

AUBURN MIDDLE SCHOOL
Student Handbook
2023 ~ 2024



9 West Street
Auburn, MA 01501
Telephone: 508-832-7722

Statement of Non-Discrimination

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

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

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

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

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

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

Mr. Greg Walton
gwalton@auburn.k12.ma.us
508-832-7755

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AUBURN MIDDLE SCHOOL
9 West Street
Auburn, Massachusetts 01501

Phone: (508) 832-7722

Fax: (508) 832-8655

MISSION STATEMENT

Auburn Middle School is a learning community committed to the academic, social, physical, and emotional needs of our students. We provide a broad range of opportunities designed to create individual student success in a challenging, supportive, and safe environment with a focus on ownership in learning.

VISION STATEMENT

All staff at Auburn Middle School believes that every student is capable of “Striving for Excellence”. It is our guiding principle that all students can learn. We see each child as an individual who pursues special talents. A child’s safety, well-being and learning are of prime importance to us. We strive each day to educate and prepare our students to become successful and responsible adults and to meet the challenges of an ever changing world.

AUBURN MIDDLE SCHOOL CORE VALUES

We believe in:

- **S**tudent-Centered Decision Making
- **H**igh Expectations for All
- **A**ll Environments are Safe and Respectful
- **R**esponding to Needs Based on Data
- **E**quitable Opportunities for All
- **D**edicated to Continuous Improvement

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PART ONE: GENERAL INFORMATION

SCHOOL ADMINISTRATION

Superintendent

Elizabeth Chamberland, Ed.D

Assistant Superintendent for Teaching, Learning and Curriculum

Alan Keller

Auburn School Committee

Jessie Harrington, Chairperson
Meghan McCrillis, Vice Chairperson
Gail Holloway
Samantha Raphael
Brooke Wrenn

Business Manager

Mrs. Cecelia Wirzbicki

Director of Pupil Services

Mr. Gregory Walton

Principal

Gregg J. Desto

Assistant Principal

Matthew B. Carlson

Guidance Counselors

Sherri-Ann Hughes Watson
Kim Sicurella
Jamie Nikopoulos

School Nurse

Kaitlin Sparks

PART TWO: DAILY OPERATIONS

School Time and Schedule

School is in session daily from 7:40 am – 2:15 pm

- Students may not enter the building before 7:30 am and it is suggested they wear a mask upon entering.
- The nurse/office will provide an appropriate mask should students arrive without one.
- All students must report directly to their homeroom class at 7:40 where attendance will be taken.
- Any student arriving after this time must report to the Main Office. Students will be directed to the appropriate class from here.
- The first class of the day will begin at 7:54

Student Drop-Off

Parents who drive their children to school should enter the school parking lot on West Street and follow the arrows to the rear drop off area. Pull all the way forward in the parent drop off area before dropping your child off.

Visitors to the Office

We invite you to enter our building by the front door. The administrative secretary will greet you and ask you to remain in the vestibule. At this time, parent volunteers and visitors to the building are prohibited unless you have an appointment to speak with someone.

Cancellations and Delays

School cancellations and delayed openings will be announced on the following television stations:

- Channel 4 (WBZ) Channel 5 (WCVB)
- Channel 7 (WHDH) Channel 25 (Fox)

The School District also utilizes an automated calling system which alerts parents to cancellations, delays, and other important announcements. All parents will have the opportunity to provide information to be included in this system.

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

In the case of a two hour delay, students are allowed to enter the building at 9:30am.

Early Dismissal

Parents, please review with your child the procedures you want them to follow in case of an unexpected dismissal. There is always the potential of a heating failure, frozen water pipes, or some other such "emergency" that would require the school to dismiss students early. It is possible you may not hear the early dismissal announcement, so take some time with your child to develop an emergency plan. It may save a great deal of worry and concern later. Have the plan in place so we can all feel secure about safety precautions for our children. Thank you.

SAFETY during COVID-19: social distancing will be encouraged during an emergency situation but school personnel will follow all emergency protocols to keep the students as safe as possible.

Fire Drills/Evacuations

During a fire drill, students are to follow instructions from our teachers. Everyone must leave the building quickly and quietly according to the instructions posted on the front wall of each classroom. Students should report to their appropriate class location and stand quietly in a single line. In the event of a fire drill during passing between classes, the student should proceed outside and report to his/her last teacher before the alarm sounded. Any student who cannot find their teacher should report to a fire drill administrator for check in.

Hard and Soft Lockdown Drills

Periodically, the Auburn Safety Team will call for a "Hard" or "Soft" Lockdown Drill at school. No one is allowed "In" or "Out" of the building during these exercises.

Auburn Public schools use the ALICE protocol in the case of a hard lockdown. All students grades 6-8 are trained in this protocol and will be given practical instruction annually in physical education class in conjunction with the Auburn Police Department.

PART THREE: ATTENDANCE POLICIES

The Auburn Public School District believes that a student's presence, as well as his/her active participation in class, is critical to academic success. Regular school attendance is linked to higher graduation rates and lower drop-out rates. Students need to be in the classroom to benefit from teacher instruction and from interactions and exchanges of ideas with peers. According to Massachusetts General Law Chapter 76, Sec. 2 and chapter 76, Sec 4, parents/guardians are responsible for their child's attendance, and that absences may not exceed 7 full-day sessions or 14 half-day sessions in any 6 month period (M.G.L C 76, S1.) A student who is not present for at least half of the day is considered absent (M.G.L C 72, S 8.) Parents do not have the option of keeping a student out of school for other than the excusable reasons. While there is no substitute for the direct instruction that students miss as a result of not being in attendance during the school day, the district understands that sometimes it is necessary for a parent/guardian to take their child out of school due to unavoidable circumstances. The following absences are defined as excused absences:

- Illness covered by a physician's note
- COVID-19 absence due to a positive test or mandated quarantine
- Death in the family
- Observance of religious holidays
- Mandated court appearances

Extended illness should be reported to the school nurse. Any other absence would be considered unexcused and subject to review by a building administrator. Parents may be required to meet with the building administrator to discuss absences. Students must be in attendance before 11:10 or dismissed after 11:10 for attendance to count as a full day of school. The district requires parents/guardians to call their child's school promptly if their child will be absent. When a student is absent and contact has not been made, the school will make reasonable efforts to notify the student's parent/guardian. Therefore, it is important that parents/guardians provide their current contact information to ensure the proper notification can be made. If you have a change in address or telephone number, please provide this to the Main Office at your child's school. In some cases, chronic absenteeism may also lead to academic failure and retention of the student.

****In the event of absence, please contact the school office (508) 832-7722 at AMS by 8:00 am. If the school is not notified, the nurse will call home or work to verify your child's absence.***

Parents are expected to call the school in the event of his/her child's absence.

The middle school Administration strongly discourages families from planning vacations that conflict with the regular school calendar. Absences due to vacations will be deemed unexcused.

Tardiness

A student is deemed tardy if they miss attendance in their first period class. When a student arrives late for school, regardless of time, he/she is expected to report to the office for a tardy slip. If a student is tardy to a class other than the first block class, the classroom teacher will discipline the student. (A student not in his/her classroom at the start of class is considered tardy.) A student who is tardy for more than 1/2 a class will be considered absent from the class. Students who are tardy to school or class more than 4 times in a trimester will be reported to the Assistant Principal.

Dismissals

A student may be dismissed only when a written request is received from a parent or legal guardian. He/she should bring the note to the office upon arriving at school. The note should include the date and the time of dismissal.

In the event of sudden illness, injury or other extenuating circumstance requiring dismissal during the school day, students can only be dismissed after the parent/guardian has spoken to the nurse and/or main office personnel. If a student contacts his/her parent/guardian via cell phone to request dismissal, we ask that parents/guardians please

contact the nurse or the main office before coming to the school. Once at the school, parents/guardians will need to come to the office to sign their child out - this is the best way to ensure the safety of our students.

We understand that with hectic schedules it is sometimes necessary to schedule appointments during school time. We will continue to excuse dismissals of a medical nature as long as documentation of the appointment is supplied to the school. All other dismissals are considered unexcused.

Student attendance is very important. We ask that you make every effort to have your child in school on time and remain in school until 2:15 p.m. This will make it possible for us to ensure that your child is safe and to also guarantee that Auburn Middle School is providing him/her with the best possible education.

Anyone dismissing a student from school will need to present a valid ID and be on the student's list for pick up. Please add anyone to your list when your student returns the forms they bring home during the first week of school.

PART FOUR: ACADEMIC PROGRAMS AND REQUIREMENTS

Grade Point Equivalents

A+ =	97-100	C+ =	77-79
A =	93-96	C =	73-76
A- =	90-92	C- =	70-72
B+ =	87-89	D+ =	67-69
B =	83-86	D =	65-66
B- =	80-82	F =	0 - 64

Homework Policy

Auburn Middle School subscribes to the concept that homework is an integral part of the educational process in all disciplines. Students can maximize the learning process by reviewing lessons and completing homework assignments. The expectations of home study are department- and teacher-specific.

Teachers will collaborate with one another to ensure meaningful homework averages 60 minutes per night across the curriculum. With long-term planning, teachers, through discussion, will balance occasional projects.

No homework will be assigned during school vacations. For out-of-school vacations, students will not receive assigned work prior to, but will be responsible for completing missing work within a reasonable time frame.

During an illness, students are responsible for completing missing work within a reasonable time frame. For extenuating circumstances, time frames will be extended after discussions between teachers, parents/guardians, and students.

Assignments will be available using the Auburn Middle School online student information system.

Retention and Summer School

Students must pass all core courses in order to earn promotion to the next grade level. A student may attend summer school for the failure of up to two core courses. If a student attends summer school due to failure during the year, he/she must attend every day and earn a grade of 70 or above in order to be promoted to the next grade.

Students who fail multiple unified arts courses will be subject to review by the administration before promotion is recommended. Retention of a student will be at the discretion of the principal in consultation with the parent/guardian.

PART FIVE: STUDENT SERVICES

Health Services

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

Body Mass Index Measurement (BMI)

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

Medication Policy

1. At Auburn Middle School, the school nurse will supervise the administration of medication in school. The school nurse must be notified by the student and/or parent/guardian of the need for administration of medication in school. A permission slip is sent home to parent/guardian with the student, or if appropriate, mailed.
2. A medication order from a physician must be provided to the nurse. A telephone order by the physician must be followed within three days by a written order. A properly labeled pharmacy bottle may be used in place of a written physician's order if the medication is to be taken for less than ten school days.
3. The parent/guardian or responsible student may bring the medication to school in a properly labeled pharmacy bottle. All medications will be kept in a locked cabinet in the clinic.
4. The nurse reserves the right to refuse to give any medication where, in her judgment, she does not have adequate information to safely administer the medication.
5. If the student does not arrive at the clinic within 30 minutes of the time the medication is to be administered, a reasonable effort will be made to locate the student and administer the prescribed medication.
6. Documentation of the administration of medication will be made on a daily medication log.
7. Over-the-counter medications must be taken in the Nurse's Office. The student is responsible for bringing the medication in the original bottle or package, storing it in the locked closet in the clinic, and self-administering it as needed.
8. Parents should notify the school nurse of any hospitalization for illness or surgery. A note from the doctor will be necessary to return to school so that follow-up care can be provided as necessary.

Managing the care of students with athletic concussions – please see page 11 for more information regarding sports and concussions.

Guidance Services

Staff: Mrs. Sherri Watson, Guidance Department Head
Mrs. Kim Sicurella
Ms. Lindsay Ryan

Students may request to see their guidance counselor by leaving a note with the guidance secretary, requesting an appointment. Students may NOT go to the guidance counselor's office during school hours without a pass from the office.

PART SIX: STUDENT LIFE

Personal Responsibility Statement

It is the students' and parents' responsibility:

- To treat members of the school community with respect
- To help make the school a safe place for all
- To ensure proper care and security of all personal and school property
- To help keep the school a clean and pleasant place for everyone
- To express yourself in a manner that will not cause disruption, disturbance, or embarrassment to others
- To meet all of your academic obligations to the very best of your abilities
- To know and understand individual classroom and school-wide discipline policies and to avoid behaviors which would be deliberate violations of these behavioral expectations
- To inform school authorities about potential threats to school safety or security

Student Activities

Participation in the Auburn Middle School Interscholastic Athletic and Student Activity Program is a privilege available to all students. While physical skills and demonstrated ability are the primary consideration in determining team and club membership, it is also important to realize that a school must be represented by students who are responsible citizens, satisfactory scholars, and trained and conditioned participants willing to abide by prescribed regulations and standards. This privilege carries with it serious personal commitments and responsibilities to the school, faculty, student body and the Auburn community.

The Auburn student athlete is a highly motivated, well-mannered, neat in appearance, conscientious, and courteous individual. It is our intention not only to be competitive, but also to present an outstanding image of our school and student athletes to our opponents, our fans, our own students, as well as the students of other schools we compete against. We will, at all times, exhibit the highest form of sportsmanship, a symbol of Auburn's pride and commitment.

Extracurricular Activities

Students who attend Auburn Middle School are encouraged to participate in school activities. It has been found that the more students become involved with their school, the more successful they will become in school.

Art Club	Jazz Band
Band	Math Team
Boys Basketball	National Junior Honor Society
Boys Cross Country	Newspaper
Cheerleading	VEX Robotics
Field Hockey	Select Choir
Football	Ski Club
Girls Basketball	Student Council
Girls Cross Country	The Book Was Better
Great Books	Virtual Middle School
Ice Hockey	Young Engineers
Rockets to Rockets	NaNoWriMo
AMS Play	Intramural Sports
Games Club	Yearbook
Spanish Club	Lego Robotics

Code of Ethics for participation in extracurricular activities:

Students must demonstrate the following qualities:

Respect, responsibility, trustworthiness, fairness, caring, and citizenship. Students will also: take criticism willingly and accept recommendations graciously; consistently exemplify desirable qualities of behavior; uphold principles of morality and ethics; cooperate by complying with the AMS Code of Conduct; demonstrate the highest standards of honesty and reliability; regularly show courtesy, concern, and respect for others; exemplifies self-discipline; never discriminate nor harasses another student or staff member as defined in the Student Handbook.

Managing the Care of Students With Athletic Concussions

Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation over 50% of high school football athletes did not report their injury to a parent, coach, or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however, only occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also following the injury the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression.

Most athletes who sustain a concussion can fully recover as long as the brain had time to heal before sustaining another hit; but relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity of concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes that return to play too soon, before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored sporting event.

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.
2. Then a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury.

Concussion is one of the most complex injuries faced by medical professional as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury occurs in absence of structural changes in brain tissue, generally making traditional neuro-diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.

3. Engage the injured athlete in battery of tests that include a combination of self-report symptoms, balance, and neurocognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play.

Unexcused Absences/Suspensions

Students will **not** be allowed to participate in an extracurricular activity on the same day they are absent from school and students must be in good academic standing. This applies to dances, athletic events, or any other school-sponsored event. Students who have been suspended from school are **not** permitted on school grounds for the duration of their suspension. Students who are suspended may not participate in any extracurricular activities for the duration of their suspension.

PART SEVEN: DISCIPLINE POLICIES

Auburn Middle School is committed to maintaining safe, participatory, and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish systems of support for students' social/emotional and behavioral needs. This includes maintaining and communicating high expectations, creating consistent and predictable classroom routines, providing consistent supervision, teaching social/emotional competencies, and fostering positive relationships among all members of the school community. These principles will guide the application of educational equity, inclusion, cultural competence, and culturally responsive teaching to the classroom and the culture of the school.

Our commitment to restorative practices aim to prevent inappropriate student behavior but also provide specific strategies for creating a welcoming, caring, respectful, and identity-safe space for authentic student engagement and learning. We are dedicated to a proactive, positive, and instructional approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process the response should minimize the impact of the incident, repair harm, and address the needs underlying student behaviors. All disciplinary responses will be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. Suspensions and expulsions will be used only as a disciplinary measure of last resort to minimize the amount of time that students spend out of the classroom.

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

As it is impossible for any set of rules to make specific reference to all offenses, the principal has the discretion to interpret the following rules and to extend their application in a manner consistent with their intent. The principal has a legal duty to protect the safety of the student and staff personnel and to maintain good order. Therefore, the principal and those designated by him reserve the right to take such actions as may be necessary to accomplish these ends.

The following is a list of possible interventions that may be used to correct student behavior.

Classroom Responses May Include:

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

School-Based Responses May Include:

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

In-School Suspension:

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

Short-Term Out-of-School Suspension:

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

- Student and their family will be required to attend a re-entry meeting at the culmination of the suspension and a safety/support plan will be implemented as appropriate

Long-Term Out-of-School Suspension:

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

Exclusion or Expulsion:

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

Progressive Discipline

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

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

AMS Discipline Matrix: 2023-2024

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

Alcohol & Controlled or Illegal Substances <i>Possession</i>			✓	✓	✓	✓
<i>Use on School Grounds</i>			✓	✓	✓	✓
<i>Distribution</i>			✓	✓	✓	✓
Dress Code Violation		✓				
Fighting/Physical Aggression				✓	✓	✓
Forgery		✓	✓			
Gambling		✓	✓			
Inappropriate Physical Contact/Excessive Horseplay	✓	✓	✓	✓		
Inappropriate Sexual Conduct		✓	✓	✓	✓	✓
Insubordination	✓	✓	✓			
Malicious Harassment, Bullying or Hazing		✓	✓	✓	✓	✓
Phone/Personal Tech Use Violation	✓	✓				
Possession of an Incendiary Device or Combustibles		✓	✓	✓	✓	✓
Possession of a Toy Weapon		✓	✓	✓	✓	✓

Possession of a Dangerous Weapon					✓	✓
Recording Students or Staff Without Their Consent		✓	✓	✓		
Theft		✓	✓	✓		
Threat/Intimidation (Verbal or Electronic)		✓	✓	✓	✓	✓
Threat to School Community		✓	✓	✓	✓	✓
Truancy/Leaving School Grounds Without Permission		✓	✓			
Unauthorized Sale of Items		✓				
Violation of Acceptable Use Policy		✓				

Behavior expectations in the cafeteria and at lunch

- *Students are to wait in line for the purchase of food and beverages and not cut in front of others.*
- *All food must be eaten at tables.*
- *Good Manners should be used at all times.*
- *Students are not permitted to leave the cafeteria for lunch.*
- *Students are expected to take trays, dishes, bottles and papers to the disposal and recycling bins and to leave their tables clean of any trash or debris.*
- *Students are to remain in the cafeteria until dismissed by the administrator or teacher in charge.*
- *Violation of cafeteria policy will result in detention or suspension.*

General Disruption of School Assembly Any activity that disrupts school including, but not limited to, any verbal or written abuse of student, teacher, administrator, or other school personnel, and is not listed on the Student Management Code may be punished with detentions, out-of school suspension up to expulsion at the discretion of the principal or his designee.

Student Discipline Issues and Appeals

When there is a question or concern regarding students and discipline issues, the Assistant Principal should be contacted first. If there is still an unresolved issue, parents can contact the Principal for a meeting. Students have the right to appeal imposed consequences to the next higher level of administration. If the matter is still not resolved, he/she may appeal to the office of the Superintendent of Schools.

THE ASSISTANT PRINCIPAL WILL MAKE EVERY EFFORT TO NOTIFY PARENTS BY TELEPHONE OR EMAIL OF A STUDENT'S SUSPENSION. ALL SUSPENSIONS ARE CONFIRMED BY LETTER AS SOON AS POSSIBLE AFTER THE PENALTY IS IMPOSED. ALL MEMBERS OF OUR SCHOOL COMMUNITY ARE SUBJECT TO BOTH THE LAWS OF THE COMMONWEALTH AND TOWN ORDINANCES, OUR SCHOOL WILL REPORT ACTS WHICH MAY VIOLATE THE LAW TO THE POLICE, AS APPROPRIATE, AND TO THE STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION.

STUDENT MANAGEMENT ISSUES THAT REQUIRE DETAILED EXPLANATION / IMPORTANT POLICIES

After School and Evening Activities

Our school social activities and events are solely for Auburn Middle School students. The rules regarding conduct (including the drug and alcohol policy) stated in the handbook also apply to all after-school and evening activities.

Once a student enters the building for an evening social activity, he/she cannot leave and then return to the activity. No one may enter the social activity more than one hour after it has begun.

Special activities at the school usually end no later than 9:30 p.m. Tickets are sold in advance. Students are not permitted to invite guests to attend school events.

Students **MUST** have attended school that day to participate in any after school activity.

Bus Transportation: Rules and Regulations

1. Only students with a valid bus pass will be allowed to ride on the school bus to and from school. Bus passes will be issued at the Superintendent's office at 5 West Street.
2. It is a privilege to ride the bus to school. If you are not well behaved and courteous or if you endanger the health and safety of other students, this privilege may be taken away from you. Students may be subject to disciplinary action for behavior occurring during bus time if there was an intrinsic connection between what occurred during the school day and the off-campus misconduct.
3. For the safety of our students, please be advised that all district buses are equipped with audio and video surveillance equipment that is regularly reviewed.

The Following Rules of Behavior Are For Your Safety

1. AMS' code of conduct must be followed on your way to and from school. Failure to observe the rules or creating a dangerous situation will not be tolerated and appropriate consequences will be imposed to deter further misbehavior.
2. Remain well back from the roadway while awaiting the arrival of the bus. Refrain from throwing things or playing at a bus stop.
3. Students shall enter the bus in an orderly fashion and go directly to a seat and remain seated until the destination is reached.
4. There shall be no littering or defacing of buses.
5. No shouting, vulgar language, roughhousing or throwing things in or out of the bus.
6. Students shall keep their hands, arms and heads inside the bus. No standing on school buses while the bus is in motion.
7. Students shall be picked up and unloaded only at regularly scheduled stops.
8. All articles such as athletic equipment, books, instruments, etc. must be kept out of the aisles.
9. **PLEASE NOTE:** The emergency door must be used for emergencies only. Do not touch safety equipment on the bus.
10. It is essential that each student cooperate with the bus driver for the safety of all concerned.
11. Smoking is not permitted at any time on the bus.
12. Eating food on the bus is not permitted.
13. Alcohol or drug use is not permitted on a school bus.
14. Chapter 70, section 7B of the General Laws of Massachusetts states: "No person shall smoke or consume alcoholic beverages on a school bus while such bus is being used to transport school children."

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

Behavior at Sporting Events

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

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

Dress Code

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

- Brief or revealing clothing is not acceptable;
- Clothing that presents as a potential safety or health hazard is unacceptable;
- Clothing and accessories which promote drugs, alcohol, tobacco, violence, profanity, and gang affiliation will not be allowed;
- Footwear will be worn at all times for health and safety reasons;
- Clothing with statements or pictures of a suggestive nature should not be worn. Hats or any head apparel and/or sunglasses are not allowed while school is in session;
- Coats and hats may not be carried in the building between the start of first period and the end of the school day;
- Students may wear hooded sweatshirts, however, the hood may not be on one's head;
- Shorts and skirts may be worn to school, but must be appropriate in length (at least mid-thigh);
- Tank tops, half shirts, or any tops with straps less than 2" wide are not permitted.
- Pants are to be worn at waist/hip level so as not to expose under-garments.
- Backpacks should be stored in lockers during the school day.

Dance Policy

All dances are held exclusively for Auburn Middle School students unless otherwise advertised. Any person leaving the dance may not return.

Any students who are in violation of the dress code will be asked to alter their appearance to be in compliance with school procedure. Parents will be notified when an infraction occurs. A student who refuses to alter his/her appearance will be suspended from school for a minimum of one (1) day.

Students **MUST** have attended school that day to attend school sponsored dances.

Displaying Affection

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

Field Trips / Class Trips

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

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

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

A permission slip, signed by a parent, is required before any student is allowed to go on a trip sponsored by the school.

The principal, assistant principal, or his/her designee, reserves the right to exclude a student from participating in any field trip/class trip up to the beginning of the trip and throughout the duration of the trip if a student's behavior poses a threat to others, or if a student's discipline record indicates the student may pose a threat to the safety and enjoyment of the trip by others in attendance. A student's behavior inside and outside of school will be considered in allowing/excluding student attendance on a field / class trip.

Probation and Loss of Privileges

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

Loss of privileges may take the form of restriction from attendance at school-sponsored events held after school, such as tournaments, plays, dances, concerts, etc., or exclusion from participation in extracurricular school activities such as athletics, plays, dances, wherever held, or a combination thereof.

The Principal shall make the loss of privileges or probation specific as to length of time and to the nature of the restriction or exclusion. This notification shall be in writing.

Student Concerns Regarding Class Work

When there is a question or concern regarding students and class work, it is important that parents contact the individual teacher to discuss the situation as soon as possible. If there is no resolution at the teacher/parent level, the parents should contact the department head to discuss the situation. If an issue is still unresolved after discussing it at the departmental level, parents are urged to contact the assistant principal/principal to discuss the situation. The principal's decision is final.

Student Lockers

Lockers are the property of the school, loaned to students for their convenience. Therefore lockers may be searched for any reason. Students should have no expectation of the contents of their lockers being private. Lockers should not be banged, kicked, defaced, or otherwise damaged. Locker decorations must not be offensive or adhesive.

Students should go to their lockers only during passing times. Students are reminded not to be victimized by acts of vandalism. Lockers should be locked at all times using locks that we provide. Students are NOT allowed to bring their own locks to school. All unauthorized locks will be cut off by the custodial staff at night. Be proactive and protect your valuables. Do not bring valuable articles to school. Auburn Middle School is NOT responsible for loss of stolen articles.

K-9 Units

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

Use of Elevator

Students who need the elevator for transportation due to injury or other circumstance must get permission from the main office or the school nurse. At no time are students to be riding the elevator without permission. Failure to do so may result in detention or suspension.

Plagiarism (Penalties here cover episodes of cheating as well)

Plagiarism represents a serious form of dishonesty. Our teachers feel that it is important for you to know what plagiarism is so that you will be able to avoid it in your schoolwork. Plagiarism is the copying and/or using of the ideas, the opinions, the information, and the words of another person without acknowledging that the material is not your own. Plagiarism is deception because it leads others to believe that what you have written is your own. It is also stealing because it is using the product of someone else's work without giving the writer credit for the work.

Student Searches

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

Skateboards

Skateboards are not permitted for use during the school day. Detentions will be assigned for violations through suspension.

Thefts

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

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR SHORT-TERM SUSPENSION

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

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

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

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

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

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

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

EXPULSION

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

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

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

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES ASSAULT OF EDUCATIONAL PERSONNEL M.G.L., c. 71, §37H

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

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

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½

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

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

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

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

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

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

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

PART EIGHT: STUDENT RECORDS

A. General Provisions

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

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

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

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

No information in the student's record is available to anyone outside the school system without written permission from the eligible student and/or parent and/or guardian, unless the requesting party is listed an exception as provided by the Student Records regulations. Exceptions to the requirement of written permission include, but are not limited to, a probation officer, court order, subpoena, where health or safety requires the disclosure of student information/records or upon transfer to another school district. However, eligible students and/or their parents/guardians will generally be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, other technical school, and colleges.

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

B. Directory Information Notice

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

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

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

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

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

C. Rights Of Certain Divorced or Separated Parents

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

1. The parent has been denied visitation, or
2. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
3. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

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

Non-Custodial Parent Access: In the case of a non-custodial parent who is eligible to access the student record, i.e., does not fit any of the four (3) categories under 1 - 3 above, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the principal and/or his/her designee shall immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth under 1 - 3 above.

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

D. Amending Your Child's Record

1. A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.
2. A parent has the right to request in writing, deletion or correction of any information contained in the student's record, except for information which was inserted into that record by the TEAM. Such information inserted by

the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

- i. If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
- ii. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
- iii. If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
- iv. If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09(4).

3. Notice On Transfer To Other Schools

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

4. Destruction of Records

- i. Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates or withdraws from the school system. When the student transfers, graduates, or withdraws from school, and if in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this notice in the handbook, will be provided to the student or his parent/guardian of such destruction.
- ii. In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any notes from the Parent/Guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them, rather than be destroyed. No additional notice, other than this notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

5. Display/Publication of Student Work

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

District will assume that this publication/display of the student work is acceptable to the parent/guardian.

6. Complaint Procedure

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

Family Policy Compliance Office
U.S. Department of Education

PART NINE: STUDENT WITH DISABILITIES/SPECIAL NEEDS

Students Identified As Having Special Needs

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

Is the misconduct the result of failure to implement the student's IEP? And

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

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

PART TEN: NON-DISCRIMINATION POLICY AND PROHIBITION AGAINST SEXUAL HARASSMENT - STUDENTS

I. Introduction

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

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

Harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as race, color, national origin, sex, sexual orientation, law. For purposes of this policy, "school" includes

school – sponsored events, trips, sports events, and similar events connected with school or employment. Further, any retaliation against any individual who has cooperated with an investigation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is similarly unlawful and will not be tolerated.

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

II. Definition of Discrimination and Harassment

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

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

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.

Procedures

1. Informal Resolution of Discrimination and Harassment Complaints:

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

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

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

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

2. Formal Resolution of Discrimination and Harassment Concerns:

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

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

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

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

If no satisfactory resolution can be reached through either the informal or formal resolution procedures detailed above the student or employee has the right to take the complaint to an appropriate state or federal agency. Moreover, it should be noted that using the Auburn Public School's complaint process does not prohibit you from filing a complaint with these agencies. For students, complaints may be taken to the:

Office for Civil Rights,
John W. McCormack Building,
Post Office and Court House,
Boston, MA 02109-4557

PART ELEVEN: BULLYING

File: JICFB

BULLYING PREVENTION

The Auburn Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

“Bullying” is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- hard wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations

outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Auburn Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Auburn School District if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school

Prevention and Intervention Plan

The Superintendent and/or her/his designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee. Failure to make such report in a timely manner may result in progressive discipline up to and including suspension or dismissal

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The Auburn Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Auburn Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.:

Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

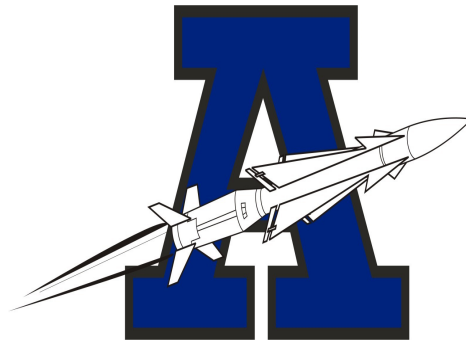
Title IX of the Education Amendments of 1972

603 CMR 26.00
MGL 71:37O
MGL 265:43, 43A
MGL 268:13B
MGL 269:14A

CROSS REFS.:

AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline Regulations

First Reading: November 1, 2010
Second Reading: November 15, 2010
Approved: November 15, 2010



AUBURN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan July 2022

Statement of Non-Discrimination

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

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

Mr. Alan Keller

akeller@auburn.k12.ma.us

508-832-7755

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

Mr. Alan Keller

akeller@auburn.k12.ma.us

508-832-7755

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

Mr. Greg Walton

gwalton@auburn.k12.ma.us

508-832-7755

INTRODUCTION

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

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

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

PROHIBITION AGAINST BULLYING AND RETALIATION

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

Acts of bullying, which include cyberbullying, are prohibited:

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

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

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

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

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

I. LEADERSHIP

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

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Auburn Public Schools Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. This process included an in-depth review and revision of the draft Plan followed by a period of public comment prior to adoption by the APS School Committee. In order to effectively address this societal issue, all constituents, including students, staff, parents, guardians and community members alike, must be actively engaged and committed to the maintenance of environments that are free from discrimination, harassment and bullying of any kind and instead characterized by tolerance and respect. We invited all interested community members to provide public comment relative to the proposed plan before adoption via our website. The Plan was carefully reviewed by a subcommittee of students, teachers, administrators, parents/guardians, and community members along with the Auburn Public Schools Leadership Team, the Bullying Prevention and Intervention Subcommittee and each building principal shared it with its School Council.
- B. Assessing needs and resources. The Auburn Public Schools’ Bullying Prevention and Intervention Plan is our system’s blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The Plan includes the following actions to ensure the Plan remains current, includes a system for monitoring bullying within each of the schools, surveys families and students to assess school climate and the prevalence, nature and severity of bullying in our schools. Included in the Plan will be opportunities for training, a review of available data on bullying and behavioral incidents; and assess available resources including

curricula, training programs, and behavioral health services.

- a. At least once every four years the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.
- b. a yearly survey of students, on school climate and school safety issues;
- c. collection and analysis of building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses).
- d. data related to bullying in the Auburn Public Schools will be reported to DESE on a yearly basis. Data collection will include:
 - i. the number of reported allegations of bullying or retaliation;
 - ii. the number and nature of substantiated incidents of bullying and retaliation;
 - iii. the number of students disciplined for engaging in bullying or retaliation
 - iv. other information required by the Department.

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

C. Planning and oversight.

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

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

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

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

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

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

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

D. Developing priority statements

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

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

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or

retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Auburn Public School District's ongoing professional development plan will reflect the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

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

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

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

- maintaining a safe and caring classroom for all students.
- promoting and modeling the use of respectful language;
- using positive behavioral intervention strategies (PBIS);
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- fostering an understanding of and respect for diversity and difference;

- building relationships and communicating with families;
- constructively managing classroom behaviors; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.
- applying constructive disciplinary practices;

C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct. The Bullying Prevention-Intervention Plan will be posted to the District’s website.

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

III. ACCESS TO RESOURCES AND SERVICES

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

A. Identifying resources. School counselors, together with building administrators, will work to identify the school’s capacity to provide counseling, case management and other services for these students (targets, student aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. Currently, at the elementary schools, Second Step and Steps to Respect, both research based programs, are implemented. In addition, the Positive Behavior Intervention System (PBIS) is embedded in grades K-8 of the Auburn Public Schools and Restorative Justice Practices at Auburn High School.

B. Counseling and other services. School counselors, school social workers, nurses, school psychologists and special educators provide a variety of skill-based services to students within the education setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students’ academic, emotional and behavioral concerns as collaboratively as possible. School counselors and school social workers maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school social workers, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skills weaknesses. In addition, school counselors, school social workers, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops

and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- One-on-one and small group counseling
- Case management services
- Crisis intervention
- Facilitating classroom meetings to resolve problems
- Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning from one district school to the next
- Parent guidance
- Behavioral plan development
- Classroom observations
- Teacher consultation

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

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services. The Auburn Public Schools has established a referral protocol for referring students and families to outside services, most notably Auburn Youth and Family Services. School counselors and other specialists will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

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

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

Specific Bullying Prevention Approaches: Bullying prevention curricula is informed by current research

which, among other things, may emphasize the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance and its effects on other students;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula.

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

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

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

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

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

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report

immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,² a voicemail box, a dedicated mailing address, and an email address.

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

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

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

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

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

² See Appendix A for Incident Reporting Form.

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

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

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

2. **Obligations to Notify Others**

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Teaching Appropriate Behavior Through Skills-building

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

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

2. Taking Disciplinary Action

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

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

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

3. Promoting Safety for the Target and Others

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

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

F. Responding to a Report of Bullying by School Staff

As is the case with reports of students bullying others, if any allegations are made, by a student, against a staff member, all the above procedures/guidelines will be strictly adhered to. The appropriate parties will be notified, a thorough investigation will be conducted, parents/ guardians will be notified, a

determination will be made, and an appropriate response will be developed. In keeping with the procedures outlined above when a student is alleged to have bullied another, all parties involved in the reporting and investigation of an alleged instance of bullying by a staff member must be truthful. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action, up to and including suspension and termination.

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

VI. COLLABORATION WITH FAMILIES

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

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

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

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

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

Retaliation against a person who reports bullying, provides information during an investigation of

bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. _____ PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section 370 of Chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department’s problem resolution system and the process for seeking assistance of filing a claim through the problem resolution system. The information will be made available on both hard copy and electronic formats.

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

IX. _____ DEFINITIONS

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

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

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

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

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

X. _____ RELATIONSHIP TO OTHER LAWS

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

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

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

Auburn Public Schools Bullying Incident Form (hard copy)

Please complete this form to report a bullying incident

*Required

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

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

2. Date of Incident* _____

3. Time of Incident* _____

4. Location of Incident* (mark only one)

Auburn High School

Auburn Middle School

Swanson Road Intermediate School

Bryn Mawr Elementary School

Pakachoag Elementary School

Preschool

Online

Outside of School

5. Incident Description*

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

YES

NO

NOT SURE

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

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

YES

NO

NOT SURE

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

YES

NO

NOT SURE

Victim Information

10. Name: * _____

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

Male

Female

Nonbinary

Prefer not to say

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

Aggressor Information

13. Aggressor's Name: _____

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

Male Female Nonbinary Prefer not to say

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

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

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

If you would like direct follow-up, regarding report resolution, we recommend submitting (at least) your first name and an email or phone number where you can be reached.

16. Name: _____

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

- Student
- Parent/Guardian
- Employee
- Auburn Resident
- Non-Auburn Resident

18. Email Address (optional): _____

19. Phone Number (optional): _____

20. Additional Information(optional):

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

Investigation

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

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

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

4. Please enter pertinent interview information from the aggressor:

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

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

7. Please enter pertinent interview information from the target:

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

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

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

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

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

Yes No

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

Yes No

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

Conclusions from the Investigation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PART TWELVE: DISTRICT-WIDE POLICIES

Auburn Public Schools

File: IJNDB-B

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: **July 7, 2017**

BEHAVIORAL AND EMOTIONAL SCREENING OF STUDENTS

In an ongoing effort to support students in the Auburn Public Schools and in concert with the Massachusetts Department of Elementary and Secondary Education's (DESE) *2018 Heartstrategy for Safe and Supportive Schools*, we are working to promote systems and strategies that foster safe, positive, healthy, culturally-responsive and inclusive learning environments that address students' varied needs and improve educational outcomes for all. DESE's areas of focus through this initiative include: 1) School climate and culture; 2) Social and emotional learning competencies; 3) Health, Wellness and Safety; and 4) Family and Community Engagement.

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

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

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Auburn School Committee and the Auburn Public Schools are committed to maintaining an educational and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Auburn Public Schools.

Auburn Public Schools does not exclude from participation, deny the benefits of the Auburn Public Schools, or otherwise discriminate against individuals on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.

- 5.—Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on human relations.
6. Initiating a process of reviewing policies and practices of the school system in order to achieve the objectives of this statement.

The Auburn Public School requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil rights of any member of the school community. We recognize that discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community members to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by the policy.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

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

First Reading: April 26, 2023
Second Reading: May 17, 2023
Third Reading: June 21, 2023

Reviewed, revised, and updated: June 21, 2023

EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

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

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

SOURCE: MASC – August 2022

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

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

CROSS REF.: AC, Nondiscrimination

First Reading: November 30, 2022

Second Reading: December 14, 2022

Third Reading: January 4, 2023

Reviewed, revised, and updated: January 4, 2023

EQUAL EMPLOYMENT OPPORTUNITY

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

SOURCE: MASC August 2022

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

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

First Reading: November 30, 2022

Second Reading: December 14, 2022

Third Reading: January 4, 2023

Reviewed, revised and updated: January 4, 2023

ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

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

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the

animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

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

Therapy Dogs

I. Introduction

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

II. Definitions

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

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

The Superintendent shall approve and designate a handler.

III. Standards and Procedures

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

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

- b) **Training and Registration**: The handler shall submit proof of registration as a therapy dog handler with each therapy dog 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

Reviewed, revised and updated: December 14, 2022

COMMITMENT TO ACCOMPLISHMENT

The School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the District, the School Committee will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the District.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the District.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the District.

Every effort will be made by the School Committee, Superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability.

SOURCE: MASC – Reviewed 2022

First Reading: April 26, 2023

Second Reading: May 17, 2023

Third Reading: June 21, 2023

Reviewed, revised and updated: June 21, 2023

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be implemented and reviewed by the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with the district's Strategic Plan, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every child.
7. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council and resubmit it for approval.

SOURCE: MASC – Consolidated and Updated 2022

First Reading: May 17, 2023
Second Reading: June 21, 2023
Approved: June 21, 2023
Updated: **June 21, 2023**