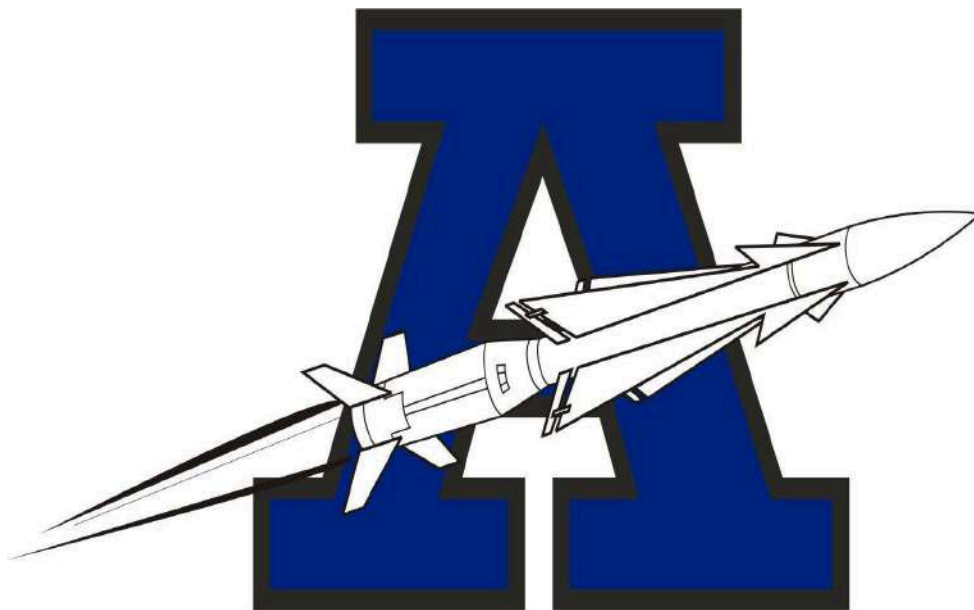


Auburn High School Student Handbook 2024-2025



99 Auburn Street
Auburn, MA 01501
(508) 832-7711
(508) 832-7710 fax
<https://www.auburn.k12.ma.us>

Statement of Non-Discrimination

The Auburn Public Schools do not discriminate against students, parents, employees, and the general public. All programs, activities, and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, homelessness, limited English proficiency and disability.

Persons with discrimination concerns and/or complaints should contact the following administrators:

Title VI of the Civil Rights Act of 1964 (race, color, or national origin)

Mr. Alan Keller

akeller@auburn.k12.ma.us

508-832-7755

Title IX of the Education Amendments of 1972 (sex discrimination)

Mr. Alan Keller

akeller@auburn.k12.ma.us

508-832-7755

Section 504 of the Rehabilitation Act of 1973 (disability discrimination)

Mr. Greg Walton

gwalton@auburn.k12.ma.us

508-832-7755

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Table of Contents

| | |
|--|-----------|
| Statement of Non-Discrimination | 2 |
| How to Translate this Document | 3 |
| Table of Contents | 4 |
| Section 1: General Information | 9 |
| Core Values & Beliefs | 10 |
| 21st Century Learning Expectations | 11 |
| Principal's Welcome | 12 |
| School Administration | 13 |
| 2024-2025 District Calendar | 14 |
| Start Time, Cancellations & Delays | 15 |
| Schedule Rotation | 16 |
| Daily Bell Schedule | 17 |
| ½ Day Bell Schedule | 18 |
| 2 Hour Delay Bell Schedule | 19 |
| 1 Hour Delay Bell Schedule | 20 |
| School Enrollment | 21 |
| School & Community Partnerships | 21 |
| Fire Drills/Emergency Evacuations | 21 |
| Health Services | 22 |
| Medication Policy | 22 |
| Guidance Services | 23 |
| Educational Support Team (EST) | 24 |
| Behavioral and Emotional Screening of Students | 24 |
| Section 2: Academic Information | 25 |
| Accreditation | 26 |
| Graduation Requirements | 27 |
| Course Offerings & Registration | 28 |
| Advanced Placement | 28 |
| Grade Reporting | 29 |
| Homework Policy | 30 |
| Make Up Work | 30 |
| Academic Support | 31 |
| Honor Roll | 31 |

| | |
|---|-----------|
| Academic Integrity | 31 |
| Student Concerns Regarding Class Work | 32 |
| Student Production Periods | 33 |
| Bridge for Resilient Youth in Transition (BRYT) Program | 33 |
| Retention Policy (Grade 9 only) | 34 |
| Summer School | 34 |
| Section 3: Student Activities & Athletics | 35 |
| Extracurricular Activities | 36 |
| Code of Ethics for Student Leaders | 37 |
| Guidelines for Students Running for an Elected Office | 37 |
| NHS Eligibility Information | 38 |
| Performance Arts Extracurricular Activities | 39 |
| Interscholastic Sports | 40 |
| MIAA and SWCL Membership | 41 |
| Athletics Mission Statement | 41 |
| Purpose and Goal of Auburn Athletics | 41 |
| Athletic Participation | 42 |
| Student-Athlete Behavior | 42 |
| MIAA Rules for Student-Athletes | 43 |
| NFHS Implicit Bias Course and the MIAA DEI Pledge | 44 |
| Attendance & Athletics | 45 |
| Team Captains | 46 |
| Communication with Coaching Staff | 46 |
| Team Selection and Game Playing Time | 46 |
| Lockers in Locker Rooms | 47 |
| Athletic Equipment | 47 |
| Athletic Medical Needs and Concerns | 47 |
| Athletic Awards | 48 |
| Unexcused Absences/Suspensions | 48 |
| Fan Participation - Behavior at Sporting Events | 48 |
| Probation and Loss of Privileges | 49 |
| Section 4: Student Expectations | 50 |
| Statement of Personal Responsibility | 51 |
| Attendance Policy | 52 |
| Credit Loss for Unexcused Absences | 52 |

| | |
|---|-----------|
| Defining Excused Absences | 53 |
| Loss of Credit Appeal Process | 53 |
| Credit Recovery for Excessive Unexcused Absences | 54 |
| Tardy & Dismissal Policies | 55 |
| Tardy to School | 55 |
| Tardy to Class | 55 |
| Dismissal | 56 |
| Transportation | 56 |
| Bus Transportation: Rules and Regulations | 56 |
| Parking Permits | 57 |
| Cafeteria and Lunch Procedures | 58 |
| After School and Evening Activities | 58 |
| Outside Guest Policy for School Events | 59 |
| Dance Policy | 59 |
| Field Trip/Class Trip Policy | 59 |
| School “Skip” Days | 60 |
| Violation of Phone/Electronic Device Policy | 61 |
| Displays of Affection | 62 |
| Student Shadowing | 63 |
| School Safety | 63 |
| Bullying | 63 |
| Student Lockers | 64 |
| Theft | 64 |
| Restricted Areas | 65 |
| Student Searches | 65 |
| K-9 Use in Auburn High School | 65 |
| Use of a Breathalyzer | 66 |
| Section 5: Progressive Discipline | 67 |
| Philosophy on School Climate | 68 |
| Progressive Discipline & Restorative Practices | 68 |
| Student Discipline Concerns | 68 |
| Student Appeals | 68 |
| Discipline Matrix | 69 |
| Section 6: District Policies & Federal/State Law | 73 |
| Principal's Discretion | 74 |

| | |
|--|-----|
| Discipline Procedures | 74 |
| In-School Suspension | 74 |
| Short-Term Suspension | 74 |
| Long-Term Suspension | 75 |
| Expulsion | 77 |
| Additional Procedural Protections for Special Education Students | 78 |
| Policy on Disciplining Student with Special Needs | 78 |
| Students on 504 Plans - Discipline | 79 |
| Massachusetts General Laws Regarding Suspension | 79 |
| M.G.L., c. 71, § 37H: Possession of Weapons or Controlled Substances, Assault of Educational Personnel | 79 |
| M.G.L. c. 71, § 37H½: Suspension/Expulsion Based Upon a Felony Charge/Conviction | 81 |
| M.G.L. c. 71, § 37H½: Other Suspendable Offenses | 82 |
| Educational Services and Academic Progress During Suspensions and Expulsion | 83 |
| Auburn High School Policies Regarding Suspensions and Expulsions/Exclusions | 84 |
| Auburn High School Policies Regarding Conduct of Teachers or Students (M.G.L. c. 71 §.37H) | 84 |
| Auburn High School Felony Expulsion Policy (MGL Ch.71 S.37 H ½) | 85 |
| Administering Breathalyzer Tests | 86 |
| Weapons on School Grounds | 87 |
| Federal Education Right to Privacy Act (FERPA) | 88 |
| Military Access to Student Records | 96 |
| Non-Custodial Parents Rights | 96 |
| An Act Requiring School Committees to Notify School Personnel of Reporting Requirement Regarding Child Abuse and Neglect | 97 |
| Rehabilitation Act of 1973 | 97 |
| Non-Discrimination Policy Including Harassment and Retaliation | 99 |
| Technology Policy | 101 |
| Screening of Student Internet Usage & Devices | 102 |
| Anti-Hazing Policy | 102 |
| Picture Taking/Audio/Video Recording on School Property | 103 |
| Visitor Policy | 104 |
| Parental Observation of Special Education Program for Their Child | 104 |

| | |
|---|------------|
| Notice of Body Mass Index Measurement | 104 |
| Animals in School | 105 |
| Educational Program | 105 |
| Student Health | 105 |
| Animals Prohibited from School | 105 |
| Service Animals (Guide or Assistance Dogs) | 106 |
| Therapy Dogs | 107 |
| School-Sponsored Trips and Student Travel | 110 |
| Equal Educational Opportunities | 121 |
| Equal Employment Opportunity | 123 |
| Acknowledgement of the 2023-2024 AHS Student Handbook | 123 |
| Section 7: Appendixes | 125 |
| Appendix A: District Bullying Prevention & Intervention Plan | 126 |
| I. LEADERSHIP | 130 |
| II. TRAINING AND PROFESSIONAL DEVELOPMENT | 132 |
| III. ACCESS TO RESOURCES AND SERVICES | 134 |
| IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES | 135 |
| V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION | 136 |
| VI. COLLABORATION WITH FAMILIES | 141 |
| VII. PROHIBITION AGAINST BULLYING AND RETALIATION | 141 |
| VIII. PROBLEM RESOLUTION SYSTEM | 142 |
| IX. DEFINITIONS | 142 |
| X. RELATIONSHIP TO OTHER LAWS | 143 |
| APPENDIX A-Bullying Incident Reporting Form | 143 |
| Bullying Incident Form (hard copy) | 143 |
| Bullying Incident Follow Up Form (for school administration) | 146 |
| Appendix B: Face Coverings | 149 |



Section 1: General Information

Core Values & Beliefs



*The students, teachers, staff members, administrators, families, and community members of Auburn High School have collaborated to identify several key values that are most important to our learning community. These values are **community, academics, and respect.***

We believe that having a sense of **COMMUNITY** is vital to the success of our school. Building positive relationships between students, staff, administration, families, and members of the school community is an essential part of this process. We believe that fostering communication and collaboration within and between these groups leads to a supportive and encouraging environment. Students will be more invested in their education if they feel a sense of belonging and can connect with others. Investing time, energy and resources in activities and events that are designed to foster a sense of community are both worthwhile and necessary.

We believe that **ACADEMICS** should provide students with opportunities for exploration, inquiry, creativity, and growth. We believe that academics consists of authentic and practical learning and should be differentiated to best meet the needs of all students. Students should be able to think critically and creatively and to communicate their ideas effectively. Students need to be able not only to access information, but also to utilize this knowledge in a manner which will enable them to be successful after graduation from Auburn High. Individuals should take ownership of their education and be responsible for their choices, actions, and achievement. We believe that self-discipline, organization, and time management are essential skills necessary for lifelong learning.

We believe that **RESPECT** should be mutual between students, families, teachers, staff, and members of the school community. It is important to recognize that all school members have been shaped by unique experiences that inform their opinions and viewpoints, and these differences are to be valued and appreciated. All members should be encouraged to express themselves and their beliefs and opinions in a supportive and safe environment. We believe that respect for differences, diversity, property, community, time, and work form the foundation of a nurturing community.

21st Century Learning Expectations

Auburn High School has identified the following school-wide expectations for student learning, based upon 21st Century Skills. These learning expectations are designed to reinforce the skills students need to learn and demonstrate throughout their high school experience.

Academic:

- Communicate with clarity, purpose and consideration of the audience.
- Demonstrate the ability to investigate, research and solve problems using higher order thinking and reasoning skills.
- Utilize various forms of technology and media to foster creativity and self-expression.

Social:

- Collaborate effectively as a member of a team.

Civic:

- Responsibly participate as a local and global digital citizen.



Auburn High School

"Community. Academics. Respect."

99 Auburn Street • Auburn, Massachusetts 01501

Phone: (508) 832-7711 • Fax: (508) 832-7710

www.auburn.k12.ma.us

Daniel DeLongchamp, M.Ed., Principal
Melissa LaBeaume, Ed.D, Assistant Principal

Tess Jarvis, CAGs., Director of Guidance
Curt Field, M.S., CAA., Director of Athletics

August 20, 2024

Dear Students:

It is with great enthusiasm that I present you with this year's Auburn High School Student Handbook. This handbook provides general information about Auburn High school.

As you read this handbook, you will notice important sections regarding daily operations, attendance policies, academic programs and requirements, student services, and student life.

Our school wide values are focused around community, academics, and respect. We stress the importance of building healthy lasting relationships that promote and foster your well-being. We want all of you to strive for excellence in the classroom, in co-curricular activities, and in your personal lives, ultimately, becoming the best versions of yourselves.

I wish you all a wonderful year.

Warm Regards,

Daniel G. DeLongchamp

Daniel G. DeLongchamp, M.Ed.
Principal

School Administration

Superintendent

Mrs. Elizabeth Chamberland, Ed.D.

Assistant Superintendent

Alan Keller, M.Ed., CAGS

Auburn School Committee

Mrs. Jessica Harrington, Chair

Mrs. Meghan McRillis, Vice Chair

Mrs. Gail Holloway

Mrs. Samantha Raphael

Mrs. Brooke Williamson Wrenn

Business Manager

Mrs. Jennifer Stanick

Director of Pupil Services

Mr. Gregory Walton, M.Ed.

Principal

Mr. Daniel Delongchamp, M.Ed.

Assistant Principal

Ms. Melissa LaBeaume, Ed.D.

Athletic Director

Mr. Curt Field, M.S., CAA

Director of Guidance

Mrs. Tess Jarvis, CAGS

Nursing Staff

Mrs. Beth Fahey, RN, BSN

Mrs. Jo Truong, RN, BSN

2024-2025 District Calendar

| AUBURN PUBLIC SCHOOLS | | | | | | | | AUGUST/SEPTEMBER | | | | | | | | OCTOBER | | | | | | | |
|---|----|--------------------------|----|---|----|----|----|--|----|----|-----------------------------|--|----|----|--|--|----|----|----|----|--|--|--|
| Elizabeth Chamberland, Ed.D. | | Superintendent | | Su | M | T | W | T | F | Sa | Su | M | T | W | T | F | Sa | | | | | | |
| Alan Keller | | Assistant Superintendent | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | 1 | 2 | 3 | 4 | 5 | | | | | |
| 5 West Street | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | |
| Auburn, Massachusetts 01501 | | | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | |
| 508-832-7755 | | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | |
| https://www.auburn.k12.ma.us | | | | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 27 | 28 | 29 | 30 | 31 | | | | | | | | |
| Auburn High School/Preschool | | | | 29 | 30 | | | | | | 10/2 - Rosh Hashanah Begins | | | | | | | | | | | | |
| 99 Auburn Street - (508) 832-7711 | | | | 8/26 - Professional Development Day for Staff | | | | | | | | 10/11 - Yom Kippur Begins | | | | | | | | | | | |
| Auburn Middle School | | | | 8/27 - Professional Development Day for Staff | | | | | | | | 10/11 Half Day-Professional Dev. for staff | | | | | | | | | | | |
| 9 West Street - (508) 832-7722 | | | | 8/28 - First Day of School for Students | | | | | | | | 10/14- Indigenous Peoples' Day - No School | | | | | | | | | | | |
| Swanson Road Intermediate School | | | | 8/30 - No School | | | | | | | | | | | | | | | | | | | |
| 10 Swanson Road - (508) 832-7744 | | | | 9/2 - Labor Day- No School | | | | | | | | | | | | | | | | | | | |
| Bryn Mawr Elementary School | | | | | | | | | | | | | | | | | | | | | | | |
| 35 Swanson Road - (508) 832-7733 | | | | | | | | | | | | | | | | | | | | | | | |
| Pakachoag Elementary School | | | | | | | | | | | | 22 students | | | | 22 students | | | | | | | |
| 110 Pakachoag Street - (508) 832-7788 | | | | | | | | | | | | 24 teachers | | | | 22 Teachers | | | | | | | |
| NOVEMBER | | | | | | | | DECEMBER | | | | | | | | JANUARY | | | | | | | |
| Su | M | T | W | T | F | Sa | Su | M | T | W | T | F | Sa | Su | M | T | W | T | F | Sa | | | |
| | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | H | 2 | 3 | 4 | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | V | V | H | V | V | 28 | 19 | H | 21 | 22 | 23 | 24 | 25 | | | |
| 24 | 25 | 26 | V | H | H | 30 | 29 | V | V | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | | | |
| 11/5 Full Professional Development Day | | | | | | | | 12/25 - Hanukkah Begins | | | | | | | | 1/1 - New Year's Day - No School | | | | | | | |
| 11/11 - Veterans Day Observed- No School | | | | | | | | 12/25 - Christmas | | | | | | | | 1/17/25 Half PD Day | | | | | | | |
| 11/19-Parent Teacher Conferences(Prek-8 Only)-Half Day for Students | | | | | | | | 12/23 - 1/1 - Winter Recess | | | | | | | | 1/20 - Martin Luther King Day- No School | | | | | | | |
| 11/19-Full Day of School for High School Only | | | | | | | | 12/26 - Kwanzaa Begins | | | | | | | | | | | | | | | |
| 11/27-11/29 - Thanksgiving Recess | | | | | | | | | | | | | | | | | | | | | | | |
| - End of Trimester 1-11/26/24 | | | | | | | | | | | | | | | | | | | | | | | |
| 16 students | | | | | | | | | | | | | | | | 21 students | | | | | | | |
| 17 teachers | | | | | | | | 15 students and teachers | | | | | | | | 21 teachers | | | | | | | |
| FEBRUARY | | | | | | | | MARCH | | | | | | | | APRIL | | | | | | | |
| Su | M | T | W | T | F | Sa | Su | M | T | W | T | F | Sa | Su | M | T | W | T | F | Sa | | | |
| | | | | | | 1 | | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | |
| 16 | H | V | V | V | V | 22 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | H | V | V | V | V | 26 | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | | | |
| 2/17 - President's Day - No School | | | | | | | | 30 | | | | | | | | 4/12 - Passover Begins | | | | | | | |
| 2/18 - 2/21 - February Vacation | | | | | | | | 3/13 - End of Trimester 2 | | | | | | | | 4/18 No School for Kindergarten ONLY-Screening | | | | | | | |
| | | | | | | | | 3/1 - Ramadan Begins | | | | | | | | 4/20 - Easter Sunday | | | | | | | |
| | | | | | | | | 3/30 - Eid Al-Fitr | | | | | | | | 4/21 - Patriots' Day - No School | | | | | | | |
| | | | | | | | | 3/20 Half PD 3/21 Full PD | | | | | | | | 4/22 - 4/25 - April Vacation | | | | | | | |
| 15 students and teachers | | | | | | | | 20 students | | | | | | | | 17 students and teachers | | | | | | | |
| | | | | | | | | 21 teachers | | | | | | | | | | | | | | | |
| MAY | | | | | | | | JUNE | | | | | | | | Color Key | | | | | | | |
| Su | M | T | W | T | F | Sa | Su | M | T | W | T | F | Sa | | Holidays / Vacation | | | | | | | | |
| | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | No School - Prof. Dev. for Staff | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 1/2 Day - Students/ Prof. Dev. for Staff | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | H | 20 | 21 | | First Day of School | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | 1/2 Day - Last Day for Students & Staff | | | | | | | | |
| 25 | H | 27 | 28 | 29 | 30 | 31 | 29 | 30 | | | | | | | Snow Days if Needed | | | | | | | | |
| 5/16 Half PD | | | | | | | | 6/16- Half Day- Last Day for Students & Staff | | | | | | | | 1/2 Day - Students & Staff | | | | | | | |
| 5/26 - Memorial Day - No School | | | | | | | | 6/19 - Juneteenth Observed (no school if snow day) | | | | | | | | | | | | | | | |
| 5/30 - AHS Graduation | | | | | | | | Snow Days as Needed | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| 21 students and teachers | | | | | | | | 11 students and teachers | | | | | | | | Rigor. Relevance. Relationships. | | | | | | | |
| Approved by APS School Committee 2-7-24 | | | | | | | | | | | | | | | | | | | | | | | |

Start Time, Cancellations & Delays

* School is in session daily from 7:25am - 1:50pm *

Morning Arrival:

- Beginning at 7am, students may be dropped off at the back entrance to the school
- After 7:10am, families may also utilize the front entrance for drop off as the buses will have cleared. Please note that the front traffic flow is one way during this time.
- As our driveways can become very congested in the morning, students and their families should plan accordingly to ensure that they are not late to school.

Afternoon Dismissal:

- Student dismissal begins at 1:50. Families may arrive for pickup at the back entrance no earlier than 1:35pm
- The front driveway/entrance should only be utilized for pick up after 2pm due to busing

School cancellations and delays will be broadcast over the following...

Local radio stations:

AM Radio: WTAG - 580 WORC - 1310 WBZ - 1030 WRKO - 680 WGFP - 940

FM Radio: WXLO - FM WSRS - 96.1

Local TV stations: Chan. 4 (WBZ) Chan. 5 (WCVB) Chan. 7 (WHDH) Chan. 25 (FOX)

District Facebook Page: Auburn Public School District

“One Call Now:” An automated message will also be delivered by the school district as soon as the decision to delay or cancel school has been made.

Please note: If there is a delayed opening of an hour or two, bus schedules will be delayed by the same amount of time. In the event of a delay, morning Kindergarten and Pre-school will be canceled. If for any reason we need to dismiss students early, every effort will be made to broadcast the information as soon as possible. As always, it is the family's prerogative to decide whether they wish to send their child to school during days of inclement weather.

Families, please review with your child the procedures you want them to follow in case of a dismissal. There is always the potential of a heating failure, frozen water pipes, or some other such “emergency” that would require the school to dismiss students early. It is possible you may not hear the early dismissal announcement, so take some time with your child to develop an emergency plan. It may save a great deal of worry and

concern later. Have the plan in place so we can all feel secure about safety precautions for our children.

Schedule Rotation

AHS runs on a 5 day rotating schedule with a 30 minute activity period. The schedule rotates by day of the week, with Mondays fixed as Day 1, Tuesdays fixed as Day 2, etc. Please refer to the schedule rotation below for more details.

| Day 1 (Mondays) | Day 2 (Tuesdays) | Day 3 (Wednesdays) | Day 4 (Thursdays) | Day 5 (Fridays) |
|--|--|--|--|--|
| <i>Students released to first period at 7:20</i> | <i>Students released to first period at 7:20</i> | <i>Students released to first period at 7:20</i> | <i>Students released to first period at 7:20</i> | <i>Students released to first period at 7:20</i> |
| A BLOCK 7:25-8:25 60 minutes | B BLOCK 7:25-8:25 60 minutes | C BLOCK 7:25-8:25 60 minutes | D BLOCK 7:25-8:25 60 minutes | E BLOCK 7:25-8:25 60 minutes |
| PASSAGE 8:25-8:29 | PASSAGE 8:25-8:29 | PASSAGE 8:25-8:29 | PASSAGE 8:25-8:29 | PASSAGE 8:25-8:29 |
| B BLOCK 8:29-9:28 59 minutes | C BLOCK 8:29-9:28 59 minutes | D BLOCK 8:29-9:28 59 minutes | E BLOCK 8:29-9:28 59 minutes | A BLOCK 8:29-9:28 59 minutes |
| ACTIVITY 9:28-9:58 | ACTIVITY 9:28-9:58 | ACTIVITY 9:28-9:58 | ACTIVITY 9:28-9:58 | ACTIVITY 9:28-9:58 |
| PASSAGE 9:58-10:02 | PASSAGE 9:58-10:02 | PASSAGE 9:58-10:02 | PASSAGE 9:58-10:02 | PASSAGE 9:58-10:02 |
| C BLOCK 10:02-11:01 59 minutes | D BLOCK 10:02-11:01 59 minutes | E BLOCK 10:02-11:01 59 minutes | A BLOCK 10:02-11:01 59 minutes | B BLOCK 10:02-11:01 59 minutes |
| PASSAGE 11:01-11:05 | PASSAGE 11:01-11:05 | PASSAGE 11:01-11:05 | PASSAGE 11:01-11:05 | PASSAGE 11:01-11:05 |
| D BLOCK <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes | E BLOCK <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes | A BLOCK <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes | B BLOCK <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes | C BLOCK <u>11:04 -12:47</u> 1st 11:01-11:26 2nd 11:28-11:53 3rd 11:55-12:20 4th 12:22-12:47 102 minutes |
| PASSAGE 12:47-12:51 | PASSAGE 12:47-12:51 | PASSAGE 12:47-12:51 | PASSAGE 12:47-12:51 | PASSAGE 12:47-12:51 |
| E BLOCK 12:51-1:50 59 minutes | A BLOCK 12:51-1:50 59 minutes | B BLOCK 12:51-1:50 59 minutes | C BLOCK 12:51-1:50 59 minutes | D BLOCK 12:51-1:50 59 minutes |

Daily Bell Schedule

| Block | Start time | End time | Duration |
|---------------------|------------|----------|----------|
| FIRST BLOCK | 7:25 | 8:25 | 60 min |
| Passage | 8:25 | 8:29 | 4 min |
| SECOND BLOCK | 8:29 | 9:28 | 59 min |
| ACTIVITY | 9:28 | 9:58 | 30 min |
| Passage | 9:58 | 10:02 | 4 min |
| THIRD BLOCK | 10:02 | 11:01 | 59 min |
| Passage | 11:01 | 11:05 | 4 min |
| FOURTH BLOCK | 11:05 | 12:47 | 102 min |
| First lunch | 11:01 | 11:26 | 25 min |
| Second lunch | 11:28 | 11:53 | 25 min |
| Third lunch | 11:55 | 12:20 | 25 min |
| Fourth lunch | 12:22 | 12:47 | 25 min |
| Passage | 12:47 | 12:51 | 4 min |
| LAST BLOCK | 12:51 | 1:50 | 59 min |

½ Day Bell Schedule

| Block | Start time | End time | Duration |
|---------------------|------------|----------|----------|
| FIRST BLOCK | 7:25 | 8:03 | 38 min |
| Passage | 8:03 | 8:07 | 4 min |
| SECOND BLOCK | 8:07 | 8:45 | 38 min |
| Passage | 8:45 | 8:49 | 4 min |
| THIRD BLOCK | 8:49 | 9:27 | 38 min |
| Passage | 9:27 | 9:31 | 4 min |
| FOURTH BLOCK | 9:31 | 10:09 | 38 min |
| Passage | 10:09 | 10:13 | 4 min |
| LAST BLOCK | 10:13 | 10:50 | 38 min |

2 Hour Delay Bell Schedule

| Block | Start time | End time | Duration |
|---------------------|------------|----------|----------|
| FIRST BLOCK | 9:25 | 10:02 | 37 min |
| Passage | 10:02 | 10:06 | 4 min |
| SECOND BLOCK | 10:06 | 10:43 | 37 min |
| Passage | 10:43 | 10:47 | 4 min |
| THIRD BLOCK | 10:47 | 11:24 | 37 min |
| Passage | 11:24 | 11:28 | 4 min |
| FOURTH BLOCK | 11:28 | 1:09 | 102 min |
| First lunch | 11:24 | 11:49 | 25 min |
| Second lunch | 11:51 | 12:16 | 25 min |
| Third lunch | 12:18 | 12:43 | 25 min |
| Fourth lunch | 12:45 | 1:10 | 25 min |
| Passage | 1:10 | 1:14 | 4 min |
| LAST BLOCK | 1:14 | 1:50 | 36 min |

1 Hour Delay Bell Schedule

| Block | Start time | End time | Duration |
|---------------------|------------|----------|----------|
| FIRST BLOCK | 8:25 | 9:17 | 52 min |
| Passage | 9:17 | 9:21 | 4 min |
| SECOND BLOCK | 9:21 | 10:13 | 52 min |
| Passage | 10:13 | 10:17 | 4 min |
| THIRD BLOCK | 10:17 | 11:09 | 52 min |
| Passage | 11:09 | 11:13 | 4 min |
| FOURTH BLOCK | 11:13 | 12:55 | 102 min |
| First lunch | 11:09 | 11:34 | 25 min |
| Second lunch | 11:36 | 12:01 | 25 min |
| Third lunch | 12:03 | 12:28 | 25 min |
| Fourth lunch | 12:30 | 12:55 | 25 min |
| Passage | 12:55 | 12:59 | 4 min |
| LAST BLOCK | 12:59 | 1:50 | 51 min |

School Enrollment

| | |
|---------------|-----|
| Class of 2025 | 170 |
| Class of 2026 | 185 |
| Class of 2027 | 182 |
| Class of 2028 | 209 |

2024-2025 Total Enrollment: 746

School & Community Partnerships

Auburn High School students are provided with the opportunity to develop partnerships with community based groups, including: the Chamber of Commerce, Charter Communications, the Rotary Club, Auburn Youth and Family services, local schools, the Board of Health, the Bay State Savings Bank, the Auburn Police Department, and local colleges through Tech Prep 2+2 articulation agreements. These partnership programs improve student understanding of career opportunities as they relate to curriculum. In addition, the AV Department has a state of the art TV studio and presentation room that are available for school and community use. Video coverage of many school events is telecast over local cable access.

Fire Drills/Emergency Evacuations

During a fire drill or an emergency evacuation, students are to follow instructions from their teachers. Everyone must leave the building quickly according to the instructions posted on the front wall of each classroom. If a person is in the hallway at the time the alarm sounds, they should leave the building by the nearest exit. Students should report to their assigned locations and check in with their teacher. An administrator will signify that the drill/emergency is over and all students will return to their regularly scheduled class. It should be noted that the Auburn Public Schools utilize A.L.I.C.E. procedures as a manner of maintaining student safety.

Health Services

Students have access to a range of health services including: physical examinations, hearing and visual screening, immunization status review, etc. The school nurse works in conjunction with the school physician. Students desiring the services of the nurse during the day must obtain teacher permission. Families should call the nurse concerning health problems pertinent to their son or daughter. If a student is absent, the family should call the school to report this absence.

Medication Policy

1. At Auburn High School, the school nurse will supervise the administration of medication in school. The school nurse must be notified by the student and/or family/guardian of the need for administration of medication in school. A permission slip is sent home to family/guardian with the student, or if appropriate, mailed.
2. A Medication order from a physician must be provided to the nurse. A telephone order by the physician must be followed within three (3) days by a written order. A properly labeled pharmacy bottle may be used in place of a written physician order if the medication is to be taken for less than ten (10) school days.
3. The Parent/guardian or responsible student may bring the medication to school in a properly labeled pharmacy bottle. All medications will be kept in a locked cabinet in the clinic.
4. The nurse reserves the right to refuse to give any medication where, in her judgment, she does not have adequate information to safely administer the medication.
5. If the student does not arrive at the clinic within 30 minutes of the time the medication is to be administered, a reasonable effort will be made to locate the student and administer the prescribed medication.
6. Documentation of the administration of medication will be made on a daily medication log.
7. Over-the-counter medications must be taken in the clinic. The student is responsible for bringing the medication in the original bottle or package, storing it in the locked closet in the clinic, and self-administering it as needed.

8. Families should notify the school nurse of any hospitalization for illness or surgery. A note from the doctor will be necessary to return to school so that follow-up care can be provided as necessary.

Guidance Services

Staff: Mrs. Tess Jarvis, School Counselor/Department Chair
Mrs. Kendra Beveridge, School Counselor
Mr. Steven Brutus, School Counselor
Mrs. Amy Sampson, School Counselor
Mrs. Diana McLaughlin, Adjustment Counselor
Mrs. Meghan Berg, Social Worker
Mrs. Brenda Bessette, Guidance Secretary

Each Student is assigned to a guidance counselor in Grade 9 and remains the responsibility of that counselor through graduation. Students may request to see their counselor through graduation. Students may request to see their guidance counselor by emailing their counselor and requesting an appointment. Students may not go to the guidance office during school hours without a pass from the counselor.

Each student will have counseling sessions throughout the year to cover some of the following items:

- Course selection
- Test interpretation
- Progress report review
- Career information
- Personal
- Mediation
- Summer-job placement
- Follow-up visit
- Academic review
- Present program adjustment: Parent/guardian-student conference
- Placement - post-secondary: Pre-drop-out counseling

Educational Support Team (EST)

The Educational Support Team (EST) consists of administrators, school counselors, classroom teachers, and special education department chair. The team meets regularly to identify and support the needs of individual students. At these meetings the EST will discuss these concerns, make recommendations for interventions to best support the student and then follow up on those interventions.

Behavioral and Emotional Screening of Students

In an ongoing effort to support student in the Auburn Public Schools and in concert with the Massachusetts Department of Elementary and Secondary Education's (DESE) 2018 *Heartstrategy for Safe and Supportive Schools*, we are working to promote systems and strategies that foster safe, positive, healthy culturally-responsive and inclusive learning environments that address students' varied needs and improve educational outcomes for all. DESE's areas of focus through this initiative include:

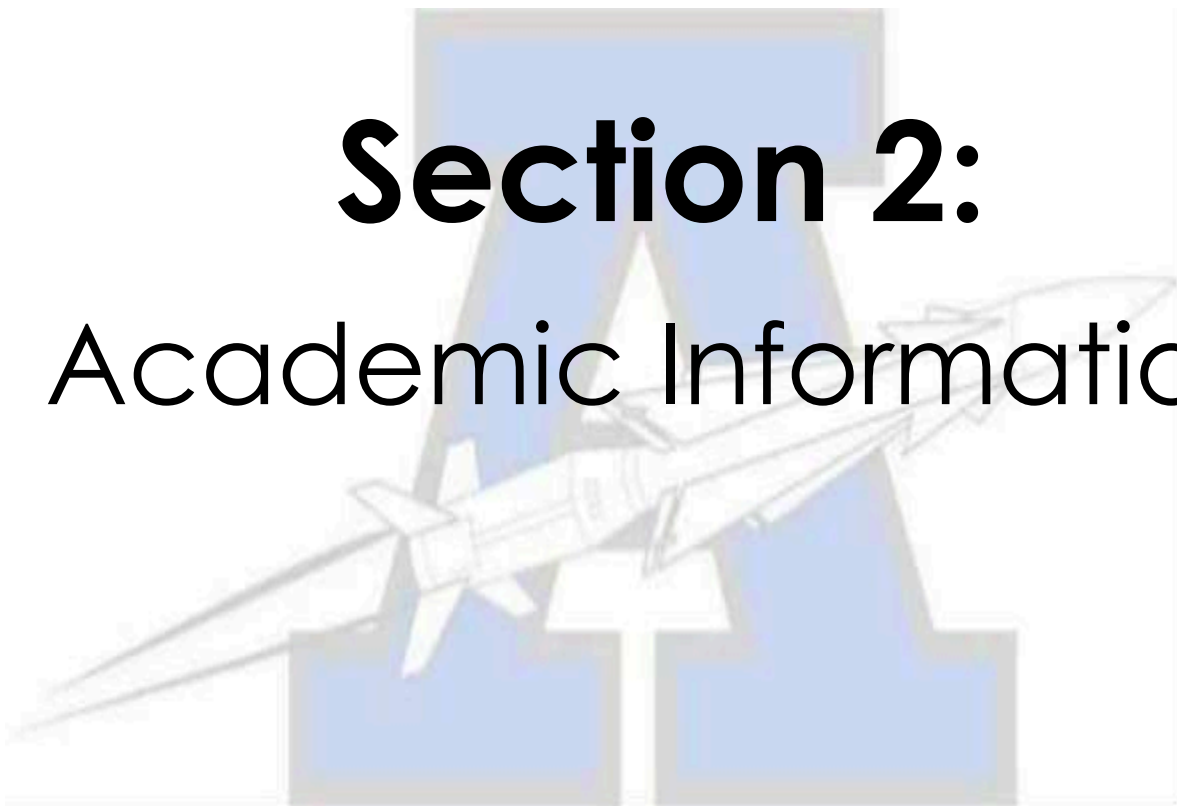
- 1) School climate and culture
- 2) Social and emotional learning competencies
- 3) Health, Wellness and Safety
- 4) Family and Community Engagement

In support of DESE's initiative and based on an increasing need for social and emotional support for students, Auburn may screen students to identify or predict students who may be at risk. The use of universal screenings refines and strengthens our efforts to help all of our students be successful by allowing us to take positive and preventative measures as early as possible. This would not be a diagnostic tool, but a screening tool to gauge potential risk.

The behavior screening tool would focus on social behaviors affecting academic engagement, with your permission. You will also be given the option to have your child opt out of the screening process. When appropriate, and with your permission, the results of the tool will be used to provide identified students with mentoring, social skill building and other support to help them engage positively in learning. You will be notified by the school if your child is selected for participation in an intervention program.

Section 2:

Academic Information



Accreditation

The New England Association of Schools and Colleges (NEASC) accredits Auburn High School and is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through colleges, offering post-graduate instruction. Accreditation of an institution by the New England Association ensures that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a rigorous review process. An accredited school or college is one that has the resources necessary to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Accreditation also addresses institutional integrity.

Accreditation by the New England Association applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to:

N.E.A.S.C

209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022

Graduation Requirements

All students will be responsible for completing 110 credits of study to obtain an Auburn High School diploma in accordance with the recommended program of studies suggested by the Massachusetts Department of Elementary and Secondary Education (Mass Core).

Course Requirements:

- 4 years of English
- 4 years of Math (*Algebra, Geometry, Algebra II or the equivalent of this three year sequence*)
- 4 years of Physical Education
- 3 years of a lab-based Science (*including Biology*)
- 3 years of Social Sciences (*including United States History I, United States History II, and World History*)
- 2 years of the same Foreign Language
- 1 year of Fine Arts (*must complete the equivalent of one year but can be in different areas*)
- 5 additional "core" courses such as Business Education, Health, and/or Technology

Mass Core also encourages students to participate in additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

MCAS Requirements:

- English: 472 or higher
- Math: 486 or higher
- Science: 220 or higher (legacy STE test) or the 467 or higher (interim passing standard for next-generation Biology exam)

Students who score 455-471 (English) and 469-485 (Math) MCAS are required by the Department of Elementary and Secondary Education to complete an Educational Proficiency Plan (EPP) as part of their studies through grade 12.

Graduation Policy

All of the preceding requirements must be met for a student to receive an Auburn High School Diploma and to participate in June's Commencement Ceremonies. Students are promoted with their graduating class provided they meet graduation requirements by the end of senior year. If graduation requirements are not met, students may be retained an additional year in order to receive an AHS diploma. If students have met local graduation requirements, but not state MCAS requirements, students will have additional opportunities to retake the MCAS test after graduation as designated by the state. Students will receive a certificate of completion in lieu of a diploma until the student has achieved the minimum passing score on the MCAS exam as required by the state of Massachusetts.

Cumulative Academic Folders

Each year, the senior class will receive their cumulative academic folders as part of their senior exit interview with school counselors. Any folders that are not picked up will be held in the counseling office through September of their graduation year.

Course Offerings & Registration

Please refer to the [AHS Program of Studies](#) for detailed information regarding departmental offerings, course sequences and registration.

Advanced Placement

Advanced Placement courses are offered in the following areas:

Computer Science, Calculus, Statistics, Biology, Chemistry, Environmental Science, Physics, English Language, English Literature, Psychology, United States History, World History, Studio Art and Music Theory. Additional AP courses are available through VHS in the guidance department. Please refer to the AHS Program of Studies for more information regarding AP Exam registration fees, textbooks and summer work.

Grade Reporting

PowerSchool

Grades are accessible to students and their families through the [PowerSchool platform](#). Students and families are reminded to check their academic progress regularly.

Report Cards

In lieu of issuing formal printed report cards, grades are finalized and made available to students and their families at the end of each trimester. End of year grades are reported on a student's transcript. Families and students may view unofficial end of trimester grades on Auburn High School's PowerSchool portal.

Incomplete Grades

Teachers may issue a student incomplete grades due to an extended absence from school such as a prolonged illness. Students must complete work within two weeks after the end of each trimester in order to receive a grade, otherwise the incomplete grade is changed to the grade earned by the work submitted to date.

Final Assessment Activities

Academic departments will administer departmental final assessments during a designated period at the conclusion of each trimester. Final assessment grades are factored into the calculation of a student's final grade.

Senior Exemptions:

Seniors will be exempted from final assessments each trimester* if they have a "90" or above for their trimester average. Seniors that choose to be exempt from their final assessment will receive the equivalent average of their first trimester grade as their final assessment grade.

**Exception: Seniors enrolled in full-year AP courses will not be exempt from any major assessments during tri 1 or tri 2)*

Homework Policy

While Auburn High School subscribes to the concept that homework is an integral part of the educational process across all disciplines, we also recognize the need for a healthy student school-life balance. Homework should be utilized to maximize the learning process by allowing students to demonstrate mastery of the day's lesson or to prepare for an upcoming lesson. Homework expectations are department and teacher-specific and will be provided to students and families at the start of each trimester.

Make Up Work

It is the responsibility of the student to contact their teachers to obtain any information regarding any arrangements for making up work due to an unanticipated absence from school or class. Many teachers utilize the platform Schoology to post course materials and assignments, offering students access regardless of their location. Generally, the amount of time for a student to make up work for EXCUSED absences will be no more than the duration of the absence. However, there are a number of situations where this policy does not apply:

If a student is tardy to school or dismissed from school, it is expected that any work that is due for the missed classes will still be submitted to those teachers on that day. This is particularly important when long-term assignments or major assignments are involved.

If a student is absent on the day that a long-term assignment is due, then the assignment should be turned in on the next day that they are present in school; Likewise, if a student is absent on the date of a major test or assignment then they should be prepared to take the test or complete that assignment on the next day they return;

If a student cuts a class or school on a day when a major assessment is given or a long-term assignment is due, consequences may range from receiving a zero/no credit for the assessment/assignment to a lesser grade reduction depending on the individual circumstances; to another consequence determined by the building principal.

Academic Support

Afterschool Extra Help Sessions

We strongly encourage students to make appointments with their teachers to receive extra help. Unless there are building meetings scheduled, teachers are available on Monday through Thursday afterschool and may be available during activity period as well. Students are also encouraged to access National Honor Society tutoring services through their school counselor.

Honor Roll

Trimester honor rolls are determined and posted after each trimester report card. Students achieving trimester grades of 80 or higher in all of their trimester courses will receive honors status. Students achieving trimester grades of 90 or higher in all of their trimester courses will receive high honor roll status.

Academic Integrity

Academic integrity and honesty are cornerstones of learning in a democratic society. Fundamental to the development of character is a willingness to be honorable and responsible. Specifically, we wish to emphasize our concern in two areas: **cheating** and **plagiarism**.

The academic consequences of cheating and plagiarism will be the loss of some or all credit on the assignment, essay, quiz, test, examination, project, etc. In the event that a teacher has found evidence of cheating and/or plagiarism, the student and their family will be notified along with school administration.

Students may also be subject to additional consequences, ranging from probation to removal from school leadership positions and membership in school organizations (including but not limited to National Honor Society).

As defined by Random House Dictionary, “Cheating embraces any action wherein a person defrauds, deceives, or violates regulations unfairly.” Examples of cheating include, but not limited to:

- Copying another's homework and indicating that it is yours

- Allowing another student to copy your completed assignment
- Using unauthorized notes, "cheat sheets", electronic devices, or looking at another's work while taking a quiz or examination/test
- Giving information about a test to members of another class who have the same course
- Damaging the finished product/work of others
- Accepting unauthorized assistance with a project, take home quiz or assignment when the intent of the assignment is to have you demonstrate your ability in the matter.
- Use of AI tools when not authorized by the classroom teacher

As defined by Random House Dictionary, "Plagiarism is the act of stealing the language, ideas or thoughts of another and representing them as your own original work."

Examples of cheating include, but not limited to:

- Paraphrasing a passage in a book without using a citation or bibliographic entry to indicate the source
- Submitting an assignment in part or whole that has been copied from a published source or downloaded from the computer
- Having another person complete a project for you and then submitting it as your work
- Not using proper documentation or bibliographic reference; this includes citing use of AI tools when use is authorized by the teacher

Student Concerns Regarding Class Work

When there is a question or concern regarding students and class work, we encourage students to first communicate directly with their teacher. If there are further questions, families should contact the teacher and department chair (listed below) to discuss the situation as soon as possible. If the issue remains unresolved after discussing it at the

departmental level, families are urged to contact the principal to discuss the situation. The principal's decision is final.

| Department | Chairperson |
|-------------------|--------------------|
| English | Natalie Layte |
| Fine Arts | Virginia Bailey |
| Foreign Language | Daniel Creamer |
| Math | April White |
| Science | Jeffrey Berg |
| Social Studies | Spencer Kennard |
| Special Education | Alison DeLuca |
| Technology | William Wright |
| Wellness | Gregory Pratt |

Student Production Periods

As society and increasing academic demands place greater pressures of time and course load upon students, we recognize the need for quality, quiet, structured time for students to complete these academic demands. To this end, we have instituted a directed production period as an option for seniors. The purpose of this daily Student Production Period is to enhance and enrich the student's academic experience and should be coordinated with a student's school counselor.

Bridge for Resilient Youth in Transition (BRYT) Program

The Bridge for Resilient Youth in Transition (BRYT) is a program that is offered at Auburn High School that supports students who are transitioning back to school after periods of extended absence. The reasons for absence might include an episode of depression, severe anxiety, concussion, medical illness, or some other acute episode that is temporary but has kept the student from keeping current with their studies. Referrals for the BRYT program may come from a variety of stakeholders, including teachers and families. Under the care of BRYT staff, students are able to return to school and spend their days catching up on schoolwork, discussing items of concern, and assimilating back into school life at a pace comfortable for the student to avoid overwhelming them upon their return to school. The BRYT program at Auburn High School is staffed with teachers and counseling staff in a separate room from the rest of the school. Here, students can continue their recovery, regain their strength and confidence, and

ultimately transition back into the general school community.

While students are in BRYT, school staff work in conjunction with all relevant stakeholders in the care of the student. These stakeholders may include families, caregivers, medical professionals, specialized therapists, or other agency representatives that are pertinent to a particular situation. Families are a part of this process through participating in the intake process, being provided with periodic updates from BRYT staff, and sharing insights regarding their child's progress over an initial period of six weeks. After the six week period, it is the hope of Auburn High School that students are back into the general community and resuming a full course schedule. If this is not possible, discussions are held between families, the student, BRYT staff, other pertinent parties, and other building based personnel (as needed) in order to determine next steps in a student's care plan.

Retention Policy (Grade 9 only)

Freshman students who fail fifteen (15) credits or more at the end of grade 9, must re-enroll in those freshmen classes that were failed before moving on to grade 10 classes. Freshman students losing fifteen (15) credits or more will not be eligible for summer school to make-up course work. The student is considered "credit deficient" and remains a member of his/her class. For the student to graduate with his/her class, he or she must have all 110 credits attained by their graduating year.

Summer School

If a student receives a failing average between 55 and 64 and has passed a minimum of two terms, the student is eligible to attend summer school and restore five (5) credits (maximum ten (10) credits per summer). If the course is not available at AHS, a student may attend another approved summer school. All students attending a summer school program must receive the recommendation of the teacher(s) of the failed course(s).

Summer School grading policy:

- Students must attend a summer school program at an accredited school.
- Students will receive a maximum grade of 65 on their transcript for credit purposes. This average is what will be factored into a student's GPA.
- The student's summer average will be placed on the transcript with a notation of summer school average.



Section 3:

Student Activities & Athletics

Extracurricular Activities

Students who attend Auburn High School are encouraged to participate in school activities. It has been found that the more students become involved with their school, the more successful they will become in school. The following is a listing of the clubs and organizations available to all students attending Auburn High School:

| | |
|--------------------------------|------------------------------|
| Art Club | National Honor Society |
| Chamber Singers | Photography Club |
| Chess Club | Rockets 2 Rockets |
| Concert Band | Rocket Marching Band |
| eSports | Science Olympiad |
| Fish and Game Club | Ski Club |
| Gardening & Cooking Club | Student Council |
| GSA | Students for Diversity |
| International Club | Students for the Environment |
| Launch Pad | Tri M Music Honor Society |
| Leadership Team | Video Game Club |
| Literature Club | Video Yearbook |
| Math Team (Varsity & Freshman) | We The People |
| Model UN | Yearbook |

Code of Ethics for Student Leaders

A student leader at Auburn High School must demonstrate the following qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship. In setting an example to be followed by all members of the Auburn High School community, it is expected that a student leader....

- takes criticism willingly and accepts recommendations graciously
- consistently exemplifies desirable qualities of behavior
- upholds principles of morality and ethics
- cooperates by complying with the AHS Code of Conduct
- demonstrates the highest standards of honesty and reliability
- regularly shows courtesy, concern, and respect for others
- exemplifies self-discipline
- never discriminates nor harasses another student or staff member as defined in the Student Handbook

Guidelines for Students Running for an Elected Office

Candidates running for an elected office must comply with the following guidelines: Any student who fails to comply with these guidelines will be disqualified from running for that office.

- A candidate must maintain academic eligibility in accordance with the MIAA (*A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four 5-credit courses*).
- A candidate must be in good behavioral standing, with any/all consequences resolved before running for office.
- A candidate must be in good standing with their class or club/organization. All dues must be paid before taking out nomination papers, as well as having participated in the majority of the class/organization's activities.
- A student is not allowed to hold office in more than one of the following organizations: Class Office, Student Council, or the National Honor Society.
- All candidates must attend an informational meeting prior to taking out nomination papers.
- No items are to be handed out as part of any campaign.
- All signs/posters must be approved by the administration before they are allowed to be displayed.
- All signs/posters may only be hung in the cafeteria.
- All signs/posters must be removed by the day following the election.
- Candidates may begin campaigning on the day when nomination papers become available.

- All candidates must deliver a speech on the day of the election assembly. They must not exceed three minutes in length. All speeches must be submitted to their class advisor before the end of the school day prior to the election assembly. Candidates must never berate or verbally attack another candidate's character, family, or accomplishments.
- All candidates must be respectful of other candidates at all times.
- If a candidate is absent on the day of the election assembly, the advisor will acknowledge to the class that they is a candidate for that office. No speech will be given on behalf of that candidate.
- Candidates are responsible for securing the names of 25 signatures from members of their class. All nominations papers must be turned in to their advisor by 2:15PM on the last day that nomination papers are due.

NHS Eligibility Information

The National Honor Society (NHS) is a nationwide organization for high school students in the United States and outlying territories, which consists of many chapters in high schools. Selection is based on four criteria: scholarship (academic achievement), leadership, service, and character. This is a members only club for Sophomores, Juniors, and Seniors. The AHS chapter of NHS organizes many community service projects in town.

Eligibility Requirements & Application Process:

All 10th-12th graders with a GPA of 3.807 or higher are eligible to apply for membership in the AHS Chapter of the National Honor Society, per the group's constitution. It is important to note that the 3.807+ GPA on its own does not guarantee membership in the organization, only eligibility for the application process.

By the end of January, an announcement will be made that the list of students with qualifying GPAs is posted on the NHS advisors' classroom doors along with details about a mandatory meeting for all eligible and interested applicants. Any eligible student planning to apply for membership must attend the informational meeting in order to receive an application packet. This meeting is vital as it will provide details about the application process and deadlines, along with clarifying any questions that students may have.

The NHS Selection Faculty Council will meet after February break to review applications. Candidates will be considered based on their Scholarship, Service, Leadership, and Character; the four pillars of the National Honor Society.

Students will receive formal acceptance or denial letters via the U.S. Postal Service. Acceptance letters will include more information about the Induction Ceremony and denial letters will include feedback from the faculty council along with information about the appeal process. Students will have the ability to appeal an denial, with the school principal being the final arbiter. Students that are denied acceptance are encouraged to reflect on the feedback, maintain their eligibility, and apply again the following year.

Performance Arts Extracurricular Activities

Students and families should recognize that participation in performance arts extracurricular activities is not a right of all students, but rather a privilege to those selected individuals who possess the ability, attitude, disposition, cooperative spirit, and desire to represent the Auburn community in a favorable manner. As with all school privileges, it is important to remember that the school reserves the right to revoke the privilege of any participant who does not conduct himself/herself in an acceptable manner.

To participate in band and/or choral extracurricular activities, you must:

Be academically eligible. Eligibility for each season is determined by a student's final grades for the preceding trimester. (i.e., Spring Musical is determined by Trimester 1 grades). Academic eligibility is determined in the fall from the previous year's final grades. In addition, Auburn High School requires that student-musicians be passing at least 4 of their 5 courses per trimester. Upon failure of a second course, the student would not be eligible to participate in band/choral/theater activities. Students are also required to meet and uphold the behavioral expectations of the fine arts department, as agreed upon before committing to a production or activity.

Interscholastic Sports

There are 21 varsity sports played at Auburn High School. All sports are governed by the MIAA (Massachusetts Interscholastic Athletic Association).

FALL

BOYS

Cross Country
Football
Soccer
Football Cheerleading
Unified Basketball
Golf

GIRLS

Cross Country
Field Hockey
Soccer
Football Cheerleading
Unified Basketball

WINTER

BOYS

Basketball
Indoor Track & Field
Hockey
Basketball Cheerleading

GIRLS

Basketball
Indoor Track & Field
Hockey
Basketball Cheerleading

SPRING

BOYS

Baseball
Tennis
Track
Lacrosse
Unified Track

GIRLS

Softball
Tennis
Track
Lacrosse
Unified Track
Golf

MIAA and SWCL Membership

All student-athletes are governed by regulations established by the Massachusetts Interscholastic Athletic Association (MIAA) in which all Massachusetts high schools hold memberships. The MIAA organization ensures standardized and fair regulations by which all schools must abide by. Athletic activities are further governed by the district membership (District E) and the Southern Worcester County League (SWCL).

Athletics Mission Statement

The Auburn Athletic program initiative will create an environment in which every Auburn student-athlete, coach, official, and spectator is committed to the true spirit of competition through respect, integrity, inclusion, responsibility, leadership, and sportsmanship. Auburn athletics recognizes and accepts the opportunity that sports provide for developing character and leadership potential and in making a difference in the education of our youth. The program is committed to promoting equal opportunities for all student-athletes.

Purpose and Goal of Auburn Athletics

When looking back at the history of Auburn athletics, several consistencies are apparent. These would include its dedication to academic achievement along with athletic excellence. Also apparent is the program's role in providing equal opportunities for all student-athletes. Above all, there is an expectation of ethical behavior and a commitment to scholarship, sportsmanship, and leadership. Throughout our school's history, administrators, coaches, athletes, and families have used athletics as a vehicle for character development. Our goal, through participation, education, and community involvement, is to continue to develop an atmosphere of integrity. Character and cooperation will embellish our youth as they compete in athletics and life. Our athletic program should instill a positive attitude, leadership skills, pride of accomplishment, loyalty to others, and self-discipline. We believe that every student athlete in our program should be given the opportunity and should be encouraged to compete in as many athletic opportunities as offered within the system as they choose.

Athletic Participation

Students and families should recognize that participation in the athletic program is not a right of all students, but rather a privilege to those selected individuals who possess the ability, attitude, disposition, cooperative spirit, and desire to represent the Auburn community in a favorable manner. As with all school privileges, it is important to remember that the school reserves the right to revoke the privilege of any participant who does not conduct himself/herself in an acceptable manner.

To participate in athletics, you must:

- A. Be academically eligible. Eligibility for each sports season is determined by a student's final grades for the preceding trimester. (i.e., Winter sports determined by Trimester 1, Spring sports by Trimester 2). Academic eligibility is determined in the fall from the previous year's final grades. Auburn High School requires that student-athletes be passing at least 4 of their 5 courses per trimester. Upon failure of a second course, the student would not be eligible to participate in athletics.
- B. Be medically cleared. This will require an up to date physical examination that is on record with the school nurse.
- C. Register through the district's online platform, Family ID.

Additionally, all student-athletes are required to sign off on the athletic expectations included in this handbook upon athletic registration via FamilyID.

Student-Athlete Behavior

Each student-athlete is expected to demonstrate and encourage in others behaviors which reflect good sportsmanship:

- A. Any athlete who before, during, or after a contest enters into a physical confrontation with an official, coach, opponent, spectator, or teammate will be immediately suspended from the sport pending an outcome of a conference held with the athlete, his/her family/guardian, the coach, the athletic director, and a school administrator. Fighting will be considered a serious violation of the athletic code of conduct.

- B. Verbal abuse of officials, other players or coaches by a student-athlete may result in immediate dismissal from the team for the remainder of the season.
- C. Student-athletes must travel to and from contests on the team bus, accompanied by the coach unless special arrangements are made with the coach and athletic director.
- D. The following behaviors will be considered serious violations of the athletic code and school rules and may result in suspension or dismissal from an athletic team:
- Civil or criminal law infraction
 - Infraction of school rules requiring administrative action
 - Misconduct by an athlete that is potentially detrimental to the athletic program, school, or school district
 - Athletes who are on suspension from school are also suspended from participating in practices and/or contests until the suspension has been served.

MIAA Rules for Student-Athletes

The following two (2) rules fall into an area that the athletic department deals with on a frequent basis:

- A. **Rule 45: Bona Fide Team Rule (Loyalty to the High School Team)** A bona fide team member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide team members of a school team are precluded from missing a high school activity/event in any sport or competition in order to participate in a non-school athletic activity/event recognized by the MIAA. Any student athlete who violates this standard on the first offense serves a one game suspension immediately upon confirmation of the violation. A second offense will result in the student athlete being ineligible for the MIAA tournament for that season.
- B. **Rule 62: Chemical Health (Alcohol/Drugs/Tobacco)** From the first allowable day of fall practice through the end of the academic year or final athletic competition of the year, whichever is later, a student shall not, regardless

quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol: any tobacco product, marijuana; steroids; or any controlled substance. Any student in violation of this policy will be subject to the penalty as outlined in the "Code of Conduct" section of this handbook. It is not a violation, however, for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

For further clarification regarding penalties associated with Rule 62, please refer to the MIAA Website @ www.MIAA.net (under Student Handbook on their home page).

NFHS Implicit Bias Course and the MIAA DEI Pledge

In order to gain a better understanding of actions, language and behavior which can be interpreted as discriminatory in nature and to confirm their commitment to diversity, equity and inclusion, all student athletes, coaches and athletic directors must take the National Federation of State High School Associations (NFHS) free online course entitled [Implicit Bias](#) and take the [MIAA Diversity, Equity and Inclusion Pledge](#). School administrators (coaches and athletic directors) must take the course and pledge every school year, prior to the start of the academic year. Student-athletes must take the course and pledge every year as well, and they must do so prior to the start of their athletic season

[Click here](#) to view the National Federation of State High School Associations (NFHS) free online course entitled [Implicit Bias](#)

Diversity, Equity and Inclusion Pledge:

As a student-athlete of a Massachusetts Interscholastic Athletic Association member school, I agree to abide by all guidelines regarding the use or exhibition of discriminatory practices.

I PLEDGE TO:

1. Help create and foster a safe environment within the school community, which includes the responsible use of social media.
2. Consistently model respect and tolerance by setting an example of good sportsmanship and positive behavior, including language (body and spoken), gestures, signs, and overtures.

3. Not enable my fellow student-athletes who use abusive language, signs, gestures, or overtures. I will not cover up for them or lie for them if any rules are broken.
4. Hold myself, my fellow student-athletes, and our community responsible and accountable for their actions.
5. Seek information and assistance in dealing with my own or my fellow student athlete's negative behaviors, problems, or concerns.
6. Be open and honest with my coach and other school personnel when the best interest of myself, my fellow student-athletes, and my school are being jeopardized.
7. Thrive to create a school without hate.
8. Support the Diversity, Equity, and Inclusion, Sportsmanship and Game Officials Committees' policy/programs within the MIAA, Auburn High School, and all school functions.

Attendance & Athletics

- A. Student-athletes must be present for school in order to participate in interscholastic events. If a student-athlete is unable to be in attendance for school on the day of an event, they may make an appeal to the assistant principal and athletic director.
- B. If absence is due to a family emergency or a situation beyond the student's control, special consideration will be made to help accommodate the student.
- C. Any athlete who may feel the necessity to miss a practice for academic reasons is expected to personally notify the coach of the anticipated absence. Athletes will not be penalized for excused absences with advance notification.
- D. Athletes will not be excused from school disciplinary sanctions (detentions, etc.) to attend either practice or contests.

Team Captains

Selection as a captain of an athletic team is an honor. This student athlete then becomes an extension of the coaching staff. The captain's responsibilities begin when they is selected. Captains are expected to provide leadership and to set a positive example for other athletes and members of the school community. A team captain

may be removed from the position by the coach if his/her behavior is not in keeping with the expectations.

Communication with Coaching Staff

In the event that a student-athlete or family/guardian has a concern about policies or procedures outlined in this handbook, the concern should be brought to the attention of the following staff members in the order in which they are listed:

1. Head Coach
2. Athletic Director
3. Building Administrators
4. Superintendent

It is imperative that this chain of command is followed. Communication is the key in avoiding problems and conflicts. Families have a right to understand what expectations are placed on their child. This begins with clear communication from the coach. To be successful, communication is vital and requires involvement, dedication, sacrifice, and commitment from all involved. Issues that should not be discussed with coaches include playing time, team strategy, play calling, and other student-athletes.

Team Selection and Game Playing Time

The Auburn School District's athletic program is established to offer opportunities to student-athletes to compete on organized teams or as individuals against student-athletes from other high schools. The structure of athletic teams and possible facility constraints may require coaches to limit the number of student-athletes representing the school in seasonal competition. Depending on the number of athletes interested in joining a team, in some sports, it may be necessary to make cuts to reduce the squad to a manageable size. The coach and staff has the sole responsibility of selecting student-athletes to compete on athletic teams and to determine the amount of playing time each athlete receives during the season.

Lockers in Locker Rooms

Lockers are the property of the school, loaned to students for their convenience. Therefore, lockers may be searched at any time for any reason, and students have no expectation of privacy in the contents of the locker. It is the student's responsibility to leave all of his/her valuables at home or to keep those valuables locked in a locker at all times. Lockers will be vacated at the end of each academic year/sport season. The school will not be responsible for personal property that was lost or stolen. Students should understand that the administration has the legal right to search lockers when there is evidence of reasonable suspicion.

Athletic Equipment

Each student-athlete will be issued team equipment and uniforms. They then become responsible for the equipment and uniforms issued. Equipment should not be altered or changed from the way it was distributed without the consent of the coach. Safety is our number one priority in purchasing uniforms and equipment which means uniform needs will take a second place to safety equipment needs. Student-athletes must also return all issued equipment and uniforms at the end of the season. Reimbursement for equipment or uniforms not returned will be expected prior to that student participating in the start of another sport season.

Athletic Medical Needs and Concerns

We have the good fortune of having a full-time athletic trainer on staff. This will greatly assist in limiting injuries and returning athletes back into competitive condition. Student-athletes must also understand that sport involves the potential for injury which is inherent in all sports. Even with the best coaching and medical staff, use of the most advanced protective equipment, and strict observance of the rules, injuries are still a possibility. In the event of an accident or injury, the coach or the athletic trainer will complete an accident form and submit it to the building principal for record purposes.

Athletic Awards

At the conclusion of each sports season, coaches will present appropriate awards, certificates, letters, pins, and bars to their athletes. In addition, an Athletic Awards Night will be held each spring for seniors. During this ceremony, senior athletic award plaques

will be presented to graduating athletes, along with individual awards for achievement and service at the discretion of the athletic department and coaching staff. All student-athletes, families/guardians, and friends are encouraged to attend.

Unexcused Absences/Suspensions

Students will not be allowed to participate in an extracurricular activity on the same day they are absent from school unless the absence has been approved in advance by the Principal. This applies to dances, athletic events, or any other school sponsored event. Students who have been suspended from school are not permitted on school grounds for the duration of their suspension. Students failing any subjects must obtain administrative permission to attend field trips.

Fan Participation - Behavior at Sporting Events

We are deeply committed to the highest standards of sportsmanship for both our athletes and fans. While we encourage spirited support for our athletic teams there will be no negative comments or cheers directed at the opposing team or their fans. We must be gracious in winning, dignified in defeat, and always hospitable to visiting schools.

AHS has enjoyed a wonderful reputation both for the caliber of our play and the quality of our sportsmanship. We must uphold this fine tradition and be worthy of the enormous investment that our community has made in our high school. Violators of the Auburn High School Code of Conduct as listed in the AHS Student Handbook may be subject to suspension from athletic contests for a time to be determined by the AHS administration.

Probation and Loss of Privileges

The Principal may place a student on social probation and/or revoke privileges entirely for conduct judged to be seriously detrimental to the best interest and good order of the school or for violating the contents of this handbook.

Loss of privileges may take the form of restrictions from attendance at school sponsored events held after school, such as tournaments, plays, dances, concerts, athletic events, etc., or exclusion from participation in extracurricular school activities such as athletics, plays, dances, wherever held, or a combination thereof. The Principal shall make the loss of privileges or probation specific as to length of time and to the nature of the restriction or exclusion. This notification shall be in writing.



Section 4:

Student Expectations

Statement of Personal Responsibility

As a member of the Auburn High School Learning Community and in accordance with the the school's core values of Community (C), Academics (A), and Respect (R), I will:

- Be responsible for my own actions and learning and advocate for myself accordingly (A, R)
- Treat members of the school community with respect and not discriminate, denigrate or otherwise violate the civil rights of any individual based on their race, color, sex, religion, national origin, sexual orientation, gender identity, homelessness, limited English proficiency and disability (C, R)
- Be tolerant of of the values and ideas of different people in this learning community (C, R)
- Meet all of my academic obligations to the very best of my ability (A)
- Not disrupt, disturb or interrupt the learning process in any fashion (A, R)
- Help make and keep the school a safe place for all, including but not limited to, informing school authorities about potential threats to school safety or security (C)
- Be prideful of our community and facilities to ensure that future students can also enjoy the benefits of our beautiful campus (C, R)
- Understand that communities have rules for their peaceful and orderly operation and accept such rules as a member of this learning community (C, R)

Attendance Policy

The Auburn Public Schools expects families to make every reasonable effort to have their student(s) attend school every day. Attending class regularly, doing assigned work, and class participation are directly related to success in school. The basic responsibility for the regular attendance of the student lies with the student and their family. The schools uphold Massachusetts General Law, Chapter 76, Section 4 entitled "School Attendance." This section of the General Laws requires parents/guardians to "cause" their children to regularly attend school. Families do not have the option of keeping a student out of school for other than the excusable reasons.

While there is no substitute for the direct instruction that students miss as a result of not being in attendance during the school day, the district understands that sometimes it is necessary for a family/guardian to take their child out of school due to unavoidable circumstances. Families are required to call the attendance office no later than 8:00 a.m. to notify the school their child will not be attending school. The attendance office can be reached by calling the school at (508) 832-7711. If further information needs to be shared with our nurses they can be reached at ext. 1106.

Credit Loss for Unexcused Absences

Research shows that attendance is a vital factor in student achievement - attending class regularly, completing assigned work, and participating in class are directly related to success in school. A missed school day is a missed opportunity for students to learn as there is no way to duplicate the classroom experience after a student has been absent. **Students who exceed the absence limit in a class will receive a numerical grade for the trimester but will not be awarded credit for the particular class (please see loss of credit appeal process/credit recovery sections below for more details):**

- For 1 or 2 trimester courses, AHS students that accumulate more than 8 unexcused absences in a trimester will lose credit for that course.
- For full-year courses, AHS students that accumulate more than 15 unexcused absences over the course of the year will lose credit for that course.

Students and families have electronic access to attendance records via PowerSchool (with absences coded as "Unexcused" or "Excused" for clarity's sake) and are encouraged to check attendance records regularly to ensure that students do not exceed the undocumented absence limit.

As a courtesy, notification letters will be sent to families when a student has reached 4 absences in a course, and families will be contacted to meet with administration when a student has reached 5 absences to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance. It is the responsibility of the parent and student to then continue to monitor absenteeism and the absence limit.

Defining Excused Absences

Excused absences do not count toward the maximum absence limit of 8 per trimester course and include the following:

- Observance of religious holidays
- Bereavement days up to a maximum of five (5) due to the death of a member of the immediate family
- Court appearances
- Driver's tests (including Learner's Permit, but not driver's ed classes)
- Hospitalization confirmed by a doctor's note
- Medical or dental appointments with a note from the doctor/dentist. ***All medical documentations must be received within five (5) school days of the appointment if they are to be considered as excused***
- Disability-related absences
- Out-of-school suspensions
- College visitation days with proper documentation (maximum 3 per school year). College visitations should be scheduled for non-school time if possible
- Absences due to school-sponsored activities approved by an administrator: i.e., field trips, early dismissal for games and competitions, student leaders meetings, Humanities Scholars Collaborative meetings, etc.
- Other as determined by the building principal

Any other absence is considered unexcused. **Please note: the district strongly discourages families from planning vacations that conflict with the regular school calendar, as vacations are not considered excused.** Families may be required to meet with the building administrator to discuss absences. All students that accumulate more than nine (9) absences (excused or unexcused) during the course of the school year will be reported to the Department of Education on the "End of Year" state report.

Loss of Credit Appeal Process

1. Once the student exceeds the absence limit in a particular class, the student and their family will receive a [Loss of Credit Letter](#) and will have 5 days from the

receipt of the letter to start the appeal process. **Failure to do so within the five-day limit will deem the matter closed.**

2. All appeals must be made in writing (email, fax or paper).
3. Students and/or families may appeal an unexcused absence to administration. After hearing the appeal and reviewing attendance records, administration will make a decision regarding the unexcused absence(s) and loss of credit and will send written notification to the student and their family.
 - a. After hearing the appeal and reviewing attendance records, administration may extend the absence limit for the student if they are satisfied that an unusual circumstance existed with an absence(s), tardy(s), or dismissal(s).
 - b. If the appeal is denied, the credit loss will stand and the student will be eligible for credit recovery

Credit Recovery for Excessive Unexcused Absences

When a student exceeds the absence limit in a class and loses credit for a trimester, they will meet with their school counselor, complete a [Credit Recovery Contract](#), and begin the following Credit Recovery Program:

- Students with less than 15 absences will be required to schedule and attend after school help sessions with the classroom teacher to complete assignments missed during their absence. The number of sessions will be based on the number of unexcused absences (30 min after school for each absence). Credit recovery must be completed by the end of the trimester.
- Students with 15 or more unexcused absences will be required to attend Saturday school to complete online instructional program modules that align with the curriculum of the class. Students must achieve a score of 65 or better to receive credit. Credit recovery must be completed by the end of the trimester.

Should a student not fulfill the responsibilities outlined in the contract, they may be eligible to attend summer school or they will have to repeat the class(es) in future academic years to meet graduation requirements. *(Please note that in order to be eligible for summer school, students must have at least a 50 average in the course, and students may take a maximum of 2 courses per summer. Students/their families are responsible for any costs associated with summer school. If summer school is not offered in Auburn, students may attend a summer school program at a local accredited school.)*

Please note: Students that receive a passing grade for a course but lose credit due to excessive absences **will not** be eligible to retake the course in the same academic year. Additionally, if a student fails a course **and** exceeds the absence limit in the course, the student will need to attend Summer School (if academically eligible) or retake the course the following academic year to regain credit.

Tardy & Dismissal Policies

Tardy to School

Students are expected to arrive to school on time each day

- A student is considered tardy if they are not in their 1st period classroom by 7:25am *(Please note: Being in the school building by that time is not the same as being in class by that time)*
- Tardy students are required to report to check in with the main office upon arrival
- Tardy students will be required to dispose of any purchased coffee/morning beverages upon arrival -- if a student refuses to dispose of their beverage immediately, they will be issued a 2 Hour Saturday detention
- Students that are chronically tardy to school (more than 3 times in a trimester) will be subject to progressive disciplinary action:
 - 3rd tardy = Warning notification sent to student & their family via email
 - 4th tardy = 1 Hour Office Detention* & family notified
 - 5th tardy = 2 Hour Saturday Detention* & family notified
 - 6th+ tardy = 3 Hour Saturday Detention* & family notified

**If a student skips an Office Detention, they will be issued a 2 Hour Saturday Detention. If they skip a Saturday Detention, a conference will be scheduled with the student's family to address the matter and determine a path forward*

Tardy to Class

If a student is tardy to a class other than the first period class, the classroom teacher will address the situation with the student accordingly. A student who is tardy for more than ½ of a class period will be considered absent from the class and marked accordingly by the classroom teacher in PowerSchool.

Dismissal

A student may be dismissed only when a written request is received from a family or legal guardian. Students should bring in a note to the office upon arriving at school. The office will accept written notes through the end of first period. The note should include the student's name, reason for dismissal, date of dismissal and time the student is to be dismissed. Telephone dismissals are not allowed unless it is an extreme emergency. In such a case, administrative approval is required before a student will be dismissed. Students are unable to dismiss themselves, regardless of their age

An excused dismissal, with proper documentation, would follow the same guidelines as excused absences as listed on the preceding sections. In cases such as these, proper documentation is required to be turned into the office the following day, at the latest. In the case of bereavement, a note from the family will be sufficient.

Please take advantage of the family portal in PowerSchool (available at <https://auburnschools.powerschool.com/public/>) to track your student's attendance.

Do not hesitate to contact the attendance office at (508) 832-7711 x.1134 with any questions regarding your student's attendance status.

Transportation

Bus Transportation: Rules and Regulations

It is a privilege to ride the school bus to school. If you are not well behaved and courteous, or if you endanger the health and safety of other students, this privilege may be taken away from you. Students may be subject to disciplinary action during their time on the bus if there was an intrinsic connection between what had occurred during the school day, and the off-campus misconduct. The bus driver shall be considered to have the same authority as a teacher in the classroom. Please note that buses may have surveillance equipment installed.

The following Rules of Behavior while riding the bus are for your safety:

1. Remain well back from the roadway while awaiting the arrival of the bus. Refrain from throwing things or playing at a bus stop.
2. Students shall enter the bus in an orderly fashion and go directly to a seat and remain seated until the destination is reached.

3. There shall be no littering or defacing of buses.
4. No shouting, vulgar language, roughhousing or throwing things in or out of the bus.
5. Students shall keep their hands, arms and heads inside the bus. No standing on school buses while the bus is in motion.
6. Students shall be picked up and unloaded only at regularly scheduled stops.
7. All articles such as athletic equipment, books, instruments, etc., must be kept out of the aisles.
8. **PLEASE NOTE:** The emergency door must be used for emergencies only. Do not touch safety equipment on the bus.
9. It is essential that each student cooperate with the bus driver for the safety of all concerned.
10. Smoking/tobacco/vaping is not permitted at any time on the bus.
11. Eating food on the bus is not permitted.
12. Alcohol or drug use is not permitted on a school bus.
13. Chapter 70, section 7B of the General Laws of Massachusetts states: "No person shall smoke or consume alcoholic beverages on a school bus while such a bus is being used to transport school children."

All students will be eligible to sign up for bus transportation. However, all students who live two miles or less from the school they attend, and all students in grade 7 through 12, regardless of where they live, must pay the transportation fee which is currently set at \$100.00 for each student, subject to a family cap of \$250.00 per family, in order to ride the bus to and from school. The transportation fee can be waived for students who are eligible for free lunch or who have a transportation requirement in the Special Education Individual Plan. Please contact the Office of the Superintendent if you believe that you may qualify for this waiver.

Parking Permits

Student parking is restricted to seniors and juniors who have registered for a parking permit from the main office. Periodic checks of motor vehicles for parking stickers will take place to ensure that all students' vehicles are properly registered. Cars may be towed at the owner's expense if not properly registered. Student parking is a privilege that may be temporarily or permanently revoked by an administrator for violation of the school discipline code or attendance policy.

The following must be observed:

1. In order to receive a parking sticker, a student must complete the Parking Registration Form posted on Schoology (in the resources folder of the AHS Announcements page)

2. Once completed, the student must present a valid driver's license to the main office in order to physically receive their permit
3. Students must drive safely at all time, obey all traffic directions while on school property, and park in student parking (spots with blue lines)
4. Students must ask permission from an administrator in order to go to their vehicles during the school day.

Students who violate the school's student motor vehicle policy will be subject to disciplinary action and revocation of driving privileges. Student automobiles parked on school grounds are subject to search when there is reasonable suspicion that the student is, or has been, in possession of contraband or other materials that violate the discipline code of Auburn High School or federal, state, or local law.

Cafeteria and Lunch Procedures

Students are to wait in line for the purchase of food and beverages and not cut in front of others. All food must be eaten at the tables. Good manners should be used at all times. Students are not permitted to leave the cafeteria during lunch; nor are students allowed to call for take-out for lunch. Students are expected to take trays, dishes, bottles and papers to the disposal and recycling bins and to leave their tables clean of any trash. Students are to remain in the cafeteria until dismissal by the administrator or teacher on duty.

After School and Evening Activities

Students should not loiter in the building after school hours. Students who are in the building when no scheduled activities are planned will be asked to leave the premises. Those that do not comply are subject to disciplinary action, detention. School social activities and events are solely for Auburn High School students and approved guests. The rules regarding conduct stated in the handbook also apply to all after-school and evening activities.

Special activities at the school typically end no later than 10:00 pm. Once a student enters the building for an evening social activity, they cannot leave and then return to the activity. No one may enter the social activity more than one hour after it has begun. Students must leave school grounds upon leaving the social activity.

Handbags and clothing may be searched upon entering the social activity.

Outside Guest Policy for School Events

Students interested in inviting outside guests to attend school events must submit a completed guest verification form to the Assistant Principal for approval. Students are only permitted to invite one outside guest per event. Guests must be currently enrolled in high school (grades 9-12 and under the age of 21) who have consistently shown respect for all school rules. All registered guests will also be required to provide a photo ID in order to enter the event.

Dance Policy

All dances are held exclusively for all Auburn High School students unless otherwise advertised. Any guests brought to the dance are to conduct themselves accordingly. Students are responsible for their guest's conduct. Any person leaving the dance may not return. Guests should be pre-registered with the Assistant Principal's office prior to the dance.

Allegations of harassment, including bullying, should promptly be brought to the attention of the Assistant Principal for investigation.

Field Trip/Class Trip Policy

Field trips/Class trips are considered to be a valuable part of the educational program and shall be planned as an educational experience. It shall be preceded by an in-class orientation session and followed by a discussion and evaluation of the experience.

Permission to take a class on a field trip/class trip shall be secured from the building principal prior to making arrangements for the field trip. All out-of-state field trips require approval from the Superintendent and School Committee two months in advance of the proposed trip.

Any student who goes on a field trip/class trip sponsored by the school is a representative of Auburn High School, and his/her behavior reflects on the entire student body. Therefore, respectable behavior is expected at all times, and all school regulations must be followed.

A permission slip, signed by a family/guardian, is required before any student is allowed to go on a trip sponsored by the school. Students must wear appropriate attire as suggested by the chaperone(s).

The principal, or his designee, reserves the right to disallow a student from participating in any field trip/class trip up to the beginning of the trip and throughout the duration of the trip if a student's behavior poses a threat to others, if a student's discipline record indicates the student may pose a threat to the safety and enjoyment of the trip by others in attendance, or if said student is failing multiple courses during that time frame.

A student's behavior inside and outside of school will be considered in allowing/disallowing student attendance on a field/class trip. In the case of a student with a disability, the team will convene to see if the behavior which is excluding the student from participation in the field trip is a manifestation of the student's disability.

School "Skip" Days

Please be aware that there is no provision for "skip days". Days out of school without consent are unexcused absences and will result in possible loss of credit, revocation of attendance at social functions, detentions, suspensions or other action deemed appropriate by the building principal.

Phone & Electronic Devices

We encourage our students and staff members to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, we have instituted the following phone /electronic devices policy:

- **The use of phones and earbuds/headphones/airpods is prohibited during class periods, unless an accommodation is written into a student's IEP or 504 plan**
- **Upon entering the classroom, all students are required to place personal phones/electronic devices in the phone holder provided by the classroom teacher where they will remain until the end of the class period.**
- **If a student leaves the classroom (i.e., restroom use), the devices are to remain in the classroom holder. If a student signs out to guidance or the nurse, the device is to remain in the classroom until the student (or a staff member) returns to retrieve their belongings**

- Use of a phone or electronic device during an assessment will be deemed cheating/academic dishonesty and treated as such
- Students are permitted to use their phones and earbuds/headphones/airpods during Activity Period and lunch. Phones may not be brought into the cafeteria restroom. Instead they should be left at the sign in table.
- Phones and other devices are not permitted to be used in restrooms or locker rooms at any time. Students observed with a phone in a restroom/locker room will have their phone immediately confiscated and brought to administration and may be subject to additional disciplinary action, up to and including suspension.
- If a student has an emergency and needs to make a phone call, they should report to the office to use the office phone
- As AHS is a 1:1 school, students are expected to bring their charged iPads with them to school each day. **Should they not have their iPad (or the battery be dead), they may not use their phone/device as a replacement, and may be unable to complete class assignments.** It is the teacher's discretion to allow students to make up such assignments.
- The school will not be responsible for any lost, misplaced, or stolen phones or electronic devices.

Please note: Parents who wish to contact their child during the instructional day in emergency situations may do so by calling the school. We will be sure to notify your student.

Violation of Phone/Electronic Device Policy

Students who violate this policy will be subject to progressive disciplinary action.

- **1st Offense:** The phone will be held by the classroom teacher and returned to the student at the end of the class period. The incident will be reported to administration through PowerSchool and the teacher will notify the student's family
- **2nd Offense:** The phone will be confiscated and turned in to administration. The family will be notified and the device will be returned to the student at the end of the school day. The incident will be reported by administration through PowerSchool and the family will be made aware that the next infraction will result in them having to retrieve the confiscated item from the school.
- **3rd Offense:** The phone will be confiscated and turned in to the Assistant Principal. The family will be notified, must retrieve the confiscated item from the school, and meet with administration. The student may lose their privilege to use personal electronic devices in school.

Please Note:

- Any student who fails to turn over an item to a teacher, paraprofessional, administrator, or other staff member will be subject to disciplinary action.
- The use of electronic devices during the school day is a privilege granted by the school. The Principal may suspend these privileges at any time for any reason he deems necessary.

Dress Code

It is expected that students will be properly attired at all times while in school. The following guidelines must be adhered to by all students attending Auburn High School:

- Brief or revealing clothing is not acceptable.
- Clothing that presents as a potential safety or health hazard is unacceptable.
- Clothing and accessories which promote drugs, alcohol, tobacco, violence, profanity, and gang affiliation will not be allowed.
- Footwear will be worn at all times for health and safety reasons.
- Clothing with statements or pictures of a suggestive nature should not be worn.
- Sunglasses are not allowed while school is in session.
- Students may wear hooded sweatshirts; however, the hood **may not** be on one's head.
- Shorts and skirts must be appropriate in length.

The dress code extends to all AHS sponsored activities, including, but not limited to athletics, field trips, after school activities, dances, etc.

Any student who is in violation of the dress code will be asked to alter their appearance to be in compliance with school policy and their family will also be notified of the infraction. A student who refuses to alter his/her appearance will be suspended from school for a minimum of one (1) day.

Displays of Affection

Public displays of affection represent inappropriate behaviors that have no place in our school. Violators will be reminded once and then face consequences for insubordination behavior. While we will do everything possible to avoid student embarrassment, this issue must be addressed. Penalties will range from detention to suspension depending on the nature, severity, and frequency of the event.

Student Shadowing

Auburn High School students are permitted to bring one guest during the school year from outside our high school with prior permission from our Assistant Principal or Principal. The following guidelines must be adhered to before approval is granted:

- An AHS student may only register one guest at a time
- The AHS student will be responsible for the behavior of his/her guest
- The guest will be subject to the same rules as contained in the AHS Student Handbook/Planner
- The Assistant Principal will contact the families/guardians of the guest prior to the visit
- A [Student Shadow Form](#) must be completed by the student and their family and returned before the visit

School Safety

Ensuring student safety is the highest priority of all administrators, teachers and families. The administration will assess school safety annually and include measures to address security as part of their School Improvement Plan.

Bullying

****Please refer to the [APS Bullying Prevention and Intervention Plan](#) (Appendix A of this handbook) for additional information****

Bullying and harassment are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully.

Bullying of any type has no place in a school setting. Auburn High School will endeavor to maintain a learning and working environment free of bullying.

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions. Bullying can take many forms and can occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending school, walking in corridors, eating in

cafeterias, playing in the schoolyard or recreation areas, participating in or attending special and extracurricular activities, or riding on the bus to and from school each day.

Examples of bullying include but are not exclusive to:

1. Intimidation, either physical or psychological
2. Threats of any kind, stated or implied
3. Assaults on students, including those that are verbal, physical, psychological and emotional.
4. Attacks on student property.

Bullying in the school building, on school grounds, on the bus or school sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Allegations of harassment, including bullying, should promptly be brought to the attention of the Assistant Principal for investigation.

Student Lockers

Lockers are the property of the school, loaned to students for their convenience. Therefore, lockers may be searched at any time for any reason, and students have no expectation of privacy in the contents of the locker. Locks are passed out only when asked for. If the lock is misplaced, students will be required to purchase another lock from the office of the Assistant Principal. Students should keep their lockers secured at all times. Lockers should not be banged, kicked, defaced, or otherwise damaged. Locker decorations must not be offensive or adhesive. Ordinarily, students should go to their lockers only during passing times. Students are reminded not to be victimized by acts of vandalism. Be proactive and protect your valuables.

Theft

The school is not responsible for the loss of money or valuables. Students who bring valuables, or large amounts of money (this being more money than is necessary to see the student through the course of the school day) on special occasions are required to leave such in the office before school and to pick up after school. The school strongly urges that no valuables or large amounts of money be brought to the school or left in

lockers without securing it with a lock. Any left should be immediately reported to the office. **Locks are available at the main office for any students who wish to utilize one.**

Restricted Areas

Both parking lots and the areas beyond the lots are off limits during school hours. Students are not permitted in the halls, auditorium, stairwells, locker rooms, and balcony areas during classes without a pass. If a student is reported to the office, detention will be assigned. During lunch periods, students who are at lunch are restricted to the cafeteria area.

Student Searches

A student may be searched by the Principal, Assistant Principal or a teacher whenever there is reasonable suspicion that the student is or has been in possession of contraband or materials indicating a violation of the discipline code or the law or where the student has violated or is violating either the discipline code or the law. The search itself will be conducted in a reasonable manner, given the age and sex of the student as well as the nature of the infraction.

K-9 Use in Auburn High School

At the discretion of the principal (or his designee), Auburn Police Department K-9 units (or other units provided by other law enforcement agencies) may be deployed to assist school personnel in situations where contraband is suspected to be located on school grounds. Contraband includes, but is not limited to, illegal narcotics, ammunition and explosive materials.

Use of a Breathalyzer

The administration or a trained designee may administer breathalyzer tests to students (and their guests) who attend certain school-sponsored events (proms, dances, concerts, overnight activities, athletic events, etc.) The administration reserves the right to decide at which school-sponsored events the breathalyzer test will be administered. The administration or a trained designee will also administer a breathalyzer test during the school day to any student who is suspected to be under the influence of alcohol or who is suspected to have consumed alcohol.



Section 5:

Progressive Discipline

Philosophy on School Climate

Auburn High School is committed to creating a safe, positive , and supportive environment for all students and staff members. We prioritize the building of relationships within the school community to increase student engagement and accountability in order to promote positive behavior.

Progressive Discipline & Restorative Practices

Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching prosocial behavior. The goal of progressive discipline is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand the impact their behaviors have on others
- Take responsibility for their actions
- Be given the opportunity to learn strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior recurs

Student Discipline Concerns

When there is a question or concern regarding students and discipline issues, the Assistant Principal should be contacted first. If there is still an unresolved issue, families can contact the Principal for a meeting.

Student Appeals

Students have the right to appeal imposed consequences to the next higher level of administration. They may appeal the decision of the Assistant principal to the Principal. If the matter is still not resolved, they may appeal to the office of the Superintendent of Schools.

Discipline Matrix

The table below serves as a guide for the potential range of consequences for different student infractions. AHS seeks to first utilize educational and restorative practices whenever possible, but understands that the safety of students, staff and the school community is of utmost importance.

| Behavior | Classroom Response | School-Based Response | In-School Suspension | Short Term Out-of-School Suspension | Long Term Out-of-School Suspension | Exclusion or Expulsion |
|--|--------------------|-----------------------|----------------------|-------------------------------------|------------------------------------|------------------------|
| Academic Dishonesty/ Plagiarism | ✓ | ✓ | | | | |
| Tobacco & non-THC Vapes <i>Possession</i> | | ✓ | ✓ | | | |
| <i>Use on School Grounds</i> | | ✓ | ✓ | ✓ | | |
| <i>Distribution</i> | | ✓ | ✓ | ✓ | ✓ | |
| Assault of Student or Staff | | | | ✓ | ✓ | ✓ |
| Destruction of School Property | | ✓ | ✓ | ✓ | | |
| Discrimination | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Disrespect of/Inappropriate Language Toward Student or Staff <i>Non-Aggressive</i> | ✓ | ✓ | | | | |
| <i>Aggressive</i> | ✓ | ✓ | ✓ | ✓ | | |
| Disruption of School Assembly | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alcohol & Controlled or Illegal Substances <i>Possession</i> | | | ✓ | ✓ | ✓ | ✓ |
| <i>Use on School Grounds</i> | | | ✓ | ✓ | ✓ | ✓ |
| <i>Distribution</i> | | | ✓ | ✓ | ✓ | ✓ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Dress Code Violation | | ✓ | | | | |
| Fighting/Physical Aggression | | | | ✓ | ✓ | ✓ |
| Forgery | | ✓ | ✓ | | | |
| Gambling | | ✓ | ✓ | | | |
| Inappropriate Physical Contact/Excessive Horseplay | ✓ | ✓ | ✓ | ✓ | | |
| Inappropriate Sexual Conduct | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Insubordination | ✓ | ✓ | ✓ | | | |
| Malicious Harassment, Bullying or Hazing | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Phone/Personal Tech Use Violation | ✓ | ✓ | | | | |
| Possession of an Incendiary Device or Combustibles | | ✓ | ✓ | ✓ | ✓ | ✓ |

| Behavior | Classroom Response | School-Based Response | In-School Suspension | Short Term Out-of-School Suspension | Long Term Out-of-School Suspension | Exclusion or Expulsion |
|---|--------------------|-----------------------|----------------------|-------------------------------------|------------------------------------|------------------------|
| Possession of a Toy Weapon | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Possession of a Dangerous Weapon | | | | | ✓ | ✓ |
| Recording Students or Staff Without Their Consent | | ✓ | ✓ | ✓ | | |
| Theft | | ✓ | ✓ | ✓ | | |
| Threat/Intimidation (Verbal or Electronic) | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Threat to School Community | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tuancy/Leaving School Grounds Without Permission | | ✓ | ✓ | | | |
| Unauthorized Sale of Items | | ✓ | | | | |
| Violation of Acceptable Use Policy | | ✓ | | | | |

Classroom Responses May Include:

- Conference with student
- Teacher detention - family notified
- Conference with student and family
- Referral to school counselor
- *Repeated classroom infractions for the same behavior may result in an Office Referral or loss of classroom privileges*

School-Based Responses May Include:

- Conference with student and family
- Referral to school counselor
- Restorative practices
- Education
- Office detention
- Saturday detention
- Community/school service
- Loss of school privileges
- Probation from athletic teams (*per MIAA regulations*) or clubs/activities (*per group charter/constitution*)
- Social suspension (*student prohibited from participating in or attending athletic/extracurricular activities and school events*)

In-School Suspension:

- Family is notified, along with school counselor and support staff
- Student is removed from their daily schedule (may range from one class period to multiple school days)
- Student reports to the main office to check in with administration & turns in all personal electronic devices to staff
- Student works in a predetermined building space and is monitored by staff
- Student will have access to their schoolwork and curriculum (Massachusetts General Law)
- Student will continue to receive services per their IEP/504, as appropriate
- Student may also engage in reflective/restorative practices and/or preventative education during this time
- Student will eat lunch in the ISS space
- Student and their family may be required to attend a re-entry meeting at the culmination of their suspension and a safety/support plan may be implemented as needed

Short-Term Out-of-School Suspension:

- Family is notified, along with school counselor and support staff
- Student is removed from school building (duration determined after discipline hearing, but may range from 1-10 days)
- Student is prohibited from accessing school grounds or school-sponsored activities for the duration of the suspension
- Student will have access to their schoolwork and curriculum via Schoology or email (Massachusetts General Law)
- Student will continue to receive services per their IEP/504, as appropriate
- Student may be required to engage in reflective/restorative practices and/or preventative education before returning to school
- Student and their family will be required to attend a re-entry meeting at the culmination of the suspension and a safety/support plan will be implemented as appropriate

Long-Term Out-of-School Suspension:

- Family is notified, along with school counselor and support staff
- Student is removed from school building (duration determined after discipline hearing, will be more than 10 days)

- Student is prohibited from accessing school grounds or school-sponsored activities for the duration of the suspension
- Student will receive an Educational Services Plan to provide support them for the duration of the suspension (Massachusetts General Law)
- Student will continue to receive services per their IEP/504, as appropriate
- Student may be required to engage in reflective/restorative practices and/or preventative education before returning to school
- Student and their family will be required to attend a re-entry meeting at the culmination of the suspension and a safety/support plan will be implemented as appropriate

Exclusion or Expulsion:

- Family is notified, along with school counselor and support staff
- Student is excluded/expelled from school building
- Student is prohibited from accessing school grounds or school-sponsored activities for the duration of the exclusion/expulsion
- Student will receive an Educational Services Plan (Massachusetts General Law)

Progressive Discipline

Conduct expectations are based on a system of progressive discipline, meaning that administration has the discretion to increase penalties in the cases of second and subsequent offenses. In determining the level of consequence, the assistant principals and principal will consider all relevant factors, including but not limited to the following:

- The student's previous disciplinary record,
- The severity of disruption of the educational process,
- The degree of danger to self, others, and the school in general,
- The degree to which the student is willing to change his/her inappropriate behavior

Discipline Notifications

Administration will make every effort to notify parents/guardians by telephone of a student's suspension. All suspensions are confirmed by letter as soon as possible after the penalty is imposed. Because all members of our school community are subject to both the laws of the Commonwealth and town ordinances, the school will report acts which may violate the law to the police as appropriate and to the State Department of Education.



Section 6:

District Policies & Federal/State Law

Principal's Discretion

In every case of student misconduct for which suspension may be imposed, the principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The principal shall consider ways to re-engage the student in learning and shall attempt to avoid long term suspension as a consequence until alternatives have been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Discipline Procedures

In-School Suspension

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the family orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the family to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and family about the in-school suspension, including the reason and length of the in-school suspension, and inviting the family to the above described meeting, if such a meeting has not already occurred.

Short-Term Suspension

Exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;

- ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the family concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the family and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 - 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 - 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or family elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the family orally of the opportunity to attend the hearing. To conduct the hearing without the family, the principal must be able to document reasonable efforts to include the family. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the family in the manner specified by the family for emergency notification.
 3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notify the student and family in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
 4. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Long-Term Suspension

Exclusion of a student from school premises and regular classroom activities for more than ten school days.

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the family concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and

- vi. The right of the family and student to interpreter services at the hearing.
5. The principal shall make reasonable efforts to notify the family orally of the opportunity to attend the hearing. To conduct the hearing without the family, the principal must be able to document reasonable efforts to include the family. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the family in the manner specified by the family for emergency notification.
 2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
 3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/family.
 4. At the hearing, if the student and/or family elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
 5. The family, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
 6. The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notice the student and family in writing of his/her decision, including the following information:
 - i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the family or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - b. The superintendent shall make a good-faith effort to include the family in the hearing.
 - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or family upon request.
 - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the

- student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- f. The decision of the superintendent shall be the final decision of the school district.
 - vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

Emergency Removal

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's family of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and family. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and family. A decision regarding the student's continued suspension or other removal shall be rendered the same as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion). The principal will ensure adequate provisions have been made for the student's safety and transportation.

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. See also, the Policies and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

Additional Procedural Protections for Special Education Students

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's families and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Policy on Disciplining Student with Special Needs

The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modifications will be described in the I.E.P. Federal and state special education laws govern the disciplining of students with disabilities eligible for special education and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 et seq.; and Massachusetts General Laws, chapter 71 B and its implementing regulations, 603 C.M.R. 28.00. Students with disabilities who violate school rules are subject to removal from their current educational placement for up to ten (10) school days per year; to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability.

School personnel may order a change in educational placement of a child with a disability to an appropriate Interim Alternative Educational Setting (IAES) that provides the student with a free appropriate public education for the same amount of time that a child without a disability would be subject to discipline, but for not more than forty-five (45) calendar days if the student:

- (a) Carries or possesses a weapon to or at school, on school premises, or at a school function.
- (b) Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event; or
- (c) Sells or solicits the sale of controlled substances while at school, a school function, or school sponsored event.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten (10) days in any school year, this constitutes a “change of placement”. A change of placement involves certain procedural protections under the IDEA, the federal special education law. These include, but are not limited to:

- (a) If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such student before the behavior that resulted in the discipline, the school shall convene an IEP meeting to develop an assessment plan to address the behavior; or if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.
- (b) A review by the IEP Team of the relationship between the child’s disability and behavior subject to the disciplinary action, which is often referred to as the Manifestation Determination.

School personnel may also seek an order from the Department of Education Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) calendar days.

Parents/guardians and/or students, where appropriate, may request a hearing at the bureau of Special Education Appeals regarding a disciplinary action described above to challenge the interim alternative educational setting or the manifestation determination.

For a copy of the Massachusetts Department of Education brochure on Special Education Families’ Rights, available in many languages, visit <https://www.doe.mass.edu/sped/prb/> or contact the Auburn School District Director of Special Education at (508) 832-7751.

Students on 504 Plans - Discipline

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability, 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a student on a 504 plan for more than ten (10) school days without first conducting a manifestation determination.

Massachusetts General Laws Regarding Suspension

M.G.L., c. 71, § 37H: Possession of Weapons or Controlled Substances, Assault of Educational Personnel

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not

limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

M.G.L. c. 71, § 37H^{1/2}: Suspension/Expulsion Based Upon a Felony Charge/Conviction

Upon issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's family or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's family or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five

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

A copy of this law may be obtained in the main office.

M.G.L. c. 71, § 37H½: Other Suspendable Offenses

- (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.
- (b) Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school-or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school-or district-wide models shall not be considered a direct response to a specific incident.
- (c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the family or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the family or guardian of the student is included in the meeting, provided that such meeting may take place without the family or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the family or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including families in student exclusion meetings, hearings or interviews under this subsection.
- (d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more

than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the family or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

- (e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or family or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a family or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the family or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a family or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a family or guardian of the student if the superintendent, or designee, makes a good faith effort to include the family or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.
- (f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Educational Services and Academic Progress During Suspensions and Expulsion

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the

period of his or her removal from the classroom. The principal shall inform the student and family of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their families of the services and arranging the services.

LEGAL AUTHORITY: M.G.L. c. 71, § 37H
M.G.L. c. 71, § 37H ½
M.G.L. c. 71, § 37H ¾
M.G.L. c. 76, § 21
603 CMR 53.00

Auburn High School Policies Regarding Suspensions and Expulsions/Exclusions

Auburn High School Policies Regarding Conduct of Teachers or Students (M.G.L. c. 71 §.37H)

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section. Notwithstanding any generator special law to the contrary, all student handbooks shall contain the following provisions:

- a) Any student who is found on school or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
- d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of this section.

Auburn High School Felony Expulsion Policy

(MGL Ch.71 S.37 H ½)

- (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the suspension to the superintendent. The superintendent shall hold a hearing with the student and the student's family or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the

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

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect.

The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's family or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision with regard to the expulsion. Upon expulsion of such a student, no student or school district shall be required to provide educational services to such student.

Administering Breathalyzer Tests

Part I: School Sponsored Events

1. The administration will determine the manner by which students will be tested: entire group or random selection. The administrator or trained designee present at such events has the authority to test and retest any individual suspected of being under the influence of alcohol even if the student has a negative test upon entering the event.
2. Students attending the school-sponsored events may be required to take a breathalyzer test administered by a trained member of the staff prior to entering the event.
 - a) If a positive occurs (anything above 0.00), the student will be denied entrance to the event, detained by school officials until families/guardians arrive, and face a minimum suspension of five days from school. The duration of the Suspension will be at the discretion of the administration.
 - b) Students who refuse the test will be denied entrance to the event, detained by school officials until families/guardians arrive, and face a minimum suspension of

three days from school. The duration of the suspension will be at the discretion of the administration.

- c) Additional occurrences of being under the influence of alcohol/refusing to take a breathalyzer test will result in loss of attendance at co-curricular events for a time period to be determined by the principal.
3. A student already in attendance at a school-sponsored event suspected of being under the Influence will be tested or retested as specified above.
- a) If a positive occurs (anything above 0.00), the student will be until families/guardians arrive, and will face a minimum suspension of five days from school. The duration of the suspension will be at the discretion of the administration.
 - b) If a student who is suspected of using alcohol refuses the test, the student will be detained and sent home with a family/guardian and will be suspended for a minimum of three days from school. The duration of the suspension will be at the discretion of the administration.
 - c) Additional occurrences of being under the influence of alcohol/refusing to take a breathalyzer test will result in loss of attendance at co-curricular events for a time period to be determined by the principal.

Part II: During the School Day

A trained member of the school staff, in the presence of an administrator, may give any student who is suspected of being under the influence of alcohol (or who is suspected of having consumed alcohol) a breathalyzer test.

1. A student will test positive with any reading above 0.00. The student will be detained until family/guardian arrives and will face a minimum suspension of three days from school. The duration of the suspension will be at the discretion of the administration.
2. A student who is suspected of being under the influence of alcohol or who is suspected of having consumed alcohol and who refuses the test will be detained until the family/guardian arrives, sent home and be suspended for a minimum of five days from school. The duration of the suspension will be at the discretion of the administration.
3. Additional occurrences of being under the influence of alcohol/refusing to take a breathalyzer test will result in a minimum suspension as outlined in the student conduct code.

Weapons on School Grounds

Chapter 150 of the Acts of 1987 added the following paragraph to G.L. c71, s.10. Whoever is not a law enforcement officer, and notwithstanding any license obtained by him under the

provisions of of chapter one hundred and forty, carried on his person a firearm as hereinafter defined, loaded or unloaded, in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one year, or both. For the purpose of this paragraph, “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Federal Education Right to Privacy Act (FERPA)

23.1: Application of Rights

603 CMR 23.00 is promulgated to insure families’ and students’ rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s families.
- (2) If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and he/her family, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, they shall alone exercise these rights, subject to the following. The family may continue to exercise the rights until expressly limited by such a student. Such a student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her family, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, section 34E, the family of a student may inspect the student record regardless of the student’s age.
- (4) Notwithstanding 603 CMR 23.0 (1) and 23.0 (2), nothing shall be construed to mean that a school committee cannot extend the provision of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

23.2: Definition of Terms

The various terms as used in 603 CMR 23.00 are as defined below:

Access shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel shall consist of three groups:

- (a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement

between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

- (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student records information that is required for them to perform their duties.

- (c) Evaluation team that evaluates the student.

The Evaluation Team shall mean the team that evaluates school-age children pursuant to M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

Eligible student shall mean any student who is 14 years of age or older or who has entered 9th grade unless the school committee acting pursuant to CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade. Evaluation Team

Parent shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any family who by court order does not have physical custody of the student, is considered a non-custodial family for purposes of M.G.L. c.71, § 341H and 603 CMR 23.00. This includes families who by court order do not reside with or supervise the student, even for short periods of time.

Release shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age children with special needs shall have the same definition as that given in M.G.L. c.71B (St. 1972, c.766) and 603 CMR 28.00.

School committee shall include a school committee, a board of trustees of charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to that person's employment by the school committee.

The student records shall consist of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is

kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student records that is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her family, or authorized school personnel.

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/her birthdate; name, address, and phone number of the family or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

23.3: Collection of Data: Limitations and Requirements

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

23.4: Personal Files of School Employees

The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student, family or a temporary substitute of the maker of the record, but if it is released to authorized school personnel it becomes part of the student records subject to all the provisions of 603 CMR 23.00.

23.5: Privacy and Security of Student Records

- (1) The school principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school.
- (2) The superintendent of schools or his/her designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.
- (3) The principal and superintendent of schools shall ensure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c.71, § 34H and are educated as to the

importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

23.6: Destruction of Student Records

- (1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.
- (2) During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary records provided that the eligible student and his/her family are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary records.
- (3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the students transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her family of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.
- (4) In accordance with M.G.L. c71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the records of said students at the end of the school year in which such test was administered.

23.7: Access to Student Records

- (1) Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to
 - (a) authorized school personnel under 603 CMR 23.02(9) who inspect the student record;
 - (b) administrative office staff and clerical personnel under 603 CMR 23.02(9) who add information to or obtain access to the student record; and
 - (c) school nurses who inspect the student health record.
- (2) Access to Eligible Students and Parents/Guardians. The eligible student or the family, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial families as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.
 - (a) Upon request, copies of any information contained in the student record shall be

furnished to the eligible student or the family. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the families or eligible student from exercising their right, under federal law, to inspect and review the records.

- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c.71, section 34A to receive a copy of his/her transcript.
 - (c) The eligible student or the family shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
 - (d) The eligible student or the family may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or family, prior to gaining access to the student record.
- (3) Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or family shall not be necessary.
- (4) Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the family. When granting consent, the eligible student or family shall have the right to designate which parts of the student records shall be released to the third party. The eligible student or family shall retain a copy of such consent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/hse will not permit any other third party to have access to such information without the written consent of the eligible student or family.
- (a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards and post-high school plans without the consent of the eligible student or family; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and families a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or family. Such notice may be included in the routine information letter required under 603 CMR 23.10.
 - (b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the family or eligible student of the order or subpoena in advance of compliance.
 - (c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, section 51B, 57, 69 and 69A respectively.
 - (d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit,

evaluation or enforcement of federal and state education law, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their families; and such personally identifiable data shall be destroyed when no longer needed for the aid, evaluation or enforcement of federal and state education laws.

- (e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71; section 37L and M.G.L. c. 119, section 51A.
 - (f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
 - (g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such a student's record without the consent of the eligible student or family, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
 - (h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or family.
- (5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial family may have access to the student record in accordance with the following provisions.
- (a) A non-custodial family is eligible to obtain access to the student record unless:
 - 1. the family has been denied legal custody based on a threat to the safety of the student or to the custodial family, or
 - 2. the family has been denied visitation or has been ordered to supervised visitation, or
 - 3. The family's access to the student or to the custodial family has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
 - (b) The school shall place in the student's record documents indicating that a non-custodial family's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
 - (c) In order to obtain access, the non-custodial family must submit a written request for the student record to the school principal.

- (d) Upon receipt of the request the school must immediately notify the custodial family by certified and first class mail, in English and the primary language of the custodial family, that it will provide the non-custodial family with access after 21 days, unless the custodial family provides the principal with documentation that the non-custodial family is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- (e) The school must delete the electronic and postal address and telephone number of the student and custodial family from student records provided to non-custodial families. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial family that it shall cease to provide access to the student record to the non-custodial family.

23.8: Amending the Student Record

- (1) The eligible student or the family shall have the right to add information, comments, data, or any other relevant written material to the student record.
- (2) The eligible student or the family shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Education Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such a student or family is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or family shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or family a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or family, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into Effect.

23.9: Appeals

- (1) In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or family, they shall have the right of appeal to the superintendent of schools. Requests for such appeal shall be in writing to the superintendent of schools.
- (2) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

- (3) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Requests for such appeal shall be in writing to the chairperson of the school committee.
- (4) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.
 - (a) School officials shall have the burden of proof on issues presented by the appellant.
 - (b) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.
 - (c) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.
- (5) Nothing in 603 CMR 23.00 shall abridge or limit any right of ineligible student or family to seek enforcement of 603 CMR 23.00 or the status regarding student records, in any court or administrative agency or competent jurisdiction.

23.10: Notification

- (1) At least once during every school year, the school shall publish and distribute to students and their families in their primary language a routine information letter informing them of the following:
 - (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
 - (b) The general provisions of 603 CMR 23.00 regarding family and student rights, and that copies of 603 CMR 23.00 are available to them from the school.
- (2) In those school systems required under M.G.L. c.71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a family receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

23.11: Monitoring

The Department of Education may, pursuant to a request by an eligible student or family or on its own initiative, conduct reviews to insure compliance with 603 CMR 23.00. The school committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

23.12: Severance Clause

The provisions of 603 CMR 23.00 are severable and should any section be found upon judicial review to exceed the authority of the State Board of Education, the remaining sections shall not be affected.

Military Access to Student Records

No Child Left Behind Act allows military access to student names and addresses. If a family/guardian does not want a military representative to access, they can notify the school in writing and have their child's name removed from the mailing list.

Non-Custodial Parents Rights

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial family may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to families who do not have physical custody of their children ("non-custodial families").

As required by M.G.L. c.71, § 34H, a non-custodial family may have access to the student record in accordance with the following provisions:

- (a) A non-custodial family is eligible to obtain access to the student record unless:
 - (i) The family has been denied legal custody based on a threat to the safety of the student or to the custodial family, or
 - (ii) The family has been denied visitation or has been ordered to supervised visitation, or
 - (iii) The family's access to the student or to the custodial family has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) The school shall place in the student's record documents indicating that a non-custodial family's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial family must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial family by certified and first class mail, in English and the primary language of the custodial family, that it will provide the non-custodial family with access after 21 days, unless the custodial family provides the principal with documentation that the non-custodial family is not eligible to obtain access as set forth in 603 CMR 23.07 (f) (a).
- (e) The school must delete the electronic and postal address and telephone number for the student and custodial family from student records provided to non-custodial families. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, § 34H, the school shall notify the non-custodial family that it shall cease to provide access to the student records to the non-custodial family. LEGAL REF.: M.G.L.

An Act Requiring School Committees to Notify School Personnel of Reporting Requirement Regarding Child Abuse and Neglect

The school committee of each city, town or school district shall inform teachers, administrators and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-on F, inclusive of chapter one hundred and nineteen.

Rehabilitation Act of 1973

The Rehabilitation Act of 1973 commonly referred to as “Section 504” is a non-discrimination statute enacted by the United States Congress. One purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) currently has, or (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working or performing manual tasks.

DUAL ELIGIBILITY: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA/PL 94-142). Students who are eligible under the IDEA/PL 94-142 have many specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA/PL 94-142. The enabling regulations for Section 504 as set out in 34 CFR 104 provide families and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (the purpose of this notice form is to advise you of those rights). 34 CFR 104.32.
2. Your child has the right to a free appropriate public education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33.
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their families. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.

5. Your child has a right to facilities, services and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an Initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider, as appropriate, information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, family observation, anecdotal reports, and other sources. 34 CFR 104.35.
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
9. If eligible under Section 504, your child has a right to periodic formal or informal re-evaluations, generally every three years. 34 CFR 104.35.\
10. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36
11. You have the right to examine relevant records. 34 CFR 104.36
12. On Section 504 matters you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
13. The Section 504 Coordinator for the Auburn Public Schools is: Mr. Philip Campbell, Director of Pupil Services, 5 West St., Auburn, MA 01501 (508) 832-7752.
14. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or education placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator after you receive written notice of the Section 504 Committee's action(s).
15. You may also request a hearing directly from the Massachusetts Bureau of Special Education Appeals in Maldon (781) 338-6407. Specifically, you have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for family participation in the hearing and representation by an attorney. 34 CFR 104.36.
16. If you disagree with the decision of the impartial hearing office, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36
17. You must have a right to file a complaint with the Office for Civil Rights. The address of the Regional office that covers Massachusetts is:

***Office for Civil Rights, Region 1
U.S. Department of Education***

Non-Discrimination Policy Including Harassment and Retaliation

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of *race, (to include traits historically associated with race, including but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related conditions or disability. If someone has a complaint or feels that they have been discriminated against because of their race, traits historically associated with race, including but not limited to, hair texture, hair type, hair length, and protective hairstyles,

color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 2011
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including but not limited to, hair texture, hair type, hair length, and protective hairstyles,
M.G.L.76:16 (Chapter 622 of the Acts of 1971)
Board of Education BESE regulations 603CMR 26.00 Amended 2012
BESE regulations 603CMR 28.00
Pregnancy Fairness Act of 2018

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination
GBA, Equal Employment Opportunity
JB, Equal Educational Opportunities

First Reading: November 30, 2022
Second Reading: December 14, 2022
Third Reading: January 4, 2023

Reviewed, revised, and updated: January 4, 2023

Technology Policy

Technology includes but is not limited to, the following: computers, iPads and peripherals (such as calculators, personal and networked computers, printers, scanners, large screen viewers or projection devices, and science probes); software, telecommunications media (modems, MCET, email, cable, distance learning and fax); audio visual aids; and adaptive and assistive technologies to facilitate the instruction of disabled students.

Violations of the guidelines of this policy will result in immediate loss of use and possible legal action. Also; detentions and suspensions may be imposed as needed depending on the severity of the violation.

- Proper and respectful behavior as determined by the Auburn Public Schools or its representatives is expected at all times.
- Copyright laws cannot be violated. These laws protect software and other information media, such video disks, CD-ROMS, and videotapes.
- Users have the right to information as guaranteed by the First Amendment of the US Constitution; however, the school system and its representatives have the right to restrict access to or use of any information that does not apply to the approved curriculum or professional activities of the staff.
- Willful destruction and/or vandalism of equipment, including tampering with software, hardware and connections, will not be tolerated. It will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software and system restoration.
- Network or professional activities must be restricted to approved curriculum or professional activities of the staff.
- Plagiarism from any source, whether print or electronic media, is illegal.
- Communication must not be religiously, sexually, politically or racially defamatory, or abusive.
- All software and other information media, including games, must be educationally oriented.
- Privacy and respect for other people's files and communications, including email, are essential. Users will not access or attempt to access anyone else's files or communications on the district's technology or on technology outside of the system.
- All of the above is intended to comply with policies and standards already adopted by the Auburn School Committee, including each school's code of conduct.
- Commercial use of the Auburn Public School technology and Internet access is forbidden.
- Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Principals or their designee will ensure that all users complete and sign an agreement to abide by the policies and procedures mentioned above.

Screening of Student Internet Usage & Devices

Auburn High School utilizes Bark software to monitor all student accounts for grades 9-12, including email, documents, and cloud storage solutions offered by Google Workspace and Office 365. This software is used to screen documents and communications for concerning and/or risky behavior and alerts both the school counseling staff and administration so that they can provide appropriate support to students in need.

Anti-Hazing Policy

M.G.L. c. 269 § 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and Imprisonment.

The term “hazing” as used in this section and in section eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

M.G.L. c. 269 § 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

M.G.L. c. 269 § 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and section sections seventeen and eighteen; provided, however, that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

Picture Taking/Audio/Video Recording on School Property

Students attending Auburn High School cannot be photographed by an electronic device or camera without the expressed written consent of the student's family or legal guardian.

Faculty members or school employees at Auburn High School cannot be photographed by an electronic device or camera without their written consent.

Transmitting an image of a student or faculty member of Auburn High School via phone or the internet is strictly prohibited and may result in suspension.

All audio and video recordings taken on Auburn High School property, either inside the building, outside on school property (including school transportation, i.e., school buses) are by copyright the property of Auburn High School. This includes recordings on videotape, digital videotape, DVD, digital hard drives (cell phones, I-Pods, etc.). This also includes "still" images, meaning digital still cameras, I-Pods, and 35mm film photographs.

Auburn High School permits no Public Performance rights. Recordings may not be displayed to the public (outside of Auburn High School) in any way, shape or form without written permission from the Auburn High School Administration. This includes Internet, television, Local Cable Television, or any personal video production. A Public Performance application may be obtained at the main office.

Violations of the above policy will be handled via the consequences for General Disruption outlined in this handbook, through the Auburn Police Department, or both depending on the nature and severity of the infraction.

Visitor Policy

We invite you to enter our building by the front door. The administrative secretary will welcome you. For safety purposes, any non-school personnel must report to the school office upon arrival and sign in and leave their license or a valid photo I.D. All visitors are asked to wear a **Visitor/Volunteer Badge** so that they are easily identified.

Parental Observation of Special Education Program for Their Child

No child shall be placed in a special education program without prior consultation, evaluation, reevaluation, and consent as set forth and implemented by regulations promulgated by the department. To insure that families can participate fully and effectively with school personnel in the consideration and development of appropriate educational programs for their child, a school committee shall, upon request by a family, provide timely access to families and family-designated independent evaluators and educational consultants for observations of a child's current program and of any program proposed for the child, including both academic and non-academic components of any such program. Parents/guardians and their designees shall be afforded access of sufficient duration and extent to enable them to evaluate a child's performance in a current program and the ability of a proposed program to enable such child to make effective progress. School committees shall impose no conditions or restrictions on such observations except those necessary to ensure the safety of children in a program or the integrity of the program while under observation or to protect children in the program from disclosure by an observer of confidential and personally identifiable information in the event such information is obtained in the course of an observation by a family or a designee.

Notice of Body Mass Index Measurement

As part of Auburn's school health screening program, and according to Massachusetts General Laws and Regulations (105 CMR 200.500), students in grade 10 will have their height and weight measured and body mass index calculated. Notification will be sent home to families prior to this screening and the results, which are strictly confidential, will be handed directly to a family/guardian or mailed. Families who wish to have their child's doctor complete this screening should provide written notification to the school nurse prior to screening.

Animals in School

No animal shall be brought to school without prior permission of the building principal.

The Auburn Public School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Auburn Public School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs*, cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Auburn Public School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability”. The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist individuals with mobility impairments with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the dog shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the dog will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance dog in District facilities and on school transportation vehicles.

Therapy Dogs

I. Introduction

The Auburn School District permits and supports the use of therapy dogs for the benefit of its students subject to the conditions of this Policy. The benefits from using a therapy dog in an educational setting include improved social skills, decreased anxiety, promotion of positive behavior, increased student engagement and improved attendance.

II. Definitions

A therapy dog is a dog which has been trained and evaluated to provide animal-assisted activities, animal-assisted therapy, and animal-assisted interactions within a school or other facility. Therapy dogs are not "service animals."

A handler is a school district staff member or trained handler accompanied and supervised by a district person, who has been individually trained and evaluated to provide animal-assisted activities, animal-assisted therapy, and animal-assisted interactions within a school or other facility. The handler will assume full responsibility for the therapy dog's care, behavior and

suitability for interacting with students and others in the school while the therapy dog is on school district property.

The Superintendent shall approve and designate a handler.

III. Standards and Procedures

- a) Request/Approval: The Superintendent may approve at her/his sole discretion any request to have a therapy dog on school district property. Such approval may be rescinded at any time at the sole discretion of the Superintendent.

Once approved, a plan for dog visits shall be developed and implemented with the appropriate Principal.

- b) Training and Registration: The handler shall submit proof of registration as a therapy dog handler with each therapy dog they intends to bring to the school district. Such registration shall be from the National Education for Assistance Dog Services, Inc. (NEADS) or such other therapy dog registering organization as determined by the Superintendent.
- c) Health and Vaccination: The handler shall ensure the therapy dog receives all medical necessities, including up-to-date vaccinations, and shall submit documentation that the dog is in good health and has been immunized against diseases common to dogs.
- d) Insurance: The Town of Auburn shall maintain an insurance policy that provides liability coverage for the work of the handler and therapy dog while on School District property. The handler is responsible for maintaining appropriate insurance covering the therapy dog while not on School District property.
- e) License: The handler shall properly license the dog with the appropriate municipality.
- f) Ownership: The handler is the sole owner of the therapy dog and is solely responsible for the dog. The Town of Auburn is only liable for the dogs actions when it is acting as an agent of the school, similar to regular employees.

IV. Rules While on School District Property

- a) Identification: While on School District property, the therapy dog will be clearly distinguished as a therapy dog and will wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog.
- b) Control: A therapy dog is required to remain with the handler, and the handler must have control of the therapy dog at all times while on School District property.
- c) Supervision and Care: The handler shall be solely responsible for the supervision and humane care of the therapy dog, including feeding, exercising and cleaning up after the

therapy dog, while on School District property. The School District is not responsible for providing any care or supervision to the therapy dog.

- d) Authorized Area(s): The handler shall ensure that the therapy dog has access to only such areas of the school buildings or property that have been authorized by the Superintendent.
- e) Allergies and Aversions: The handler will remove the therapy dog to a separate area in such instances where a student or school employee who has allergies or an aversion to dogs is present.
- f) Exclusion or Removal: A therapy dog may be excluded or removed from School District property if a Principal determines that (1) the handler does not have control of the therapy dog; (2) the therapy dog presents a direct and immediate threat to others in the school; (3) the therapy dog's presence otherwise interferes with the educational program of the District. The handler shall immediately remove the therapy dog from school property when instructed to do so by a Principal or the Superintendent.

V. Rules and Regulations

The Superintendent may issue rules and regulations and guidelines to carry out this Policy.

SOURCE: MASC

LEGAL REFS.: Title II of the Americans with Disabilities Act (ADDA)

First Reading: March 7, 2011

Second Reading: March 21, 2011

Approved: March 21, 2011

Reviewed, revised and updated: February 26, 2020

Reviewed, revised and updated: December 14, 2022

School-Sponsored Trips and Student Travel

The Auburn School Committee recognizes that it is desirable and valuable, on occasion, to supplement and extend activities with voluntary and optional academic field trips, field work and domestic and international student travel to broaden the perspectives and educational experiences of students. The School Committee encourages activities that augment classroom instruction, support academic standards and promotes healthy social development. All such travel opportunities should take place in Massachusetts whenever possible with the understanding that some experiences can only happen outside of the Commonwealth.

A. DEFINITIONS AND STANDARDS

The following definitions apply for the purpose of this policy:

- 1. Academic fieldwork trips** include all off-campus trips organized as part of the class curriculum. There must be pre- and post-trip instructional activities and/or assessment. Participation of all members of the class is expected. Provisions for comparable instructional experiences during the school day must be made for students not on the academic field work trip.
- 2. Extracurricular school field trips** are those off-campus trips that are organized by a faculty sponsor or a school-sponsored club or group. These school trips can include domestic and international student travel. Participation is optional, voluntary, and not eligible for financial assistance.
- 3. Athletic or academic school trips** are those away competitions, games, matches, scrimmages, and training camps that are part of the official academic and/or athletic programs of the Auburn Public Schools.
- 4. Overnight travel:** When an academic field work trip, an extracurricular school field trip, or an athletic and/or academic school trip is planned which requires a student to stay overnight away from home, or which involves travel that is to occur between midnight and 6:00 a.m., the procedures for planning and approving overnight trips apply. It is understood that overnight trips include all such travel within Massachusetts, in other states, and internationally. Overnight trips are only permitted for students at Auburn High School.
- 5. Chaperones:** Any employee of the Auburn Public Schools or parent/guardian, or any adult that attends a trip and is vested with the responsibility of monitoring student safety and adherence to all policies as referenced in this document
- 6. Trips** as referred to in this policy include all academic field work trips, extracurricular school field trips, and athletic or academic school trips, as defined above. School

sponsored trips are expressly limited to eligible Auburn Public Schools students and to approved chaperones as defined above.

B. GENERAL CONDITIONS FOR APPROVAL - Domestic and International

Only trips meeting the following conditions are permitted. Until approval for any trip is received (day, overnight or out-of-state), **no** documentation or notification shall be made to parents or students. To do so could jeopardize ultimate approval of said trip.

The sponsoring faculty member will ensure that:

1. trips are appropriate for the age group involved in the activity;
2. trips are reasonable in terms of time, distance and cost;
3. extracurricular school field trips which involve overnight travel should occur during non-school time and in no event during the last fifteen (15) days of school;
4. trips are not scheduled during the MCAS examination periods for students taking the MCAS exams. If unique and special circumstances present an academic opportunity, the principal and superintendent will consider and evaluate each request with care;
5. trips are planned with careful consideration of student safety which includes, without limitation, an appropriate number of adult chaperones as specified in Section D of this policy and confirmation that all chaperones have approved Criminal Offender Record Information (CORI) checks on file with the Superintendent;
6. students, parents/guardians, and chaperones will receive written notice that all Auburn Public Schools policies on student behavior, student handbook rules and regulations, Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules regarding student conduct will apply and be in effect at all times for academic fieldwork trips, extracurricular school field trips, and athletic and academic school trips;
7. provisions are made for medical emergencies, including attending medical personnel, when necessary; The field trip organizer will meet with the School Nurse to review students' medical needs. (See Appendix A) For all field trips through grade 8, a school nurse is required on each trip regardless of whether a student has an emergency medical condition that may require medication or not. For field trips within Auburn, (i.e. AHS – science lesson at SWIS; AMS – to Life Care), a nurse may not be required to attend if, in the school nurse's judgment, one is not necessary based on students' needs. At grades 9 through twelve, the school nurse, working in conjunction with the building administrator, will determine, based on students' needs, whether a nurse is required, as students at this level may self-administer with parental permission.
8. Notify cafeteria staff so that they may plan accordingly.

9. When school bus transportation is required, the school district's regular transportation contractor is utilized, if available. If the school district's regular transportation carrier is not available, only contractors licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA), or the Department of Defense's approved list of motor carriers may be used. Carriers with an FMCSA or Department of Defense safety rating of "conditional" or "unsatisfactory" cannot be used. FMCSA carrier ratings are available online at <http://www.fmcsa.dot.gov> by providing the carrier's D.O.T. identification number.
10. any contract with a private carrier prohibits the use of subcontractors unless approved by the Superintendent or his/her designee. The Superintendent or his/her designee will not approve use of any subcontractor unless the subcontractor meets the criteria referenced above in item 8 (eight) of this section;
11. no student is denied the opportunity to participate in an academic field work trip because of the inability to pay within budgetary limits;
12. costs associated with an optional/voluntary extracurricular school field trip will be the responsibility of the individual student/family. Where appropriate, there may be fundraising to help defray costs. All fundraising must be done in compliance and accordance with Auburn Public Schools and individual school policies;
13. should an emergency situation occur; the sponsoring faculty member is responsible for notifying the Principal by telephone as soon as possible but no later than eight (8) hours after the emergency situation occurs. The faculty member is also responsible for notifying the parent/guardian of record by telephone, text, or email once the emergency situation stabilizes but no later than eight (8) hours after the emergency situation occurs;
14. participants in activities will wear safety equipment at all times which is appropriate to the specific activity, e.g., suitable helmets for bicycle and ski/snowboard trips;
15. trip cancellation insurance will be made available for all multiple day out-of-state travel and international travel. Families are responsible for the cost of such insurance;
16. all chaperones on trips will agree to adhere to Auburn Public Schools school policies and codes of conduct;
17. Only one field trip per school day can be scheduled to ensure that if necessary, nursing coverage can be provided for the trip.

C. AUTHORITY TO APPROVE/DISAPPROVE/CANCEL - Domestic and International

1. All school-sponsored Massachusetts day trips must receive the approval of the program advisor (HS & MS) and the principal.
2. All school-sponsored out-of-state day trips, outdoor education classroom camps, and senior week activities must receive prior approval of the principal, the superintendent and

the School Committee. Such trips must be approved 6 months in advance of the trip, give consideration to ensuring that the cost is reasonable and provide fundraising opportunities if necessary to include all students.

3. All school-sponsored overnight trips, including trips involving just overnight transportation, but excluding outdoor education classroom camps and senior week activities, must receive prior approval of the program advisor (HS only), principal, superintendent, and School Committee.

4. All school-sponsored international trips must receive prior approval of the principal, superintendent, and school committee. Such trips must be approved 1 year in advance of the trip, give consideration to ensuring that the cost is reasonable and provide for appropriate fundraising opportunities to defray cost.

5. Auburn Public Schools, acting through the School Committee or the Superintendent, reserves the right (a) to cancel trips up to departure for any reason and (b) to recall trips in progress, if national and/or international conditions so warrant or if security and safety concerns over which Auburn Public Schools has no control render it appropriate to cancel the trip. The following criteria will be taken into consideration: (a) U.S. Department of State Travel Advisory; (b) Homeland Security Advisory (alert status); and/or (c) Declaration of War or armed conflict. Additionally, the critical judgment of the School Committee, with input from the Superintendent, principal, and faculty sponsor, will be taken into consideration.

6. The Superintendent will alert the School Committee to final deadlines regarding required commitment of funds if there are national and/or international events/situations/conditions which might cause the School Committee to cancel or recall a trip due to safety concerns or other reasons. In the event that a trip must be canceled in accordance with this Section C, school officials will make a reasonable effort to obtain a refund of monies paid by students and parents/guardians. However, such refunds are not guaranteed. The student and parent/guardians understand that they may lose any and/or all of the funds they have expended for the voluntary trip.

7. While there must be adequate supervision the program advisor and the Principal must minimize the number of teachers who will miss classes due to performing activities as chaperones.

8. Pursuant to state law and regulation, the School Committee is responsible for approving out-of-state and/or overnight trips. However, in the event that approval is required for an academic or athletic contest, competition or tournament and the schedule is such that the contest, competition, or tournament is not known to administrators within 10 calendar days before the next regularly scheduled School Committee meeting, said approval authority is delegated to the Superintendent of Schools.

9. The approval process for a specific trip will be completed prior to promoting, advertising, or making any preparations for the trip, taking deposits from students, or engaging students in fundraising activities for the trip.

10. The principal and/or Superintendent shall have the right, after conferring with the field trip coordinator, to exclude a student from the activity if said student's prior demonstrated behavior is deemed to pose a risk to the success for safety of the field trip or if student and parent/guardian are not willing to sign discipline contract(when appropriate) or permission slip, or to provide required insurance documentation.

D. APPROVAL DOCUMENTATION - Domestic and International

Approval for all trips which involve contractual arrangements with any third party(ies) must be obtained prior to making any such arrangements. All trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation to request approval of a trip must include:

1. proposed dates and itinerary;
2. description of student eligibility;
3. estimated number of students expected and percentage of eligible students participating;
4. cost per student (if applicable);
5. mode(s) of transportation and schedule;
6. number of chaperones. The recommended ratios for extracurricular school field trips, academic school trips, and overnight travel are as follows: *HS 1:10 minimum; MS 1:10 minimum, Elementary 1:10 minimum, International (HS) 1:6 minimum*); lower ratios may be set at the discretion of the building Principal;
8. signed acknowledgements by all chaperones recognizing that their duties are a full-time responsibility during the trip and that they will engage in no conduct which interferes with or impairs their ability to perform those duties.
9. description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students;
10. description of security features for transportation and accommodations;
11. means of financing;
12. copy of all contract(s) and copies of the travel company's insurance policy (and relevant riders), and refund policies associated with the trip; in addition, a document prepared by the sponsoring faculty member(s) for distribution to all participants

containing a succinct, clear list of the dates of the trip operator's deadlines for trip cancellations and the refund rights that pertain to each date;

13. A meeting must be held with families(date noted) and a copy of the letters to be sent to parents and guardians referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the Auburn Public Schools student conduct policies, student handbook rules or regulations, and the Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations. For international trips, the sponsoring faculty member will provide parents/guardians a copy of the State Department travel advisory and Homeland Security Alert Status for all countries to be visited monthly up to the time of departure;

14. in the case of academic field work, a description of the educational alternative and mapping of that alternative for students who are not participating, if applicable;

15. a Criminal Offender Record Information (CORI) check of all chaperones, which must be on file in the Superintendent's Office and an orientation meeting for chaperones must be held to ensure that they are cognizant of the goals and expectations of the field trip and willing to assume the responsibilities and liability expected of them.

16. Hold meetings with students relative to their responsibilities regarding all aspects of the field trip, including discipline. Students will be required to sign a contract agreeing to abide by the Auburn Public Schools' Code of Conduct as well as their own school's general Code of Conduct and specific Code of Conduct for their field trip being considered. Contract should state that parents will be responsible for providing transportation home should a student refuse to live up to the discipline code while on the field trip. Contract must also be signed by the parent or guardian.

17. Secure appropriate insurance information and parental permission to act in lieu of parents while on the field trip. Determine that all optional insurance has been secured by those wishing to obtain the insurance. (This includes medical, accident and travel cancellation.) Families who choose not to obtain trip insurance must note they have declined the insurance on the permission form.

18. for international trip requests:

(a) a printout of the State Department Travel Advisory and Homeland Security Alert Status as of the date the trip is submitted for approval for all countries to be visited, monthly up until the time of departure;

(b) written proof that the sponsoring faculty member for the trip has created an account at STEP.state.gov and has provided the details of the specific trip, including

the country or countries that the trip will cover and the anticipated dates of arrival and departure for each country covered by the trip;

(c) representation in writing by the sponsoring faculty member for the trip that they will promptly notify the Superintendent or designee by email when there has been a new travel advisory or alert regarding any of the countries covered by the trip, informing the Superintendent that the faculty member has contacted the trip operator regarding the advisory or alert and informing the Superintendent of the trip operator's response regarding status of the trip;

(d) representation in writing by the sponsoring faculty member for the trip that they will promptly notify the parent/guardian of each participating student by email regarding such advisory or alert and the trip operator's response regarding status of the trip;

(e) additional information appropriate to the trip may be required by the approving authority prior to a decision;

(f) failure by the sponsoring faculty member(s) to comply with the obligations in sub-paragraphs (c) and (d), above, may result in denial of approval for any future trips submitted by such faculty member(s);

(g) should external circumstances change after the initial trip approval, detailed modifications to the relevant approval documentation will be required. The School Committee reserves the right to determine in its discretion that such changed circumstances warrant rescission of its approval in the best interests of students, the school community, and the District.

19. Other requirements as determined by the Principal.

E. FUNDRAISING AND FINANCIAL ASSISTANCE

1. Fundraising events and activities may be planned to offset the costs for trips. Any such fundraising will take place in accordance with the Auburn Public Schools' and individual schools' policies on fundraising.

2. Where an individual fee is charged for academic fieldwork trips which are part of the approved curriculum, the principal may provide financial assistance to a student if, due to financial hardship, such financial assistance is necessary to allow a student's participation. (Helping Our Own Fund)

3. Eligibility for financial assistance will be available to families earning as determined by the Auburn Public Schools Sliding Fee Scale. All documents submitted to Auburn Public Schools are kept confidential and are not included in any student file. All documentation submitted is retained for three years, at which time it is shredded and destroyed. Copies can be provided to a requesting parent or guardian at the Business

Office, at no charge, if the application is submitted in person. If the application is faxed or mailed, documents will not be copied and forwarded. The Auburn Public Schools Financial Assistance Program determines income based on the income of all household residents.

F. DISCIPLINE OF STUDENTS AND TRIPS - Domestic and International

1. All Auburn Public Schools policies on student behavior, student handbook rules and regulations, Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section B, Item 6 above, regarding student conduct will apply and be in effect at all times for trips.
2. If a student violates any Auburn Public Schools student conduct policies, student handbook rules or regulations, Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified in Section F Item 1 above, or otherwise misbehaves while on a trip, the student will be immediately suspended from the trip and sent back to school or home, if that is appropriate, practical, and can be done in a manner which protects the student's safety, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the student will be subject to the consequences for the action/infraction upon their return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations.
3. Auburn Public Schools policies on student behavior, student handbook rules and regulations, Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section B, Item 6 above, regarding student conduct will be given to chaperones. Chaperones will agree to implement and enforce them; failure to do so will result in disqualification from acting as a chaperone for future trips.

G. ADMINISTRATION OF MEDICATIONS on TRIPS - Domestic and International

In accordance with Massachusetts Department of Public Health 105 CMR 210.000 and Auburn Public Schools Policy (JLCD) - Medication Policy, the school nurse, with the parents/guardians when possible and student if appropriate, shall develop a medication administration plan for each student requiring medication administration at school, including while on a field trip or other short-term special event. Staff coordinating a field trip must provide a list of students attending the trip to the nurse with enough time to review and make appropriate accommodations. The school nurse shall review the medical needs of a student and determine whether a nurse must accompany the field trip, the medication administration will be delegated to a chaperone or other designated adult (in accordance with 105 CMR 210.000), or the student will self-carry and administer their medication based on criteria outlined in Auburn Public Schools Policy (JLCD). A nurse will attend all out-of-town elementary school field trips. In-town trips may not require a

nurse in attendance depending on the need and circumstances. Medication on a field trip must be appropriately secured and well supervised throughout the trip.

Domestic Trips

If the school sponsored trip takes place in a different state, plans must be in place to meet the nursing license and practice laws of that state. Arrangements for overnight and out-of-state field trips should be made on a case-by-case basis, depending on the needs, ages, and competence of the students, the destination, and the responsible adult on the trip.

International Trips

Nursing licenses are not recognized outside of the United States; therefore, school nurses are not permitted to practice nursing in other countries. On international field trips, it is the responsibility of the Field Trip Coordinator to communicate with parents to address any medical concerns for students planning to attend the trip. The Field Trip Coordinator is responsible for making sure that the students and chaperones have the proper immunizations required for the country they plan to visit. The Field trip Coordinator must be aware of the laws and regulations regarding bringing medications into the country.

For students requiring emergency medication that cannot be delegated and when a nurse is not available, students (if appropriate) and parents/guardians must sign an Emergency Action Plan in order for the student to participate in a trip. This plan will be shared with trained staff/chaperones for the field trip.

The school nurse will have the final authority regarding whether the student may safely participate in a field trip. If medical needs require that a nurse attend a field trip, and a nurse is unavailable, the nurse leader will notify the Field Trip Coordinator as soon as possible and the field trip may need to be rescheduled.

H. TRANSPORTATION, LODGING, AND SCHEDULING - Domestic and International

1. The use of private vans and automobiles for student travel is not permitted. Such trips will use commercial vans or motor coaches and employ professional licensed drivers pursuant to Section B, items 8 and 9 of this policy.
2. With student safety and security in mind, the faculty sponsor will ensure that the travel company with which they have contracted has an emergency evacuation plan in place should the need arise to evacuate students from their location to a secure location.
3. With student safety and security in mind, the faculty sponsor shall arrange for security personnel to be on the premises during the overnight hours when staying in a hotel, motel, guesthouse, dormitory or any other place of overnight accommodation in the parts of the world where it is possible to arrange for such security personnel to be on the premises.

4. Accommodations shall include enough rooms so that no chaperones are rooming with students.
5. Parents/guardians, who are also chaperones, may share a room with their own children only.
6. Whenever possible, the faculty sponsor shall avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk of vehicular accidents during this time period.
7. Trip itineraries must allow sufficient time for drivers to rest in conformity with federal hours-of-service requirements and common sense. If a planned trip exceeds ten (10) consecutive hours of driving, a second driver must be utilized, or the driver must be off duty for eight (8) consecutive hours before driving again.

I. PERMISSION, CONSENT and RELEASE FORMS - Domestic and International

1. A condition of participation in any trip is execution of an agreement by the participant and by their parent/legal guardian to hold Auburn Public Schools harmless and to indemnify Auburn Public Schools from any and all claims, liabilities, damages, losses, or other harm resulting from the trip, from activities associated with the trip, from the actions of third persons, or from the participant's own actions. Such agreement must also hold harmless and indemnify Auburn Public Schools from any and all claims, liabilities, damages, losses or other harm resulting from cancellation of a trip at any time. For purposes of this Section I, "Auburn Public Schools" shall include Auburn Public Schools, the Auburn School Committee, the Town of Auburn, and their members, officers, officials, employees, agents, insurers, and representatives. Accordingly, every student who intends to participate in a trip must submit a properly completed and signed Permission Slip. This consent/release form must be signed by the student (if appropriate) and in any event by the student's parent or legal guardian prior to a student taking part in any trip. No fundraising activities or other preparations for the trip may be undertaken until the completed and signed documents are obtained from every student who will participate in the trip.
2. For athletic and/or academic teams or other extracurricular school groups that routinely travel as part of their activities, the student (if appropriate) and the student's parents/legal guardians may submit one consent/release form to cover all events for the season.

SOURCE: ANDOVER - Updated June 1, 2023

LEGAL REFS: M.G.L. [71:37M](#); [71:37N](#); [71:38R](#)

603 CMR [27.00](#)

Massachusetts Department of Education Time on Learning Regulations

Additional Resources:

US Department of State Advisory <https://travel.state.gov/content/travel.html>

Homeland Security Advisory <https://www.dhs.gov>

Federal Motor Carrier Safety Administration (FMCSA) Carrier Ratings
<https://www.fmcsa.dot.gov>

United Motorcoach Association - Student Motorcoach Travel Safety Guide
(includes Motorcoach Safety Checklist)
www.uma.org/consumer/student-transportation/

Department of Defense's approved list of motor carriers
www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf

CROSS REFS:

First Reading: December 13, 2023

Second Reading: January 3, 2024

Third Reading: January 17, 2024

Approved & Updated: February 7, 2024

Equal Educational Opportunities

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their *race, color, sex, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, homelessness, ancestry, ethnic background, national origin, sexual orientation, pregnancy or pregnancy related conditions, or any other category protected by state or federal law.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC – August 2022

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
603 CMR 26:00
603 CMR 28.00

The McKinney-Vento Act and Title 1 Part A, as Amended by the Every Student Succeeds Act of 2015
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.)

CROSS REF.: AC, Nondiscrimination

First Reading: November 30, 2022
Second Reading: December 14, 2022
Third Reading: January 4, 2023

Reviewed, revised, and updated: January 4, 2023

Equal Employment Opportunity

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their *race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, active military/veteran status, marital status, familial status, pregnancy or pregnancy related conditions, homelessness, ancestry, ethnic background, disability, or any other category protected by state or federal law. Every available opportunity will be taken to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC August 2022

LEGAL REF.: M.G.L. [151B:4](#); BESE Regulations 603 CMR [26:00](#)
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including but not limited to, hair texture, hair type, hair length, and protective hairstyles)

CROSS REF.: [AC](#), Nondiscrimination

First Reading: November 30, 2022

Second Reading: December 14, 2022

Third Reading: January 4, 2023

Reviewed, revised and updated: January 4, 2023

Auburn Public Schools

Acknowledgement of the 2024-2025 AHS Student Handbook

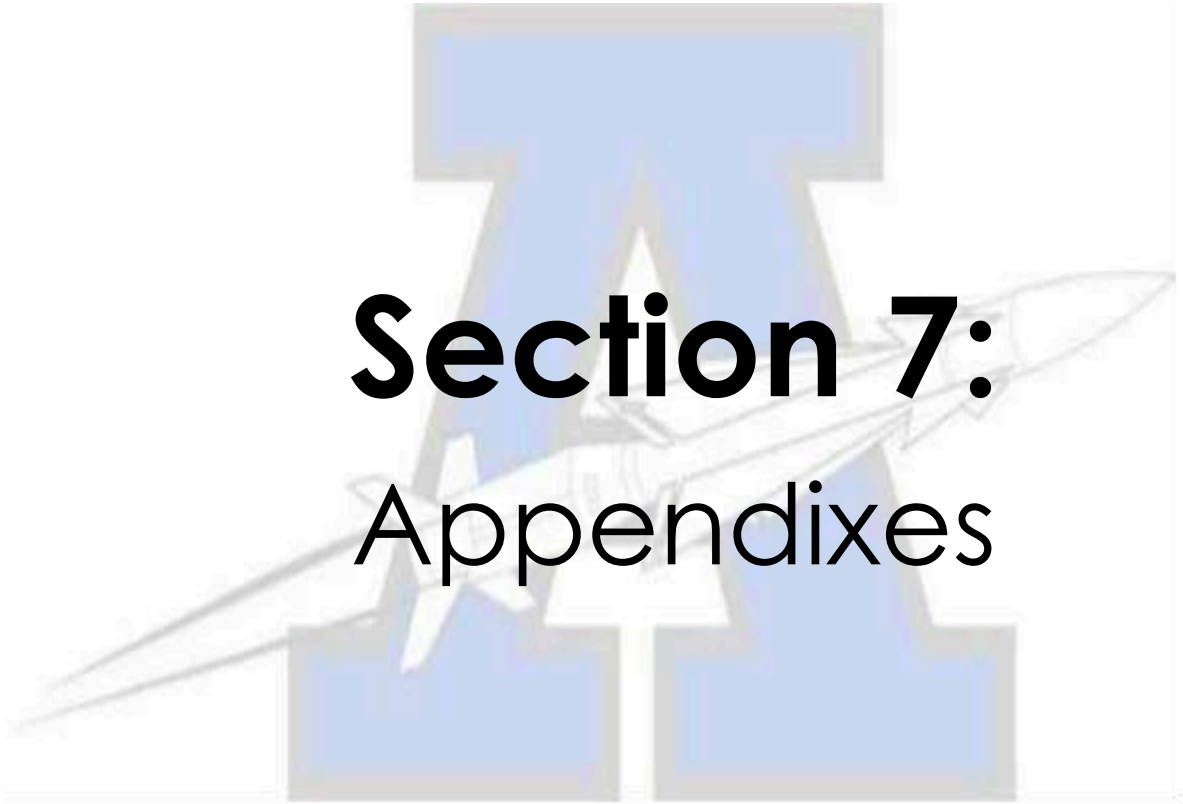
Student: *My signature indicates that I have read and received a copy of the 2024-2025 Auburn High School Handbook and understand its contents and that I am bound by the provisions of the handbook.*

Student Name (Printed)

Student Signature (Signed)

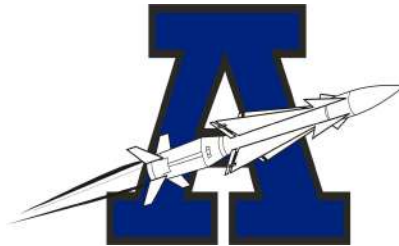
Date





Section 7: Appendixes

Appendix A: District Bullying Prevention & Intervention Plan



AUBURN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan July 2022

Statement of Non-Discrimination

The Auburn Public Schools do not discriminate against students, parents, employees, and the general public. All programs, activities, and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, homelessness, limited English proficiency and disability. Persons with discrimination concerns and/or complaints should contact the following administrators:

Title VI of the Civil Rights Act of 1964 (race, color, or national origin)

Mr. Alan Keller
akeller@auburn.k12.ma.us
508-832-7755

Title IX of the Education Amendments of 1972 (sex discrimination)

Mr. Alan Keller
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Section 504 of the Rehabilitation Act of 1973 (Disability discrimination)

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INTRODUCTION

In accordance with the current School Committee Policy, JICFB “Bullying Prevention and Intervention,” the Auburn Public School District is committed to maintaining a safe school environment in which all members are treated with respect. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying, cyberbullying and other harmful and disruptive behaviors that can impede the learning process.

The definition of bullying, as defined in M.G.L. c. 71 § 370 is, “The repeated use by one or more students or member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this definition, bullying includes cyberbullying.”

The Auburn Public Schools’ Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In addition, this plan is intended to promote tolerance and respect for differences and to reaffirm the commitment of the citizens of our school community to basic human rights and dignity. This plan meets the requirements of M.G.L. c. 71, § 370 and as amended by sections 72-74 of Chapter 38 of the Acts of 2013 and the updates of Chapter 86 of the Acts of 2014 and is modeled after the Massachusetts Department of Elementary and Secondary Education’s Model Plan for dealing with bullying behaviors in our schools. The plan includes strategies for identifying, reporting and responding to bullying behaviors.

PROHIBITION AGAINST BULLYING AND RETALIATION

The Auburn Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops, or in school-related activities. Schools will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. The Auburn Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program (whether on or off school grounds), as students are walking to or from school, at a school bus stop, on a school bus or other vehicle owned or leased or used by a school district or school or through use of technology or an electronic device owned, leased, or used by a school district or school; and
- at a location, activity, function or program that is not school-related, or through use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

It should be clear that this plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

This Plan also serves to reflect the update to Chapter 86 of the Acts of 2014, <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86>, which amended G.L. c. 71, §370, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §370. This law and the staff of the Auburn Public Schools recognize that certain enumerated categories of students¹ may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics. The Auburn Public School district has and will continue to promote programs that are embedded during the school day, including but not limited to Positive Behavioral Interventions and Supports (PBIS), Second Step, Social Skills training, Gay-Straight Alliance, Unified Classes and Sports, and Students for Diversity to educate students regarding tolerance and take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

1

LINKED TABLE OF CONTENTS

- I. [LEADERSHIP](#)
- II. [TRAINING AND PROFESSIONAL DEVELOPMENT](#)
- III. [ACCESS TO RESOURCES AND SERVICES](#)
- IV. [ACADEMIC AND NON-ACADEMIC ACTIVITIES](#)
- V. [POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION](#)
- VI. [COLLABORATION WITH FAMILIES](#)
- VII. [PROHIBITION AGAINST BULLYING AND RETALIATION](#)
- VIII. [PROBLEM RESOLUTION SYSTEM](#)
- IX. [DEFINITIONS](#)
- X. [RELATIONSHIP TO OTHER LAWS](#)

[APPENDIX A-Bullying Incident Reporting Form](#)

[Auburn Public Schools](#)

[Bullying Incident Form \(hard copy\)](#)

[Auburn Public Schools](#)

[Bullying Incident Follow Up Form\(for school administration\)](#)

I. LEADERSHIP

Leadership in the Auburn Public Schools, at all levels, will play a critical role in developing and implementing Bullying Prevention and Intervention Plans (“the Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership should be defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up to date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Auburn Public Schools Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. This process included an in-depth review and revision of the draft Plan followed by a period of public comment prior to adoption by the APS School Committee. In order to effectively address this societal issue, all constituents, including students, staff, parents, guardians and community members alike, must be actively engaged and committed to the maintenance of environments that are free from discrimination, harassment and bullying of any kind and instead characterized by tolerance and respect. We invited all interested community members to provide public comment relative to the proposed plan before adoption via our website. The Plan was carefully reviewed by a subcommittee of students, teachers, administrators, parents/guardians, and community members along with the Auburn Public Schools Leadership Team, the Bullying Prevention and Intervention Subcommittee and each building principal shared it with its School Council.
- B. Assessing needs and resources. The Auburn Public Schools’ Bullying Prevention and Intervention Plan is our system’s blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The Plan includes the following actions to ensure the Plan remains current, includes a system for monitoring bullying within each of the schools, surveys families and students to assess school climate and the prevalence, nature and severity of bullying in our schools. Included in the Plan will be opportunities for training, a review of available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.
 - a. at least once every four years the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.
 - b. a yearly survey of students, on school climate and school safety issues;
 - c. collection and analysis of building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses).
 - d. data related to bullying in the Auburn Public Schools will be reported to DESE on a yearly basis. Data collection will include:
 - i. the number of reported allegations of bullying or retaliation;
 - ii. the number and nature of substantiated incidents of bullying and retaliation;
 - iii. the number of students disciplined for engaging in bullying or retaliation
 - iv. other information required by the Department.

This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight.

The Auburn Public Schools Bullying Prevention and Intervention Plan has identified the building principal or his/her designee as the individual who is responsible for receiving all reports on bullying. The building principal or his/her designee is responsible for collecting and analyzing building data on bullying to assess the present problem and to measure improved outcomes. He/she is also responsible for entering all bullying data into the District created spreadsheet for recording and tracking incident reports, and for accessing information related to targets and aggressors.

As noted above, the principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Each school, under the direction of the building principal, is responsible for ensuring all staff complete the yearly online professional development related to the Plan and to also provide for the ongoing professional development that is required by law and may be conducted through faculty meetings or the most effective means as determined by him or her. The building principal or his/her designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of bullying and cyberbullying. Each building principal or his/her designee is responsible for implementing the Auburn Public Schools Bullying Prevention-Intervention Plan. for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently, if necessary. To ensure consistency across the Auburn Public School District, however, all events, programs, data, and professional development offered shall be coordinated through the District's Bullying Prevention-Intervention Subcommittee. A listing of anti-bullying events, activities, and initiatives, by school, is posted annually to the website of the Auburn Public Schools.

The Superintendent or her/his designee is responsible for developing new or revising current policies and protocols under the Auburn Public Schools Bullying Prevention and Intervention Plan, including an Acceptable Use Internet Safety policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committee is responsible for the approval of any new or updated policies, with the Superintendent having district oversight.

The building principal will ensure that this oversight provides special attention to certain enumerated categories of students who may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.

APS school or district leaders are responsible for the following tasks under the Plan:

- 1) receiving reports on bullying;
- 2) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- 3) utilize the district developed tool/process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- 4) planning for the ongoing professional development that is required by the law;
- 5) planning supports that respond to the needs of targets and aggressors;
- 6) choosing and implementing the curricula that the school or district will use;
- 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;
- 8) amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated;
- 9) leading the parent or family engagement efforts and drafting parent information materials;
- 10) reviewing and updating the Plan each year, or more frequently.

D. Developing priority statements

The Auburn Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence and to promote an environment of tolerance and respect. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The building principal is responsible for the implementation and oversight of the Plan.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences. As a school district, we recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Auburn Public School District's ongoing professional development plan will reflect the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not

limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

- A. Annual staff training on the Plan. Annual training for all staff of the Auburn Public Schools on the Bullying Intervention and Prevention Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula and/or expectations to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
- developmentally (or age-) appropriate strategies to prevent bullying;
 - developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - information on the incidence and nature of cyberbullying; and
 - Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- maintaining a safe and caring classroom for all students.
- promoting and modeling the use of respectful language;
- using positive behavioral intervention strategies (PBIS);
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.
- applying constructive disciplinary practices;

- C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of

students by school staff, in the school or district employee handbook and the code of conduct. The Bullying Prevention-Intervention Plan will be posted to the District's website.

- D. Communication Among and Between Schools: As students transfer from one school to the next, communication between staff members, to include the guidance counselors, school nurse and/or principal, will take place to ensure that the receiving school is aware of any "history" between students to further ensure that safe environments are provided for all.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. These students include targets, aggressors or bystanders of bullying or cyberbullying. Schools will also address the emotional needs of these students' families. The Auburn Public Schools' Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, student aggressors and bystanders. The schools provide counseling or referral to appropriate services for students who are student aggressors, targets, and family members of those students.

- A. Identifying resources. School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, student aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. Currently, at the elementary schools, Second Step and Steps to Respect, both research based programs, are implemented. In addition, the Positive Behavior Intervention System (PBIS) is embedded in grades K-8 of the Auburn Public Schools and Restorative Justice Practices at Auburn High School.
- B. Counseling and other services. School counselors, school social workers, nurses, school psychologists and special educators provide a variety of skill-based services to students within the education setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors and school social workers maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school social workers, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skills weaknesses. In addition, school counselors, school social workers, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- One-on-one and small group counseling
- Case management services
- Crisis intervention

- Facilitating classroom meetings to resolve problems
- Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning from one district school to the next
- Parent guidance
- Behavioral plan development
- Classroom observations
- Teacher consultation

The Auburn Public School district has and will continue to promote programs that are embedded during the school day, including but not limited to Positive Behavioral Interventions and Supports (PBIS), Second Step, Social Skills training, Gay-Straight Alliance, Unified Classes and Sports, and Students for Diversity to educate students regarding tolerance and take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. The Auburn Public Schools has established a referral protocol for referring students and families to outside services, most notably Auburn Youth and Family Services. School counselors and other specialists will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Auburn Public Schools provide age-appropriate instruction on bullying prevention in each grade that is incorporated into each school's evidence-based curricula, the goal of which is to establish and maintain a positive school culture in which all students feel safe and respected. Currently, at the elementary schools, Second Step and Steps to Respect, both research-based programs, are implemented. In addition, the Positive Behavior Intervention System (PBIS) is embedded in grades K-8 of the Auburn Public Schools. Auburn High School staff utilize a Restorative Justice approach. A listing of anti-bullying events, activities, and initiatives, by school, is posted annually to the website of the Auburn Public Schools.

Other resources are currently available on the Department's website at <https://www.doe.mass.edu/sfs/bullying/> including [social and emotional learning guidelines](#).

Specific Bullying Prevention Approaches: Bullying prevention curricula is informed by current research which, among other things, may emphasize the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying

power imbalance and its effects on other students;

- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula.

Student-related sections of the Auburn Public Schools' Bullying Prevention and Intervention Plan will be annually addressed through school assemblies and/or small group meetings at the beginning of each school year. Teachers will review and apply the District Curriculum Accommodation Plan(DCAP) each school year to ensure all students receive the accommodations needed to be successful in the classroom and may mitigate or eliminate bullying.

General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, the Auburn Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation, most notably "Policy JICFB, Bullying Prevention Intervention." These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will happen when incidents of bullying occur.

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member

becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,² a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff: A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when they witnesses or becomes aware of conduct that may be bullying or retaliation. Such a report will be documented to include all pertinent details, including targets, aggressors, and bystanders. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. Failure to report incidents of bullying, cyberbullying, or retaliation may result in disciplinary action, up to and including dismissal.

2. Reporting by Students, Parents or Guardians, and Others: The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

1. **Safety:** Before fully investigating the allegations of bullying or retaliation, the principal or

² See Appendix A for Incident Reporting Form.

designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.) The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school’s obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, the superintendent of schools and other individuals the principal or designee deems appropriate.

- C. Investigation The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations and for possible disciplinary action. If necessary, the principal or designee will consult with the Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

- D. Determinations The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

- E. Responses to Bullying. The Auburn Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidents of bullying and/or retaliation.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

As is the case with reports of students bullying others, if any allegations are made, by a student, against a staff member, all the above procedures/guidelines will be strictly adhered to. The appropriate parties will be notified, a thorough investigation will be conducted, parents/ guardians will be notified, a determination will be made, and an appropriate response will be developed. In keeping with the procedures outlined above when a student is alleged to have bullied another, all parties involved in the reporting and investigation of an alleged instance of bullying by a staff member must be truthful. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action, up to and including suspension and termination.

1. Reports of bullying by a member of the support staff or a teacher should be made to the building principal or designee.
2. Reports of bullying by the principal or assistant principal should be made to the superintendent.
3. Reports of bullying by the superintendent should be made to the school committee.

VI. COLLABORATION WITH FAMILIES

The Auburn Public Schools is committed to engaging and collaborating with students' families in order to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. We believe that communication with them is an essential aspect of effective collaboration. We will inform parents and guardians about the bullying prevention and intervention curricula used by the schools and how they can reinforce the curricula at home and support the school or district plan; the dynamics of bullying; and online safety and cyberbullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Auburn Public Schools Bullying Prevention and Intervention Plan as well as the Internet Acceptable Use Policy, requiring their signature annually to indicate such receipt. Schools will work with their local school councils, PBIS Teams, Special Education Advisory Council and/or Bullying Prevention teams to ensure that communication with parents remains open and collaborative. In addition, the District will maintain a Bullying Prevention-Intervention subcommittee, a subsidiary of the District's Safety Committee. This group will be responsible for overseeing the District's efforts to promote a positive school culture, free from bullying and cyberbullying, in which all children feel safe and can excel academically. A listing of anti-bullying events, activities, and initiatives, by school, is posted annually to the website of the Auburn Public Schools.

All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Auburn Public Schools' Bullying Prevention and Intervention Plan and related information will also be posted on the website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Auburn Public Schools prohibits any acts of bullying, which includes cyberbullying:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on

a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section 37O of Chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance of filing a claim through the problem resolution system. The information will be made available on both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L. c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

[APPENDIX A-Bullying Incident Reporting Form](#)

Auburn Public Schools Bullying Incident Form (hard copy)

Please complete this form to report a bullying incident

**Required*

Submitting a false report of bullying against someone is prohibited and may require intervention from school administration and/or Auburn Police.

1. First and last name of the person completing this form. This question is optional. Reports can be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

2. Date of Incident* _____

3. Time of Incident* _____

4. Location of Incident* (mark only one)

Auburn High School

Auburn Middle School

Swanson Road Intermediate School

Bryn Mawr Elementary School

Pakachoag Elementary School

Preschool

Online

Outside of School

5. Incident Description*

6. Do you know if there were any witnesses? * (mark only one)

YES

NO

NOT SURE

7. If you believe there were witnesses, please enter the name(s) below.

8. To your best knowledge, has there been a previous incident between these students?
*(Mark only one)

YES NO NOT SURE

9. Are there any immediate safety concerns? * (Mark only one)

YES NO NOT SURE

Victim Information

10. Name: * _____

11. Victim's Gender* (Mark only one)

Male Female Nonbinary Prefer not to say

12. Victim's Grade * (PreK – Post Grad): _____

Aggressor Information

13. Aggressor's Name: _____

14. Aggressor's Gender* (mark only one)

Male Female Nonbinary Prefer not to say

15. Aggressor's Grade * (PreK-Post Grad): _____

Contact Information: You are not required to complete this section as this form can be submitted anonymously.

However, if there is not enough actionable information included, without contact information for follow-up, there may be no way to resolve the issue presented in your report.

If you would like direct follow-up, regarding report resolution, we recommend submitting (at

least) your first name and an email or phone number where you can be reached.

16. Name: _____

17. Your affiliation to Auburn Public Schools (mark only one)

Student

Parent/Guardian

Employee

Auburn Resident

Non-Auburn Resident

18. Email Address (optional): _____

19. Phone Number (optional): _____

20. Additional Information(optional):

Auburn Public Schools
Bullying Incident Follow Up Form (for school administration)

Investigation

1. Please enter the full name of the investigator: _____

2. Please enter the full name of the Aggressor: _____

3. Please enter the date of the interview with the aggressor: _____

4. Please enter pertinent interview information from the aggressor:

5. Please enter the full name of the target: _____

6. Please enter the date of the interview with the target: _____

7. Please enter pertinent interview information from the target:

8. Please enter the full name(s) of witness(es):

9. Please enter the dates of the interview(s) with the witness(es): _____

10. Please enter pertinent interview information from the witness(es):

11. Are there any prior documented incidents by the aggressor? Yes No

12. If yes, have the incidents involved the target or target group previously? (mark only one)

Yes No

13. Did any of the previous incidents have a finding of bullying or retaliation? (mark only

one)

Yes

No

14. Please provide a brief description of the previous incidents.

Conclusions from the Investigation

15. Was there a finding of bullying or retaliation? (circle only one)

- No
- Yes, the incident was documented as bullying
- Yes the incident was documented as retaliation
- Yes, the incident was documented as “other”. Please provide descriptions in the next box.
- The incident resulted in a discipline referral only.

16. If the incident was documented as “other” in the previous question, please provide a description below.

17. Indicate the full name of and date on which you contacted the Target’s parent/guardian.

18. Indicate the full name of and the date on which you contacted the Aggressor’s parent/guardian. _____

19. Indicate action taken in response to this report. (circle all that apply)

- Education
- Community Services

- Detention
- Loss of Privileges
- Suspension
- Notified School Resource Officer (note name and date below)
- Notified Law Enforcement Personnel (note name and date below)

20. Note name and date of contact with School Resource Officer or Law Enforcement below:

21. Describe the safety planning that has been established if appropriate:

22. Please note the date you plan to follow up with the Target: _____

23. Please note the date you will follow up with the Aggressor: _____

24. Please note the name of the person completing this form and the date it was completed.

25. If the principal did not complete this form, please note the date this form was shared with the principal: _____

26. Please note the date this information was shared with the Superintendent: _____

Appendix B: Face Coverings

File: EBCFA

The Auburn Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed.

Individuals may be excused from the requirement for the following list of reasons, per CDD guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members responsible for providing their own face coverings. However the District will provide disposable masks to students.

FACE COVERINGS

The Auburn Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the District will supply disposable

face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks

-
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education –
Reopening Guidelines - <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA!
<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

First Reading: August 12, 2020

Second Reading:

Approved: