT si la cuarta se le dio a partir de los 4 años.  
**Polio**: se aceptan 3 dosis contra la poliomielitis para todos los grados si la tercera dosis fue a partir de los 4 años y si transcurren 6 meses de la dosis anterior. Para los estudiantes entre nivel inicial (K) y 10.° grado, la última dosis debe darse a partir de los 4 años y si transcurrieron 6 meses de la dosis anterior.  
**Varicella**: la constancia de enfermedades previas emitidas por el médico, con el año y el mes, sirve como prueba de inmunidad para los niños que ingresan a preescolar y hasta 11.° grado. No se aceptan informes de los padres sobre los antecedentes de enfermedades.  
**DTTa de refuerzo**: no hay un intervalo mínimo que debe transcurrir desde la última dosis de DT.  
**MCV4**: las personas que reciben la primera dosis a partir de los 16 años solo necesitan 1 dosis de la vacuna.  
**Hepatitis A**: el intervalo mínimo que debe transcurrir entre la primera y la segunda dosis es de 6 meses calendarios. Los niños entre preescolar y 12.° grado deben contener con 2 dosis.
EXTRA CURRICULAR ACTIVITIES

INTERSCHOLASTIC ATHLETICS

Arsenal Technical School is a member of NCC (North Central Conference) and offers a complete sports program including: baseball, basketball, football, track and field, cross country, wrestling, soccer and golf for boys; and volleyball, basketball, golf, tennis, softball, wrestling, cross country and track and field for girls.

To take part in any IHSAA sanctioned sport, a student must be enrolled in, and passing, at least five classes. A student athlete must keep a grade point average (G.P.A.) of at least 2.0 on a 4.0 scale for the nine (9) weeks immediately preceding and during the season. No more than two (2) grades may be below the level of “C” in that semester. Athletes must also keep at least 90% attendance in all classes.

CHEERLEADERS

Since cheerleaders are visible representatives of the school, selection is based not only on cheerleading skills, but also on citizenship and attitude. Arsenal Technical athletics has a cheerleading program that includes varsity, junior varsity, and freshmen level programs. Cheerleaders must meet the same eligibility requirements as interscholastic athletes.

STUDENT COUNCIL

The Student Council is an organization of students elected by the students to represent them, to speak for them, and to supply leadership for them in school activities. The Student Council is that group of student leaders which ascertains the wishes and desires of the student body and makes them known to the administration and faculty of the school. It directs the various student campaigns, strives constantly to improve the school, builds school spirit and morale, and in general, coordinates most of the activities of other student organizations. The most common aims of the Student Council are:

1. To promote student activities.
2. To develop harmonious relations between student and faculty.
3. To develop attitudes of good citizenship.
4. To promote the welfare of the school.
5. To supply a forum for the expression of student opinion.
6. To develop student initiative and responsibility.
7. To supply an opportunity for the training of student leaders.

HOMECOMING

Homecoming is a festive occasion sponsored annually by the Student Council. Candidates are also selected for Homecoming King and Queen and their attendants. They will be crowned during halftime of the football game.
ACTIVITIES

Listed below are some of the extra-curricular activities available to Arsenal Technical High School students. Added organizations may be formed as students request them.

Academic Team – This group promotes thinking and learning beyond the classroom. The team competes against seven local high schools and takes part in an Indy Metro tournament and a competition with ATHS teachers.

Dance Team – This group performs at half-time for the basketball games and other special events. Students plan and choreograph their routines. Tryouts are held in October for interested students with a 2.0 GPA (Grade Point Average).

Drama Club – This after-school activity is open to all students’ grades 9-12 who are interested in acting or technical theater. Students will have the opportunity to perform as well as create scenery for dramatic productions. Students with an interest in costuming, makeup, lighting, audio, and construction are encouraged to take part. Volunteers are always welcome to help with other activities including our outstanding music concerts. Whether on stage in front of an audience or behind the scenes, everyone is welcome.

French Club – Any student interested in French can be in this club. Members expand their understanding of French culture through a variety of activities including watching French videos and listening to French music.

JROTC Activities – The following after-school activities are offered to students enrolled in JROTC during the normal school day:

Color Guard – If you have ever watched a football or basketball game, before the competition starts a group of individuals carry the United States flag and the Indiana flag with guards at each end. These individuals are called a Color Guard. The JROTC Color Guard also presents the Colors at various school activities, besides sporting events. Besides these activities, they also participate in various competitions in the spring.

Infantry Drill Regulation (IDR) Team – These individuals carry replicas of the M1 rifle and learn to march as a military unit. A sequence is provided to the team by the school hosting their competitions.

Marksmanship Team – These individuals fire air rifles at targets from 10 meters. They fire three positions (prone, kneeling, and standing) at each competition held in the fall.

Raiders – This is an adventure team. Besides practice once a week, they go on field trips to various locations to do various adventurous things such as running an obstacle course. If you are seeking a challenge, then this team is for you.
**ELECTRONIC DEVICES**

Students may **NOT** display or use any personal electronic devices inside classrooms at Arsenal Technical High School without teacher permission. These electronic items include, but are not limited to, electronic games, cell phones and MP3 players, cameras, ear buds, headphones, or headsets.

Arsenal Tech does **NOT** authorize the possession or use of these devices in classrooms without teacher approval when connected to academics. Violations may result in confiscation as well as disciplinary action. **School officials will NOT pursue theft or loss of any electronic items.** Students are encouraged to leave electronic devices at home. If the phone sounds or the student has it out during class without permission, the device **may** be confiscated by an administrator and the parent will need to pick it up.

Important Notice to Students and Parents Regarding Cell Phone Content and Display:

- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with “child exploitation” or “child pornography” as defined by Indiana Criminal Statutes.

- It is “child exploitation,” a Class C felony under I.C. 35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitalized image of any incident that includes “sexual conduct” by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes “sexual conduct” by a child under the age of 18.

- It is “child pornography,” a Class D felony under I.C. 35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitalized image, or any pictorial representation that depicts or describes “sexual conduct” by a child who the person knows is less than 16 years of age or who appears less than age 16.

- “Sexual conduct” is defined by I.C. 35-42-4-4(a) to include sexual inter-course, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.

- The Indiana Sex Offender Registration Statute at I.C. 11-8-8-7 and the Sex Offender Registry Offense Statute at I.C. 35-42-4-11, as of May 2011, required persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C. 35-42-4-4(b) to register as a sex offender.

- Because student cell phones have been found in a number of Indiana school districts to have contained evidence of “sexual conduct” as defined above, it is important for parents and students to be aware of the legal consequences should this occur in our school system.

**SEXTING POLICY**

“Sexting” Policy 5136.01

Notice to Students and Parents Regarding “Sexting”:

It is IPS policy that a student may not possess, view, send, or share pictures or text having sexual content while the student is on school grounds, at school sponsored events, on school buses or other vehicles provided by IPS. This policy prohibits sexual material in electronic or any other form and includes but is not limited to the sexual material contained in a cellular telephone, camera phone, or personal digital assistant and sexual material transmitted by text message, e-mail, or any electronic communication device. A student who violates this policy is subject to suspension or expulsion.
It is also a violation of Indiana criminal statutes to possess, create, photograph, exhibit, or disseminate certain categories of material of a sexual nature that meet the definitions of child exploitation or child pornography. School personnel must report to law enforcement or Child Protective Services whenever there is reason to believe that any student or other person involved with child exploitation or child pornography. A person who is convicted of child exploitation or adjudicated a juvenile delinquent for violating the child exploitation statute must register with the State of Indiana as a sex offender.

Students and parents need to be aware of the consequences - some of them life-altering - of having sexual material at school, including on your cell phone or other electronic communication device.

**AUTOMOBILE USE**

1. Any student who drives a motor vehicle to school must always have an Arsenal Technical High School rearview mirror hang tag and displayed. Motorcycles should have the sticker secured to the fork. Students park in the south lot.

2. Parking permits (rearview mirror tags) will be issued in the main office to students supplied they:
   a. possess a valid Indiana driver license
   b. have proof of insurance
   c. have current vehicle registration
   d. have the approval of their parents/guardians
   e. pay a $20 fee (permit is valid for both semesters)

3. Any motor vehicle driven to school and parked on school grounds may be subject to search while on school property by the principal or his designee.

4. Parking permits may be denied, rescinded, or suspended because of any violation of state or local laws or the rules of Arsenal Technical High School.

5. Vehicles driven by students and parked on school property (south lot only) during the regular school day shall be registered and display a Tech parking permit. The first violation will result in a citation. Subsequent violations may result in the vehicle being towed at the owner's expense.

**SEARCH OF PERSONAL PROPERTY, STUDENT AND/OR VEHICLES**

The Board of Education recognizes its obligation to balance the privacy rights of its students with its responsibility to provide students, staff, and authorized visitors with a safe, hygienic, and alcohol/drug-free learning environment. The Board directs administrators, when there is reasonable suspicion that a violation of the District policy, school rules, the student code of conduct, or the law of the State of Indiana has occurred, to conduct a search of a student and the student’s belongings, including the student’s vehicle.

Anything found during a search which constitutes evidence of a violation of a law, district policy, or a school rule or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items of value shall be returned to the owner if the owner may lawfully possess the items.

**BUS REGULATIONS**

Good behavior is expected from all students. From the time they leave home in the morning until they return directly home after school, students will be held accountable for any violations of state laws or
school corporation rules. Students who violate rules of behavior during this “door-to-door” time frame will be subject to suspension or expulsion. **Transportation is a privilege, NOT a right.**

Rules for those riding the school bus:

1. The student shall ride the same bus both morning and evening, boarding and getting off at the designated place.

2. Permission to ride a different bus may be granted if space is available and the student brings to the principal or his designee a signed request from the parent or legal guardian that can be verified. If the request is approved, a standard permission slip is given to the driver.

3. The student should be waiting at the designated boarding place when the bus arrives.

4. Whenever boarding the bus, a student shall be seated at once as designated or assigned by the bus driver and shall remain seated until the bus reaches its destination.

5. Windows shall not be opened or closed except with the permission of the driver.

6. Consumption of food/beverage is not allowed on the bus, except under special circumstances relating to medical necessity or other reasons to which the school district has determined to be appropriate.

7. The following violations will not be tolerated on the bus:
   a. Disruptive behavior
   b. Failure to follow directions (insubordination)
   c. Inappropriate language
   d. Other violations (refer to school-wide behavior offense consequences)

The rules apply any time students ride the bus.

Many bus concerns start at the bus stop or are a product of a neighborhood problem. The school staff is concerned about this situation and becomes involved when the problem carries over to the bus or the school.

If a problem is not resolved through the bus driver, it is then referred to the school principal or his designee.
The Math & Science Program
Math & Science program includes math/science, pre-engineering and informational technology courses of study which offer accelerated and enriched courses in the areas of mathematics, science, technology, communication, and research. Students receive intensive instruction in advanced math and science, including sessions with university and research personnel. The pre-engineering sequence of courses, which when combined with college preparatory mathematics and science courses, introduces students to the scope, rigor and discipline of engineering prior to entering college.

- Rigorous college-prep courses with STEM focus.
- Double block of science and math.
- AP (Advanced Placement) and honors courses required throughout.
- **Certification:** AP Courses Available
- **Career Possibilities:** Developer, Research Scientist, Chemical Engineer, Marine Scientist, Medical Doctor, Pediatrician
- **Courses Include:** Advanced Placement and Honors, Double Block of Science

The Law and Public Policy Program
Law and Public Policy program provides students with the opportunity to explore the legal profession in depth. The program offers students the opportunity to get a true sense of the legal profession by providing them with real court experiences, learning opportunities from law professors and other legal professionals, and introducing them to the field of law enforcement. The program has many key partnerships with several outstanding institutions of high education including Butler University, IU McKinney School of Law, and Vincennes University.

- Legal public and private sector opportunities.
- Participate in mock trial, student court, and work with local law firms.
- Public policy, debate, law, criminal justice, and government.
- **Certification:** Advanced Placement
- **Career Possibilities:** lawyer, police officer, judge, public affairs manager, analyst, editor, sports agent, politician
- **Courses Include:** Street Law, Law Education, Speech, Debate

New Tech Program
New Tech provides students with the knowledge and skills they need to be successful in the 21st century. This program focuses on citizenship, work ethic, presentation skill, critical thinking, and collaboration. Within the New Tech program, students acquire these skills through integrated group projects. New Tech teachers strive to develop students into the analyzers, evaluators, and creators who will be successful in the global economy. Senior and junior, students can enroll in college level courses if their high school course requirements are complete.

- Project-based learning with 1:1 technology.
- Block classes combining core subject areas.
- Learn key 21st century skills (collaboration, critical thinking, communication).
- **Certification:** AP Available, Dual Credit
- **Career Possibilities:** Sales Executive, Business Owner, Brand Manager, Programmer, Analyst, Editor, Technical Writer, Event Planner, Public Relations Manager, Travel Agent, Museum Curator
- **Courses Include:** Honors, Humanities Integration

Career & Technology Center
The IPS Career & Technology Center (CTC) prepares students for the world of work and post-secondary education. CTC supplies exceptional academic and career opportunities through thirteen different career pathways.

- Career pathway options leading to college credit and industry certifications.
- On-the-job training.
- Access to industry professions.
- **Certifications:** Multiple Certifications and Dual Credit Available.
- **Career Possibilities:** Auto Service Technician, Graphic Artist, TV Broadcast Producer, Nurse, Welder, Firefighter, Hair Stylist, Veterinarian, Pastry Chef, Video Game Designer
- **Courses Include:** Cosmetology, Graphic Arts, Nursing, TV Broadcasting, Welding, Fire & Rescue, Culinary Arts, Animal Science, Pharmacy, Dental Assisting, Athletic Training, Computer Science, Automotive Service
• 3D modeling of residential and commercial buildings using hand drawings and computers.
• Work toward earning a certification in Auto Desk Revit, earn college credit, and leave with a portfolio of drawings.
• Participate in the Architecture, Construction, and Engineering (ACE) mentor program to work alongside industry professionals.
• **Certification:** Auto Desk Revit: Certified User
• **Career Possibilities:**
  o High School Diploma + Certification: Drafter
  o **Associates Degree (2+ years):** Surveyor, Revit/CAD Technician
  o **Bachelor’s Degree (4+ years):** Building Information Modeling (BIM) Specialist, Architect, Computer-Aided Drafting (CAD) Designer, Construction Projector Manager, Estimator, Civil Engineer, and Structural Engineer

**Engineering**

• Dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.
• Work towards earning a certification in Auto Desk Inventor, earn college credit, and leave with a portfolio of drawings.
• Participate in the Architecture, Construction, and Engineering (ACE) mentor program to work alongside industry professionals.
• **Certification:** Auto Desk Inventor: Certified User
• **Career Possibilities:**
  o High School Diploma + Certification: Drafter
  o **Associates Degree (2+ years):** Surveyor, Revit/CAD Technician
  o **Bachelor’s Degree (4+ years):** Building Information Modeling (BIM) Specialist, Architect, Computer-Aided Drafting (CAD) Designer, Construction Projector Manager, Estimator, Civil Engineer, and Structural Engineer, Mechanical Engineer

**Mechanical, Electrical, Plumbing**

• Designing and building residential and commercial structures.
• Work towards earning a certification in National Center for Construction Education & Research (NCCER), and earn college credit.
• Participate in the Architecture, Construction, and Engineering (ACE) mentor program to work alongside industry professionals.
• **Certification:** National Center for Construction Education & Research (NCCER)
• **Career Possibilities:**
  o High School Diploma + Certification: Construction Materials Technician, Painter
  o **Associates Degree (2+ years):** Construction Field Technician, Field Supervisor, Surveyor, Electrician
  o **Bachelor’s Degree (4+ years):** Estimator, Quality Control Officer, Supervisor, Project Manager, Construction Inspector, Developer
STUDENT TECHNOLOGY USE AND CARE EXPECTATIONS

The following expectations apply to students of Indianapolis Public Schools (IPS) and Innovation Network schools who are provided IPS technology resources which may include username and password, network, internet, computing device, or software. These expectations apply when a student is using IPS provided technology resources, no matter where they are being used.

1. Student technology resources are for instructional use and activities only.
2. Passwords must be guarded and protected. Do not share your password with anyone or let others use it.
3. Do not reveal your address or phone number or the address or phone numbers of others. Be cautious in responding to unsolicited online contact.
4. **IPS Internet resources and accounts will NOT be used to:**
   a. access another person’s materials, information, or files.
   b. access, upload, download, or transmit pornographic, obscene, abusive, or sexually explicit material.
   c. violate any local, state, or federal law.
   d. vandalize, damage, or disable the property of another person or organization.
   e. subscribe to or solicit information which incurs a cost.
   f. harass, bully, or intimidate another individual.
5. Do not attempt to bypass Internet filtering.
6. **Users will care for the IPS-owned device as if it were their own using the following standards of care.**

**General Care**
1. **Do not leave your computing devices unsupervised or in unsecured locations at school or at home.** Avoid using the device in areas where damage or theft is likely.
2. Do not use your computing device while it is on a bed or carpet or pillow, as this causes overheating. Keep your device on a flat, solid surface when in use.
3. Do not set books or stack items on top of the device.
4. Do not write, draw, paint, or place stickers or labels on the device.
5. Do not place a magnet near the device.
6. **Do not place food or drink near the device. Liquids, food, and other debris can damage it.**
7. The device should not be left inside a vehicle where temperatures can cause permanent damage.
8. Do not expose the device to direct sunlight, ultraviolet light, or extreme temperatures for an extended time.
9. Do not attempt repair or reconfiguration of a device. Do not open or tamper with internal components.
10. Immediately report any loss of a device to your school.

**Cleaning the Device**
1. Wipe surfaces with a clean, dry, soft cloth. **Do NOT use liquids to clean the device.**
2. Be sure your hands are clean when using the mobile device to avoid buildup on the touch pad and keyboard. **Grease and dirt buildup can cause problems with the device.**
3. Do not use the device in dusty, dirty, or sandy environments.

**Screen Care**
1. Do not pick up a device by the screen.
2. Avoid touching the screen with fingers, pens, pencils, or any sharp instrument.
3. Do not lean on the top of the device or place excessive pressure or weight on the device screen.
4. Clean the screen with a soft, dry cloth or anti-static cloth. Do NOT clean the screen with glass cleaner.

**Carrying the Device**
1. Always close the lid and unplug cords and accessories before moving or carrying.
2. Do not leave the device in visible sight in a vehicle or in a vehicle for extended periods of time or overnight.
USO DE TECNOLOGÍA ESTUDIANTIL Y EXPECTATIVAS DE CUIDADO

Las siguientes expectativas se aplican a los estudiantes de las Escuelas Públicas de Indianápolis (IPS) y de las Escuelas de Innovación a quienes se les proporcionan recursos tecnológicos IPS que pueden incluir nombre de usuario y contraseña, red, Internet, dispositivo informático o software. Estas expectativas se aplican cuando un estudiante está utilizando recursos tecnológicos proporcionados por IPS, independientemente de dónde se estén utilizando.

- Los recursos de tecnología para estudiantes son solo para uso instructivo y actividades.
- Las contraseñas deben estar protegidas y protegidas. No compartas tu contraseña con nadie ni dejes que otros la usen.
- No revele su dirección o número de teléfono ni la dirección o los números de teléfono de otros. Tenga cuidado al responder al contacto en línea no solicitado.

Los recursos y cuentas de Internet de IPS NO se utilizarán para:
- acceder a los materiales, información o archivos de otra persona.
- acceder, cargar, descargar o transmitir material pornográfico, obsceno, abusivo o sexualmente explícito.
- violar cualquier ley local, estatal o federal.
- vandalizar, dañar o inhabilitar la propiedad de otra persona u organización.
- suscribirse o solicitar información que incurra en un costo.
- acosar, intimidar o intimidar a otra persona.
- No intente omitir los filtros de Internet.
- Los usuarios cuidarán el dispositivo propiedad de IPS como si fuera suyo utilizando los siguientes estándares de atención.

Cuidado general
- No deje sus dispositivos informáticos sin supervisión o en lugares no seguros en la escuela o en casa. Evite usar el dispositivo en áreas donde sea probable que se dañe o pueda ser robado.
- No utilice su dispositivo informático mientras esté en una cama o alfombra o almohada, ya que esto causa sobrecalentamiento. Mantenga el dispositivo sobre una superficie plana y sólida cuando esté en uso.
- No configure libros ni apile elementos encima del dispositivo.
- No escriba, dibuje, pinte ni coloque pegatinas o etiquetas en el dispositivo.
- No coloque un imán cerca del dispositivo.
- No coloque alimentos ni bebidas cerca del dispositivo. Líquidos, alimentos y otros desechos pueden dañarlo.
- El dispositivo no debe dejarse dentro de un vehículo donde las temperaturas puedan causar daños permanentes.
- No exponga el dispositivo a la luz solar directa, luz ultravioleta o temperaturas extremas durante un tiempo prolongado.
- No intente reparar o reconfigurar un dispositivo. No abra ni maneje los componentes internos.
- Reporte inmediatamente cualquier pérdida de un dispositivo a su escuela.

Limpieza del dispositivo
- Limpie las superficies con un paño limpio, seco y suave. NO utilice líquidos para limpiar el dispositivo.
- Asegúrese de que sus manos estén limpias cuando utilice el dispositivo móvil para evitar la acumulación en el panel táctil y el teclado. La acumulación de grasa y suciedad puede causar problemas con el dispositivo.
- No utilice el dispositivo en ambientes polvorientos, sucios o arenosos.

Cuidado de la pantalla
- No recoja un dispositivo por el lado de la pantalla.
- Evite tocar la pantalla con los dedos, bolígrafos, lápices o cualquier instrumento afilado.
- No se apoye en la parte superior del dispositivo ni coloque presión o peso excesivos en la pantalla del dispositivo.
- Limpie la pantalla con un paño suave y seco o un paño antiestático. NO limpie la pantalla con un limpiador de vidrio.

Llevar el dispositivo
- Cierre siempre la tapa y desenchufe los cables y accesorios antes de moverlos o transportarlos.
- No deje el dispositivo a la vista en un vehículo o en un vehículo durante largos períodos de tiempo o durante la noche.
1) **Racial Equity**
   a. Racial equity refers to the condition that would be achieved if one’s racial identity, in a statistical sense, did not determine how one fares.
   b. Racial equity is also a commitment that resources are distributed based on need, recognizing that “equal” treatment, opportunities, and resources are not enough within the context of historical and structural racism and discrimination that continue to manifest in our society.
   c. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes or fail to eliminate them.

2) **Definitions**
   a. For the purposes of this policy and norming language across the organization, the following terms shall have these meanings:
      i. **Race** – A false classification of human beings, created during a period of worldwide colonial expansion, by Europeans using themselves as the model for humanity for the purpose of assigning and maintaining white access to power and advantage. This classification developed into a social construct that has real life implications for all individuals within a society.
      ii. **Ethnicity** – Groups that share a common identity-based ancestry, language, or culture. It is often based on religion, beliefs, and customs as well as memories of migration and colonization.
      iii. **People of Color** – Refers to individuals who may identify as Black or African-American, Asian, South Asian, Middle Eastern, Pacific Islander, Latinx, Indigenous, and multiracial. Often used interchangeably with the term “black and brown.”
         A. **Latinx** – Relating to people of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).
iv. Racism – Social and institutional power combined with racial prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system.

A. Color-blind Racism – A present day racial ideology that holds the belief that people, institutions and policy makers should try to ignore race in order to claim a desire to treat all persons equally but having the effect of justifying oppression. Color-blindness uses a set of ideas, phrases, and stories to discount racial oppression. Furthermore, color-blindness plays on the myth that the social realities of race and racism have all but disappeared as a factor shaping the life changes of all Americans.

B. Institutional Racism – Policies and practices in institutions or organizations that result in oppressing people of color while maintaining white supremacy regardless of the intent or consciousness of individuals in the institution.

C. Structural Racism – Systems (e.g. educational, economic, criminal justice, healthcare, etc.) that oppress people of color while maintaining white supremacy.

D. Anti-Racism – Efforts and ideas that challenge and resist racism of all types with an emphasis on institutions, structures, and systems rather than primarily focusing on individuals who are socialized in a society built on racist ideologies, policies, and practices.

v. White Supremacy – A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by White peoples and nations originating from the European continent for the purpose of maintaining and defending a system of wealth, power, and advantage.

vi. Privilege/Advantage – Unintentional advantage a person has by being a member of the dominant group in any given environment (race, class, able bodied, gender, sexual orientation, etc.)

vii. Bias – The attitudes or stereotypes that affect one’s understanding, actions, and decisions in a conscious or unconscious manner (e.g. feelings about other people based on characteristics such as race, ethnicity, age and appearance).

A. Implicit Bias – Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

viii. Oppression – A relationship of dominance and subordination between groups of people in which one benefits from the systematic abuse, exploitation, and/or injustice directed toward the other.

ix. Intersectionality – Framework that explores the dynamic between co-existing identities (e.g. black, woman, poor, lesbian) and connected systems of oppression (e.g. racism, sexism, classism, homophobia).

x. Racial Disproportionality – The ratio between the percentage of persons in a racial or ethnic group at a particular decision point or experiencing an event (e.g. maltreatment, incarceration, school dropouts, suspensions/expulsions, etc.) compared to the percentage of the same racial or ethnic group in the overall population.
xi. **Racial Disparity** – Unequal outcomes experienced by one racial or ethnic group when compared to another racial or ethnic group (in contrast, disproportionality compares the proportion of one racial or ethnic group to the same racial or ethnic group in the population).

xii. **Educational equity** – Increasing academic achievement for all students while narrowing the gaps between the lowest and highest performing students.

xiii. **Opportunity gaps** – Refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, experience of homelessness, technological proficiency or other factors contribute to or perpetuate lower educational achievement and attainment for certain groups of students.

3) **GENERAL POLICY STATEMENT**

a. Indianapolis Public Schools (District) empowers and educates all students to think critically, creatively, and responsibly to embrace diversity and to pursue their dreams with purpose. The Board of School Commissioners (Board) is committed to creating an IPS community where student outcomes cannot be predicted by race or ethnicity.

b. The Board acknowledges the history of racism and legalized segregation in the City of Indianapolis, the state of Indiana, and our country.

c. As well as the District's past of actively participating in maintaining a system of racial inequality in the City of Indianapolis through its actions and inactions, policies and practices, budgets and priorities, advocacy and silence, and by too often privileging the prejudice of white parents over the interests of Black and Brown students.

d. The Board also acknowledges how the implications of these actions continue to impact students and communities of color today.

e. IPS is committed to identifying and correcting practices and policies that perpetuate the opportunity gap and institutional racism, within the District, in all forms in order to provide all its students with the opportunity to succeed.

f. The purpose of this policy is to establish a framework for the mitigation or substantial reduction of bias, particularly racism and cultural bias, as well as factors affecting student achievement and learning experiences, and to promote learning and work environments that respect and value diversity, equity, inclusion, and belonging.

g. Furthermore, the purpose is to establish actions that the District shall take to address disparities and disproportionalities in educational opportunity and achievement.

4) **RESPONSIBILITIES**

a. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the students, families, and staff of Indianapolis Public Schools.

b. District staff shall within the parameters of their various duties and responsibilities comply and execute such plans as are designed to address the values and directions included in this policy.
c. Every IPS staff member has the collective responsibility to make such suggestions to appropriate authority to improve the ability of the District to reduce the achievement and opportunity gaps that exist.

d. It is the expectation that all IPS employees, Innovation Network School employees, and community partners believe that every student is capable of success, deserving of respect, and valuable to our community.

e. The Board, Superintendent and employees will work with students, families, and community stakeholders to identify barriers to achievement and opportunities for academic success.

5) COMMITMENTS & ACTIONS
   a. The District will strengthen and expand its racial equity work to eliminate opportunity gaps and build the capacity of team members to persistently identify, and address individual bias, as well as disrupt institutionally racist, structures, and policies within the District.
   b. The Superintendent shall report annually to the Board and community regarding district performance goals for academic achievement contained in the strategic plan and progress toward meeting these goals and closing the achievement gap.
   c. Create the infrastructure for all IPS staff members to have access to robust professional learning experiences around racial equity.
   d. Activate and respond accordingly to support the District’s most vulnerable communities, especially in the event of an unprecedented crisis (e.g. global pandemic).
   e. Lead a collaboration of students, families, Innovation Network School partners, legislators, businesses, and other community stakeholders, who will partner with IPS to improve outcomes for all students.
   f. Through targeted partnerships and programs, continue to increase the diversity of candidate pools and ensure that the entire employee tenure, from application to resignation/retirement, is grounded in the District’s racial equity goals.
   g. Intentionally ensure that all students have access to high quality culturally relevant curriculums and instructional materials.
   h. Foster organizational and school cultures that consistently hold space for conversations around racial equity amongst staff members, students, families, and District partners.
   i. Advocate for effective legislation that actively addresses the numerous inequities that many of our students and families experience (e.g. poverty, homelessness, food insecurity, etc.).
   j. Expand ongoing efforts to identify and address racial disparities and disproportionals in school suspensions, expulsions, and academic outcomes.
   k. Continuously assess immediate actions that the District can take to further the racial equity initiative and accelerate student academic outcomes.

6) ADMINISTRATIVE GUIDELINES
   a. The Superintendent shall establish in accordance with this policy such plans and procedures that may be necessary to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight and shall include metrics for evaluation.
RESOLUTION NO. 7861 – June 25th, 2020

BLACK LIVES MATTER

WHEREAS, the recent death of George Floyd in Minneapolis and subsequent protests across the globe have focused the nation’s attention on the issue of police brutality and pulled back the curtain on the many ways that systems and institutions have preserved and maintained white supremacy, and a culture that diminishes, devalues, and destroys the lives of Black Americans; and

WHEREAS, the names, faces, and stories that periodically pierce the awareness of the American public, and expose the ugly truth about racism in American society, are painful reminders of the countless unknown names, unseen faces, and untold stories that have borne the burden of this history; and

WHEREAS, public education is an essential democratic institution necessary for promoting the public welfare, developing human potential, and creating the conditions for a fair and just civic society, and Indianapolis Public Schools (“IPS”) has been charged with educating the future citizens and leaders of the City of Indianapolis since its incorporation in 1853; and

WHEREAS, Indianapolis Public Schools has often failed to fulfill its obligation to educate and serve all students equally, to advocate on behalf of every student, to live up to our highest ideals as a country and a school district, and to commit itself to dismantling the systems of racial inequality and injustice that have prevented generations of Black students from achieving their fullest potentials; and

WHEREAS, Indianapolis Public Schools has participated in maintaining a system of racial inequality in the City of Indianapolis through its actions and inactions, policies and practices, budgets and priorities, advocacy and silence, and by too often privileging the prejudice of white parents over the well-being of Black students; and

WHEREAS, Indianapolis Public Schools established a racially segregated educational system designed to reinforce an immoral racial hierarchy, by among other things, approving the creation of a high school for Black students in 1922 – originally planned as Thomas Jefferson High School, and subsequently renamed Crispus Attucks High School after the justified objections of Indianapolis’ black community – and forcefully transferring Black students then attending other IPS high schools; and

WHEREAS, despite the U.S. Supreme Court’s declaration in the Brown v. Board of Education decision in 1954 that “[s]eparate educational facilities are inherently unequal”, Indianapolis Public Schools maintained and defended a racially segregated educational system until the U.S. Department of Justice filed a lawsuit in 1968, and a federal court ruled in 1971 that IPS was “operating a segregated school system wherein segregation was imposed and enforced
by operation of law”, and ordered and supervised a busing program to facilitate the desegregation of Indianapolis Public Schools that wasn’t fully phased out until 2016; and

WHEREAS, the difficult and painful work of confronting our collective failure starts with acknowledging, and apologizing for, the ways in which Indianapolis Public Schools has perpetuated a system of white supremacy, failed to confront systemic racism, and remained silent in the presence of injustice; and

WHEREAS, the Board of School Commissioners is committed to leading in the effort to address racism and its effects within our district and schools, through our budget, priorities, policies, practices, and by creating and supporting a culture that daily affirms that Black lives matter; and

WHEREAS, the Board of School Commissioners will continue and expand ongoing efforts to identify and address racial disparities and disproportionalities in discipline and academic outcomes, expand equitable access to educational and programmatic opportunities, and examine policies and practices to ensure that their burdens and benefits do not reinforce existing inequalities; and

WHEREAS, the Board of School Commissioners has approved recent efforts and initiatives to support the work of achieving racial equity within Indianapolis Public Schools, including:

- Partnering with the Racial Equity Institute to engage administrators, teachers, and staff in educational training on the history of racism in the United States, the impact of racism in education, and how to implement this knowledge into their efforts to achieve racial equity in their schools and classrooms (2015, renewed 2018);
- Restructuring the IPS Police department to reduce the number of officers in schools, implementing a revised continuum of force policy to minimize the incidence of use of force, and auditing all practices to identify and reduce racial disparities and prioritize student safety (2015-);
- Approving a Supplier Diversity Policy to increase business opportunities for minority-, women-, and veteran-owned business enterprises (M/W/VBEs), as well as locally owned and operated businesses, requiring all partners doing business with IPS to adopt Equal Employment Opportunity Clauses in all contracts with the district, and tracking and reporting progress on efforts to engage M/W/VBEs for eligible expenditures on a quarterly basis (2015);
- Establishing School Equity Teams, supported by a District Equity Team, in 29 pilot schools to review disaggregated academic and discipline data, facilitate study and discussion of racism, and to develop and track measurable goals towards racial equity (2015-);
- Prioritizing the recruitment and retention of Black teachers and school leaders through deliberate policies & programs, national candidate recruitment, and by identifying and supporting the development and licensure of Black classified classroom support staff to assist them in teacher education and licensure (2015-);
• Creating a unified enrollment structure to promote transparency and equitable access for families, and designing application deadlines to enhance equitable access to high demand schools and programs (2016);
• Designing and implementing a student-based budget allocation model to promote equitable and transparent funding of schools with additional funds targeted to support schools with greater demonstrated need (2016-);
• Approving uniform and reduced proximity boundaries for all choice schools to mitigate the impact of structural, racial housing segregation on access to high-demand choice schools and programs, and to promote enrollment diversity (2017);
• Supporting universal transportation throughout the district to reduce barriers to students and families to the choice programs and schools of their choosing;
• Adopting the “Males of Color Pledge” as part of the Council of Great City Schools’ (“CGCS”) Males of Color Initiative, developing the “Your Life Matters: Plan of Action”, and partnering with the Indianapolis Mayor’s Office, Indiana Black Expo, and the Indiana Civil Rights Commission to form the Your Life Matters Task Force to develop initiatives and interventions to support the unique challenges facing young men of color (2018);
• Including “Racial Equity Mindset” as one of the six district priorities for the 2019-20 school year (2019);
• Initiating a racial equity audit in collaboration with Promise 54 to help identify gaps and develop strategies for making progress towards racial equity in IPS (2020).

THEREFORE BE IT RESOLVED, by the Board of School Commissioners of the City of Indianapolis that:

1) Black lives matter. Every student is capable of success, deserving of respect, and valuable to our community. To believe that black lives matter – and to put that belief into action – means to commit ourselves to a radical refusal to give up on any student, to hand them over to a criminal justice system that doesn’t share our values, or return them to communities that lack the resources to support the realization of their fullest potential. The rise in zero tolerance discipline policies by school districts has contributed to reinforcing existing racial inequalities and limiting the opportunities for Black students to achieve success. Except where such action is required by law - or in cases involving violence or the safety of other students and staff - Indianapolis Public Schools will seek to eliminate all expulsions or arrest of any students.

2) All students - of every race - benefit from Black teachers and Black leaders. Research demonstrates the positive impact of having teachers and school leaders with racial and cultural backgrounds that reflect the students that they teach, who serve as positive role models, and who hold their students to high expectations. Indianapolis Public Schools will continue to intentionally recruit, support the professional development of, and promote Black teachers and leaders.

3) Representation and recognition matters. Black students deserve to go to schools that celebrate the history of Black leaders and that champion the humanity and dignity of Black people. The district will establish a task force to review the names of all schools, facilities, and venues to ensure that the individuals so honored reflect respect for the dignity and equality of the students we serve. While we can’t demand an
unattainable perfection, and must acknowledge the historical context in which people lived and learned, we also can't expect progress without interrogating our assumptions, examining our past, and reconciling our values.

4) Understanding the ugly truth of our past is necessary to building a beautiful vision of our future. We can't value Black lives without teaching Black history, recognizing the contributions of Black leaders to our city, state, and country, and celebrating the sacrifices and achievements that were necessary for moving us closer to the fulfillment of America's promises. Indianapolis Public Schools will recognize June 19th ("Juneteenth") as a district holiday, recognizing the importance of the liberation of enslaved people as an achievement of American democracy to be celebrated and rightfully honored.

5) **Board Policy 1619 – RACIAL EQUITY MINDSET, COMMITMENT, AND ACTIONS** is hereby adopted as presented in conjunction with this resolution.

The foregoing Resolution No. 7861 was passed by the Board of School Commissioners of the City of Indianapolis this 25th day of June, 2020.

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**THE BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS**

By: ________________________________  By: ________________________________

Michael O'Conor, President  Elizabeth Gore, Commissioner

By: ________________________________  By: ________________________________

Evan Hawkins, Vice President  Verita J. Moore, Commissioner

By: ________________________________  By: ________________________________

Susan Collins, Secretary  Taria Slack, Commissioner

By: ________________________________

Diane Arnold, Commissioner

Presented and recommended with full support by:

______________________________

Aleesia L. Johnson, IPS Superintendent

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Res. No. 7861
1) GENERAL POLICY STATEMENT

Indianapolis Public Schools prohibits gang or criminal organization activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang or criminal organization activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang or criminal organization activity and similar destructive or illegal group behavior.

2) DEFINITIONS

The following definitions apply to this policy:

a. Criminal Organization means a group with at least three (3) members that specifically:
   i. either:
      1. promotes, sponsors, or assists in; or
      2. participates in; or
   ii. requires as a condition of membership or continued membership; the commission of a felony or an act that would be a felony if committed by an adult or the offense of battery.

b. Organization or Gang Activity means a student who knowingly or intentionally actively participates in a criminal organization, or a student who
knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal organization.

3) **REQUIRED REPORTING**
   
a. Per state law, a school employee shall report any incidence of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist.
   
b. Any corporation and school employee who promptly reports an incident of suspected gang or criminal organization activity and who makes this report in compliance with the school corporation procedures is immune from a cause of action for damages arising from any failure to remedy the reported incident.

4) **INVESTIGATION**
   
The principal or designee shall conduct a thorough and complete investigation for each report of suspected gang or criminal organization activity. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident. The principal may appoint additional personnel and request the assistance of law enforcement to assist in the investigation. The investigation shall be completed and the written findings submitted to the principal as soon as possible, but not later than five school days from the date of the report of the alleged incident of criminal organization activity.

5) **RESPONSE TO FINDINGS**
   
a. The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions are those that take into consideration the severity of the offenses and consider both the developmental ages of the student offenders and the students' histories of inappropriate behaviors per the IPS Student Code of Conduct.
   
b. As appropriate to the investigation findings, the principal also shall provide intervention and/or relevant support services. The principal shall inform the parents of all students involved in alleged incidents and discuss the availability of counseling and other intervention services. Support services may include one or more of the following:
      
      i. Gang or criminal organization awareness education that shows promise of effectiveness based on research. The gang or criminal organization awareness education information should be revised and updated regularly to reflect current trends in gang or criminal organization and gang or criminal organization-like activity;
      
      ii. Culturally and/or linguistically appropriate services/supports for parents and families;
      
      iii. Counseling coupled with mentoring for students and their families;
iv. Community and faith-based organizations and civic groups;

v. Viable, sustainable after-school programs developed in collaboration with other stakeholders;

vi. Job training and employment opportunities as both a deterrent to gang or criminal organization involvement and an incentive to leave gang or criminal organization involvement;

vii. School-sanctioned/facilitated extra-curricular activities.

c. The principal shall take any appropriate disciplinary actions based upon the findings of the investigation, in accordance with the IPS Student Code of Conduct. The superintendent of the school corporation is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of criminal organization activity is confirmed, according to the IPS Student Code of Conduct. Consequences for a student who engages in gang or criminal organization activity may range from positive behavioral interventions up to and including suspension or expulsion.

6) NOTIFICATIONS & REPORTS

a. The principal shall provide the parents of the students who were investigated with information about the investigation. The information to be provided to parents includes the nature of the investigation, whether the corporation found evidence of criminal organization activity, and whether consequences were imposed or services provided to address the activity. This information is to be provided in an expedited manner.

b. The principal shall submit the report to the superintendent of the school corporation within ten (10) school days of the completion of the investigation. The superintendent or his/her designee shall report the results of each investigation to the school board on a quarterly basis during regularly scheduled board meetings.

c. Each school within the school corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this information to the school corporation superintendent who shall submit a written report to the Indiana Department of Education by June 2 of each year.

7) ANNUAL DISSEMINATION & STAKEHOLDER ENGAGEMENT

a. This policy shall be annually disseminated to all parents who have children enrolled in a school within the school corporation. Notice of this policy must be published in student handbooks and all other publications of the school corporation that set forth the rules and procedures for schools within the school corporation.
b. School officials are encouraged to collaborate with stakeholders to provide gang or criminal organization prevention and intervention services and programs, including but not limited to:

i. Provide training for staff and teachers on gang or criminal organization prevention and intervention resources within a jurisdiction on a periodic basis. The gang or criminal organization awareness information should be revised and updated regularly to reflect current trends in gang or criminal organization activity.

ii. Create formalized collaboration plans between local school administration and community based prevention and intervention providers (possibly using the existing County Safe School Commissions as points of contact). The formalized collaborations should make effective, coordinated, and maximized use of federal funding a priority.

iii. Coordinate resources and funding opportunities to support gang or criminal organization prevention and intervention activities.

1) **GENERAL POLICY STATEMENT**

   a. A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellphone, personal digital assistant or E-Reader.

   b. A student may possess and use a PTD on school property, after-school activities, and at school related-related functions, provided that during school hours and on a school bus the PTD remains off and put away.

2) **USE OF PERSONAL TECHNOLOGY DEVICE DURING SCHOOL HOURS**

   a. The principal may permit students to possess and use PTDs during the school day for educational purposes. "Educational purposes" include student education, research, and career development.

   b. Possession of a PTD by a student is a privilege, which may be revoked for violations of the Student Code of Conduct (as articulated in Administrative Guidelines 5610).

   c. A principal may also allow individual students to possess a PTD for any other good cause after considering a written request from a parent.

   d. Students permitted to use PTDs during the school day must sign the Student Internet Use Agreement. Violations may result in confiscation of the PTD (to be returned only to the family) and/or other disciplinary actions determined by the school administrator.

3) **PROHIBITION OF ILICIT CONTENT**
A student may not record, possess, view, send, or share pictures or text having acts of violence, sexual content or sexual material while the student is on school grounds, at school-sponsored events or on school buses and other vehicles provided by IPS. If a student violates this policy, a Level 3 corrective response (as defined in Administrative Guidelines 5610) is required by the school administrator.

4) **DISCLAIMER OF DISTRICT RESPONSIBILITY FOR DEVICES**

The district is not responsible for theft, loss or damage to PTDs or other electronic devices brought onto Indianapolis Public Schools property.

5) **ADMINISTRATIVE GUIDELINES**

The Superintendent is directed to promulgate administrative guidelines and arrange for appropriate training for implementation of this policy.
Parents/guardians retain the primary responsibility for the education of their children. They provide the foundation of academic success. This school respects the roles and responsibilities of parents/guardians to assure that their children are provided with a quality education, and we are committed to developing a strong, ongoing partnership with parents/guardians to create and strengthen stimulation home, school, and community learning environments. Administrators, teachers, and support staff at our school must create a climate of respect for and cooperation with parents that will be evident in all parents/guardians, teachers, and staff interactions.

This Parent Involvement Policy will be reviewed and revised on an annual basis by parents/guardians and staff of this school. Meetings to review and revise will be offered at different times during the day and evening.

Arsenal Technical High School administration and faculty understand the importance of parent/guardian involvement and will make sure that all parents/guardians are aware of the opportunities available to them to volunteer at their students’ school. ATHS administrators, faculty and parents will jointly develop the school wide program plan. If the school wide plan is not satisfactory to the parents of participating children, parents will submit comments once the plan is made available to the district.

ATHS believes that all parents and guardians should be well informed of their students’ progress and their learning environment. There will be 10 meetings held throughout the school year to answer any questions that parents may have and to make it possible for Title I teachers to explain the Title I program.

Parents/guardians need information in a timely manner. ATHS will contact parents/guardians throughout the year by phone, via four end-of-term progress reports, and through newsletters and monthly meetings. Parents/guardians may attend all of these meetings but are encouraged to attend at least three meetings of their choice.

Parents/guardians who wish for more information on the curriculum that is used to teach their student will receive a description and explanation from their student’s teacher.

ATHS, with the help of parents/guardians, will educate the faculty and staff in the importance of parent/guardian contributions and how to reach out and communicate with parents/guardians as valuable partners in the goal of their students’ academic achievement. ATHS will work with the teachers and other staff members to emphasize the importance of parent/guardian involvement and to foster a partnership with parents/guardians. Parents/guardians will share with ATHS staff the best ways to build ties between home and school.

Parents/guardians need to be informed about the tools used to measure their students’ academic progress. ATHS will make sure that parents/guardians are informed about how these tools are used and what they as parents/guardians can do to improve their students’ performance.

Parents/guardians must be aware of the proficiency level that their students are expected to meet. It is the responsibility of ATHS staff to make sure that parents/guardians know these levels so that they can help with their students’ education at home.

ATHS will make every effort to include the parents/guardians in the decision-making related to the education of their students. We will do this through parent/guardian surveys, monthly meetings with parents/guardians, and phone calls.

ATHS will work with parents/guardians in homes where English is the second language to ensure that information sent home is in a language and form that parents/guardians can understand.

ATHS will provide a School-Student-Parent compact (a written agreement) of what the school, the students, and the parents/guardians are supposed to do to help the students.
Padre/guardián conservan la primera responsabilidad de la educación de su hijo(a). Ellos proveen la fundación académica para el éxito. Este colegio respeta la parte y responsabilidad del padre/guardián para asegurar que cada estudiante tenga una cualidad educacional, y estamos cometidos a un fuerte desarrollo, con una constante asociación con el padre/guardián para crear y fortalecer el estimulo dado en casa, y una comunidad llena de aprendizaje. Administración, maestros, y personal de apoyo en nuestro colegio crearan un clima de respeto para y cooperación con los padres que será evidente para los padres/guardianes, maestros, y cualquier personal que interactúa con el estudiante.

Esta Hoja de la Involucración del Padre de Familia será revisada todos los años por los padres/guardianes y personales de este colegio. Habrá reuniones para mirar y revisar, se ofrecerá en diferentes momentos durante el día y noches.

Los Administradores y el personal de la escuela secundaria Arsenal Technical entienden la importancia de la participación del padre/guardián y están consistente de las oportunidades que se les darán para poder ser voluntario en la escuela del estudiante. Administradores de ATHS, facultad y padres desarrollarán conjuntamente el plan del programa de toda la escuela si el plan de la escuela no es sólido para los padres de los estudiantes, los padres enviarán comentarios una vez que el plan se haya hecho al distrito.

ATHS creen que todos los padres y guardianes deberian de ser bien informados del progreso y/o del aprendizaje del estudiante. Se harán 10 citas entre el tiempo del año escolar para responder cualquier pregunta que los padres puedan dar y para darle la posibilidad a los maestros del Título 1 para explicar el programa

Padre/guardián necesitan información con tiempo. ATHIS contactara a el padre/guardián dentro del año escolar por teléfono, por cuatro-términos-mediados/ progreso del estudiante, a través del centro de recursos para padres, periódicos y reuniones mensuales. Padres/guardianes podrán asistir todas estas citas y serán animados para atender mínimo tres citas en su conveniencia.

Padre/guardián que deseen más información del plan de estudios que es usado para la enseñanza del estudiante va a recibir una descripción y explicación por los maestros del estudiante.

ATHS, con la ayuda de padre/guardián, le explicaremos a la facultad y al personal de la importancia de la contribución del padre/guardián y como alcanzar la comunicación con padre/guardián como socios valiosos en la meta académica del estudiante. ATHS será trabajado como estudiante y miembro del personal para esforzar la importancia de la involucración y el poder de afiliarnos con los padres/guardianes. Padres/guardianes podrán compartir con la facultad de ATHS el mejor lugar de construir lazos entre el hogar y la escuela.

Los padres/ guardianes deben estar informados sobre las herramientas utilizadas para medir el progreso académico de sus estudiantes. ATHIS se asegurará de que los padres/guardianes estén informados sobre cómo se usan estas herramientas y qué pueden hacer ellos, como padres/guardianes, para mejorar el rendimiento de sus estudiantes.

Los padres/guardianes deben estar conscientes del nivel de competencia que se espera que sus estudiantes alcancen. Es responsabilidad del personal de ATHIS en asegurarse de que los padres/guardianes conozcan estos niveles para que puedan ayudar con la educación de sus estudiantes en el hogar.

ATHS hará todo lo posible para incluir a los padres / guardianes al tomar decisiones relacionadas con la educación de sus estudiantes. Lo haremos a través de encuestas de padres / guardianes, reuniones mensuales con padres / guardianes y llamadas telefónicas.

ATHS trabajará con los padres / guardianes en hogares donde el inglés es el segundo idioma para garantizar que la información que se envía a casa esté en un idioma que los padres / guardianes puedan entender.

ATHS proporcionará un acuerdo entre la escuela, los estudiantes y los padres (un acuerdo por escrito) de lo que la escuela, los estudiantes y los padres / guardianes deben hacer para ayudar a los estudiantes.
PURPOSE Arsenal Technical High School and the parents of the students participating in activities, services, and programs funded by Title I, agree that education is a shared responsibility of the students, parents, and community. The purpose of this policy is to support parents/guardians in their efforts to provide their student with a home/school/community environment that supports students in their efforts to achieve and excel at meeting state and district grade level standards.

This school-parent compact is in effect during school year 2020-2021

School Responsibilities
The Arsenal Technical High School will provide high quality curriculum and instruction in a supportive and effective learning environment that enables all participating students to meet the state’s student achievement academic standards as follows:

• Reading and math assistance in grades 9-12. Students will be served using small Literacy classes. Students will also have access to computer programs that allow them to work on basic math, language arts and reading skills. Students will have opportunities for after school tutoring and working with mentors.
• Hold parent conferences during which this compact will be discussed as it relates to the individual student’s achievement. One important conference will be held on Parents-In-Touch Day during September. Teachers will also make time available to meet with parents before school, after school, or during their prep time.
• Provide parents with frequent reports by telephone, email, report card, or newsletter.
• Provide parents easy access to staff by phone, email, PowerSchool or parent/teacher conference.
• Provide parents opportunities to volunteer and participate at ATHS.
• Provide a safe, caring environment for learning.
• Have high expectations for all members of the ATHS community: parents, students, teachers, administrators and support staff.
• Respect and provide for cultural differences in the ATHS community.
• Collaborate with ATHS community members to improve teaching and learning for all students.

Parent Responsibilities
As a parent or guardian, I will support my student’s learning in the following ways:

• See that my student is punctual and attends school regularly.
• Make sure my address, phone numbers, email and emergency numbers are kept current with the school office.
• Monitor my student’s schoolwork, homework, home activities while checking PowerSchool grades weekly.
• Make sure that my student follows reasonable afterschool routines to ensure needed rest and promote positive use of my child’s extracurricular/work time.
• Attend at least one evening parent/teacher conference and plan to contact my student’s teachers at least once a semester.
• Maintain regular communication with the classroom teachers by email, phone call, or in person.
• Treat all members of the school community with respect.
• Make sure that my student is in official ATHS uniform every day.
• Participate in at least 3 (three) Title I parent workshops and volunteer at least 3 hours per year at ATHS.

Student Responsibilities
As a student, I will share the responsibility to improve my academic achievement in the following ways:

• Do my homework every day and ask for help/stay after school for tutoring when needed.
• Read every day outside of school time.
• Give my parents/guardian all information received by me from my school every day.
• Respect my parents, classmates, teachers, and other people in the community.
• Come to school each day prepared, prompt, and dressed in school uniform with a learning attitude.
• Come to school every day on time, be in class before the late bell rings and follow the Student Code of Conduct.
• Respect and care for the safety of my environment.

Student Name_________________________________________ Grade___________

Parent Name___________________________________________
El acuerdo del Título 1 de la Escuela- Padres- Estudiantes

PROPOSITO Arsenal Technical High School y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, acuerdan que la educación es una responsabilidad compartida de los estudiantes, los padres y la comunidad. El propósito de esta póliza es de apoyar a los padres / tutores en sus esfuerzos para proporcionar a sus estudiantes un entorno de hogar / escuela / comunidad que apoye a los estudiantes en sus esfuerzos por lograr y sobresalir en cumplir con los estándares de nivel de grado del estado y del distrito.

Este acuerdo es entre la escuela y los padres que está vigente durante el año escolar 2020-2021.

Responsabilidades de la Escuela

La Escuela Secundaria Técnica Arsenal proporcionará un plan de estudios e instrucciones de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a todos los estudiantes cumplir con los estándares académicos de rendimiento estudiantil del estado de la siguiente manera:

• Asistencia de lectura, matemáticas, tutoría y programas de computación en los grados 9-12. Los estudiantes serán atendidos usando pequeñas clases de alfabetización. Los estudiantes también tendrán acceso a programas de computadora que les permitan trabajar en matemáticas básicas, artes del lenguaje y habilidades de lectura. Los estudiantes tendrán oportunidades para tutoría después de la escuela y trabajar con mentores.
• Realizar conferencias con los padres durante las cuales se discutirá este pacto en relación con el logro individual del alumno. Una conferencia importante se llevará a cabo el día de los padres durante el mes de septiembre. Los maestros también tendrán tiempo disponible para reunirse con los padres antes de la escuela, después de la escuela o durante su tiempo de preparación.
• Proporcionar a los padres informes frecuentes por teléfono, correo electrónico, boleta de calificaciones o boletín informativo.
• Proporcionar a los padres un fácil acceso al personal de la escuela y trabajar con mentores.
• Proporcionar un ambiente seguro y de apoyo para el aprendizaje.
• Tendrá altas expectativas para todos los miembros de la comunidad de ATHS: padres, estudiantes, maestros, administradores y personal de apoyo.
• Respetar y prever las diferencias culturales en la comunidad de ATHS.
• Colaborar con miembros de la comunidad de ATHS para mejorar la enseñanza y el aprendizaje para todos los estudiantes.

Responsabilidad de los padres

Como padre o guardián, apoyaré el aprendizaje de mi estudiante de las siguientes maneras:

• Ver que mi estudiante sea puntual y asista a la escuela regularmente.
• Asegurarse que la dirección, números de teléfono, correo electrónico y números de emergencia estén actualizados en la oficina de la escuela.
• Monitorear el trabajo escolar, la tarea, las actividades del hogar de mi estudiante mientras verifica semanalmente las calificaciones de PowerSchool.
• Asegurarme de que mi estudiante siga rutinas razonables después de la escuela para asegurar el descanso necesario y promover el uso positivo del tiempo extraescolar / laboral de mi hijo.
• Asistir al menos a una conferencia de padres / maestros por la noche y planeé contactar a los maestros de mi estudiante al menos una vez por semestre.
• Mantener una comunicación regular con los maestros del aula por correo electrónico, llamada telefónica o en persona.
• Tratar a todos los miembros de la comunidad escolar con respeto.
• Asegurarme de que mi estudiante esté en el uniforme oficial de ATHS todos los días.
• Participar en al menos 3 (tres) talleres para padres de Título 1 y preste servicios voluntarios al menos 3 horas por año en ATHS

Responsabilidades del Estudiante

Como estudiante, compartiré la responsabilidad de mejorar mi rendimiento académico de la siguiente manera:

• Hare mis tareas todos los días y pediré ayuda después de la escuela para recibir tutoría cuando sea necesario.
• Leeré todos los días fuera del horario escolar.
• Daré a mis padres / tutores toda la información que recibí de mi escuela todos los días.
• Respetaré a mis padres, compañeros de clase, maestros y otras personas en la comunidad.
• Vendré a la escuela cada día preparado, puntual y vestido con uniforme escolar con actitud de aprendizaje.
• Vendré a la escuela todos los días a tiempo estar en clase antes de que suene la campana y seguir el Código de Conducta del Estudiante y esté en clase antes de que suene la campana.
• Respeto y cuidado de la seguridad de mi entorno.

Nombre del Estudiante ___________________________  Grado ___________________________  
Nombre del Padre ___________________________
Visit ATHS Website:
https://www.myips.org/aths