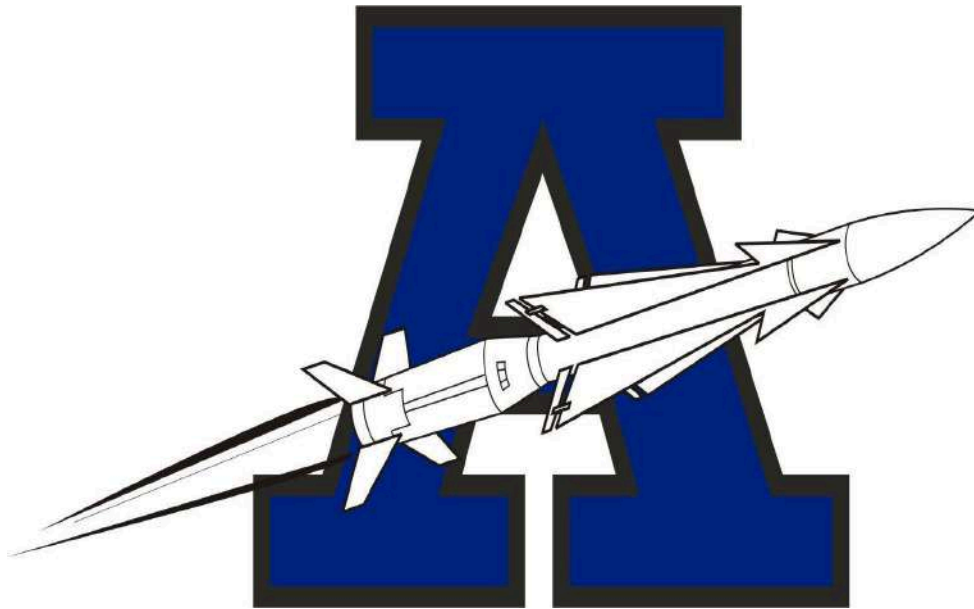


SWANSON ROAD INTERMEDIATE SCHOOL HANDBOOK



**SWANSON ROAD INTERMEDIATE SCHOOL
10 Swanson Road
Auburn, MA 01501**

**TEL: (508) 832-7744
FAX: (508) 832-7732**

Our teachers are a team of dedicated professionals here to help all students reach their fullest potential.

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

508-832-775

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LETTER FROM THE PRINCIPAL

Dear Parents/Guardians,

On behalf of the entire staff, I take pleasure in welcoming you to the Swanson Road Intermediate School Community. The Swanson Road staff adheres to the mission of the Auburn Public Schools and is committed to providing all children with a quality education. We believe in the dignity and value of the whole child and as such strive to help each child achieve his or her own potential while maintaining standards of excellence and rigor. We stress the Golden Rule throughout our community and reinforce this each day in all of our interactions. Our positive culture with common school-wide expectations supports all students utilizing a proactive caring approach.

We fully understand that a successful educational experience can only be accomplished through the total cooperation of the students, the home, the school, and the community. This goal is best accomplished when the lines of communication are kept open. Please take the time to become actively involved in your child's experience at our school. Monitor your child's homework, read to and with your child nightly, maintain communication with your child's teacher, attend school activities, volunteer at the school, become involved with the P.T.O. We welcome your active participation!

We look forward to a positive and productive school year with you and your child! Please feel free to call the school anytime between 7:45 a.m. and 3:45 p.m. if you have further questions and/or concerns. I can also be reached via email at slopez@auburn.k12.ma.us

Sincerely,
Dr. Susan M. Lopez
Principal, Swanson Road Intermediate School

SWANSON ROAD INTERMEDIATE SCHOOL

MISSION STATEMENT

The Swanson Road Intermediate School is a learning community dedicated to the academic, social, physical, and emotional needs of each student. We continuously seek to strengthen connections within our school through Relationships, Engagement, and Collaboration.

VISION STATEMENT

The staff at Swanson Road Intermediate School believes that every student can learn and succeed. We see every child as a unique individual with special talents. It is our belief that by providing a safe learning environment, students develop confidence to take risks and strive for personal excellence. We are committed to educating and preparing students with the skills necessary for the changing world.

Swanson Road Intermediate School **Core Values**

We believe in:

- **Student-Centered Decision Making**
- **High Expectations for All**
- **All Environments are Safe and Respectful**
- **Responding to Needs Based on Data**
- **Equitable Opportunities for All**
- **Dedicated to Continuous Improvement**

DISTRICT CALENDAR

Auburn Public Schools 2024-2025 Final School 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																							
110 Pakachoag Street - (508) 832-7788																							
		22 students							22 students														
		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					1	2	3	4	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	15	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	22	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	9	6	7	8	9	10	11	12		
9	10	11	12	13	14	15	9	10	11	12	13	14	15	16	13	14	15	16	17	18	19		
16	H	V	V	V	V	22	16	17	18	19	20	21	22	23	20	H	V	V	V	V	26		
23	24	25	26	27	28		23	24	25	26	27	28	29	30	27	28	29	30					
2/17 - President's Day - No School								30 31								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							
								3/29 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	4	5	6	7	8	9	10	No School - Prof. Dev. for Staff							
4	5	6	7	8	9	10	8	9	10	11	12	13	14	15	16	1/2 Day - Students/ Prof. Dev. for Staff							
11	12	13	14	15	16	17	15	16	17	18	19	20	21	22	23	First Day of School							
18	19	20	21	22	23	24	22	23	24	25	26	27	28	29	30	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																							

GENERAL INFORMATION

Superintendent

Elizabeth Chamberland, Ed.D

Assistant Superintendent for Teaching, Learning and Curriculum

Alan Keller

Auburn School Committee

Jessie Harrington, Chairperson

Meghan McCrillis, Vice Chairperson

Stef Parker

Samantha Raphael

Brooke Wrenn

Business Manager

Mrs. Jennifer Stanick

Director of Pupil Services

Mr. Greg Walton

Principal

Susan Lopez, Ed.D

Assistant Principal

Jessica Pitsillides, M.Ed, CAGS

School Counselors

Samantha Bryan

Terri O'Donnell

Amy Peck

School Nurse

Kelly Ann Walsh

School Resource Officer

Jonathan O'Brien

IMPORTANT TELEPHONE NUMBERS

Swanson Road Intermediate School: Dr. Susan Lopez, Principal Mrs. Jessica Pitsillides, Assistant Principal	508-832-7744
Bryn Mawr School: Mrs. Brooke Beverly, Principal	508-832-7733
Pakachoag School: Mrs. Cheryl Carlson, Principal	508-832-7788
Auburn Middle School: Mr. Matthew Carlson, Principal Ms. Jill Clough	508-832-7722
Auburn High School: Mr. Daniel Delongchamp, Principal Mrs. Melissa LaBeaume, Assistant Principal	508-832-7711
Central Office: Superintendent Dr. Elizabeth Chamberland, Assistant Superintendent Alan Keller	508-832-7755 508-832-7755
Special Education Director: Mr. Gregory Walton	508-832-7752
Business Manager: Mrs. Jennifer Stanick	508-832-7750
Director of Facilities: Mr. Joseph Fahey	508-832-7755
Director of Technology: Mr. Eric Bouvier	508-832-7755
Director of Food Services: Ms. Brianne Pulver	508-832-7722
Auburn Police Department: Emergency: Business Line:	911 508-832-7778
Auburn Fire Department: Emergency: Business Line:	911 508-832-7800
Auburn Public Library:	508-832-7790
E-Mail Address of Swanson Road Intermediate School Principal: slopez@auburn.k12.ma.us Assistant Principal: jpitsillides@auburn.k12.ma.us	

SWIS STAFF

2024-2025 SWIS Staff Listing

Susan Lopez	Principal
Jessica Pitsillides	Assistant Principal
Debra Charbonneau	Reception Secretary
Elsie Garcia	Administrative Secretary
Kelly Ann Walsh	Nurse
Maureen Elliott	Tech Support - District
Katie Sharr	Team Chair
Amy Peck	Gr 3 School Counselor
Sam Bryan	Gr 4 School Counselor
Terri O'Donnell	Gr 5 School Counselor
Jennifer Bricher	LICSW
Chandler Creedon Jr	School Psychologist-District
Gina Furmanick	Grade 3
Michelle Caplette	Grade 3
Kathy Chalupka	Grade 3
Deirdre D'Agostino	Grade 3 (Keri Leonard - LTS)
Kristin King	Grade 3
Corinne Murphy	Grade 3
Rhonda Murray	Grade 3
Cheryl Scanlon	Grade 3
Sara Gardella	Grade 3
Melinda Barbour	Grade 4
Jessica Burbank	Grade 4
Christina Cody	Grade 4
Kathryn Dunn	Grade 4
Colleen Gagne	Grade 4
Grace Foley	Grade 4
Paula Reno	Grade 4
Julia Terlizzi	Grade 4
Sierra Molina	Grade 4
Kelly Connerton	Grade 5
Beth DeRobbio	Grade 5
Jennifer DiMeglio	Grade 5
Stephanie Fontaine	Grade 5
Shea Jarvis	Grade 5
Erin Kane	Grade 5
Molly O'Connor	Grade 5
Erika Lundy	Grade 5
Julie MacCormack	Grade 5
Stacy Bergeron	Reading Specialist
Karolyn Higgins	Reading Specialist
Teresa Day	Music
James Bilis	Music
Sean Dunn	Physical Education
Kyle Moriarty	Physical Education
Gayla Bieksha	Art
Madison Nault	Tech/Media Teacher
Lily Wolfe	SPED/Gr. 3 Gardella
Rachel Bankowski	SPED/Gr. 4 Cody

Rachel Pollier	SPED/Gr. 5 Lundy
Deidre Levesque	(.5) SPED/Gr.5 DeRobbio
Andrea Auger	SPED/ISN Teacher
Jessica Civita	SPED/LBC Teacher
Sarah Kaye	SPED/BRITE Teacher
Nicholas Tortora	BRITE - ABA
Kim Capaldi	Literacy IA
Brittany Winsky	Literacy IA
Nicole Miranda	EL Para
Danielle Holt	EL Para
Ana Zink	Math Para / Galaxy
Hien Nguyen	Math Para
Rozita Soltani	Title 1 Math Para
Matt O'Halloran	Title 1 Math Para
Katie Lloyd-Evanski	1:1 IA
Olga Romeo	2:1 IA
Liz Copeland	2:1 IA
Michelle Lempicki	LBC IA / 1:1
Samantha Boucher	2:1 ABA
Iesha Carter	IA ISN
Donna Camarra	ABA ISN
Katrina Johnson	ABA ISN
Jaylynn Maher	ABA ISN
Savannah Vangel	ABA ISN
Laura Richmond	ABA ISN
Tonga Carter	ABA 1:1
Shelley Tillotson	ABA ISN
Sarah Fahey	ABA 1:1
Heather Donahue	Gr. 3/SPED IA
Tammi Leblanc	Gr. 4/SPED IA
Kaylee Fradsham	Gr. 5/SPED IA
Vickie Nett	BCBA
Ester Kim	SLP
Brooke Putelis	SLPA
Sarah Murphy	OT
Sarah Ciesla	OTA
Patricia Cormack	PT
Allison Bell	TVI
Jeremiah Murphy	SWIS Head Custodian
Dan McMenemy	Custodian
Jorge Massini	Custodian
Josue Torres	Custodian
Shannon Pike	Cafeteria Manager/ C. Guard
Alicia Urquilla	Cafeteria Assistant / Galaxy
Gretchen Temple	Cafeteria Assistant
	Updated: 8/22/2024

HELPING YOUR CHILD SUCCEED

Homework:

The school community believes in the integral role homework serves in enhancing students' achievement. The communication around the understanding of homework expectations is a shared responsibility among the student, teacher, and family.

The purpose of homework is to empower students to become independent learners through developmentally appropriate opportunities that extend learning beyond the classroom. To meet the needs of all learners, teachers will assign meaningful assignments that consider individual abilities and be reviewed promptly.

Parents and students should expect homework to be assigned Monday through Thursday. Assignments are to be well planned, well organized, consistent with student abilities and purposeful.

In the normal course of events, homework assignments should average no more than 45 minutes for Grade 3 students, Grade 4 and 5 should average no more than 60-75 minutes daily. These times are inclusive of a 15-minute block of time that should be spent reading. Naturally, some students may require more or less time to complete specific assignments.

Fostering family school partnerships is a priority at SWIS. Communication about ways to support student learning at home is an essential element of those partnerships. Families are encouraged to maintain open communication with classroom teachers to address concerns.

When students are absent from school, it is their responsibility to make up assignments upon their return. Parents/guardians may call the school for homework on the second consecutive day the child is absent because of an illness.

Classroom teachers will share specific homework expectations with the parents of their students at the beginning of the school year, as well as, how assignments are reviewed/used to support and extend learning. Along with the nightly review of homework, asking him/her about the day's events demonstrates your interest in the work he/she is doing and the progress that is being made.

The school does not condone the practice of students taking vacation time out of school on days that do not coincide with regularly scheduled school vacations and holidays. Therefore, it is not the responsibility of the teachers to provide homework assignments in advance of such times.

Should your child be absent due to a vacation, it is recommended that you have your child read, keep a journal, and practice his/her math facts. Upon your child's return to school, he/she will be given any missing assignments to make-up.

Testing:

All students take the state assessment, the Massachusetts Comprehensive Assessment System (MCAS) each spring in both English Language Arts and Mathematics. Students in grade five take an additional MCAS assessment in Science Technology Engineering and Mathematics.

All students take the District's iReady diagnostic assessment two-three times a year in both mathematics and English Language Arts. In grade 3, we benchmark with DIBELS (Dynamic Indicators for Basic Early Literacy Skills) three times per year (as needed). There is progress monitoring for all students to ensure each child's success. Please see your child's classroom teacher if you need any additional information.

School Counseling:

School Counseling services are provided for students at the Swanson Road Intermediate School. Any student, parent, or teacher may request or discuss the need for services with the School Counselor or Principal.

Classroom Placement:

When making classroom placements, many factors are considered, all in an effort to create heterogeneous, equitable groupings. Careful consideration is given to each child's placement. Classroom teachers provide input to the principal who then works to create room assignments. The classroom lists are also reviewed by specialists, the reading teachers, special education staff, and guidance. Classroom placements are established in the spring and formal notice is made to parents typically in the last report card envelope.

In the final weeks of the school year, all students will participate in moving-on celebrations, which include visiting classroom(s) of the next grade level team and becoming familiar with the academic wing. During "Step Up Day," students will visit their newly assigned classroom to meet their teacher for the next school year, engage in activities, and connect with new peers.

THE SWANSON ROAD INTERMEDIATE SCHOOL: OUR COMMUNITY

It is the policy of the Auburn Public Schools to promote actions that create a healthy and safe environment for all students, faculty, staff and citizens. It is our goal to develop and protect our students' physical, emotional, and social well-being through a coordinated school health and wellness program based on the premise that improved health optimizes student performance potential. This includes providing a healthy environment, school nurse services, nutritious school meals, health and physical education, and opportunities for physical activity. It is the intent of this policy to enable students and staff to become independent and self-directed learners by taking the initiative to meet their own health, physical, and nutritional needs as developmentally appropriate. (See Appendix for complete policy)

Lunch, Snacks:

Meals at school offer a tremendous value with convenience, great variety, quality ingredients, and nutrition to support student learning, health and wellness. For this entire school year, breakfast and lunch are FREE for all students without exception. There are no applications or income eligibility requirements. All students have access to FREE meals at school this year. FREE school meals includes daily Breakfast and Lunch.

In addition, we will send out an announcement at the start of this school year and monthly through One Call regarding the USDA Meal Eligibility application for any household to complete IF households might qualify by income for any SNAP Benefits (previously Food Stamps) and/or the new Pandemic P-EBT Card, for fuel assistance savings, testing fees, or other government issued benefit that needs a letter from Food Services verifying your eligibility for Free or Reduced meals. We review all applications we receive daily to determine eligibility for SNAP and P-EBT. Only ONE application is needed per family/household.

Please call the Auburn Public Schools's Food Services office if you have any questions, 1-508-832-7755. x2237, x2240.

Food Allergies:

We must do all we can to provide all students with a safe learning environment. Individual student's food allergies will be dealt with on an individual basis. In the intermediate level prevention and education will be the primary goals.

If we have a student with a life threatening allergy, there may be a need for certain accommodations to take place in the school building to keep the child as safe as possible during the school day. Depending upon the student's needs, medical orders and circumstances, these accommodations may include, but not be limited to the following, depending on the student's needs, MD orders and student's circumstances, a ban on certain foods in the classroom, a specific table in the lunch room that does not allow students sitting at this table to eat a particular food that is an allergen, limited types of snacks or treats in the classroom. These accommodations or any others required to keep a student as safe as possible, will be communicated in writing to families in a classroom, or the entire school as necessary, if a situation arises that requires these accommodations.

Celebrations:

Parents are strongly encouraged to be creative with the items sent to school for birthday celebrations. In accordance with the Wellness Policy of the Auburn Public Schools, any food items should follow the guidelines listed in the Appendix.

Throughout the year, small classroom celebrations are held and coordinated through PTO designated Room Parents/Guardians. These Room Parents/Guardians will contact other parents/guardians for contributions. All parents/guardians will not necessarily be contacted for each party. Your generosity is appreciated.

Birthday Party Invitations:

In consideration of the feelings of all of our students, birthday party invitations should not be distributed in school. If you require the names/addresses of your child's classmates, please contact the school secretary at least two weeks in advance.

Donations:

The school does not require, but will gladly accept donations. Colored pencils, markers, tissues, handi-wipes, dry erase markers and indoor recess games are always needed. Feel free to contact your child's teacher or the office for more specific suggestions. We thank you in advance for your generosity.

Field Trips:

Field trips support the pursuit of the instructional, social, recreational, and exploratory objectives of our school program. Field trips are sponsored largely by Auburn, MA P.T.O. and require a permission slip to be filled out by a parent/guardian. Students are expected to conduct

themselves in a manner reflecting the high standards of their family, school, and community.

Library:

While books are accessible, visiting the library area is determined by teachers based on student need and interest or class reading themes or project research. Lost or damaged books will need to be replaced by parents, with the cost of such replacement being determined by the school principal.

Physical Education:

Physical Education classes require appropriate clothing. Please be sure that children have sneakers for use in the gym. Sneakers without black soles are preferred to prevent marking up the gym floor. A schedule of when your child has physical education will be sent home in the beginning of the school year. Exceptions to regular participation may be made from authorized persons, such as a physician or the school nurse.

School Pictures:

School pictures will be taken in the fall and spring of each school year. These packages are offered at minimal cost, with the fall photos being delivered in time for holiday gift giving. Notices will be sent home prior to these sessions; participation is voluntary.

Special Events:

The following is a small sample of some of the special activities that are part of the Swanson Road Intermediate school year:

1. Book Fairs
2. Literacy Night
3. Swanson Road Race
4. Student Showcases
5. Chorus and Band Programs
6. Family Math Night
7. Community Reading Day
8. Service Learning Projects
9. Spree Day
10. Climb-a-thon
11. Festival of the Arts
12. Concerts
13. Earth Days
14. SWIS Spooky Spectacular

**Summer Reading
And Math:**

Children will receive information each June regarding summer reading and summer math assignments. These assignments are grade appropriate and we encourage parents to work with their child(ren) to help them maintain the skills they have worked hard to achieve.

VISITING THE SWANSON ROAD INTERMEDIATE SCHOOL

For the safety of students and staff, our building is locked at all times. However, we do welcome visitors and ask that you adhere to the following procedures:

Visitors: We invite you to enter our building by the main entrance on Swanson Road. The administrative secretary will welcome you. For safety purposes, any non-school personnel must report their presence to the school office upon arrival and sign in. All visitors are asked to wear a “**Visitor/Volunteer Badge**” so that they are easily identified. **All visitors must leave a valid driver’s license at the office while in the building.**

Volunteers: We have a wonderful Parent Volunteer Program at the Swanson Road Intermediate School! Information on volunteering will be coming home with your child. We encourage you to let your child's teacher know if you are interested in helping out. This is an excellent opportunity to become involved and be of service to your child's school.

All volunteers need to report to the school office to sign in and get a Visitor’s badge as security is **VITAL; a CORI is required for ALL VOLUNTEERS.**

Parents are encouraged to support the P.T.A. and if able join our School Council. Information regarding these groups will be available in September of each school year.

Observations: Student privacy is of utmost importance. The building principal must approve any observation of individual students and/or classrooms. All district guidelines, including a current CORI check must be completed.

Parent Parking: Parents /guardians are asked to park only in the visitor’s parking lot. Buses have the right of way, both in the morning and the afternoon. Cars that block the path of the buses will be asked to moved.

ATTENDANCE, ARRIVALS AND DEPARTURES

Attendance:

The Auburn Public School District believes that a student's presence, as well as his/her active participation in class, is critical to academic success. Regular school attendance is linked to higher graduation rates and lower drop-out rates. Students need to be in the classroom to benefit from teacher instruction and from interactions and exchanges of ideas with peers. Parents/guardians have a legal responsibility to ensure that their child is in attendance each day school is in session. According to Massachusetts General Law Chapter 76, Sec. 1, every child is required to attend school on a regular daily basis. Parents 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 parent/guardian to take their child out of school due to unavoidable circumstances. The following absences are defined as excused absences:

- Illness covered by a physician's note
- Death in the family
- Observance of religious holidays
- Mandated court appearances

Any other absence would be considered unexcused and subject to review by a building administrator. Parents may be required to meet with the building administrator to discuss absences. All student absences are reported to the Department of Education on the "End of Year" state report.

The district requires parents/guardians to call their child's school promptly if their child will be absent. When a student is absent and contact has not been made, the school will make reasonable efforts to notify the student's parent/guardian. **Therefore, it is important that parents/guardians provide their current contact information to ensure the proper notification can be made.** If you have a change in address or telephone number, please provide this to the Main Office at your child's school.

*In the event of absence, please contact the school office at 508-832-7744 by 8:30 a.m. If the school is not notified, the nurse will call home or work to verify your child's absence. If we are unable to verify your child's absence a wellness check by our School Resource Officer may be necessary.

Missed Assignments: When students are absent, it is their responsibility to meet with their teacher to discuss what has been missed and make up any assignments upon their return. In the event of an extended absence, parents/guardians may schedule a time to pick up missed assignments following the second day's consecutive absence due to illness.

Vacations during School Time:

The district does **NOT** condone the practice of students taking vacation time out of school on days that do not coincide with regularly scheduled district vacations and holidays. Therefore, it is not the responsibility of the teachers to provide homework assignments in advance of such times.

Should your child be absent due to a vacation, it is recommended that you have your child read, keep a journal, and practice his/her math facts. Upon your child's return to school, he/she will be given any missing assignments to make-up.

Student Arrival Procedures:

Parents dropping off should enter the parking lot through the main entrance. Proceed straight to the lower parking lot to the "Parent drop off loop," follow the traffic flow and directions of SWIS Staff. Put vehicle in "park." When signaled by SWIS Staff, students will exit on the right side of the vehicle proceed to walkway. Vehicles are not to move until directed to do so by SWIS staff. Following the flow of traffic, exit SWIS campus.

*For our students' safety, students are **never** to exit a vehicle on Swanson Road, nor be left unattended on school grounds prior to 8:15.

Tardiness:

In the event a child is late for school, he or she must report to the office before going to the classroom. The parent/guardian **MUST** bring the child to the office and sign them in. Tardiness is disruptive when it is habitual. Every effort should be made to arrive at school on time. **Students are marked tardy at 8:30 a.m.**

If you know in advance that your child will be tardy, please notify the school secretary at **508-832-7744**.

Dismissal and Procedures: Dismissal begins at 3:00 p.m.

Parent Pick Up On Campus:

- Students who are **picked up in a vehicle by parents/guardians on campus**, will be dismissed from their classes at 3:00 p.m.
- Guided by staff, students will exit grade level doors and proceed down the sidewalk to the designated parent pick up/drop off area located in the lower parking lot.
- Parents should enter the main entrance, then proceed to the ‘Parent Pick Loop.’ All vehicles should have an 8”11” name placard with the student’s first and last name, and grade placed on the dashboard.
- Students will wait for their designated ride or SWIS staff to call their name before proceeding to get into their vehicle. Always following the direction of SWIS Staff.
- When all students are safely in vehicles, SWIS Staff will direct traffic to leave property following the traffic flow.

Departure for Walkers:

- Walkers will be dismissed from the main entrance of the building with a designated staff member, proceed across the bus loop using the crosswalk, and continue down the sidewalk to Swanson Road following the direction of SWIS Staff.
- Staff will walk students to the crossing guard.
- Crossing guards are at all dangerous intersections.
- Students are expected to stay on the sidewalk until arriving at their destination. Acceptable conduct is expected from all students while walking to and from school. They should follow the directions of the crossing guard.

Bus Students:

- Students riding the bus will be called to dismiss as busses arrive. Students are expected to stay on the sidewalk, follow the directions of the adults, enter the bus to which they are assigned, find a seat and follow bus rules and expectations. **Changing buses is not allowed due to the large number of children assigned to each bus.**

Early Dismissal:

Appointments that interrupt the school day should be avoided. However, should it be necessary for a child to leave before the end of the school day, parents/guardians should send a note in with their child including the date and time of pick up. Upon arriving, please come to the main

office with an ID, ask for your child by first and last name along with their classroom teacher. Sign your child out on the dismissal board, noting the time, and follow the directions of Staff as needed. Unexpected dismissal changes need to be called to the Main Office prior to 2:00.

Transfer of Records/Moving:

Parents of students transferring out of the Auburn Public Schools must personally report to the school office to sign the necessary forms. Advance notification of the withdrawal date is necessary.

**Please keep the school office and clinic aware of your address and phone numbers. Please, keep this information updated!*

Please refer to Appendix for more detailed information on student records.

GETTING TO AND FROM SCHOOL

Bus Transportation:

As mandated by state law, the Auburn Public Schools are only required to offer students bus transportation for the following reasons: K-6 students who live 2 or more miles from school, students who qualify for free/reduced lunch, and students who have a transportation component in their Individual Education Plan. A student must ride the bus to which he/she is assigned. All other students have the option to purchase a bus pass. Students who ride buses are expected to abide by the bus rules, respect the authority of the bus driver, and conduct themselves in an orderly manner. For the safety of our students, please be advised that all district buses are equipped with audio and video surveillance equipment that is regularly reviewed. Improper conduct will result in disciplinary action. Disruptive behavior will be reported to the parents. Continuous violations of bus rules will result in the denial of bus privileges. Serious violations, such as endangering the safety of others or vandalism, may result in the revocation of bus privileges. The parents will be notified in writing and will be responsible for transporting the child to and from school. **Changing buses is not allowed due to the large number of children assigned to each bus.**

Bus Schedules:

Bus schedules are not exact. On any given day, a child's bus can be 5 minutes early or late. Children need to be at the neighborhood stop and not waiting inside doors or inside houses. Bus routes/stops are published in the Auburn News in August. If you have any questions

regarding bus issues, please contact the main office at 508-832-7755.

Bike Policy: Children may not ride their bikes to school.

Before/After School Care: A before/after-school child care service is available to children through the Galaxy Program located at Swanson Road Intermediate School. If you are interested in signing your child up or have questions, please call the secretary at the District Central Office on West Street, (508-832-7755) She will provide you with all the information on this service.

CHANGES IN THE REGULAR SCHOOL DAY

Delays or Cancellations: Announcements concerning “no school” or “delay” due to inclement weather are made on Worcester AM radio stations, WTAG, WORC, WWTM and on FM stations, WXLO and WSRS, beginning at 6:00 a.m. Announcements are also made on WBZ-TV. Please listen/watch carefully as a “delay” may be changed to a “no school.” Auburn Public Schools also utilizes the One Call notification system. Parents should make sure their children know where to go in case of an early dismissal due to an emergency.

Half-Day Policy: On a half-day of school, dismissal begins at 12:00 P.M.

Delayed Opening of School Day:

Announcements regarding a school delay will be made through the same channels as noted above under “Delays or Cancellations.” If there is a 2-hour delay, please note the following:

- School will begin at 10:30 a.m.
- The school bus will pick up your child approximately two hours later than his/her regular pick-up time.
- Morning kindergarten and preschool will be cancelled.
- Afternoon kindergarten will begin at the usual time.

Early School Closing: In the event of an emergency, the Superintendent may make the decision to close school early. Announcements will be made through the same channels as detailed above in “Delays or Cancellations.” Parents should discuss a contingency plan with their children in the event this is needed.

KEEPING THE LINES OF COMMUNICATION OPEN

- Principal's Newsletter:** Each month, the Swanson Road newsletter is sent home, via One Call email to all parents/guardians with information about school activities for that month. If you need a hard copy, please notify the office and one will be provided for you. We also will send the monthly luncheon menu and monthly school calendar. Additional communication/updates throughout the month will be sent as needed. *Please keep all contact information current to ensure regular communications are received.
- Press Releases:** From time to time, the press will come to photograph various activities that take place at the school. Photos may be taken of your child at these activities. Please notify the principal in writing at the beginning of the school year if you do not wish to have your child's photograph published.
- Conferences:** Conferences can be scheduled at any time during the school year. Please call the school at 508-832-7744 or send a note to the teacher to schedule a time that is mutually convenient.
- Report Cards:** Report cards are issued in November, March, and June.
- Auburn, MA PTO:** This fall, the parents/guardians, teachers, staff, and principals of Swanson Road Intermediate School, Bryn Mawr School and Pakachoag School are invited to join PTO through the membership drive. The objective of the PTO is to provide an avenue of communication between the PTO members, i.e. the parents/guardians, the principals, the staff and the student bodies of elementary schools within Auburn. Monthly meetings are held throughout the school year, with agendas being sent home in advance.
- The annual fundraisers provide support for many programs that enrich the educational experience of each student. These programs are not funded through the regular school budget. Examples of such programs are: incentive reading programs, grade-level field trips, and various in-school enrichment programs that either enhance the curriculum or expose children to the arts.
- It is through the PTO that parent members are elected to serve on the School Council of each school. In addition, the PTO sponsors several activities for the students.

School Council:

The Massachusetts Education Reform Act of 1993 directed the establishment of local school councils. Their purpose is to promote site-based management, citizen input, and community support. The Swanson Road Intermediate School Council consists of the principal, and at least two teacher representatives, two parent representatives, the school's business partner and a community representative. Parent representatives are elected, after self-nomination, either at Curriculum Night or P.T.O. meetings and have staggered terms. The principal appoints a community representative and the business partner is affiliated with the Auburn Chamber of Commerce.

Meetings are scheduled throughout the school year and are subject to open meeting laws. Additional meetings may be scheduled at mutually convenient times as the workload demands. Time and place are posted before the meeting and all interested parties are encouraged to attend.

Telephone:

The office telephones are reserved for school business. From time-to-time, an emergency situation may exist (homework or forgotten lunch money are not an emergency) whereby it will be necessary for a student to use the phone. The office will carefully screen these situations.

Lost and Found:

All articles either lost or found are kept on a table outside the cafeteria. Lost articles are displayed in the cafeteria during lunch prior to vacation. Please label all items, coats, lunch boxes, school bags, hats, coats, mittens ect. with child's first and last name. Unclaimed articles will be donated to a local charitable organization twice a year.

SAFETY REMINDERS**Custody Issues:**

Please update and notify the school of any custodial issues, including court orders, limiting the access of a parent or other non-custodial adult, to a student enrolled at the Swanson Road Intermediate School. A copy of the court order should be placed in the child's cumulative folder.

Please refer to the Appendix for non-custodial parent access to student records.

Emergency Information:

Contact the School Secretary immediately with any changes to custody, restraining orders, or emergency information.

Student Injuries:

If a student is injured or becomes ill at school, parents/guardians or designated parties will be contacted. Children may be administered first aid, or in extreme cases, sent home or to a hospital. Please be sure that all information on the school emergency card is current and call the office with any changes. It is necessary that we know where to reach you at all times at home and/or work. A written report is filed for every school-related accident or injury.

Parents will be notified when students become ill or injured at school. If parents cannot be reached, the school will notify the person(s) listed on the student's emergency list. It is very important that the information on the emergency list be accurate and up to date. If there are changes in the home or work phone numbers or addresses, please notify the school office immediately.

If the school nurse suspects a communicable disease, the nurse will contact the parent to dismiss the student for further evaluation. Examples of communicable diseases include, but are not limited to: chicken pox and conjunctivitis. Our school nurse is available during the hours of 8:15 a.m. to 3:30 p.m. at 508-832-7744.

Immunizations:

An immunization record must be completed and signed by a physician and returned to the school in order for a student to be admitted to school. The situations in which children who are not properly immunized may attend school are medical exemptions, religious exemptions, and homeless students who do not have immunization records.

Rules Administering Medication:

The following rules will apply concerning the administration of medications in the Auburn Public Schools.

1. Prescription medication is to be administered by the school nurse, or in the absence of the school nurse, by the principal or his/her designee, based upon information supplied by the student's parents, doctor and directions on the prescription container.
2. Emergency medication, such as those required for diabetic reactions, asthmatic attacks and bee sting allergies must be accompanied with specific directions from a physician concerning administration.
3. In order to have prescription and/or emergency medication administered in the schools, the parent must submit a Medical Permission Form to the school nurse.

This form must be signed by the parent and physician and completed in full by the physician. (See copy in back of this handbook.)

4. At the elementary level (K-5) all medications must be brought to school by the parent or guardian.
5. The school nurse must keep all prescription medication in a locked cabinet or refrigerator. Prescription medications must be in the original pharmacy container with clearly written instructions for administration.

BMI:

Body Mass Index Measurement	<p>BODY MASS INDEX MEASUREMENT (BMI)</p> <p>Massachusetts General Laws and Regulations (105 CMR 200.500) requires that students in grades 1, 4, 7 and 10 will have their height and weight measured and body mass index (BMI) calculated. Notification will be sent home to parents prior to this screening and the results, which are strictly confidential, will be handed directly to a parent/guardian or mailed. Parents may opt out of this screening by providing written notification to the school nurse prior to the screening.</p>
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Fire Drills/and Emergency Drills:

Fire drills and various emergency techniques are practiced at regular intervals throughout the school year. Children are required to follow the directions posted in each room. They should go to the designated area in an orderly manner accompanied by their teacher. Emergency procedures are always followed in a safe way. Periodically, the Auburn Safety Team will conduct Shelter in Place Drills at our district schools. No one is allowed “In” or “Out” of the building during these important safety exercises, designed to ensure that students and staff are prepared should an emergency ever occur.

Swanson Road Intermediate School has an extensive Multi-Hazard Plan that was prepared by the school’s principal and Emergency Safety Team in collaboration with the Auburn Police and Fire Departments. Procedures are practiced throughout the school year.

APPROPRIATE BEHAVIOR IS REINFORCED & EXPECTED

Courtesy and Respect: Consistent with our PBIS program, courtesy and respect should be the key to a student's conduct at school. A good attitude toward teachers and fellow students will make school enjoyable for all. Encourage students to say "please," "thank you," "may I," and "excuse me" at appropriate times. Students are expected to have respect for school property and take care of books, desks, and other furniture and equipment. Parents will be notified of serious violations, or repeated minor violations of the rules.

Social Competency: The purpose of the *Second Step* social competency program is to build a cooperative classroom by teaching communication and social problem-solving skills. During *Second Step* instruction, the guidance counselor and students meet to teach and learn specific social skills and problem solving techniques. These skills are very important to your child because they have been linked to good social adjustment, development of critical thinking and academic achievement. They are skills that your child will use for a lifetime, not only at school but also at home, in the community, and later in the workplace.

Positive Behavior Interventions Support (PBIS)

PBIS is a proactive approach to school-wide discipline, intended to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach our school-wide expectations. We will continue to teach behavioral skills so students know what is expected of them and reinforce those skills through a reward system when students exhibit positive behavior. PBIS is truly a win-win program for all involved.

Swanson Road Intermediate School's Behavior Purpose Statement:

Swanson Road Intermediate School is a positive and respectful community. Together teachers, students and families share responsibility for everyone's learning and growth.

Swanson Road Intermediate School has three school-wide behavioral expectations:

1. Be Safe
2. Be Responsible
3. Be Respectful

Students will be taught how to apply these behavioral expectations in various settings in our school community. Throughout the school year, you will hear about many exciting and positive activities to get our students excited and involved in the PBIS program at Swanson Road Intermediate School.

CODE OF CONDUCT

Parents: It is suggested that you take time early in the year to review the behavior code with your child. A good practice is to read the rules together and discuss why each one is necessary.

General Expectations:

Our school is a place for learning. Children and adults come together at school and spend many hours together. A school needs rules of behavior to make sure that everyone can be free of distraction, fear, or discomfort, so that the learning process can take place.

The Auburn Public Schools' Bullying Prevention and Intervention 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. Our plan has been approved by the Massachusetts Department of Elementary and Secondary Education, it meets the requirements of M.G.L. c.71, § 370 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. The complete plan can be found on our website at www.auburn.k12.ma.us in the 'parents' tab located in the top navigation bar. A hard copy can be requested from the school. Questions should be directed to the building principal.

The Swanson Road Intermediate School utilizes the Second Step social competency program for classroom management in order to create an atmosphere conducive to learning, growing, sharing, and respecting others.

Each student and teacher has the following rights in school:
To work in pleasant, safe, and orderly surroundings
To be free from insulting or abusive treatment from others
To have an atmosphere that encourages learning

Establishing clear rules and standards is the first step in fostering appropriate behavior. When students understand what is expected of them, they learn to make appropriate choices about how to behave in a variety of situations. Fostering accountability for their actions and choices, restorative practices involve guiding children to recognize the impact of their behavior and collaboratively finding ways to repair and restore relationships when harm occurs.

Our rules deal with safety-related issues: while some emphasize respect for other people and for property, a few fall into the category of good manners. They are all important in maintaining a positive school climate that is conducive to learning.

When consequences are needed they are most effective when they are immediate and appropriate to the infraction. It is important for students to grasp the concept that their actions hold consequences and to fully embrace their role in taking responsibility for those actions. Every effort will be made to apply consequences in a consistent manner.

Maintaining appropriate behavior needs to be a cooperative effort of the child, the teacher, the parents, and the discretion of the principal. Parent cooperation will increase the effectiveness of this discipline code. We ask that you are supportive of our efforts to provide a safe and pleasant school environment where each child can gain academic knowledge while learning to get along with others and becoming a responsible person. We ask that you discuss this code with your child and let him/her know that not only are you aware of the rules and consequences but that you also support them. We thank you for your anticipated support and cooperation.

General School Rules:

1. Politeness and respect for others are expected at all times.
2. Aggressive acts, both verbal or physical, are not allowed.
3. Behavior that defies authority and involves talking back is not in line with respectful conduct and will not be tolerated.
4. Use of an inside voice in school situations is necessary so not to disrupt the learning occurring.
5. All property should be treated with respect. It is the responsibility of the parent/guardian to pay for the repair or replacement of damaged and/or missing articles or property.
6. Students are expected to move orderly throughout the building, showing consideration for other classes.
7. Selling and trading of objects, food, and goods by students is not permitted.
8. Gum chewing is prohibited.
9. Hats and head apparel, including sunglasses, are not to be worn while school is in session. This is inclusive of bandanas.
10. Use of roller blades or skateboards is not permitted on the school grounds. Please refrain from bringing these items to school.
11. Knives, weapons, or other potentially dangerous items (such as fireworks, matches, and lighters) are prohibited on school grounds. This includes plastic replicas.
12. Animals are not to be brought on school grounds.

Cell Phones / Electronic Devices:

Electronic Devices: Include but are not limited to; Cell Phones, Smart Watches, Smart Devices, iPads, Cameras, etcetera. The use of electronic devices is prohibited during school hours. All cell phones and smart watches of any kind should be turned off and secured in the student's backpack. Texting, calling, or any electronic gaming is strictly prohibited. Displaying the device in plain view shall be construed as use and confiscated by the teacher. The device will be held in the office and returned to a parent. The Swanson Road Intermediate School is not responsible for lost or stolen items. Students attending Swanson Road Intermediate School cannot be photographed nor recorded by an electronic device or camera without the expressed written consent of the student's parents. Faculty members or school employees at Swanson Road Intermediate School cannot be photographed nor recorded by an electronic device or camera without their written consent. This policy holds true for students riding the bus as well.

Dress Code:

Students are expected to dress respectfully, yet comfortably at all times while in school. Clothing depicting drugs, alcohol, tobacco, violence, or offensive language is not permitted. Half shirts or other revealing clothing are not permitted. Students may wear hooded sweatshirts, but the hood may not be on one's head while school is in session. Clothes should not interfere with safe movement. Sneakers must be worn on physical education class days.

Lunch Time Rules:

1. Students will sit with their peers.
2. Good manners are expected at all times.
3. Talking in an appropriate voice will be allowed during most of the lunch period, but quiet may be needed to facilitate clean up and dismissal.
4. When dismissed by an adult, students are expected to walk from their lunch table and exit out the recess doors safely.

Playground/Recess Rules:

Recess is a wonderful opportunity for children to learn and gain independence as well as the confidence to socialize in large and small groups, navigate differences of opinion, develop appropriate peer interactions, and make new friends.

1. Kindness and inclusiveness of all peers is expected.
2. Students are to use the recess equipment provided appropriately. Please do not bring items from home.

3. Students should use situational awareness so not to interrupt a game in progress.
4. Rough play is not permitted, ie. tackling, pushing or tripping.
5. Sticks, bats, hard balls and weapons of any kind are not permitted on the playground.
6. Students will not be permitted to disrupt the ability of other children to play in a positive environment. ie. tease, spread rumors, threaten, exclude, etcetera.
7. When the whistle sounds, form a line at the assigned area and follow the direction of the staff to reenter the building quietly.

Bus Rules:

1. All rules of safety, as designed by AA Transportation, are to be followed at all times. These include no eating, no moving about the bus, no fighting, and no yelling.
2. Students must obey the instructions of the bus driver. Students are under the supervision of the bus driver and are directly responsible to him/her. For the safety of our students, please be advised that all district buses are equipped with audio and video surveillance equipment that is regularly reviewed.
3. Fighting, teasing, pushing, verbal abuse and damaging property are forbidden.
4. Students are to sit on the bus, face forward, and keep their backpacks on their laps.
5. Younger children will sit in the front of the bus, with the older children sitting toward the back.
6. Children are **not to change** seats on the bus unless asked to do so by the bus driver.
7. Use of electronics of any kind are prohibited on the bus. This includes iPods, cell phones or smart watches.
8. Incidents of misbehavior on the bus will be reported to the principal for investigation and possible disciplinary action. In cases of serious or repeated misconduct, the principal, at his/her discretion, may suspend a student's opportunity to ride on the school bus for a definite length of time as determined by the principal. In cases of suspension of riding opportunities, written notification of the reason for suspension, as well as the beginning and ending dates of the suspension, will be sent to the student's parent/guardian. During the suspension period, the student must be in regular and punctual attendance at school, and parent/guardian assuming responsibility for transportation to and from school. Refer to Chapter 76, General Laws Relating to Education Sections One and Two.
9. All students and parents have received a bus expectation form stating the above and consequences.

Violation of conduct code, informed by M.G.L. c. 71:37H and M.G.L. c. 71:37H ½, may be accessed in the appendix.

1. A student may be detained from recess at the discretion of the principal; however, this is the exception to the rule in view of the fact that the district's Wellness Policy encourages children to have recess time.
2. The classroom teacher will handle inappropriate classroom behavior. Repeated or serious infractions will result in notification of the child's parents and the principal. This will be done to keep parents informed and to enlist their support in rectifying the situation. If inappropriate classroom behavior continues, an individual behavior contract will be developed and possible guidance services instituted.
3. Inappropriate lunch, recess, or bus line-up behavior will be handled as follows:
 - a. Students will be given a verbal warning and redirected to appropriate behavior expectations.
 - b. Failure to heed the warning will result in an assigned seat or area. Review of expectations will occur.
 - c. Continued inappropriate behavior will result in the child being sent to the office to speak with the assistant principal or principal. Appropriate discipline will be at the discretion of the teacher/principals.
 - d. The teacher or assistant principal will notify parents when serious infractions occur or when minor ones are repeated.
4. Students who are physically aggressive (fighting) will be sent to the office and parents will be notified at the first offense.
5. Serious and/or continuing infractions of the discipline code may result in suspension.
6. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of such pupils.

Toys, Balls, and Games:

Toys, stuffed animals, trading cards, electronic games, etc. disrupt the daily school activities and create problems in the class, cafeteria and playground. These items should not be brought to school except on special school-approved occasions. Footballs, soccer balls, basketballs, hardballs and bats, toys, etc. should not be brought to school for use during recess. We are not responsible for loss, theft, or breakages.

Harassment:

Swanson Road Intermediate School parents should remind their children to share any uncomfortable feelings with them, their teacher, or a trusted adult. If any student feels he/she has been subjected to sexual harassment, the individual should inform an adult who, in turn, will relay the concern to the principal. Once informed of the complaint, the principal or assistant principal will initiate an investigation to determine if there was a violation. If the recipient of this inappropriate treatment, or his/her parents/guardians, is not satisfied with the principal's findings, he/she can further pursue the issue with the superintendent or his/her designee. Any student violating this policy will be subject to appropriate discipline, including possible expulsion.

Please read carefully the Auburn School committee's policies in the appendices at the end of the handbook: (Student to Student Harassment, Bullying Harassment, Prohibition of Hazing.)

Destruction of School Property:

Students are responsible for all materials, including iPads, keyboards, textbooks, etc., issued to them during the year. Similarly, they are responsible for books borrowed from the school i.e. library, or classroom books. In the event that a child misplaces or damages these materials, he/she will be expected to assume financial responsibility. The principal will determine a fair replacement value of misplaced or lost items. In the case of lost books, the principal may authorize replacement with a book of equal value.

Weapons Policy:

Students in possession of items that place others in danger will be subject to possible suspension or expulsion. Additionally, toy weapons are not appropriate for the school environment and are not allowed on school grounds. Please refer to the appendix for additional information regarding the consequences of bringing weapons to school.

Discipline for Students with Disabilities:

Students identified as having special needs

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the Mass. General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).
 - a. Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individual with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
 - b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.
2. The IDEA and M.G.L. c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.
3. The IDEA and M.G.L. c. 71B also allows school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 days, if they are substantially likely to injure themselves or others in their current placement.

4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's IEP? And is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

5. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was manifestation of the student's disability, then the school may still be able to implement an IAES (see #2 and 3 above). If the IAES is not possible, then the student will remain in his/her current placement, and the TEAM will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development of a behavior intervention plan.
6. The principal, vice principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Students identified as having a disability and provided with a Section 504 Plan

1. Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's 504 plan?

Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Signed Receipt of Swanson Road Intermediate Handbook

I have read a copy of the Swanson Road Intermediate School Handbook found on the district website at: www.auburn.k12.ma.us.

I understand it is my responsibility as a parent to familiarize myself, and my child, with its content.

Thank you for the home-school connection.

Student Name: _____ Date: _____ Teacher: _____

In the technology department, students have supervised access to the computer lab and have IPADs in their classrooms. This allows them to research topics related to classroom assignments and teachers computer skills in our ever growing technology world.

_____ I agree to the terms of the Acceptable Use Policy of the Auburn Public Schools.
_____ I do not agree to the terms of the Acceptable Use Policy of the Auburn Public Schools and understand that my child will not be allowed access to Internet/Computer technologies.

Volunteers are an important connection between the teacher and the parents. Occasionally, parents will be contacted either by telephone, address or email from classroom volunteers for purposes of planning classroom parties or other needs from the teacher or PTO.

_____ I allow you to release my telephone number, email address and home address to room parents, PTO members and other students in my classroom.

_____ I do not allow you to release by telephone number, email address and home address to room parents, PTO and other students in my classroom.

During the course of the school year, students are engaged in and involved in many different programs and assemblies. With the help of fundraisers and the Auburn MA PTO, we are able to bring a large variety of academic and cultural events to our school and the community. We are proud of the level of excellence we are able to extend to the students and often invite the local newspapers to report on the happenings at our school. In addition, we are active on Facebook and Twitter, as well as the school's website, in getting information out to parents and the community on events and activities that involve your children.

_____ **I allow** you to post pictures of my child engaged in school activities in the school newsletter and the local newspaper, on the Auburn Public Schools website and Facebook page.

_____ **I do not allow** you to post pictures of my child engaged in school activities in the school newsletter and the local newspaper, on the Auburn Public Schools website and Facebook page.

Parent/Guardian/Caregiver Signature: _____

Please sign and return this completed form to the school office. Thank you for your support.

Auburn Public School Student Conduct

This STUDENT CONDUCT POLICY is the policy established by the Auburn School Committee to guide student conduct for Auburn students in grades K-12. School Principals of students in the elementary grades will use discretion as they interpret and apply policy to the younger students who are working to sustain and maintain good school behavior and impulse control.

The Auburn Public Schools students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose programs are described in an Individualized Education Plan (IEP). Such provisions will also be made, when appropriate, for students with a disability who are receiving accommodations or related services under a 504 Plan.

Suspension: is a denial to a student of the right to attend school and to take part in any school function for a specified period of time by his/her school administrators, the Superintendent or his/her designee.

Expulsion: an action by the school principal, the Superintendent, or the School Committee to exclude a student from school and school functions permanently. A student may be expelled for conduct such as an assault, vandalism, hazing, or any other conduct disruptive to the education of students in the Auburn Public Schools or which threatens the safety of students, staff or visitors. Any student expelled from the Auburn Public Schools shall not be eligible for readmission for one calendar year from the date of expulsion.

Behavioral Expectations and Consequences

The following represents the rules of conduct and the consequences for infractions committed in violation of these rules of conduct. While the rules contained here represent general school wide rules, students should be aware that teachers have the authority to establish reasonable rules of conduct within their own classrooms. Violating teacher classroom rules is subject to a teacher's discipline. Repeated violations in that classroom may result in an office referral.

Prohibited Items:

Certain items are disruptive to the learning process. The following items should not be on the student's person during the school day:

Cell phones, playing cards, laser lights, radios, cd players, walkmen/ipods, electronic games, beepers, pagers, squirt guns.

If any of these items are found, they will be confiscated and a parent/guardian will have to retrieve the item for the student.

Minimum Consequences for Certain Infractions

The following infractions shall have the indicated minimum consequence:

Assault & Battery and Fighting: Students who assault and battery on any person, or any students engaged in or promoting or participating in a fight shall receive an automatic three day minimum out of school suspension.

Use of Tobacco on School Grounds: A student found to be using tobacco products on campus shall receive an out of school suspension for up to ten days.

Expulsion Hearing Suspension: Students who are found to have violated the following rules shall be suspended for ten days, pending a hearing for possible exclusion or expulsion.

- ☆ Possession of firearm, knives, or dangerous weapon
- ☆ Possession of controlled substances
- ☆ Assault and battery on a staff member
- ☆ False fire alarm

- ☆ Felony conviction
- ☆ Felony complaint
- ☆ Possession of incendiary device
- ☆ Civil rights violation
- ☆

When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Level	Infractions	Range of Consequences
I	Possession of firearm, knife, or dangerous weapon* Possession of controlled substance* Possession of alcohol Felony Conviction* Harassment/bullying/hazing Sexual Harassment Civil Rights Violation* Assault of a student Assault of a staff member* Bomb Threat* Aggravated threats Threat to a staff member, (verbal or other) False Fire Alarm* Hazing* Chronic disruption of classroom/school* School related felony complaint* Stealing Fighting Destruction of school property Smoking/possession of tobacco products Possession incendiary devices (lighters, matches, bombs*ect) Repetition of level II and III behaviors Excessive Tardiness	Expulsion* Exclusion Criminal Prosecution Habitual School offender Suspension Complaint (police) *subject to expulsion hearing
II	Threats Cheating, plagiarism, academic dishonesty Forgery Insubordination Violation of Acceptable Use Policy Violation of parking regulations Foul language/gestures Leaving school grounds without permission Consistent disruption of classroom/school Repeated violation of Code of Conduct Excessive Tardiness	Suspension In-School Suspension Suspension of privileges Loss of Computer privileges Referral (police) Office Detention(s)
III	Possession of prohibited items Skipping teacher detention Disrupting classrooms/school Disrespectful behavior toward a staff member Password violation of Acceptable Use Policy Cutting a class or school Excessive tardiness ** Violation of Code of Conduct Violating teacher/classroom rules Food or drink outside of cafeteria Violation of dress code	Written warning Verbal warning Office referral/detention Teacher detention In-school suspension Out of school suspension

Chapter 71: Section 37H½. Suspension; Expulsion; Right to Appeal; Felony complaint or conviction of student

Section 37H½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(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 student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent 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 parent 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.

Upon expulsion of such a student, no school or school district shall be required to provide educational services to such student.

STUDENT RECORDS

- A. The student record contains all information concerning a student that is kept by the school district and which personally identifies the student; it consists of the temporary record and the transcript. For purposes of these procedures, custodial parent refers to a divorced or separated parent who has physical custody of the child, and the non-custodial parent is the parent who does not have physical custody of the child. Non-custodial parents may not be eligible to access their child's student record, or may have to follow certain procedures in order to access the student record. See Section C below

The rights outlined below may be exercised by the custodial parent(s)/guardian(s) for a student under the age of 14 years, or jointly by the student and custodial parent(s)/guardian(s) of a child over the age of 14 years. A student over the age of 14 is called an "eligible student". A student 18 years or older may, in writing, deny his custodial parent(s)/non-custodial parent(s) access to his/her student record, with the exception of transcripts, report cards and/or progress reports.

Each eligible student and custodial parent/guardian, except as limited herein for certain parents, has the right to see the student record for that student within ten (10) days of submitting a written request to see the records. Copies of any records may be obtained upon request and shall be provided within ten (10) days of the request. The District may charge for the cost of reproducing copies.

The student's record is available to authorized school personnel who work directly with the student, or administrative/clerical personnel who need to have access to records in order to carry out responsibilities. The term "authorize school personnel" includes, but is not limited to, administrators, teachers, counselors, therapists, paraprofessionals, administrative office, staff and clerical personnel. Authorized school personnel included those employed by the District or under contract with the District as an independent contractor. Authorized school personnel do not need permission to see student records.

No information in the students' record is available to anyone outside the school system without written permission from the eligible student and/or parent and/or guardian, unless the requesting party is listed an exception as provided by the Student Records regulations. Exceptions to the requirement of written permission include, but are not limited to, a probation officer, court order, subpoena, where health or safety requires the disclosure of student information/records or upon transfer to another school district. However, eligible students and/or their

parents/guardians will generally be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, other technical schools, and colleges.

An eligible student and parent/guardian have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

B. Directory Information Notice

The Auburn Public School District has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) Name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purposes in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

C. Rights of Certain Divorced or Separated Parents

It is necessary for divorced parents to submit a copy of the custody agreement or order, and any subsequent changes made thereto, to the District so that District personnel may identify which of the parents has physical custody of the child. The non-custodial parent may access his/her child's record unless

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student, and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The parent has been denied visitation, or
3. The parent's access to the student or to the custodial parent 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, or
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

The District shall place in the student's record any documentation indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

Non-custodial Parent Access: In the case of a non-custodial parent who is eligible to access the student record, i.e., does not fit any of the four (4) categories under 1-4 above, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request for the student record to the principal and/or his/her designee shall immediately notify the custodial parent by certified first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain as set forth under 1-4 above.

When the student record is released to the non-custodial parent, the school will delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from the student records provided to non-custodial parents. In addition, such records will be marked to indicate that they shall not be used to enroll the student in another school.

D. Amending Your Child's Record

1. A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.

2. A parent has the right to request in writing deletion or correction of any information contained in the student's record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or if the IEP 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 a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

- (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parents a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

- (c) If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.

- (d) If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing an appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR §23.09(4).

E. Notice On Transfer To Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the District forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer records take place without consent of the parent or eligible student.

F. Destruction of Records

1. Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after the student transfers, graduates or withdraws from the school system. When the student transfers, graduates or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian.

2. In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any notes from parent/guardian or other documentation concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian wants those records, they must request, in writing, prior to the last day of school that the documents be provided to them rather than be destroyed. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

G. Display/Publication of Student Work

Notice is hereby given that there will be occasions when student work is seen and is on display within the school; for example, at open houses, exhibits, fairs, on bulletin boards, etc. Unless a parent/guardian informs the District in writing no later than September 15 of each school year, the District will assume that this publication/display of the student work is acceptable to the parent/guardian.

Complaint procedure

In addition to the appeal procedure, above, a parent/guardian/eligible student may file a complaint with the Family Policy Compliance Office (FPCO) of the federal Department of Education. The FPCO has the authority to interpret and decide issues involving student records under FERPA. FPCO's address is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202-5920

NON-DISCRIMINATION AND PROHIBITION AGAINST SEXUAL HARASSMENT

I. Introduction

The Auburn Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination on the basis of race, color, or national origin, sex, sexual orientation, religion, disability, marital status or age, are not tolerated.

The Auburn Public Schools prohibits harassment and discrimination, sexual or otherwise, of any of its students, as such conduct is contrary to the mission of the Auburn Public Schools and its commitment to equal opportunity in education.

Harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as race, color, national origin, sex, sexual orientation, law. For purposes of this procedure, "school" includes school – sponsored events, trips, sports events, and similar events connected with school or employment. Further, any retaliation against any individual who has cooperated with an investigation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is similarly unlawful and will not be tolerated.

The Auburn Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that harassing conduct which violates the law and this procedure has occurred, the Auburn Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on race, color, national origin, sex, sexual orientation, religion, disability, or age.

Discrimination and or harassment include, but is not limited to:

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

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities, or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness.

Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.

- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to either male or female students may constitute discrimination, harassment and/or sexual harassment.

1. Reporting Complaints of Discrimination and Harassment.

If any Auburn Public Schools student believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Auburn Public Schools. This may be done orally or in writing. Students may contact their teacher, guidance counselor, principal or assistant principal. The District will promptly and reasonably investigate allegations of bullying. The Director of Pupil Services is the district's Non-Discrimination Compliance and Complaint Officer. Staff members who observe incidents of harassment involving students shall report such incidents to the District's Non-Discrimination Compliance and Complaint Officer.

Please note that while these procedures relate to the Auburn Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, these procedures are not designed nor intended to limit the Auburn Public Schools' authority to discipline or take remedial action for conduct which the Auburn Public Schools deems unacceptable.

A. General Policies

1. No reprisals or retaliation shall be invoked against any employee or any student for processing, in good faith, a complaint, either on an informal basis or formal basis, or for participating in any way in these complaint procedures.
2. No reprisals or retaliation shall be invoked against any employee or any student who, in good faith, has testified, assisted or participated in any manner in any investigations, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.
3. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.
4. The Auburn Public Schools will work with an individual who files a complaint of discrimination or harassment; including conducting an investigation and holding conferences, in order to fairly and expeditiously resolve the complaint.

B. Procedures

1. Informal Resolution of Discrimination and Harassment Complaints:

Before initiating the formal procedure, the student may wish, if possible, to resolve the complaint on an informal basis.

- a. The student can raise the issue with the Director of Pupil Services, his/her teacher, Principal, or Assistant Principal.
- b. The Director of Pupil Services' office is located at 5 West St., Auburn, Massachusetts. The Director of Pupil Services' phone number is 508-832-7755.

The appropriate department or school administrators shall attempt, within his/her authority, to work with the individual to resolve the complaint fairly and expeditiously within ten (10) working days of receiving the complaint.

Whichever option is chosen, attempts will be made to resolve the matter to the satisfaction of the student who has made the complaint. If the student is not satisfied with the resolution, or if the student does not choose an informal resolution, then the student can begin the formal complaint process.

2. Formal Resolution of Discrimination and Harassment Concerns:

A student may file the complaint in writing to the Director of Pupil Services no later than twenty (20) calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However all students should know that the Auburn Public Schools will investigate any complaint no matter when it is filed. The student shall fill out a *Bullying, Discrimination and Hate Crimes Reporting/Complaint Form*, that will state the name of the individual and the location of the school/department where the alleged discriminatory practice occurred, the basis for the complaint and the corrective action

the student is seeking. An employee, at the request of the student, may put the complaint in writing for the student.

The Director of Pupil Services will conduct the necessary investigation promptly after receiving the complaint. In the course of its investigation, the Director of Pupil Services shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant and the person against whom the complaint was filed and/or the principal or appropriate authority involved. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the employees or students that are involved in the complaint are not immediately available. The Director of Pupil Services however, will make sure that the complaint is handled as quickly as feasible and will strive to complete the investigation within thirty (30) working days. When more than thirty (30) working days is required for the investigation, the Director of Pupil Services shall inform the student who filed the complaint that the investigation is still ongoing.

After completing the formal investigation of the complaint, the Director of Pupil Services shall inform the student who filed the complaint that the investigation is still ongoing.

After completing the formal investigation of the complaint, the Director of Pupil Services shall make a decision on the complaint, and shall inform the complainant and the person against whom the complaint, of the results of the investigation. If the Director of Pupil Services finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the Director of Pupil Services will refer the matter to the Superintendent of the Auburn Public Schools and/or his or her designee for appropriate action, up to and including discipline for either the employee or the student(s) who engaged in the harassing conduct.

If no satisfactory resolution can be reached through either the informal or formal resolution procedures detailed above the student or employee has the right to take the complaint to an appropriate state or federal agency. Moreover, it should be noted that using the Auburn Public School's complaint process does not prohibit you from filing a complaint with these agencies. For students, complaints may be taken to the Office for Civil Rights, John W. McCormack Building, Post Office and Court House, Boston, MA 02109-4557 or to the Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, Massachusetts.

Massachusetts Commission Against Discrimination (MCAD)

Boston Office
One Ashburton Place
Room 601
Boston, MA 02108
Phone: 617-994-6000
TTY: 617-994-6196

Springfield Office
436 Dwight Street
Room 220
Springfield, MA 01103
Phone: 413-739-2145

United States Department of Education
Office for Civil Rights
33 Arch Street, 9th Floor
Boston, MA 02110
Phone: 617-289-0111
Fax: 617-289-0150

COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS OF THE AUBURN PUBLIC SCHOOLS

The Internet, a worldwide network of interconnected computers, provides an opportunity for users to communicate with each other, no matter how far apart they are geographically. Because of its enormous size, the Internet provides an almost limitless amount of information that can be put to great educational purposes. The potentially limitless amount of information available on the Internet creates the potential for the posting or retrieval, intentionally or unintentionally, of inappropriate or harmful material. It is the purpose of these guidelines to assist all members of the Auburn Public Schools' Computer Network, which includes World Wide Web access and electronic mail capability, to use this resource safely and appropriately.

The Auburn Public Schools' Computer Network, which includes World Wide Web access and electronic mail capability, exists solely for educational purposes, which are defined as classroom activities, research projects directly related to class assignments, career and professional development and high quality self-discovery activities of an educational nature. The Auburn Public Schools' computer network is not to be considered a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services.

Members of the Auburn Public Schools' community are responsible for good behavior on school computer networks just as they are in a classroom, school hallway or at any school-sponsored event. Communications on the network may reach larger audiences than face-to-face conversations or telephone discussions. General school rules for behavior and communications apply. Access to network services will be provided to those who act in a considerate and responsible manner.

The Auburn Public Schools believes that the benefits to students from access to information resources and opportunity for collaboration available through the Internet exceed the potential disadvantages. However, the parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Auburn Public Schools respects each family's right to decide whether or not their child will have independent access to the World Wide Web at school. In making this decision, families should be aware that the Auburn Public School District intends to incorporate network use, Web access and e-mail in the schools according to grade level, as follows:

- a. Grades kindergarten through two. Students at these grade levels will not have individual computer network passwords. During school time, teachers of students in grades kindergarten through two will guide them toward appropriate materials. Web access at these grade levels will be limited to teacher-directed and teacher-demonstrated use. Students will not be conducting independent research on the World Wide Web.
- b. Grades three through eight. Students in grades three through eight will not have individual passwords. Students at these grade levels may have the opportunity to conduct research via the Web in the classroom, and to access electronic mail for a group account, only during directly supervised instruction.
- c. Grades nine through twelve. Students in grades nine through twelve may be given individual access passwords and may have the opportunity to access the Web and conduct independent, self-directed research, both during classroom instruction and outside of classroom instruction, under the supervision of a teacher or other staff member.

For students to be permitted to gain independent access to the web they must agree to and abide by the rules set out below. For students under 18, parents must provide written permission forms before students will be permitted to gain independent access to the web. If the Auburn Public Schools does not receive a signed user agreement and, if applicable, a signed parental permission form, students will not gain independent access to the web but they may still have exposure to the Internet during classroom instruction or library research exercises.

The Auburn Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. However, there is no absolute guarantee that this will not happen. The Auburn Public Schools intends to utilize any blocking or filtering safeguards required by law. With these measures, in addition to user education, implementation of this policy and grade-appropriate supervision, the Auburn Public Schools believes that the Internet can be used safely to enhance the delivery of educational services.

Rules:

1. Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Auburn Public Schools. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Auburn Public Schools and could also result in criminal prosecution where applicable. The Auburn Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Auburn Public Schools' computer network.
2. Violations of this Acceptable Use Policy include, but are not limited to, the following conduct:
 - a. Cyberbullying, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
 - b. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
 - c. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "listserves" or "newsgroups" without prior permission, or using the Internet access for any other personal use, without prior permission.
 - d. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
 - e. Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.
 - f. Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
 - g. Accessing any prohibited sites on the Internet.
 - h. Revealing the personal address or telephone number of oneself or another person.
 - i. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.
 - j. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.
 - k. Attempting to harm, modify or destroy data of another user.
 - l. Exhibiting any other action whatsoever which would in any way subject the user or the Auburn Public Schools to any civil or criminal action.
 - m. Discussing highly sensitive or confidential school department information in e-mail communications.
 - n. Using the Auburn Public Schools' technology network to buy, sell or advertise anything.
 - o. Using social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation unless authorized in advance by the teacher and directly tied to a school assignment or classroom project.
 - p. Using the Auburn Public Schools' technology network for gambling.
 - q. Using the Auburn Public Schools' technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
 - r. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
 - s. Using the computer network for recreational purposes or activities relating to personal hobbies.

- t. Connecting any personal electronic device or computer, including but not limited to iPods, cell phones, Mp3 players, gaming devices, to the wired or wireless network without the consent of the technology department for educational use only.
3. The Auburn Public Schools assumes no responsibility for:
 - a. any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
 - b. any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - c. any cost, liability or damages caused by a user's violation of these guidelines.
 - d. any information or materials that are transferred through the network.
 - e. any damage to or loss of personal electronic equipment.
4. The Auburn Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Auburn Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
5. All messages and information created, sent or retrieved on the network are the property of the Auburn Public Schools.. Copies of all information created, sent or retrieved, including but not limited to web sites visited (cache files), are stored on the computer network's back-up files. The Auburn Public Schools reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources, investigating allegations of improper use and conducting routine network maintenance. Users should assume no expectation of privacy. By participating in the school district's computer network, users are indicating their consent to such monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.
6. Any users caught illegally obtaining software or transferring such software through the network, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In such an event, the user's network access will be limited to directly supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.
7. Because of its size and shape, many kinds of materials eventually find their way to the network. If a user finds materials that are inappropriate while using the Auburn Public Schools' Technology Network, s/he shall refrain from downloading this material and shall not identify or share the material. It should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.
8. Should a user, while using the Auburn Public Schools' Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Auburn Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.
9. The Auburn Public Schools' administration reserves the right to amend this policy at any time without prior notice.
10. The Auburn Public Schools reserves the right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources.

First Reading: November 15, 2010
Second Reading: January 20, 2011
Approved: January 20, 2011

Auburn Public Schools

**COMPUTER NETWORK AND INTERNET
ACCEPTABLE USE POLICY FOR STUDENTS OF THE AUBURN PUBLIC SCHOOLS**

USER CONTRACT (Grades 3 through 12)

I agree to follow the rules set forth in the Auburn Public Schools Acceptable Use Policy. I understand that if I break any of these rules, my network account, if I have one, may be taken away from me. I also understand that, if I break any of these rules, I may not be allowed to do independent research on the World Wide Web. I also understand that if I break any rules set forth in the Acceptable Use Policy, I may also be disciplined according to school rules.

Name: _____

School: _____

Signature: _____

Date: _____

To be filled in by teacher after student signs User Contract (and parent, if student is under 18, signs permission form):

Student ID Number: _____

**COMPUTER NETWORK AND INTERNET
ACCEPTABLE USE POLICY FOR STUDENTS OF THE AUBURN PUBLIC SCHOOLS
PARENT/GUARDIAN
PERMISSION (FOR USERS IN
GRADES 3 THROUGH 12 WHO ARE UNDER 18 YEARS OF AGE)**

1. I have read the Acceptable Use Policy for the Auburn Public Schools.
2. I understand that this access is designed for educational purposes.
3. I recognize that some controversial materials exist on the Internet.
4. I understand that the level of my child's independent access to the Internet depends on my child's grade level, as explained in the Acceptable Use Policy.
5. I give permission for my son/daughter to have access to the Internet that corresponds with his/her grade level.
6. I have discussed with my son/daughter his/her responsibilities regarding the use of the Auburn Public Schools' Network and Internet access.
7. My son/daughter understands and agrees to follow the Acceptable Use Policy of the Auburn Public Schools.
8. I understand that any violation by my son/daughter of the terms of the Acceptable Use Policy may result in the suspension or revocation of his/her email account or independent access to the World Wide Web and may also result in school disciplinary action.
9. I will not hold the Auburn Public Schools liable or responsible for any materials my son/daughter accesses, acquires or transmits via the Auburn Public Schools' computer network and/or Internet connection.

Student's Name: _____

School: _____

Parent/Guardian Name: _____

Signature: _____

Date: _____

Auburn Wellness Policy

It is the policy of the Auburn Public Schools to promote actions that create a healthy and safe environment for all students, faculty, staff and citizens. It is our goal to develop and protect our students' physical, emotional, and social well-being through a coordinated school health and wellness program based on the premise that improved health optimizes student performance potential. This includes providing a healthy environment, school nurse services, nutritious school meals, health and physical education, and opportunities for physical activity. It is the intent of this policy to enable students and staff to become independent and self-directed learners by taking the initiative to meet their own health, physical, and nutritional needs as developmentally appropriate.

All students in grades K-12 should have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages sold or served at school will meet the nutritional recommendations of the U.S. Dietary Guidelines for Americans, the Healthy, Hunger Free Act of 2010, and the Massachusetts School Nutrition Regulations for Competitive Foods and Beverages. A copy of this policy is included on the last page.

Furthermore, it is our expectation that specific actions and decisions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the District's belief that education and open informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children in assuming more individual responsibility for healthy decisions, and maintaining their safety as they grow, it is the policy of the School Committee that the guidelines reflect student development as children advance from the primary grades through secondary school.

Wellness and Health:

Auburn Public School District promotes a student's physical, emotional, and social well-being through K-12 coordinated school health programs. At its very core, coordinated school health is about keeping students healthy over time, reinforcing positive health behaviors throughout the school day and making clear that good health and learning go hand in hand. All students have a safe and secure learning environment. Resources shall be available at each school to support the physical and emotional well-being of all of our students. Auburn Public Schools shall adopt policies that reflect these commitments including policies against hazing, bullying, discrimination and harassment, and policies that support a zero tolerance for weapons, drugs, tobacco, and gang activity on school grounds or during school functions.

A safe and healthy environment is ensured through periodic assessments conducted by the Superintendent, Principals and Facilities Department. A school nurse is available at all times children are in school. Mental health services are coordinated by nursing, guidance, and social workers.

Nutrition Education:

Nutrition education is to be integrated into other areas of the curriculum such as math, science, language arts and social studies. High school students receive Health as a required course. Nutrition education is recommended during classroom snack times, not just during meals. Foods and beverages provided in the classrooms and sold at fundraisers should include healthy choices and provide age-appropriate selections for elementary schools, middle schools and high schools. Advertising messages are consistent with and reinforce the objectives of the education and nutrition environment goals of the school.

Physical Education and Activity:

All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis to enhance learning, academic achievement, and to foster the understanding of short and long-term benefits of a physically active and healthy lifestyle. Students shall receive opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, daily physical activity in the classroom for elementary students if possible, before and/or after-school programs, intramural, and interscholastic athletics. Schools will encourage parents/guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

Meals and Food Guidelines:

Menus are designed to meet the standards outlined in the Healthy, Hunger Free Act of 2010. Nutrient analysis can be provided upon request and nurses will be furnished with carbohydrate breakdowns for use with diabetic students. Menus are provided to all the schools and elementary students are given one to take home. The menus are also published on the school website and in the local papers. Every effort is made to serve as many fresh fruits and vegetables with the meals, as is feasible with the budget and seasonal availability. This is one of the new requirements that we have addressed with our menus. Also we are serving legumes once a week, more red/orange and dark green vegetables, more lower sodium items, more whole grains, more scratch cooking, less grain amounts and less meat and meat alternates. Foods served on an a la carte basis will follow the attached guidelines for Massachusetts.

School Meal Environment:

It is strongly encouraged that food will not be used as a reward or punishment for student behaviors, unless detailed in a student's education plan. Students should be given an appropriate amount of time to eat. A good guideline should be 10 minutes after a student sits down for breakfast and 20 minutes after sitting down for lunch. The cafeterias should be clean, cheerful, and conducive to a pleasant eating experience.

Implementation and Evaluation:

The Superintendent is responsible for implementation of the standards addressing wellness, nutrition and physical activity. The Principals are, in turn, responsible for overseeing and implementing the Wellness Policy and its guidelines. This policy and guidelines will be made available to all Auburn Public School staff and parents/guardians.

Evaluation of the Wellness Policy shall be done on an annual basis with adjustments made to the policy at the conclusion of each school year. These adjustments will be initiated by the District Health Advisory Committee and will be reported to the Superintendent in order to be voted on by the school committee.

First Reading: April 10, 2013
Second Reading: May 1, 2013
Approved: May 1, 2013

Meal Program in Any Area of the School

Massachusetts Competitive Food and Beverage Standards (applies to any food provided outside of the meal program in any area of the schools. Please see the next page.

<i>Beverages</i>	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (ie no soda, sports drinks, teas, etc) Beverages with added sugar or sweeteners not already prohibited will be phased out by August 2013.	
Juice	<ul style="list-style-type: none">• Must be 100% fruit and/or vegetable juice with no added sugar• Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none">• Must be low-fat (1% or less) or fat-free• Portion size limited to 8 ounce serving• Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces until August 2013.<ul style="list-style-type: none">○ Starting August 2013, flavored milk/milk substitutes containing more than 12 grams sugar will not be allowed.
Water	<ul style="list-style-type: none">• Must be readily available and free to students all day long• No added sugar, sweeteners, or artificial sweeteners• May contain natural flavorings and/or carbonation
<i>Food</i>	
Calories	<ul style="list-style-type: none">• Foods shall not exceed 200 calories per item• A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are the equivalent portion size
Fat	<ul style="list-style-type: none">• No more than 35% of calories from fat• No more than 10% of calories from saturated fat• No trans fat• Exemption:<ul style="list-style-type: none">○ 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese allowed

Sugar	<ul style="list-style-type: none"> • No more than 35% of total calories from sugar • Exemptions: <ul style="list-style-type: none"> ○ Low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving ○ 100% fruit with no added sugar
Sodium	<ul style="list-style-type: none"> • Sodium limited to 200 mg per food item • A la carte entrées may contain up to 480 mg sodium per food item
Grains	<ul style="list-style-type: none"> • All bread and grain based foods must be whole grain (ie whole grain should be listed first in the ingredient statement) • This applies to crackers, granola bars, chips, bakery items, pasta, rice, etc
Foods and Beverages	
<ul style="list-style-type: none"> • No food or beverage shall contain more than trace amounts of caffeine • No food or beverage shall contain artificial sweeteners • Packaged items may contain no more than 1 serving per package 	
Additional Regulations	
<ul style="list-style-type: none"> • Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines • Fryolators cannot be used to prepare competitive foods • Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements 	

August 2024

Dear Parent/Guardian:

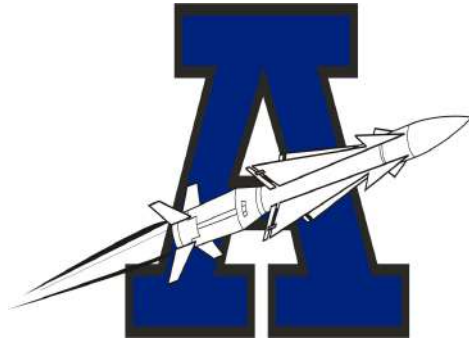
In compliance with AHERA, Auburn Public Schools would like to notify you of asbestos-containing building materials in our schools.

For your information we have on file a management plan, giving the name and addresses of all school buildings, whether the school building contains friable ACBM, Nonfriable ACBM, assume friable ACBM or assumed Non Friable ACBM as well as written descriptions.

Should you need to review the management plan, please call our office at (508) 832-7750 to schedule an appointment; our LEA person is available Monday through Friday.

Thank you.

Auburn Public Schools



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

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

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.

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- V. [POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING
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- VIII. [PROBLEM RESOLUTION SYSTEM](#)
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[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:
- a. developmentally (or age-) appropriate strategies to prevent bullying;
 - b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - c. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - d. 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;
 - e. information on the incidence and nature of cyberbullying; and
 - f. 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 he/she 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 See Appendix A for Incident Reporting Form.

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 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 370 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):
