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INSTRUCTIONAL GOALS

The primary function of a school program is the instruction of all students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program, that meets the needs of each student.

There are primarily three functions involved in carrying out the instructional program:

Operating Function

Coordinating and Developing Function

Evaluating and Assessment Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation and assessment function involves data collection and synthesis and establishing future direction.

LEGAL REFS.: 603 CMR 26:00

CROSS REF.: AD, Educational Philosophy

ADA, School District Goals and Objectives

Reviewed, revised and updated: April 4, 2018

ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the State.

SOURCE: MASC 2016

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

Reviewed, revised and updated: November 15, 2017

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

NOTE: When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.

The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and other staff members.

Reviewed, revised and updated: November 15, 2017

Updated: February 26, 2020

**EXTENDED SCHOOL YEAR
High School Remedial Summer School Regulations**

Students who have earned a final grade between 55 and 64 in any course may have the opportunity to attend summer school, if rescheduling the course during the regular academic year is not possible. Students who participate in summer school must score 65 or higher in an approved summer course to recover credit as a result of the initial failure. Students who successfully complete summer school will receive a 65 on their academic transcript with a notation the grade was received in summer school. Summer school opportunities are made available to qualifying students during the spring of each academic year.

SOURCE: MASC

Updated: March 21, 2018

SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents/guardians will also be notified that students will not be admitted into the school building until the start of the official day unless circumstances require earlier admittance. The only exception to this is if parents enroll their children in available before school programs offered at the school their child attends.

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 15:1G; 69:1G; 71:59
603 CMR 27.00

Reviewed, revised and updated: February 26, 2020

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to their fullest potential.

The structure will consist of multiple levels (for example, Primary/Elementary, Middle and Secondary levels).

The Primary/Elementary level includes schools with kindergarten through grade five. The Middle level consists of schools for grades six, seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, and twelve. *

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, Time and Learning regulations and in order to serve the needs of all students.

***NOTE: District to reflect local configuration.**

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC April 2019

Reviewed, revised and updated: November 15, 2017

Reviewed, revised and updated: February 26, 2020

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

In addition, in the development of curriculum, the professional staff of the Auburn Public Schools should adhere to the following:

- The curriculum must reflect, through its comprehensive nature, the wide range of individual differences among children in abilities, needs, and interests.
- The curriculum must serve the needs of society and the community as well as those of the individual.
- Improvement and/or changes in curriculum should include consideration of the financial impact of material and personnel costs.
- Improvement and/or changes in the curriculum must follow the procedures outlined in the Guidelines of the Curriculum Planning Council (IGA-R).
- The District's curriculum must align with state and national standards.

SOURCE: MASC

LEGAL REF.: M.G.L. 69:1E 603 CMR 26:05

First Reading: November 17, 2008

Second Reading: December 1, 2008

Approved: December 1, 2008

Reviewed, revised and updated: April 4, 2018

SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided.

The Central Office Leadership Team members, to include the Superintendent, the Assistant Superintendent and the Director of Pupil Services, will work in cooperation with building staff in the coordination and the supervision of the curriculum implementation of the regular and special education and support services programs.

Guidance:

Guidance personnel provide support to students, faculty, administration and families. Such support includes, but is not limited to, individual and/or small group counseling, college and/or career counseling, monitoring student progress, and assisting in appropriate course selection.

Nursing:

Nursing staff ensures school-age children, staff, and administration supporting them have maintained appropriate levels of health care to minimize health risk in the school setting. Nursing duties include, but are not limited to, maintaining mandated health records, health care screenings, administration of prescribed and/or other appropriately approved medications, and the general well being of all associated with the school.

Section 504:

Section 504 of the Americans with Disabilities Act ensures that qualified students receive appropriate accommodations to provide access to the general education curriculum. Section 504 services may, dependent on the nature and scope of the disability, be provided by any number of school and/or district-wide staff including, but not limited to, general education teachers, special education teachers, instructional support staff, specialist in speech pathology, occupation therapy, physical therapy, etc.

Special Education:

Special Education services provide specially designed instruction and accommodations to those students aged three to twenty-two years of age who qualify as outlined in federal and state regulations. The Auburn School District offers a variety of programs and services to meet the unique needs of eligible students. Services include, but are not limited to, the development of Individual Education Program (IEP) and related services. Related services, as found in Section 504, may include a variety of rehabilitation services providing the student with access to the general curriculum.

SOURCE: MASC October 2016

CROSS REF.: ACE, Nondiscrimination on the Basis of Handicap

Reviewed, revised and updated: November 15, 2017

TITLE 1

The Auburn School Committee directs the school administration to establish procedures for the appropriate use of Title 1 grant funds and the effective implementation of the support programs supported by those funds, including procedures on parental involvement.

CROSS REF: IP, Title 1 Supplement, Not Supplant Requirement
IHBD-1, Targeted Assistance Programs for Title 1 Schools
IHBD, Compensatory Education (Title 1)

First Reading: October 5, 2011
Second Reading: October 19, 2011
Approved: October 19, 2011

Revised: December 13, 2012

First Reading: December 19, 2012
Second Reading: January 2, 2013
Approved: January 2, 2013

Auburn Public Schools

ALTERNATIVE PROGRAMS

It is the philosophy of the District to provide programs for all its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the District, alternative programs may be established.

Definition

Alternative programs are defined as provisions within the public education system which offer major choices among diverse educational environments based on student needs, talents and interests; occupy a significant proportion of an individual student's time; and meet the District's philosophy and objectives.

Development

Any project shall have been discussed with the Administration and must receive its endorsement prior to development.

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board. Proposals for alternative programs must include a design for evaluating the effectiveness in achieving the purposes of the program and determining the extent to which it is successful in achieving the philosophy and objectives of the District. Alternative programs will be reviewed and evaluated annually for the first three years with a recommendation to the Committee as to continuation of the programs.

Approval

Prior to implementation, the Committee shall approve alternative programs.

Source: MASC

Reviewed, revised and updated: April 4, 2018

CURRICULUM ADOPTION

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

First Reading: November 17, 2008

Second Reading: December 1, 2008

Approved: December 1, 2008

Reviewed, revised and updated: April 4, 2018

Updated: February 26, 2020

OCCUPATIONAL EDUCATION

The School Committee recognizes that students in pre-kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.

603 CMR 4.00

Reviewed, revised and updated: December 6, 2017

HEALTH EDUCATION

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the district's health education program.

SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 71:1

Reviewed, revised and updated: December 6, 2017

Updated: March 11, 2020

**HEALTH EDUCATION
(Exemption Procedure)**

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:1

Reviewed, revised and updated: October 2, 2019

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

SOURCE: MASC 2016
Legal Refs: M.G.L. 71:32A

Reviewed, revised and updated: October 2, 2019

Auburn Public Schools

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the Auburn Public School District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the School Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the District's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the District shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

First Reading: August 31, 2016

Second Reading: September 7, 2016

Approved: September 7, 2016

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this District's special education program are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school district's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance.

SOURCE: MASC April 2019

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq.
603 CMR 28:00 inclusive

Reviewed, revised and updated: December 6, 2017

Updated: March 11, 2020

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

Source: MASC

Reviewed, revised and updated: December 6, 2017

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with Auburn's Director of Pupil Services or with the building Principal.
2. The Director of Pupil Services or her/his designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, approval will be sought from the Director of Pupil Services and the building Principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Director of Pupil Services or her/his designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing

materials which may be part of students' records from plain view. In the event that removal is not possible, the observer may be asked to sign a non-disclosure agreement.

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting. .

LEGAL REF.: **MGL 71B:3**
Massachusetts Department of Elementary and Secondary Education
Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

First Reading: January 22, 2015
Second Reading: February 5, 2015
Approval: February 5, 2015

TARGETED ASSISTANCE PROGRAMS FOR TITLE I SCHOOLS

A Targeted Assistance program is one in which the District uses Title I funds in a school to provide supplemental educational support services to students who are failing or most at risk of failing to meet the Department of Education's academic achievement standards. The District is then required to, on a priority basis:

- identify participants using educationally-related, objective, and uniformly applied criteria;
- exclusively serve children with greatest academic needs and in targeted area(s),
- exclusively serve children with greatest academic need

Title I services must be *supplementary* to regular services, i.e. services that would be offered in the absence of Title I.

Individual staff members identified as "Title I staff" may only serve Title I children. For staff who are split-funded, i.e. salaries paid in part by Title I, the District must keep accurate time and effort reports to show that Title I funds are being used according to the federal program guidelines for the percentage of time the staff member is funded by Title I.

SOURCE: NCLB §1120A;
NCLB §§1114~1116

First Reading:	October 5, 2011
Second Reading:	October 11, 2011
Approved:	October 11, 2011

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department. of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

Reviewed, revised and updated: December 6, 2017

Updated: March 11 ,2020

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes for a period of not less than 14 school days in any school year due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Pupil Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers are assigned to homebound instruction by the Director of Pupil Services with the approval of the Superintendent. Or his/her designee.

LEGAL REF: 603 CMR 28.03 (3)©

SOURCE: MASC June 2020

First Reading: January 20, 2021

Second Reading: February 3, 2021

Approved: February 3, 2021

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the Superintendent of Schools 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children.
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards, or another means of indicating annual progress as approved by the parent and agreed to by the District. Alternate forms of demonstrating progress include a school district review of a portfolio of student work; periodic progress reports submitted by the parents; submission of dated work samples or submission of an independent evaluation by a third party acceptable to the parent(s) and school officials.

A student being educated in a home-based program within the District may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324
(1987)

Reviewed, revised and updated: May 2, 2018

Amended: September 5, 2018

**NOTICE OF INTENT TO PURSUE A PROGRAM OF HOME EDUCATION
ACADEMIC YEAR _____**

Instructions: Please complete this form, attach any additional information, and forward it to the Superintendent of Auburn Public Schools prior to starting the home education program.

Name of Parent(s)/Guardian(s): _____

Address: _____

Phone: _____

Student(s): _____ Birthdate(s): _____

Please submit the following:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children.
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards or another means of indicating annual progress as approved by the parent and agreed to by the District. Alternate forms of demonstrating progress include a school district review of a portfolio of student work; periodic progress reports submitted by the parents; submission of dated work samples or submission of an independent evaluation by a third party acceptable to the parent(s) and school officials.

Please indicate how you will demonstrate your child's progress on an annual basis:

The following signature confirms the intent to provide a minimum of 900 hours of instruction at the elementary level and 990 hours at the secondary level.

Signature of Parent/Guardian

Date Submitted

Reviewed, revised and updated: May 2, 2018
Amended:

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37I; 71:37J

603 CMR 17.00

Reviewed, revised and updated: December 6, 2017

SUMMER SCHOOLS

The school system shall make available summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work.

To attend summer school, students must have the approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted high school students in line with regulations of the School District.

Successful completion of a summer school course is dependent on a passing grade on an official transcript from an accredited summer school program.

All summer programs will be subject to annual approval by the School Committee.

SOURCE: MASC
LEGAL REF.: M.G.L. 71:28

Reviewed, revised and updated: May 2, 2018

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

SOURCE: MASC

Reviewed, revised and updated: May 2, 2018

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50

BESE regulations 603 CMR 26.00

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

First Reading: September 5, 2012

Second Reading: September 19, 2012

Approved: September 19, 2012

Reviewed, revised and updated: December 6, 2017

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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Profanity/obscenity - Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents/guardians making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

SOURCE: MASC

First Reading: October 2, 2019
Second Reading: October 30, 2019
Approved: October 30, 2019

VIDEO USAGE IN CLASSROOMS

It is the policy of the Auburn Public School District to provide the following directions for video use in the education of students:

I. VIDEO USAGE

- A. **Instructional Use:** The use of videos is for instructional purposes only. By law, any video that does not include “public performance rights” (something the Auburn Public School District, a local PTO or other school-related organization purchased exclusively for classroom use) must comply with the “fair use” provision of copyright law, as detailed below:
1. Be used with students in “face-to-face” instruction with the teacher.
 2. Be correlated to Auburn Public School District’s Curriculum Guidelines.
 3. Be shown in a normal instructional setting, (not in large group settings such as in an auditorium or assembly hall)
 4. Not be shown for reward, entertainment, fund raising, or the charging of admission.

II. VIDEO RATINGS

- A. Auburn High School may show:
1. “G”, PG” and “PG 13” videos
 2. May show “R” rated videos with written approval of building administrator in advance. Before showing an “R” rated video in class, notification will be sent home with an explanation by the teacher of the content. Any Parent/Guardian who does not wish his or her child to view the “R” rated video should contact the high school principal. (Please note: if approved, this will be outlined in the student handbook in future years.)

Auburn High School may not show:

1. Videos with more restrictive ratings (e.g. NC-17, X).

- B. Auburn Middle School may show:
1. “G” and “PG” rated videos.
 2. May show “PG-13” rated videos with written approval of building administrator in advance. Before showing a “PG-13” rated video in class, notification will be sent home with an explanation by the teacher of the content. Any parent/guardian who does not wish his or her child to view “PG 13” rated videos should contact the building principal. (Please note: if approved, this will be outlined in the student handbook in future years.)

Auburn Middle School may not show:

1. Videos with more restrictive ratings (e.g. R; NC-17; X)

- C. Auburn Elementary Schools may show:

1. "G" rated videos.

Auburn Elementary Schools may not show:

1. Videos with more restrictive ratings (e.g. PG 13, R, NC-17, X)

III. VIDEO SOURCES

- A. Any video from a school district catalog media center may be shown to students. (Grade level recommendations should be observed.)
- B. All videos legally purchased by the school library/media centers may be shown if approved for purchase by a building administrator.
- C. Commercially rented videos carry individual restrictions and may be shown only with the approval of the principal.
- D. Privately owned videos may not be shown unless approved by a building administrator.

IV. EFFECTIVE VIDEO UTILIZATION

- A. All videos must be previewed by the teacher before showing.
- B. Intended instructional outcomes must be written and filed on related Instructional Plans specifically identifying benchmarks from the Auburn Public School District Curriculum Guidelines to be addressed.
- C. Sound instructional principles that maximize instructional time should always be employed (e.g. show only relevant clips, inform students of the instructional purposes, stop and start video to integrate other instructional activities, use pre/post questions and discussions and assessment, etc.).
- D. Use of closed-captioning where applicable and available.

SOURCE: National School Board Association

First Reading: 11/17/08
Second Reading: 12/1/08
Approved: 12/1/08

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel-- teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

Reviewed, revised and updated: December 6, 2017

Auburn Public Schools

LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student
- Based on knowledge of students
Based on requests of parents and students
- Needs of the individual school
- Based on knowledge of the curriculum of the school
Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed "standards" or "classics", will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.

- Some materials have been superseded by newer items, which present the same information, but in superior format.
- Withdrawn library/media center materials are processed in one or more of the following ways:
- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SOURCE: MASC October 2016

Reviewed, revised and updated: May 2, 2018

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the District shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the District's Access to Digital Resources Policy before accessing the District network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate District rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the District for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

Reviewed, revised and updated: October 30, 2019

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

The Auburn Public Schools' Technology Network, which includes access to the World Wide Web and electronic mail capability, exists solely for educational purposes, which are defined as classroom activities, career and professional development and high quality self-discovery activities of an educational nature. The Auburn Public Schools intends to utilize this computer network, along with all of its other educational resources, to fulfill its ultimate goal of preparing students for success in life and work. To this end, the computer network will be used to facilitate communication between and among students, staff and parents, enhance productivity, assist staff members in upgrading and acquiring skills through a broader exchange of information, and to provide information to the community including parents, government agencies and businesses.

The 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.

The following rules apply to the use of the Auburn Public Schools' computer network.

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 and may also result in other disciplinary action consistent with the disciplinary policies of the Auburn Public Schools and the applicable provisions of any governing collective bargaining agreement. Users should also be aware that violation of these rules that constitutes a crime may also result in criminal prosecution.
2. Violations of this Acceptable Use Policy include, but are not limited to, the following conduct:
 - a. Placing unlawful and/or inappropriate information on a system.
 - b. Cyberbullying, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message
 - c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
 - d. 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.
 - e. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
 - f. 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.
 - g. Accessing or transmitting materials that are obscene, sexually explicit, and accessing any prohibited sites on the Internet.
 - h. Revealing one's own personal address or telephone number.

- 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. Accessing social networking sites, discussion groups or "chat rooms," or engaging in any other form of online conversation or communication whose purpose is not primarily educational.
 - 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. Installing software or data on the computer network without first having the information scanned by the computer technology coordinator for viruses or other incompatibility.
 - u. 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. Except as otherwise provided in the applicable collective bargaining agreement, 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 other inappropriate use of electronic resources of the Auburn Public Schools.
 - f. 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 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 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 in response to proper requests, or to other third parties in the context of proper requests in the course of litigation 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 addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.
7. The Auburn Public Schools reserves its 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.

Name: _____
School: _____
Position: _____
Signature: _____
Date: _____

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

**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 five. Students in grades three through five will not have individual network passwords. Students at these grade levels will be given a Google Apps for Education account, without e-mail capability, for use in their classrooms. They 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 six through twelve. Students in grades nine through twelve will be given individual access passwords, as well as access to the Google Apps for Education suite, including e-mail. They will 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 and technology use is a privilege, not a right. The use of the network and technology resources 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 on any school provided equipment or network resource.
 - 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. Revealing the personal address, telephone number or confidential information of oneself or another person.
 - h. 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.
 - i. 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.
 - j. Attempting to harm, modify or destroy data of another user.
 - k. Exhibiting any other action whatsoever which would in any way subject the user or the Auburn Public Schools to any civil or criminal action.
 - l. Discussing highly sensitive or confidential school department information in e-mail communications.
 - m. Using the Auburn Public Schools' technology network to buy, sell or advertise anything.

- n. 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.
 - o. Using the Auburn Public Schools' technology network for gambling.
 - p. 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.
 - q. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
 - r. Using the computer network for recreational purposes or activities relating to personal hobbies.
 - s. Connecting any personal electronic device or computer, including but not limited to iPods, cell phones, Mp3 players, gaming devices, to the wired or unapproved 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 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
Updated:	August 13, 2014

**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 the 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 e-mail 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: _____

INTERNET PUBLICATION

I. PURPOSE

The School District has established a District-wide web page that links users to web pages for the District's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the District's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or their designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school District's Access to Digital Resources Policy. The Webmaster must approve all links from the District web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the District's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school District web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the District's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
-

- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC

Adopted: August 2015

Reviewed, revised, updated: October 30, 2019

Auburn Public School District School Website Accessibility Policy

The Auburn Public School District is committed to ensuring accessibility of its website for students, parents and members of the community, both with and without disabilities. All pages on the Auburn Public School District website will conform to the W3C Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines. Additionally, the Auburn Public School District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any Auburn Public School District program, service, or activity delivered online.

A student, parent or member of the public who wishes to submit a complaint or grievance related to the accessibility of any official Auburn Public School District web presence that is developed by, maintained by, or offered through the Auburn Public School District, third party vendors and/or open sources may complain directly to a school administrator or the District webmaster. The initial complaint or grievance should be made using Website Accessibility Complaint/Request Form, however, a verbal complaint or grievance may also be made. When a school administrator or School/District webmaster receives the information, they shall immediately inform the Director of Technology.

Complaints should be submitted in writing, via email, or by completing the website complaint form and will be promptly addressed.

The formal ADA non-compliance complaint should include the following:

- Name
- Address
- Date of the Complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

First Reading: June 6, 2018
Second Reading: June 20, 2018
Approved: June 20, 2018

POLICY ON SOCIAL MEDIA

The Auburn Public Schools believes in the power of technology and the potential benefit it can bring to the classroom and the educational process. As with any tool, however, it must be used appropriately.

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining professional boundaries in the on-line, digital world as well as in person. Employees must conduct themselves in ways that enhance the mission of the Auburn Public Schools and that do not distract from or disrupt the educational process.

The Auburn Public Schools encourages staff to communicate with students via the district's computer and telephone system, except in emergency situations.

The orientation and reminders will give special emphasis to:

- 1) improper fraternization with students using personal Facebook and similar internet sites or social networks, or via cell phone, texting or telephone;
 - a. Teachers may not list current students as "friends" on networking sites.
 - b. All e-contacts with students should be through the district's computer and telephone system, except emergency situations.
 - c. All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.
 - d. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - e. Inappropriate contact via e-mail or phone is prohibited.
- 2) inappropriateness of posting items with sexual content
- 3) inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) examples of inappropriate behavior from other districts, as behavior to avoid
- 5) monitoring and penalties for improper use of district computers and technology
- 6) the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

If inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

REF.: Mass. Association of School Committees

First Reading:	December 20, 2010
Second Reading:	January 20, 2011
Approval:	January 20, 2011

Reviewed, revised and updated: December 6, 2017

FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and Superintendent and that all overnight and select out-of-state trips have the prior approval of the School Committee.

REF: IJOA-1

Approved on First Reading:	January 19, 2010
Approved on Second Reading:	February 1, 2010
Adopted:	February 1, 2010

Updated: February 19, 2015

FIELD TRIPS
Criteria for Field Trips

The principal at his/her discretion shall give permission for the field trip planned. Once the field trip is approved by the principal, the following information shall be forwarded to the Superintendent in writing, seeking his/her approval:

- A completed Field Trip Request Form, to include pre- and post-trip activities;
- A listing of specific standards linking the trip with classroom lessons/units of study; and
- An agenda of the trip from departure to arrival back to the school campus.

The principal shall verify that the field trip meets educational guidelines of the Auburn Public Schools. He/she will forward the above information to the Superintendent as follows:

- No later than three months prior to the event for overnight or out-of-state field trips;
- No later than six weeks prior to the event for an in-state day field trip.

The Superintendent will notify the principal of receipt of this information.

The School Committee is the final authority to determine whether out-of-state, overnight, overwater or foreign field trips meet the guidelines of the school department. Upon approval of the School Committee, the Superintendent shall notify the field trip coordinator to continue to plan the field trip.

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

It is the responsibility of the field trip coordinator to see that all of the following information is provided and all of the following requirements are adhered to:

In-State Day Field Trip:

1. If the field trip is an in-state field trip, it requires the approval of the Principal and Superintendent only.
2. Require permission slip from each student for the field trip which will include parental/guardian signature.
3. Meet with the School Nurse to review students' medical needs. For all field trips through grade 8, a school nurse is required on each trip regardless of whether a student has an emergency medical condition that may require medication or not. For field trips within Auburn, (i.e. AHS – science lesson at SWIS; AMS – to Life Care), a nurse may not be required to attend if, in the school nurse's judgment, one is not necessary based on students needs. At grades 9 through twelve, the school nurse, working in conjunction with the building administrator, will determine, based on students' needs, whether a nurse is required, as students at this level may self-administer with parental permission.
4. Identify transportation carrier to be used; coordinate with District Transportation Coordinator.
5. Provide complete financial information relative to the field trip including fundraising efforts and cost to pupils and chaperones.
6. Certify all chaperones have been CORI checked.
7. Hold meeting with students relative to their responsibilities regarding all aspects of the field trip, including discipline and behavior becoming an Auburn Public Schools' student.
8. Complete all building field trip procedures such as collecting money, permission slips, lunch counts, medical procedures, verification procedures, etc.
9. Notify cafeteria staff so that they may plan accordingly.

Out-of-State Day Field Trip:

1. If the day field trip is out of state but meets all of the following criteria, it will require the approval of the School Committee, but the requesting teacher may not need to come before them to seek permission. The approval of the Principal and Superintendent will also be required:
 - Day trip is to Connecticut, Rhode Island, New Hampshire, Maine or New York and does not involve an overnight stay;
 - Field trip has been successfully held within the past two school years with no issues, incidents of student misbehavior or other problems during the trip; and
 - Was approved by the School Committee at one time.
2. If the field trip is out-of-state and does not meet the three criteria noted above, it will require School Committee approval.
3. Require permission slip from each student for the field trip which will include parental/guardian signature.
4. Meet with the School Nurse to review students' medical needs. For all day out-of-state field trips through grade 8, a school nurse is required on each trip regardless of whether a student has an emergency medical condition that may require medication or not. At grades 9 through twelve, the school nurse, working in conjunction with the building administrator, will determine, based on students' needs, whether a nurse is required, as students at this level may self-administer with parental permission.
5. Identify transportation carrier to be used; coordinate with District Transportation Coordinator.
6. Provide complete financial information relative to the field trip including fundraising efforts and cost to pupils and chaperones.
7. Certify all chaperones have been CORI checked.
8. Hold meeting with students relative to their responsibilities regarding all aspects of the field trip, including discipline and behavior becoming an Auburn Public Schools' student.
9. Complete all building field trip procedures such as collecting money, permission slips, lunch counts, medical procedures, verification procedures, etc.
10. Notify cafeteria staff so that they may plan accordingly.

Overnight, Out-of-State Field Trip:

1. Require permission slip from each student for the field trip which will include a parental/guardian signature.
2. Meet with parents of the students involved.
3. Meet with the School Nurse to review students' medical needs. For all overnight, out-of-state field trips through grade 8, a school nurse is required on each trip regardless of whether a student has an emergency medical condition that may require medication or not. At grades 9 through twelve, the school nurse, working in conjunction with the building administrator, will determine, based on students' needs, whether a nurse is required, as students at this level may self-administer with parental permission.
4. Provide complete and detailed itinerary of the proposed venture including timeline, areas to be visited and accommodations to be provided.
5. Identify transportation carrier or travel agency to be used and provide information relative to selection.
6. Provide complete financial information relative to the field trip including fundraising efforts and cost to pupils and chaperones.
7. Provide names and addresses of chaperones and ratio of male and female chaperones to male and female students. The general ratio shall be no greater than 10 to 1. Male and female chaperones will be provided in a mixed group of students.
8. Certify that all chaperones have been CORI checked.
9. Hold an orientation meeting for chaperones to ensure that they are cognizant of the goals and expectations of the field trip and willing to assume the responsibilities and liability expected of them.
10. Hold meeting with students relative to their responsibilities regarding all aspects of the field trip,

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

11. Secure appropriate insurance information and parental permission to act in lieu of parents while on the field trip. Determine that all optional insurance required has been secured. (This includes medical, accident and cancellation.) Travel insurance, in amounts and with coverage as determined by the Auburn Public Schools, is mandatory for all foreign field trips and proof of insurance must be provided.

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

All field trips must meet the above requirements and in addition must have the permission of the appropriate faculty advisor, department head, and/or Principal and Superintendent (School Committee approval for out-of-state and overnight field trips required). Copies of information to parents outlining all aspects of the field trip must be provided to appropriate advisor/department head. The school name should not be used without consent of the principal.

Cancellation Policy:

The Superintendent and the School Committee reserve the right to cancel an approved field trip up until the time of departure. In the event of a cancellation, the school system is not responsible for any expenses incurred. The individuals coordinating the trip need to ensure that all parties are aware of this policy.

REF: IJOA

Approved on First Reading:	March 15, 2010
Approved on Second Reading:	April 5, 2010
Adopted:	April 5, 2010
Amended:	February 19, 2015

Approved on First Reading:	February 22, 2017
Approved on Second Reading	March 6, 2017
Adopted:	March 6, 2017

Auburn Public Schools Field Trip Checklist

1. Plan a field trip to enhance curriculum. Contact site re: expense, chaperones, hours of operation, if tours are available, down payment, etc.
2. Discuss trip with principal, seeking his/her verbal approval to move forward with planning.
3. Complete field trip request form and submit to principal. Form must be submitted to Superintendent and approved by him/her at least six weeks prior to the trip. If it is an overnight or out-of-state field trip, approval from the School Committee must be sought at least three months prior to any announcement of the trip being made to students or families. If it is an out-of-state day field trip and meets the criteria as listed in the Out-of-State Day Field Trip section above, the requesting teacher may not need to come before the School Committee to seek their approval.
4. Notify the school nurse of the trip so that you can check if any students attending the trip receive medications and discuss the procedures necessary. If necessary, school nurse will assist in coordinating coverage.
5. Contact bus coordinator at Central Office to arrange transportation.
6. Notify cafeteria staff of field trip date and give count of students who will be out of the building and for how long.
7. Make sure all permission slips and money are returned to you within five days prior to the trip departure.
8. Make sure field trip form is signed by the Principal and Superintendent (and School Committee for out-of-state or overnight trips).
9. Call the facility the day before the trip to verify your arrival.
10. Call and verify the bus with the bus coordinator at least one day before the trip.
11. Remind parents and students of the trip by sending home written reminder or by making a OneCall announcement.
12. For all trips outside the Town of Auburn, the teacher in charge shall have a cell phone for emergency use.

Request for Approval

1. Submit Field Trip Request Form to Principal and Superintendent.
2. Thoroughly complete all sections of the request form and include a copy of the permission slip, notice to parents, agenda for the trip, including departure and arrival times, and any other pertinent accompanying documentation.
3. Determine the cost per student, including the cost of transportation.
4. Ensure the appropriate number of chaperones (at least one adult for every 10 students for middle and high school; at least one adult for every 6 students for elementary).

Upon Approval

1. Encourage all students to participate. In the event students will not be going, make arrangements for them to stay with someone and provide the principal with a list.
2. Seek alternate funding sources for students who may not be able to attend (for day trips).
3. Provide the principal a list of students and permission slips with emergency numbers.

AUBURN PUBLIC SCHOOLS - FIELD TRIP REQUEST FORM

School: _____

Principal: _____

Teacher: _____

Date of Request: _____

RE: FIELD TRIP PROPOSAL

Title of Field Trip: _____

Class or Grade Participating: _____

Number of Students: _____

Date(s): _____

Times: Leave at: _____

Return at: _____

Place: _____

If this day field trip is out-of-state, has it ever been approved by the School Committee: YES NO

This field trip will accomplish curriculum enhancement in the following areas (please check all that apply):

- Mathematics
- Science
- English Language Arts
- History/Social Studies
- Physical Education
- The Arts
- Technology
- Other (please explain on the reverse side)

Please list the specific standards this trip will address:

Curriculum Area/Standard: _____

Curriculum Area/Standard: _____

Curriculum Area/Standard: _____

Please note both pre and post trip activities that will be conducted to ensure curriculum integration:

Pre-trip Activities: _____

Post-trip Activities: _____

Signature of the building principal signifies his/her approval of the trip and its integration into the curriculum. This form must be completed in its entirety.

Principal's Signature _____

Superintendent's Signature _____

School Nurse has reviewed medical needs of students and is coordinating nursing coverage and/or providing training for the administration of medication to those individuals responsible.

School Committee Chairperson for overnight and out-of-state day trips Date: _____

Cost of Trip: _____ Funding Source: _____

Transportation by: _____ Name of Carrier: _____

Adults participating (min. 10-1 ratio required; 6-1 at Elementary level): _____

Chaperones have been CORI checked:

*Form must be approved by the Superintendent AT LEAST SIX weeks prior to the event. For overnight and out-of-state trips, approval must be sought from the School Committee at least three months in advance. Please attach a copy of the notice to parents, permission slip and any other pertinent accompanying documentation. Cancellation Policy: The Superintendent reserves the right to cancel an approved field trip up until the time of departure. In the event of a cancellation, the school system is not responsible for any expenses incurred. The individuals coordinating the trip need to ensure that all parties are aware of this policy.

AUBURN PUBLIC SCHOOLS
5 WEST STREET
AUBURN, MA 01501
(508) 832-7755
DAY FIELD TRIP PERMISSION FORM

School: _____

On _____ your child will participate in a field trip to the _____
_____. We will be leaving school at _____ and returning at
_____. Transportation is provided. In order for your child to attend you must complete and
return this form no later than _____. All students are required to honor the Code of
Conduct of the Auburn Public Schools while on this trip.

If you have any questions please feel free to contact me at _____.

Trip Coordinator

I give my son/daughter _____ permission to attend the field trip to
_____ and to receive any necessary first aid and/or emergency
medical treatment.

[] I give permission for the nurse or another individual trained by the nurse to administer my
son/daughter's medication, if required, during the field trip.

Signature of parent/guardian

Emergency contact phone number

**EMERGENCY INFORMATION FOR OUT-OF-STATE AND
OVERNIGHT FIELD TRIPS**

Student's Name: _____

Address: _____

Town: _____ State: _____ Zip: _____

Home Telephone Number: _____

Date of Birth: _____

Parent(s)/Guardian(s) Names: _____

Father's Phone Number: _____ Work/Cell: _____

Mother's Phone Number: _____ Work/Cell: _____

HEALTH INFORMATION

Family Physician Name: _____

Physician Telephone Number: _____

Insurance Provider: _____

Insurance Number: _____

Please list any health problems that we should be made aware of **including** whether you are currently taking any medications and if you have any allergies to medications.

[] I give permission for the nurse or another individual trained by the nurse to administer my son/daughter's medication, if required, during the field trip.

On rare occasions, a medical emergency arises when we are unable to contact the parents. Most hospitals frown upon administering any medical care without the consent of the parent/guardian. In order that no delay occur that might cause discomfort to your son/daughter, or endanger his/her life, we request this permission slip be signed by the parent/guardian.

I hereby grant permission to the field trip leader, or his/her designee, _____ to hospitalize, and secure proper treatment for my son/daughter in case of a medical emergency, provided he/she is unable to contact me, and according to his/her best professional judgment that further delay would cause severe discomfort or jeopardize the life of my son/daughter.

Date: _____ Student Signature: _____

Parent/Guardian Signature: _____

COMMUNITY RESOURCE PERSONS/SPEAKERS

Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study with the Principal's approval. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view. Each person must submit a CORI application for processing to the Central Office prior to their involvement in the schools.

CROSS REF.: ADDA, C.O.R.I. Requirements

SOURCE: MASC October 2016

Reviewed, revised and updated: December 6, 2017

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. Volunteers must participate in an orientation session during which issues regarding student confidentiality and other relevant issues will be discussed. The volunteer program will be coordinated in cooperation with building administrators and it is the Superintendent's responsibility to ensure that principals are meeting their responsibilities with regard to this policy and that the district-wide use of volunteers is consistent.

CROSS REF.: ADDA, C.O.R.I. Requirements
SOURCE: MASC

Reviewed, revised and updated: May 2, 2018

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel. In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents/guardians, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC October 2016

Reviewed, revised and updated: October 2, 2019

PARENT/GUARDIAN NOTIFICATION – RIGHT-TO-KNOW

The Auburn Public School District will annually notify the parents/guardians that they may request information regarding certain professional qualifications of the students' classroom teachers.

The District will notify parents/guardians of each student attending a school identified for improvement, corrective action or restructuring of that school's status and of options available to them. If the District is identified for improvement, corrective action, or restructuring, the district will offer the parents/guardians of all students enrolled in the school the option to transfer their child to another public school served by the district, if available, that has not been identified for school improvement.

If a District school is identified for improvement (year 2), corrective action, or restructuring, students from low-income families will be offered free tutoring, or supplemental educational services (SES).

SOURCE: NCLB §§1111-1112; §§1114-1118,
NCLB §1116

First Reading:	October 5, 2011
Second Reading:	October 19, 2011
Approved:	October 19, 2011

HOMWORK GUIDELINES

Homework Is:

Any work related to school learning done outside the classroom, outside of the regular school work hours, not under the immediate and direct supervision of the teacher and presumably at home under the jurisdiction of the home.

Rationale:

Homework is an integral part of the learning process and a necessary reinforcement to classroom instruction. Like all school experiences, homework should help students to gain maturity and independence. Because learning is also a lifelong process which extends beyond the school, it is important for students to recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school.

Homework should:

- Promote growth in responsibility
- Promote growth in areas under study in school
- Improve skills and work habits
- Be specifically targeted to the reinforcement and/or application of knowledge and skills introduced in students' classes

The following should be considered when assigning homework:

- That it be within individual capacities
- That it be purposeful
- That it be evaluated as promptly as possible
- The teacher shall be responsible for helping students and parents understand the reasons for homework and his/her procedures for giving and evaluating homework assignments.
- The care with which a homework assignment shall be given, the quality of the responses of students, and the nature of the follow-up activities in the classroom shall be of greater importance than the quantity of work involved in a homework assignment.
- A student shall not be given a homework assignment which requires resources and references which are not accessible to him/her and shall never be given to a student or to a class for disciplinary reasons.

Team planning time will be utilized in part to insure that homework is assigned in a fair and equitable sequence. Children who are ill should not be required to do homework. Students who are absent due to illness will have the opportunity to make up work missed when they return to school.

Elementary Schools

At the elementary level the purpose of homework is to develop independent study habits, to reinforce classroom instruction, and to encourage family involvement in the child's academic development. Homework assignments should be related to and/or connected to the Massachusetts Frameworks.

Grades K-2 Homework assignments should average 15-30 minutes daily (Monday to Thursday) with Kindergarten students averaging 30-45 minutes weekly and grades 1 and 2 students averaging 1.0 to 1.5 hours per week. Additional time should be spent reading to and with your child every day.

Grade 3 Homework assignments should average no more than 45 minutes daily (Monday to Thursday). This is inclusive of a 15 minutes block of time that should be spent reading for practice and pleasure.

Grade 4-5 Students are assigned between 60 and 75 minutes of homework on a daily basis (Monday to Thursday). This is inclusive of a 15 minutes block of time that should be spent reading for practice and pleasure.

Middle School

Auburn Middle School subscribes to the concept that homework is an integral part of educational process in all disciplines. Purposeful homework will vary from day to day for each student. The combined daily homework for academic assignments from middle school teachers should be 60 minutes.

High School

Auburn High School believes that homework is a necessary extension of classroom activity serving to reinforce daily, weekly, and monthly lesson and unit objectives. Homework in each course should not exceed 20 minutes per night.

The Auburn Public Schools will refrain as much as possible from assigning homework over school vacations.

Responsibility

A homework policy succeeds only to the extent that the participants (students, teachers, parents/guardians, and administrators) understand and accept their roles. In order for our students to derive the full benefits from assigned homework, it is recognized that the principal, teachers, parents, and students themselves should carry out certain tasks on a consistent basis.

Principal

1. Possess a working knowledge of homework practices and assignments submitted by teachers.
2. Oversee and support teacher's homework practices.
3. Provide leadership and support to teachers, parents and students in fulfilling the purpose of the homework guidelines.

Teacher

1. Provide a written description of homework practices/procedures to principal/parents.
2. Provide directions when needed to guide parents in working with their children at home.
3. Foster positive attitudes, habits, and character traits.
4. Vary the types of homework and regard homework as a teaching aid, and never as a form of punishment.
5. Model (how to do) homework assignments.
6. Evaluate and return assignments promptly.
7. Confer with parents if homework assignments are neglected or are of poor quality.
8. Record homework performance under "work habits" on report cards.

Parent

1. Accept homework as an important part of their child's education.
2. Become involved in and informed about what their child is studying.

3. Enrich their child's learning through your support and encouragement,
4. Provide a specific homework time and place that promotes good study habits.
5. Encourage their child to be responsible for the completion of homework carefully, thoughtfully, and on time, assisting when needed.
6. Communicate with teacher regarding homework issues.

Student

1. Become responsible for homework assignments.
2. Be sure to understand the assignment before leaving school.
3. Set aside a homework time and place.
4. Do their best on each assignment and hand it in when it is due.

Approved 5-2-05

Reviewed, revised and updated: June 20, 2018

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of a team of professional staff to include Principal, classroom teacher and school psychologist, and using a variety of data including the Lights Retention Scale, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

SOURCE: MASC

Updated: March 21, 2018

GRADUATION REQUIREMENTS

In order to graduate from Auburn High School, a student must have earned at least 110 credits. Course requirements are the following:

- Four full-year English courses
- Four years of Mathematics (Algebra, Geometry, Algebra II or the equivalent but if this three year sequence) Three years of lab-based Science which may include biology
- Three years of History/Social Science, including U.S. World History and World History
- Two years of the same Foreign Language
- One year of the Arts

Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses. For the total number of credits required please see the high school Program of Studies or Student Handbook.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Auburn High School.

SOURCE: MASC APPROVED: 2016

Reviewed, revised and updated: December 6, 2017

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made on a regular basis and reported to the Committee by the Superintendent.

Reviewed, revised and updated: May 2, 2018

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: JRA, Student Records

SOURCE: MASC February 2018

First Reading: September 19, 2018

Second Reading: October 3, 2018

Approved: October 3, 2018

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

SOURCE: MASC

Reviewed, revised and updated: May 2, 2018

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools. While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging art work that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action. Additionally, students and teachers shall have the right to refuse, for any reason of conscience, to participate in or attend any activities or programs which include material which they may deem contrary to personal beliefs.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

Reviewed, revised and updated: May 2, 2018

ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

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

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

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

Therapy Dogs

I. Introduction

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

II. Definitions

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

A handler is a school district staff member who has been individually trained and evaluated to provide animal-assisted activities, animal-assisted therapy, and animal-assisted interactions within a school or other facility. The handler will assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

The Superintendent shall approve and designate a handler.

III. Standards and Procedures

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

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

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

IV. Rules While on School District Property

- a) Identification: While on School District property, the therapy dog will be clearly distinguished as a therapy dog and will wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog.

- b) Control: A therapy dog is required to remain with the handler, and the handler must have control of the therapy dog at all times while on School District property.
- c) Supervision and Care: The handler shall be solely responsible for the supervision and humane care of the therapy dog, including feeding, exercising and cleaning up after the therapy dog, while on School District property. The School District is not responsible for providing any care or supervision to the therapy dog.
- d) Authorized Area(s): The handler shall ensure that the therapy dog has access to only such areas of the school buildings or property that have been authorized by the Superintendent.
- e) Allergies and Aversions: The handler will remove the therapy dog to a separate area in such instances where a student or school employee who has allergies or an aversion to dogs is present.
- f) Exclusion or Removal: A therapy dog may be excluded or removed from School District property if a Principal determines that (1) the handler does not have control of the therapy dog; (2) the therapy dog presents a direct and immediate threat to others in the school; (3) the therapy dog's presence otherwise interferes with the educational program of the District. The handler shall immediately remove the therapy dog from school property when instructed to do so by a Principal or the Superintendent.

V. Rules and Regulations

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

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

First Reading: March 7, 2011
Second Reading: March 21, 2011
Approved: March 21, 2011

Reviewed, revised and updated: February 26, 2020

EVERY STUDENT SUCCEEDS ACT (ESSA) 2015

The Auburn Public Schools makes every effort to comply with the regulations and requirements of the 2015 Every Student Succeeds Act (ESSA) Federal Legislations. This legislation requires school district personnel to notify parents of the variety of issues regarding their children's education. Among them is to notify parents of students attending Title I schools of their right to know about the qualifications of the teachers and instructional assistants who work with their children.

In a Title I school, parents have the right to know the professional qualifications of a classroom teacher who instructs their children. ESSA allows parents to ask for certain information about a student's classroom teacher and requires that the district provide the parents with the requested information in a timely manner if a parent asks for it. Specifically, parents have the right to ask for the following information about each of their children's classroom teachers in a Title I school:

- Whether the Massachusetts Department of Education has licensed, qualified, or waived the teacher for the grades and subjects that he or she teaches.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether an instructional assistant or other paraprofessionals provide services to your child, and, if they do, their qualifications.

If parents would like to receive any of this information, they must contact the principal of their children's Title I school.

SOURCE: MASC

LEGAL REF: PL 114-95

Updated: March 21, 2018

TITLE 1 SUPPLEMENT, NOT SUPPLANT REQUIREMENT

Title I Supplement, Not Supplant Requirement

Title I funds may not take the place of (supplant) public education services that are to be provided to all students. The following guidelines will assist the school system in demonstrating that it uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in the Title I program.

The curriculum used in the Title I support is based on the Massachusetts Curriculum Frameworks in the respective discipline and at the specific grade level. ELL students and students with disabilities have equal access to Title I services.

Procedure for Dissemination

The Title 1 Director will disseminate this written policy and procedure to all building administrators in Title 1 buildings in the district. Following such dissemination, the Title 1 Director will meet with school administrators and all Title 1-involved staff to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures enacted to follow this policy.

Selection Criteria for Title I Services:

The following objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, school shall select those most in need from this pool to be served.

These criteria are as follows:

1. students identified as being in the "Not Meeting" or "Partially Meeting Expectations" categories in ELA and/or Math on the most recent MCAS 2.0;
2. students identified as performing below standards on assessments used in the school system; and
3. students in K, grade 1, and grade 2 performing below standards on classroom assessments, reading assessments, and/or the mathematics assessments used in the school system;

In addition to the students identified by the criteria above, and any additional school selection criteria, the following students are also eligible for Title I services:

- a student in Part C, Migrant Program,
- a student attending a local institution for neglected or delinquent children and youth,
- a student who is homeless and attending any school in the school system; and
- a special education student eligible by the criteria of the school system or the individual school.

School Selection Criteria

A school must be able to provide the school system with the student selection criteria it uses in addition to the school system's student selection criteria. These might include additional criterion-referenced tests in a particular subject, teacher developed tests, and teacher judgment for students in grades kindergarten through grade 2.

First Reading: December 19, 2012

Second Reading: January 2, 2013

Approved: January 2, 2013

Revised, Reviewed and Updated: January 23, 2019

TITLE IIA, SUPPLEMENT, NOT SUPPLANT REQUIREMENT

Title IIA Supplement, Not Supplant Requirement

Title IIA funds may not take the place of (supplant) public education services that are to be provided to all staff and/or students. The following guidelines will assist the school system in demonstrating that it uses Title IIA funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title IIA funds, be made available from non-Federal sources.

Activities supported with Title IIA funds must collectively address the needs of all subgroups of students in the District. Schools identified for support and improvement, and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title IIA aside from the mentoring and induction program.

Any professional development activities will be ones that are sustained (not stand-alone, one day or short term workshops), intensive, collaborative, job-embedded, data-driven and classroom focused.

First Reading:	December 5, 2018
Second Reading:	January 8, 2019
Approved:	January 8, 2019

TITLE IVA, SUPPLEMENT, NOT SUPPLANT REQUIREMENT

Title IVA Supplement, Not Supplant Requirement

Title IVA funds may not take the place of (supplant) public education services that are to be provided to all students. The following guidelines will assist the school system in demonstrating that it uses Title IVA funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title IVA funds, be made available from non-Federal sources.

Activities supported with Title IVA funds must collectively address the needs of all subgroups of students in the district. Schools identified for support and improvement, and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title IVA.

First Reading:	December 5, 2018
Second Reading:	January 8, 2019
Approved:	January 8, 2019

TITLE 1 PARENT INVOLVEMENT POLICY

The Auburn Public Schools are committed to providing a quality education for every child in the district. When schools and parents form strong partnerships, all children's potential for academic success improve significantly. In recognition that the parent is the child's first teacher, and that continued involvement by parents is essential for the success of the child, the Auburn Public Schools are committed to building a strong parent-school partnership. To support this strong parent-school partnership, the following policies were developed, in consultation with parents of participating Title 1 students, and to ensure that parents are involved in both planning and evaluating the program.

1. After students have been identified as eligible to receive Title 1 services, parents will be notified as to the reasons their child was selected.
2. Following the selection of the students who will receive Title 1 services and notification of their parents, the parents will be invited to attend a meeting convened to explain the program and activities provided with Title 1 funds.
3. Parents or guardians of each Title 1 child will be given the opportunity to participate in at least one annual parent-teacher conference and any additional conferences needed to ensure understanding and cooperation among the parents, students, and respective school staff.
4. The Title 1 Planning Committee will meet at least once a year at each respective school to discuss student and parent needs, evaluate the program, and plan the program for the coming year.
5. Parents will be invited to attend Curriculum Nights and PTO events during the school year.
6. In order to increase the effectiveness of parents in working with their children in the home, support will be given through parental materials when needed.

Each school will develop and submit a plan that ensures that the Title I program supplements the regular education program and serves only those students who have been identified and selected for Title I services. This plan shall include:

1. school-developed selection criteria, if any,
2. list of students identified as eligible for services,
3. list of students selected for services,
4. data supporting identification and selection,
5. student exit data for those deemed no longer in need of services, and
6. documentation that ELL and special education students are selected on the same basis as other students.

Staffing

The school system will maintain records that demonstrate that the Title I program receives staff services commensurate with the staff payment. Corroboration of records, as to what is actually taking place, will be carried out through a review of schedules and certification of the work done

Professional Development

The school system will maintain a description of the professional development provided at the system level that is funded with Title I funds. The described professional development will be aligned with the needs of the Title I students. A list of participants will be maintained.

Parental Involvement

The school system will maintain a description of the school system level and the school level parental involvement activities paid for by Title I funds. The described parental involvement activities are aligned with the needs of the Title I students and parents. A list of participants will be kept.

Revised: **December 13, 2012**

First Reading: December 19, 2012

Second Reading: January 2, 2013

Approved: January 2, 2013

TITLE 1 COMPARABILITY POLICY

In order to assure that the requirements of Title I – P.L. 107-110, No Child Left Behind Act of 2001, are met in the Auburn Public Schools, the following applies:

Comparability of Personnel

To be in compliance with the requirements of P.L. 107-110, Section 1120A (c)(2)(A), the Auburn Public Schools has established and implemented a system-wide salary schedule, and ensures that teachers, administrators, and auxiliary personnel shall be assigned to the schools in such a way that substantial equivalence of personnel is ensured among the schools.

Comparability of Materials and Supplies

To be in compliance with the requirements of P.L. 107-110, Section 1120A (c)(2)(A), the superintendent shall ensure that curriculum materials and instructional supplies distributed to the schools in such a way that substantial equivalence of such materials are ensured among the schools.

Communications with Parents

The school system shall, to the maximum extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. To the extent practicable, reports will be provided in a format and language parents understand.

Additionally, in cooperation with parents, the Auburn Public Schools' policy, plan, and compact shall be reviewed and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Approved First Reading: 10/2/06

Vote: 4-0-0

Approved Second Reading: 10/16/06

Vote: 5-0-0

Revised: December 13, 2012

First Reading: December 19, 2012

Second Reading: January 2, 2013

Approved: January 2, 2013

Auburn Public Schools