

2023-2024

Auburn Public Schools

Integrated Preschool Handbook

Located at:
Auburn High School
99 Auburn Street
Auburn, MA 01501

Home of the Little Rockets

Preschool Hours:
A.M. session: 8:45 – 11:15
P.M. session: 12:15-2:45
Full-Day: 9:00-2:30

Dr. Elizabeth Chamberland, Superintendent
Mr. Alan Keller, Assistant Superintendent & Principal
Mr. Greg Walton, Director of Pupil Services

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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Чтобы перевести этот документ, пользователи Gmail должны сделать копию Документа Google и сохранить на диск. После этого вы сможете нажать «Инструменты» и «Перевести документ». Вы также можете загрузить документ в формате «docx», а затем загрузить его в свой любимый инструмент перевода.

Para traducir este documento, los usuarios de Gmail deben hacer una copia de Google Doc y guardar en Drive. Luego podrá hacer clic en "Herramientas" y "Traducir documento". También puede descargar el documento en formato "docx" y luego subirlo a su herramienta de traducción favorita.

Dear Parent/Caregiver:

Welcome to the Auburn Integrated Preschool Program housed at Auburn High School School. We are happy you have chosen the Auburn Integrated Preschool Program for your child's preschool education. The entire staff at the Preschool is excited to meet and get to know you and your child. Our goal is to offer a fun, enriching and educational start to your child's school career. We are confident that you and your child will have a positive preschool experience.

The Auburn Integrated Preschool is a high quality, engaging and caring preschool for students. Our teachers are highly skilled professionals who enjoy the work they do with our youngest students each and every day. We believe that positive relationships are at the heart of our work. Our teachers will communicate with you regularly to share the happenings in the classroom and individually when necessary to ensure your child's success in preschool. Please do not hesitate to call, email or schedule a meeting with your child's teacher or me. We will be happy to answer any questions you may have.

Our **School Handbook** is meant to be a source of vital information regarding our Integrated Preschool program. Please find the attached sign-off sheet and return it to your child's teacher within the first week of school. If you have any questions or concerns at any time please contact [Caitlin O'Neill](#) via email or at 508-832-7752.

In addition to the information presented in our handbook, you can expect to hear regularly from your child's teacher about curricula, important dates and other information. As the Preschool principal, I am happy to meet with you at any time. I also serve as the Assistant Superintendent of Schools and my office is located at 5 West Street. I can be reached via [email](#) or at 508-832-7755 ext. 2239.

I look forward to getting to know you and your child. I am confident your child will have an engaging Preschool experience that will allow him or her to learn, grow and succeed.

Thank you for your support of the Auburn Public Schools.

Sincerely,

Alan Keller

Auburn Integrated Preschool Principal
Assistant Superintendent

AUBURN PUBLIC SCHOOLS

Excellence in Education...By Putting Students First

MISSION

**Strengthening Connections through
Rigor, Relevance and Relationships**

VISION

**Our vision is to educate and prepare students for the
opportunities and challenges of a changing world.**

CORE VALUES

- **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

FACULTY & STAFF DIRECTORY

Auburn Preschool Program at Auburn High: 508 832-7711

- [Mrs. Claudia Allain](#), Extension 1096
- [Mrs. Laura Walsh](#), Extension 1008
- [Mrs. Kim Levansavich](#), Extension 1101
- [Mrs. Jillian Hakins](#), Extension 1009
- [Mrs. Cheryl Kelly](#), Extension 1102
- [Mrs. Kim Pelczarski](#), Preschool Nurse: Extension 1081

Staff is available before school and after school for Preschool calls. To report your child absent, please communicate with your child's teacher.

ADMINISTRATION AND SUPPORT STAFF:

Alan Keller	Preschool Principal
Greg Walton	Director of Pupil Services
Caitlin O'Neill	Preschool Secretary
Laura Lavin	ABA
Cassandra Leandro	ABA
Shawna McNeely	ABA
Adrianna Audete	ABA
Kelly Wong Kam	ABA
Rebecca Shoenfeldt	ABA
Sara Reid	ABA
Kim Pelczarski	Preschool Nurse
Catherine Frazier	Instructional Assistant
Linda Smith	Instructional Assistant
Sue Hynes	Instructional Assistant
Susan Faneuff	Instructional Assistant
Jackie Cetrone	Instructional Assistant
Jen Osborn	Instructional Assistant

SERVICE PROVIDERS

Samantha Spiezio	BCBA
Elizabeth Jarvis	Speech Therapist
Sarah Murphy	Occupational Therapist
Gina Roseen	Physical Therapist
Kristin Mayo	School Psychologist
Shilo Vosberg	Team Chairperson

IMPORTANT TELEPHONE NUMBERS

Auburn Preschool Program:

Claudia Allain	508-832-7711 ext. 1101
Kim Levansavich	508-832-7711 ext. 1101
Cheryl Kelly	508-832-7711 ext. 1102
Elizabeth Jarvis 2043	508-832-7711 ext.
Laura Walsh	508-832-7711 ext. 1008
Jillian Hakins	508-832-7711 ext. 1009

Central Administration Office:

Dr. Elizabeth Chamberland, Superintendent	508-832-7755 Fax-508-832-7757
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Mr. Alan Keller, Assistant Superintendent & Principal	508-832-7755
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Mr. Greg Walton, Director of Pupil Services	508-832-7752
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Bryn Mawr School:

Ms. Brooke Beverly, Principal	508-832-7733 Fax-508-832-7735
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Pakachoag School:

Mrs. Jennifer Stanick, Principal	508-832-7788 Fax-508-832-7787
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Swanson Road Intermediate School:

Dr. Susan Lopez, Principal	508-832-7744 Fax-508-832-7743
Mrs. Jessica Pitsillides, Assistant Principal	

Auburn Middle School:

Mr. Gregg Desto, Principal	508-832-7722 Fax-508-832-8655
Mr. Matthew Carlson, Assistant Principal	

Auburn High School:

Mr. Dan Delongchamp, Principal	508-832-7711 Fax-508-832-7710
Ms. Melissa LeBeaume, Assistant Principal	

Auburn Police Department:

Emergency:	911
Business:	508-832-7778

Auburn Fire Department:

Emergency:	911
Business:	508-832-7800

Auburn Public Library:

508-832-7790

PRESCHOOL HOURS

Auburn Integrated Preschool Hours

A.M. session: 8:45-11:15

P.M. session: 12:15-2:45

Full Day session: 9:00-2:30

TUITION, PAYMENT OPTIONS & FINANCIAL ASSISTANCE:

Tuition payments are due on the first of each month from September through May. A deposit of one months tuition is taken upon registration, and is credited towards tuition for June. Tuition for half-day programs is \$2,500.00 per year (\$250.00 per month). Tuition for the full-day program is \$ 5,500.00 per year (\$550 per month).

- The Auburn Preschool utilizes Unipay for tuition payments which can be found at the [Auburn Public Schools website](#) > Student and Families > Payment Portal. Please note that there is a fee for this service.
- Personal checks are also accepted and should be made payable to the [Town of Auburn](#) (please note that Auburn Town Hall charges the Preschool Program \$25.00 for checks returned because of insufficient funds, and we must pass that cost onto you). Checks may be placed in a designated envelope in the black locked mailbox to the left of the main door at the Central Office or sent directly to:

**Auburn Integrated Preschool Program
5 West Street
Auburn, MA 01501**

Please contact [Caitlin O'Neill](#) at 508-832-7752 with any questions regarding tuition or payments.

Sliding Fee: Any resident of the Town of Auburn wishing to be considered for financial assistance for enrollment in the Auburn Integrated Preschool must complete a [Financial Affidavit](#), which includes a copy of your last tax return. Once complete please submit the form to the business office, 5 West Street, for review and consideration.

ARRIVAL AND DISMISSAL AT AUBURN HIGH SCHOOL

- All Preschool students should enter the Preschool through the door identified by their classroom teacher.

- Parking at arrival and dismissal is on the right side of the main driveway and along the sidewalk curb of the upper parking lot, adjacent to the school building. This is for active pick up and drop off only.
- You **MUST** park in a **marked parking space**. Parking is **not** allowed on the field side of the main driveway.
- If your child is late arriving at school, please proceed to the Auburn High School Main Office. The Preschool classroom will be notified, and a staff member will come to the office to greet your child.
- If someone other than a parent is picking up your child, we must have written permission. Without that, we cannot release your child and will need to hear directly from a parent. We will ask for identification until we get to know the person.

EXTRA CLOTHING:

Please leave a spare set of clothes in a labeled plastic bag in your child's cubby in case of accidents or enthusiastic use of the water table. Please include a pair of underwear, a shirt, a pair of pants and socks (diapers & wipes when appropriate).

GENERAL BEHAVIOR EXPECTATIONS:

Teachers and staff act as facilitators by assisting children to solve conflicts in a positive way. Classroom rules are posted and reviewed several times each day so that children are aware of behavioral expectations. Children are encouraged to use positive communication to relay their needs and emotions. **Redirection** is a strategy used frequently to alleviate behavior issues.

Teaching staff **NEVER** use threats, derogatory remarks or physical punishment.

TOYS IN THE CLASSROOM

Please refrain from sending in toys, stuffed animals or other personal items to school with your child. Each classroom is equipped with an abundance of age-appropriate toys and materials.

WEAPONS POLICY

Real or toy weapons are not appropriate for the school environment and are not allowed on school grounds. Toy weapons are also not allowed with costumes during holiday festivities.

APPROPRIATE MANNERS

Appropriate use of manners is modeled and reinforced throughout the day. "Please," "Thank you," "Excuse me," along with using appropriate voice

volume and responding appropriately to adults and peers are just a few social skills taught. Please encourage your child to share with you and practice the manners we are working on at school.

DRESS CODE

Students are encouraged to dress age appropriately, comfortably and cleanly at all times. Clothes should not interfere with safe movement or participation in activities. Sneakers or sturdy shoes are recommended. Flip-flops are **not** allowed. We do our best to use washable paints and markers. However, clothing could become permanently soiled or stained. Please keep this in mind when you dress your child each day.

ATTENDANCE

Regular and prompt attendance is of great importance. Regular attendance has a strong correlation with student achievement. Examples of excused absences from school are: illness with a doctor's note, religious observations, court appearance, or death in the family. Students who accumulate more than nine (9) absences during the course of the school year will be reported to the Department of Elementary and Secondary Education on the "End of the Year" state report.

In the event of an absence, please contact the school nurse 508-832-7711 extension 1081 or your child's teacher.

TARDINESS

Every effort should be made to arrive at school on time. If you know in advance that your child will be tardy, please notify your teacher or the school nurse.

LATE PICK UP POLICY

Please arrive promptly to pick up your child. Picking up your child late causes anxiety for many children. If you are running late, please make every possible effort to make other arrangements for your child's pick up. Please call us should there be an emergency that may prevent you from arriving at the designated pick-up time. Families who are consistently late at pick up will be assessed a **\$5.00 per minute late fee** as staff have other obligations when preschoolers are not in session.

TRANSFER OF RECORDS/MOVING

Parents of students transferring out of the Auburn Public Schools must personally report to the Central Office to sign the necessary forms. Advance notification of the withdrawal date is necessary. Please keep the school office and clinic aware of your address and phone numbers.

CHANGES IN THE REGULAR SCHOOL DAY: DELAYS OR CANCELLATIONS

Announcements concerning Cancellations or Delays are made through the

“One Call Now Notification System” and on Worcester AM radio stations (WTAG, WORC, WWTM) and on FM stations WXLO and WSRS, beginning at 6:00 a.m. Announcements are also made on WBZ-TV. Please listen/watch carefully as a delay can be changed to a cancellation.

If there is a delay, please note there will be **no** morning Preschool. Afternoon Preschool will be held as scheduled. Full day preschool will begin based on the length of the delay. If we have a one-hour delay, the full-day preschool will begin at 10:00 a.m.

HALF DAY POLICY

On a half-day of school, there is no afternoon session of Preschool. Half day morning students dismiss at 11:15; Full day students dismiss at 11:30.

EARLY SCHOOL CLOSING

In the event of an emergency, the Superintendent may make the decision to close school early. In that rare case, the school will reach out to parents via the contact information they have provided in PowerSchool. Announcements will also be made through the same channels as detailed above in “Delays or Cancellations.”

FUNDRAISING

The annual fundraisers provide support for many programs that enrich the educational experience of each student. These programs are not funded through the regular school budget. Examples of such programs are the grade-level field trips and funding for classroom enrichment.

PRESS RELEASES/PHOTOGRAPHS

From time to time, the press may come to photograph various activities that take place at the school. Photos may be taken of your child at these activities. Please notify the teachers in writing at the beginning of the school year if you do not wish to have your child’s photograph published.

PARENT-TEACHER CONFERENCES

A late fall conference will be scheduled for all parents. In addition, parents may request a conference at any time during the year. If you wish to initiate a conference you may do so by calling, sending a note or email to your child’s preschool teacher.

PROGRESS REPORT

All students will receive a biannual progress report in January and June.

SAFETY REMINDERS

If a student is injured or becomes ill at school, we will contact the family. Children may be administered first aid, or in extreme cases, sent home or to

a hospital. Please be sure that all information on the school emergency card is current and call the office with any changes. It is necessary that we know where to reach you at all times at home and/or work. A written report is filed for every school-related accident or injury.

If the school nurse suspects that any student has been exposed to a communicable disease, the nurse will contact the parent to dismiss the student for further evaluation. Examples of communicable diseases include, but are not limited to: chicken pox, head lice, and conjunctivitis. The school nurse is available at the Auburn High Preschool Program during the hours of 8:00a.m.-3:00 p.m. at 508-832-7711, ext 1081.

EMERGENCY FORMS

You will receive an Emergency Form during registration. Please ensure that you fill this out completely and inform us during the course of the year, if any emergency information changes.

In addition to contact information, be certain to inform the school of any allergy or other medical concerns your child may have.

IMMUNIZATIONS

Under Massachusetts law (with certain exemptions), children entering the school must present a physician's certificate that the child has been immunized against diphtheria, pertussis, tetanus, measles, polio and other communicable diseases specified by the Department of Public Health. An immunization record must be completed and signed by a physician and returned to the school in order for the student to be admitted to the school.

RULES FOR ADMINISTERING MEDICINE

Medications (prescription medication, and over-the-counter medications) are typically not administered by the school nurse. We strongly encourage you to arrange a schedule that will allow you to give medication at home, although we know that this is not always possible.

In order for the school nurse to administer a medication to a student during the course of the school day, the following items are required:

Prescription medications:

1. A medication order form signed by the child's physician/health care provider.
2. A consent form signed by the parent. You will find this on the bottom of our Medication Order form.
3. The prescription container with a pharmacy label. Please ask your pharmacy to prepare a container that you may leave in the Nurses Office as well as one for home.

Over-the-Counter medications:

1. A medication order form signed by the child's physician/healthcare provider.
2. A consent form signed by the parent. You will find this on the bottom of our Medication Order form.
3. The medication in the original container. Please do not send in pills in any other container or a plastic bag.

For your convenience, a copy of the Medication Order form is available on the District website under [Health Services](#). **Please have your doctor fill this out completely.** A parent/guardian signature is required on the bottom of the form.

We require a parent or guardian to deliver medication(s) and orders to the school nurse.

If your child has emergency medications such as an Epi-Pen we will also ask for instructions from the doctor for the administration of the medication called an Allergy Action Plan.

The District will make every effort to have a school nurse administer medications during the school day. On field trips or in emergencies, the school nurses have permission from the Department of Public Health to train other staff to administer an Epi-Pen to a student with symptoms of anaphylaxis. On approved Field Trips, the school nurses also have permission to delegate some medications to staff members they have trained. Not all medications may be delegated to a staff member. Some students will also be given permission by their doctor and the school nurse to carry a prescribed medication such as an inhaler or an Epi-Pen.

CUSTODY AGREEMENTS

Please notify the school of any custodial issues, including court orders, limiting the access of a parent or other non-custodial adult, to a student enrolled at the Auburn Integrated Preschool Program. A copy of the court order should be placed in the child's cumulative folder. Please refer to Appendix D, page 61.

EMERGENCY DRILLS

Fire drills and various emergency techniques are practiced at regular intervals throughout the school year. Children are required to follow the directions posted in each room and given by the principal/teacher. They should go to the designated area in an orderly manner accompanied by their teacher.

Auburn High School has an extensive Multi-Hazard Plan that was prepared by the Principal and SAFETY TEAM in collaboration with the Auburn Police

and Fire Departments. Procedures are practiced throughout the school year. Periodically, the Auburn Safety Team will conduct “SOFT” lockdown drills at district schools. No one is allowed “In “or “Out” of the building during these important safety exercises, designed to ensure that students and staff are prepared should an emergency ever occur.

HELPING YOUR CHILD SUCCEED BY READING

Reading to your child at home is the most important way that you can help them succeed in school. It is an opportunity for every parent or guardian to be an active partner in their child's educational experience. The Auburn Public Schools recommends reading a minimum of 15 minutes per day to your child.

CLASS PLACEMENT

When making classroom placements, a variety of factors are considered, all in an effort to create heterogeneous, equitable groupings. Careful consideration is given to each placement.

SNACK

Snack time is a great opportunity for teachers to facilitate language growth and appropriate manners. A snack with milk and/or water is provided daily. Please notify the school nurse and all appropriate staff if your child has any food allergies.

LUNCH

Full-day students have a 30-minute lunch period. Full-day students may bring lunch from home or can obtain one through Food Services. Meals at school offer a tremendous value with convenience, variety, quality ingredients, and nutrition to support student learning, health and wellness. All students have access to free meals at school, including daily breakfast and lunch.

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

CELEBRATIONS/COOKING PROJECTS

Throughout the year we will have various celebrations and cooking projects. Typically, a note explaining the celebration/project with a specific item you are assigned to is sent home. Your generosity is appreciated.

FOOD ALLERGIES

We must do all we can to provide every student with a safe learning environment. Individual student's food allergies will be dealt with on an as-needed basis. At our school, prevention of allergic reactions and allergy education/safety are our primary goals. **Our preschool is completely nut free.** Items containing nuts are not allowed in the preschool.

When we have a student with a life-threatening allergy there may be a need for certain accommodations to take place in the classroom and school to keep the child as safe as possible. Depending on the needs, medical orders, and circumstances appropriate, accommodations will be administered.

DONATIONS

The Preschool will graciously accept donations. Any donation is greatly appreciated; however, we use an abundance of the following items: glue sticks, tissues, Clorox wipes, hand wipes, seasonal stickers, plastic utensils, and paper plates.

FIELD TRIPS/IN HOUSE PROGRAMS

Field trips and In House programs enhance the school programming and are closely tied to our curricular goals. Only four-year old students participate in field trips. All classes will be invited to participate in any In House programs. The Auburn MA P.T.O. sponsors many of these events. All field trips require a permission slip to be filled out by a parent/guardian. The need for chaperones will be determined before each trip. All chaperones must have an updated CORI that has been completed with the Auburn Public Schools. This is free of charge and must be completed in person at the Central Office at 5 West St. Please be sure to have a photo ID with you.

SCHOOL PICTURES

School pictures will be taken in the fall of each school year. These packages are offered at a minimal cost. Notices will be sent home prior to these sessions; participation is, of course, voluntary.

Preschool Handbook Appendix A: Bullying Prevention and Intervention Plan



**AUBURN PUBLIC SCHOOLS
Bullying Prevention and Intervention
Plan July 2022**

Statement of Non-Discrimination

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

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

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

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

Mr. Alan Keller
akeller@auburn.k12.ma.us
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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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[APPENDIX A-Bullying Incident Reporting Form](#)

[Auburn Public Schools](#)

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

[Auburn Public Schools](#)

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

I. LEADERSHIP

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

- A. [Public involvement in developing the Plan](#). As required by M.G.L. c. 71, § 37O, the Auburn Public Schools Plan has been developed in consultation with teachers, school staff, professional support

personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. This process included an in-depth review and revision of the draft Plan followed by a period of public comment prior to adoption by the APS School Committee. In order to effectively address this societal issue, all constituents, including students, staff, parents, guardians and community members alike, must be actively engaged and committed to the maintenance of environments that are free from discrimination, harassment and bullying of any kind and instead characterized by tolerance and respect. We invited all interested community members to provide public comment relative to the proposed plan before adoption via our website. The Plan was carefully reviewed by a subcommittee of students, teachers, administrators, parents/guardians, and community members along with the Auburn Public Schools Leadership Team, the Bullying Prevention and Intervention Subcommittee and each building principal shared it with its School Council.

- B. Assessing needs and resources. The Auburn Public Schools' Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The Plan includes the following actions to ensure the Plan remains current, includes a system for monitoring bullying within each of the schools, surveys families and students to assess school climate and the prevalence, nature and severity of bullying in our schools. Included in the Plan will be opportunities for training, a review of available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.
- a. at least once every four years the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.
 - b. a yearly survey of students, on school climate and school safety issues;
 - c. collection and analysis of building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses).
 - d. data related to bullying in the Auburn Public Schools will be reported to DESE on a yearly basis. Data collection will include:
 - i. the number of reported allegations of bullying or retaliation;
 - ii. the number and nature of substantiated incidents of bullying and retaliation;
 - iii. the number of students disciplined for engaging in bullying or retaliation
 - iv. other information required by the Department.

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

C. Planning and oversight.

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

As noted above, the principal is responsible for the implementation and oversight of the Plan except

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

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

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

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

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

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

- 9) leading the parent or family engagement efforts and drafting parent information materials;
- 10) reviewing and updating the Plan each year, or more frequently.

D. Developing priority statements

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

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

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

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Auburn Public School District's ongoing professional development plan will reflect the requirements under M.G.L. c. 71, § 370 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, § 370, 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.

² See Appendix A for Incident Reporting Form.

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.

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, § 370 (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:

Dear Parent/Guardian:

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

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

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

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

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

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

Expulsion: an action by the school principal, the Superintendent, or the School Committee to exclude a student from school and school functions permanently. A student may be expelled for conduct such as an assault, vandalism, hazing, or any other conduct disruptive to the education of students in the Auburn Public Schools or which threatens the safety of students, staff or visitors.

Any student expelled from the Auburn Public Schools shall not be eligible for readmission for one calendar year from the date of expulsion.

Behavioral Expectations and Consequences

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

Prohibited Items:

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

Cell phones, playing cards, laser lights, radios, CD players, walkmen/ipods, electronic games, beepers, pagers, squirt guns. If any of these items are found, they will be confiscated, and a parent/guardian will have to retrieve the item for the student.

Minimum Consequences for Certain Infractions

The following infractions shall have the indicated minimum consequence:

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

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

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

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

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

Level	Infractions	Range of Consequences
I	Possession of firearm, knife, or dangerous weapon* Possession of controlled substance* Possession of alcohol Felony Conviction* Harassment/bullying/hazing Sexual Harassment Civil Rights Violation* Assault of a student Assault of a staff member* Bomb Threat* Aggravated threats Threat to a staff member, (verbal or other) False Fire Alarm* Hazing* Chronic disruption of classroom/school*	Expulsion* Exclusion Criminal Prosecution Habitual School offender Suspension Complaint (police)

	<p>School related felony complaint*</p> <p>Stealing</p> <p>Fighting</p> <p>Destruction of school property</p> <p>Smoking/possession of tobacco products</p> <p>Possession incendiary devices (lighters, matches, bombs*, etc)</p> <p>Repetition of level II and III behaviors</p> <p>Excessive Tardiness</p>	<p>*subject to expulsion hearing</p>
II	<p>Threats</p> <p>Cheating, plagiarism, academic dishonesty</p> <p>Forgery</p> <p>Insubordination</p> <p>Violation of Acceptable Use Policy</p> <p>Violation of parking regulations</p> <p>Foul language/gestures</p> <p>Leaving school grounds without permission</p> <p>Consistent disruption of classroom/school</p> <p>Repeated violation of Code of Conduct</p> <p>Excessive Tardiness</p>	<p>Suspension</p> <p>In-School Suspension</p> <p>Suspension of privileges</p> <p>Loss of Computer privileges</p> <p>Referral (police)</p> <p>Office Detention(s)</p>
III	<p>Possession of prohibited items</p> <p>Skipping teacher detention</p> <p>Disrupting classrooms/school</p> <p>Disrespectful behavior toward a staff member</p> <p>Password violation of Acceptable Use Policy</p> <p>Cutting a class or school</p> <p>Excessive tardiness **</p> <p>Violation of Code of Conduct</p> <p>Violating teacher/classroom rules</p> <p>Food or drink outside of cafeteria</p> <p>Violation of dress code</p>	<p>Written warning</p> <p>Verbal warning</p> <p>Office referral/detention</p> <p>Teacher detention</p> <p>In-school suspension</p> <p>Out of school suspension</p>

Discipline of Students with Disabilities Receiving Special Education Services

The Auburn Public School System strictly adheres to the provisions of Public Law 105-17, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97) relevant to disciplinary action taken against a student with disabilities receiving special education services. Where the violation of school rules is such as to warrant a suspension:

1. The Principal will notify the Director of Pupil Services of the suspendable offense and a record will be kept of such notices.
2. When it is known that the suspension of a student with a disability may accumulate to more than ten days in a school year, a review of the IEP as required by the Federal Special Education Regulation (IDEA-97) will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's violation of the discipline code and his/her disability.
 - a. If the IEP team finds that the student's violation of the discipline code is related to his/her disability, or the team determines that the IEP is inappropriate, the team will develop an amended IEP.
 - b. If the student's violation of the discipline code is not related to his/her disability, or to an inappropriate IEP, a suspension may be imposed (IDEA-97, Sec.615 [k]). The team will determine a placement where the student will receive services during periods of suspension beyond ten days, which provides access to the general curriculum and addresses his/her IEP goals.
3. If a student is in possession or uses or attempts to use a weapon (U.S Code, Title 18, Sec.930 [g] [2]) in school, on school property or at a school sponsored event, or if the student knowingly possesses or uses illegal drugs (Controlled Substances Act [21 U.S.C. 812c]) or sells or solicits the sale of a controlled substance while at school, on school property or at a school sponsored event, the principal may order a change of placement for up to forty five (45) days (IDEA-97, Sec.615 [k][2]). The placement will be determined by the IEP team.
4. In cases where a student's violation of the discipline code presents a danger to other students, staff, or the student himself/herself, and the parent/guardian does not accept the proposed placement, the School Committee will immediately seek court approval to suspend or exclude the student from the Auburn school premises.
5. Any dispute regarding the IEP will be resolved through the special education dispute resolution process (IDEA-97, Sec. [k] [4-7]). If a hearing is requested, the student will stay in his/her current placement unless a court determines otherwise or the parent/guardian agrees to an alternate setting pending resolution of the dispute.

6. In the event that the student previously has been identified as a student with a disability under Section 504 and/or upon an initial 504 evaluation the 504 committee determines that the student is, or continues to be, disabled but his/her violation of school rules is not related to his/her disability, a failure to accommodate or an inappropriate or unimplemented 504 plan, regular disciplinary sanctions under the Auburn Public Schools Discipline Policy may be imposed.

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

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:
 - 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;
 - vi. The right of the parent and student to interpreter services at the hearing; and

vii.If the student may be placed on a long-term suspension following the hearing with the principal: The rights set forth under the “Procedures for Long-Term Suspension”; and
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 make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice 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.

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 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 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.
2. 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. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. 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.
5. 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.
6. 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.
7. The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notify the student and parent in writing of his/her decision, including the following information:
- i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;

- iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
- v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the 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.
 - a. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. The decision of the superintendent shall be the final decision of the school district.

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 school work as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and 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

Preschool Handbook Appendix C: Non-Discrimination and Prohibition Against Sexual Harassment

I. Introduction

The Auburn Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including

discrimination on the basis of race, color, or national origin, sex, sexual orientation, religion, disability, marital status or age, are not tolerated.

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

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

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

II. Definition of Discrimination and Harassment

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

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

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

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

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

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

Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual’s body, comments about an individual’s sexual activity, deficiencies, or prowess.
- Discussions of one’s own sexual activities or inquiries into others’ sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

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

1. Reporting Complaints of Discrimination and Harassment.

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

Discrimination Compliance and Complaint Officer. Staff members who observe incidents of harassment involving students shall report such incidents to the District's Non-Discrimination Compliance and Complaint Officer.

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

A. **General Policies**

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

B. **Procedures**

1. Informal Resolution of Discrimination and Harassment Complaints:

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

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

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

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

2. Formal Resolution of Discrimination and Harassment Concerns:

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

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

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

After completing the formal investigation of the complaint, the Director of Pupil Services shall make a decision on the complaint and shall inform the complainant and the person against whom the complaint, of the results of the investigation. If the Director of Pupil

Services finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the Director of Pupil Services will refer the matter to the Superintendent of the Auburn Public Schools and/or his or her designee for appropriate action, up to and including discipline for either the employee or the student(s) who engaged in the harassing conduct.

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

Massachusetts Commission Against Discrimination (MCAD)

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

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

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

Preschool Handbook Appendix D: Student Records

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

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

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

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

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

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

B. Directory Information Notice

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

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

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

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

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

C. Rights of Certain Divorced or Separated Parents

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

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student, and the threat is specifically noted in the order pertaining to custody or supervised visitation, or

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

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

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

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

D. Amending Your/Your Child's Record

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

2. A parent has the right to request in writing deletion or correction of any information contained in the student's record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

(a) If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

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

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

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

E. Notice On Transfer To Other Schools

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

F. Destruction of Records

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

2. In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any notes from parent/guardian or other documentation concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian 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.

G. Display/Publication of Student Work

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

Complaint procedure

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

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

Preschool Handbook Appendix E: Wellness Policy

Wellness Policy for Auburn Public Schools

Wellness Guidelines in Support of Federal Law PL 108. 265 & PL 111. 296 Section 204

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program designed to promote healthy behaviors and decision-making, and encourage lifelong behaviors of balanced nutrition, exercise, and emotional and physical well-being. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Our Goal

Increase student and school community awareness of the importance of healthy food choices and participation in daily physical activity, enabling students to make informed decisions with regard to their health and well-being.

Our Mission

Committed to providing a healthful school environment where students have access to high-quality foods, nutrition, health and physical education and activity that promotes lifelong wellness.

Wellness Committee

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) requires all local educational agencies participating in Federal Child Nutrition programs to establish and implement, for all schools under its jurisdiction, local school wellness policies that meet minimum standards designed to promote sound nutrition, student health, reduce childhood obesity, and provide transparency to the public on the school nutrition environment.

The Auburn Public School System has established a district-wide wellness team to develop, implement and promote a wellness policy through school and community involvement. It will consist of at least one (1): parent, student, nurse, school food service representative, School Committee member, school administrator, teacher, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The Superintendent will offer consultation and provide input on implementation and evaluation of the policy to ensure compliance; will assess for integration in the district curriculum and alignment with core frameworks; and will ensure that the policy supports the district strategic plan. The Wellness Committee will meet at least quarterly to review initiatives & policy updates, and make recommendations to the School Committee for review and adoption of policy revisions. The Committee will plan for implementation and evaluation of this policy annually.

Therefore, the school district will provide nutrition programs that meet USDA and MA nutrition standards. Nutrition education will be provided in all schools. Physical education and physical activities will be promoted to support lifelong health benefits from movement. And, school health education and nursing programs will enhance the overall health and well being of all students in Auburn Public Schools. All school-based activities will observe criteria contained within this policy and activities will be consistent with Auburn Public School System's Wellness Policy.

Nutrition Standards & Nutrition Programs

- All food and beverage sales on all school campuses must comply with current USDA Nutrition Standards and will utilize the most current nutrition standards for K-12. School meals follow the USDA regulations and reinforce guidelines that met lower fat, more whole grains, fruits and vegetables, and meet standards for nutrient analysis and menu plans.
- School meals should be a healthy and happy experience, with adequate time or lunch time. This allows children to consume a nutritious lunch in a relaxed atmosphere. Schools will consider scheduling recess before lunch, to enhance nutrition intakes.
- Only food purchased from the school cafeteria or lunch from home is permitted in school cafeterias. All food and beverages sold outside the school meals programs shall contain nutrition label information to inform consumers of potential allergen exposure. Specific guidance related to this section of the policy will be made available at each school.
- Opportunities will be integrated to increase Farm to School initiatives, and **Smarter Lunchroom** techniques to increase student access to locally grown foods, and increase student awareness of healthy foods offered each day.
- Promotion of school based gardens is a priority to increase student knowledge of growing nutritious foods.
- All food and beverages sold outside the school nutrition program should contain nutrition and ingredient information.
- Progressive efforts to improve student health will also recommend the addition of healthier options in school vending machines and school stores are required.
- All elementary schools will consider a schedule of recess before lunch. All schools will eliminate the sale of carbonated beverages per USDA Smart Snacks and MA Competitive Foods in Schools legislation. Any food offered at school must also comply with the SMART SNACKS Competitive Foods and MA Competitive Foods Bill of 2012.
- All food sold or made available to students must meet federal and state regulations. School staff will not utilize food and/or beverages as a reward or punishment for students, unless a specific provision is included in a student I.E.P.
- Organizations are encouraged to offer non-food for fundraisers.
- School cafeterias must be maintained in a healthful manner, with adequate ventilation, lighting and seating.
- Classroom celebrations should include a variety of healthy choices and will be limited per the approval of each school Principal.

Nutrition Education

- Integration into Curriculum will be implemented through introduction of nutrition topics into subject areas such as Math, Science, English Language Arts, Fine Arts, Social Studies, Physical Education, to educate and foster knowledge needed for lifelong health.

- Nutrition education is provided in cafeterias or District websites, and comprehensively through school nursing departments. The goal is to foster healthy weight, fitness, and the prevention of chronic diseases.
- Collaboration between the school nutrition program and academic programs will encourage activities and utilize resources in each school to promote healthy eating programs.
- All food and beverages made available on school grounds during the school day will be consistent with current USDA nutrition standards and MA Competitive food law. Emphasis will be to promote and provide high quality, nutrient dense foods. They will adhere to all food safety, local board of health and food security guidelines.
- Professional development will be provided to school nutrition staff to enhance their basic knowledge of nutrition combined with the skills training to promote healthy food preparation and guidance to share with students in order to promote healthy eating habits. Staff will provide activities and programs in each school to promote nutrition education.
- Nutrition education will also include community involvement and parent/custodial resources will be made available in an effort to reinforce messages that students are provided in school regarding healthy eating. Nutrition education will involve sharing information with the community and encourage activities that develop consistent messaging both at home and at school.

III. Physical Education

- Physical education programs will develop physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. Certified physical education teachers will teach all physical education classes.
- All Physical education will be provided in accordance with the MA Health Curriculum Frameworks and the National Standards for Physical Education (NASPE).
- All students in K – 12 including students with disabilities, special health-care needs, and alternative educational programs will participate in physical education classes.
- Specific learning goals and objectives will be guided by implementing a sequential, developmentally appropriate curriculum to implement and evaluate knowledge, motor skills and self-management.
- Physical education classes will be offered in an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge of what they learn.
- Students will be provided safe, physical and socially beneficial physical education programs that will support and sustain life-long interest in physical activity.
- Physical Education department will communicate the benefits and programs available at school to parents/ guardians and the community.
- Public Awareness campaigns will be developed to highlight the relationship between good nutrition, physical activity and the capacity of students to develop and learn.

IV. Physical Activity

- Auburn schools will encourage staff to include physical activities throughout the school day such as stretching and simple classroom exercises. Recess will be offered when weather permits and children will not be kept out of activities for discipline or to make up school assignments.
- Walk to School programs will be promoted to staff, students, and families to promote a positive life choice to increase physical activity through walking or riding bicycles rather than utilizing other forms of transportation.
- The school environment will offer opportunities to further increase their physical activity such as intramural sports, after school activities, walking clubs, fun runs, field days, etc.

VI. School Health Education

- A comprehensive program of health education will be designed to promote healthful living.
- Health classes will be offered to reinforce nutrition, a healthy lifestyle and educate students about the importance of all facets of lifestyle that impact overall health to promote healthy living and to discourage health-risk behaviors.
- Health education will be an integral part of a coordinated school-based health program. It will be consistent with the MA Health Curriculum Frameworks and National Health Education Standards. District health education curriculum standards and procedures will address both nutritional and physical education and will be delivered as part of a comprehensive school physical education or health education curriculum.
- Curriculum integration will include nutrition education, administered as a separate course and/or integrated into other subject areas.

V. Nursing Services

- School nursing programs are intended to complement and support student achievement while promoting and improving students' overall health.
- School health and nursing programs are based upon a partnership between faculty, staff, school administration, external health care providers, parents and the community.
- Communication with students and families through newsletter articles, bulletin board/poster displays assist the outreach to improve overall access to individualized student health care.
- Recommendations and outreach for student physical exams and immunizations are enforced according to the MA DPH guidelines. Annual screenings are completed each year and information is shared with parents for appropriate follow-up care. Sun safety and dental care recommendations are provided.
- Food allergen training and information is managed to support student health whether through the use of epi-pens, CPR or Choke Prevention trainings are scheduled district wide annually. Guidance on emergency care for all students and staff is provided.
- Health insurance, WIC and SNAP Benefits programs are promoted to improve student health and food security.
- Community health education and emotional health guidance is provided to coordinate appropriate health services.

VI. Other Implementation and Evaluation

- Promotion of access to USDA income eligible breakfast, lunch and any future USDA programs is an important part of student wellness. Ongoing outreach to increase participation in reduced and free priced meals is a priority at the school and district level, and within the community.
- The Wellness Committee, in consultation with the Assistant Superintendent for Teaching, Learning and Curriculum and/or Superintendent, will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance, and consistency with the state and district's educational goals and standards. The Wellness Committee shall ensure dissemination of the Wellness Policy and shall review all school practices against the policy to ensure that such practices are consistent with the policy's provisions. The Wellness Committee will meet quarterly to review district health data indicators, such as aggregate district health statistics, to assess wellness initiatives that are needed to improve the overall health of students, and to make future programming recommendations and policy revision

recommendations. Wellness Committee representatives will report to the Superintendent annually in February, with a report provided to the School Committee.

Resources and References:

~105 CMR: MA Department of Public Health. 105CMR 225.00 Nutrition Standards for Competitive Foods & Beverages in Public Schools

~"Healthy, Hunger-Free Kids Act of 2010", Public Law 111-296, sec. 204 and the Richard B Russell National School Lunch Act, sec. 9A.

~Summary of Healthy Hunger Free Kids Act: Accessed online 5-12-15: http://www.fns.usda.gov/sites/default/files/PL111-296_Summary.pdf

~Nutrition Standards for School Meals: Accessed online 5-12-15: <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

MA Health and Human Services School Physical Activity Resources: Accessed online 5-12-15: <http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/mass-in-motion/school/resources/>

~National Standards for Physical Education: Accessed online 5-12-15: <http://www.skillastics.com/wp-content/uploads/National-Standards-for-K-12-Physical-Education.pdf>

~Physical Education, Chapter 71, Section 3. Massachusetts Department of Public Health.

~ Massachusetts Department of Public Health 105 CMR 200.000 Physical Examination of School Children.

~USDA Team Nutrition Policy – Accessed online 5-12-15: <http://www.fns.usda.gov/tn/local-school-wellness-policy>

~ Local School Wellness Policy Implementation under the Healthy, Hunger Free Kids Act of 2010: Summary of the Proposed Rule
<http://www.fns.usda.gov/sites/default/files/LWPproprulesummary.pdf>

~The Massachusetts Department of Elementary and Secondary Education, Comprehensive Health Curriculum Framework, 1999.

~Guidance for Implementing the Massachusetts School Nutrition Standards for Competitive Foods and Beverages Massachusetts General Law (MGL) School Nutrition Law, Chapter 111 Section 223. Massachusetts General Law (MGL) Public Schools

~Massachusetts Department of Public Health, Massachusetts Department of Elementary and Secondary Education, John C Stalker Institute, Harvard School of Public Health, and Boston Public Health Commission, 2012. Healthy Students, Healthy Schools: Revised.

First Reading:	May 20, 2015
Second Reading:	June 3, 2015
Approved:	June 3, 2015

Preschool Handbook Appendix F: Pediculosis Protocol (JLCCB)

Head lice are not a health hazard, a sign of poor hygiene and are not responsible for the spread of any disease according to the Massachusetts Department of Public Health (MDPH). The most common symptom is itching of the scalp. No disease is associated with head lice and in school transmission of head lice is considered rare. The American Academy of Pediatrics and the National Association of School Nurses (NASN) along with the Center for Disease Control (CDC) advocate that schools abandon “no nit” policies. NASN also takes the position that the management of head lice in schools should not disrupt the educational process.

In order to care for our students with Pediculosis in a confidential way with evidence-based practices, the Auburn school nurses will use the following protocol in order to contain infestations, provide appropriate health information for treatment and prevention, prevent overexposure to potentially hazardous chemicals and minimize school absence.

In the privacy of the Health Office, school nurses will provide assessment, teaching, and monitoring of students in order to minimize the spread of Pediculosis in school. When head lice is confirmed:

- The parent or guardian will be notified and information regarding head lice and treatments will be provided. Per the AAP advisory, the student does not need to be dismissed from school and may stay in school for the remainder of the day and confidentiality will be maintained. *
- The student will remain home until he/she has received appropriate treatment and all evidence of live lice is absent from the head and there is a significant reduction in the number of nits (eggs).
- The school nurse will communicate to other school nurses in the District the need to assess siblings for evidence/presence of lice.
- The school nurse will check close contacts, as she deems necessary.
- The school nurse, upon his/her return to school, will examine the student.
- The school nurse will re-inspect the student within 7-10 days.
- Using her professional judgment, if there are multiple positive cases of head lice in a single classroom, the school nurse will notify parents and guardians. Confidentiality of the students with Pediculosis must be maintained. This letter will include education about Pediculosis as well as treatment and how to assess and monitor children at home.
- Information regarding the prevention and treatment of Pediculosis will be provided on the District’s Health Services websites.

- The Pediculosis Protocol will be included in the student handbook at the beginning of each school year to keep parents informed, with an annual reminder being sent home, as appropriate.

* AAP Advisory: "Because a child with an active head lice infestation has likely had the infestation for a month or more by the time it is discovered, poses little risk to others, and does not have a resulting health problem, he or she should remain in class but be discouraged from close direct head contact with others. Confidentiality must be maintained."

Acknowledgement of Auburn Integrated Preschool Handbook

I have read the **2023-2024 Auburn Integrated Preschool Handbook** and *understand it is my responsibility as a parent to familiarize myself and my child with its content.*

Student Name: _____

Date: _____

Teacher: _____

Students have supervised access to computers and IPADs at the Auburn Integrated Preschool.

_____ I have read and **agree** to the terms of the Acceptable Use Policy of the Auburn Public Schools.

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

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

_____ I **allow** you to release my phone number and email to room mothers along with my home address to other students in my child's classroom.

_____ I **do not allow** you to release my phone number and email to room mothers along with my home address to other students in my child's classroom.

In addition to the daily curriculum, students are engaged and involved in many different programs and assemblies. The local newspapers are often invited to report on the happenings at our schools and we are active on Facebook, as well as the Auburn Public Schools' website.

_____ I **allow** you to post pictures of my child engaged in school activities in the school newsletter, the local newspapers, the Auburn Public Schools' website and/or the district Facebook page.

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

Parent/Guardian/Caregiver:

Printed Name: _____

Parent/Guardian/Caregiver:

Signature: _____

Please return this completed and signed form to the School Office.