

BRYN MAWR ELEMENTARY SCHOOL

STUDENT HANDBOOK

35 Swanson Rd.
Auburn, MA 01501

2021-2022

**"TOGETHER
WE
DISCOVER, LEARN AND GROW
WITH RESPECT"**

THE BRYN MAWR GOLDEN RULE

"TREAT OTHERS THE WAY YOU WOULD LIKE TO BE TREATED"

Bryn Mawr Elementary School is a positive and respectful community that promotes healthy development. Together, teachers, students and families share the responsibility for everyone's learning in a safe environment.

BRYN MAWR SCHOOL
HOURS: 8:40 am-3:10pm

Please visit the Auburn Public Schools Website at: **www.auburn.k12.ma.us**

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LETTER FROM THE PRINCIPAL

Dear Parents/Guardians,

On behalf of the entire staff, I take pleasure in welcoming you to the Bryn Mawr School Community. This handbook contains information that will help make the transition from home to school easier. It will also serve to keep everyone informed of our procedures, rules, and expectations for the students and families of the Bryn Mawr School. Please read through this handbook carefully and discuss its contents with your child.

The Bryn Mawr School adheres to the mission of the Auburn Public Schools, and we are committed to providing the children of Auburn with a quality education. We believe in the dignity and value of the whole child. We strive to help each child achieve his or her own potential while maintaining standards of excellence and rigor. We stress the Golden Rule, and we reinforce that each day with the Bryn Mawr Pledge. We take a proactive approach to school-wide discipline through PBIS (Positive Behavior Interventions and Support). This initiative is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach our school-wide expectations.

We fully understand that a successful educational experience can only be accomplished through the total cooperation of the students, the home, the school, and the community. This goal is best accomplished when the lines of communication are kept open. Please take the time to become actively involved in your child's experience at Bryn Mawr. Support your child with homework, read to and with your child, attend school activities, volunteer at the school, become involved with the P.T.O. To that end, I am always available to discuss questions or concerns.

We look forward to a positive and productive school year with you and your child! Please feel free to call the school anytime between 8:00 and 4:00 p.m. If you have further questions and/or concerns.

Yours in Education,

Marie Mahan, M.Ed.
Principal, Bryn Mawr School

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)
Dr. Elizabeth Chamberland

Title IX of the Education Amendments of 1972 (Sex Discrimination)
Dr. Elizabeth Chamberland

Section 504 of the Rehabilitation Act of 1973 (Disability Discrimination)
Dr. Elizabeth Chamberland

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

Student-Centered Decision Making

High Expectations for All

All Environments are Safe and Respectful

Responding to Needs Based on Data

Equitable Opportunities for All

Dedicated to Continuous Improvement

**2020-2021
BRYN MAWR SCHOOL
35 Swanson Rd.
(508) 832-7733**

PRINCIPAL:	Marie Mahan
SECRETARY:	Denise Landry
NURSE:	Marianne Sabatalo

INSTRUCTIONAL STAFF:

Kindergarten:	Erin Boulet Kristin Sandberg Sarah Schofield Carla Van Eck
Grade 1:	Amy Coccio Tara Connor Mary Johnson Jessica Roark
Grade 2:	Elizabeth De Robbio Haley Daigneault Susan Chianese Eileen Tarini
Reading:	Dawn Fenuccio
Technology:	Kerry LeBreton
Music:	Maria Garrow,
Art:	Jenna Bailey
Physical Ed:	Amanda Green
Guidance:	April Bouzan
Special Educators:	Charity Wong Kam Jenna McMenemy Donna Gates
School Psychologist:	Alicia Lapomardo
School Social Worker	Ariella Emmanuel
Team Chair:	Shilo Vosburg
Speech:	Elizabeth Turnblom
Occupational Therapy:	Sarah Murphy
Occupational Therapy Assistant:	Sarah Ciesla
Physical Therapy:	Patricia Cormack Gina Roseen
ELL:	Gail Hargrave

INSTRUCTIONAL ASSISTANTS:

Theresa Rhodes (Kindergarten)
Paula Huggard (Kindergarten)
Kimberly Capaldi (Kindergarten)
Jean McPherson (Kindergarten)
Sue Krikorian- Instructional Assistant
Tina McNamara -Inclusion IA
Lucy Fitzgerald -Inclusion IA
Maura Arcoite- Inclusion IA
Casey Mackin-IA
Donna Camarra-ABA
Jazmine Ortiz-ABA
Ana Caracciolo-ABA
Jen Natoli-ABA
Norma Spooner-ABA
Katelyn Trombly-ABA
Casey Mackin

Kelly Johnson-Title 1 Math Paraprofessional
Emily Zaleski-Math Paraprofessional -
Stephany Cavanaugh-Literacy IA
Victoria St. Francis-Literacy IA

CUSTODIANS:

Joel Creelman
Jeremiah Murphy

CAFETERIA:

Nicoleta Comoli
Lisa Worster

IMPORTANT TELEPHONE NUMBERS



Bryn Mawr School:	508-832-7733
Marie Mahan Principal	
Bryn Mawr's Fax Number:	508-832-7735
Central Office:	508-832-7755
Dr. Casey Handfield, Superintendent	
Dr. Elizabeth Chamberland, Assistant Superintendent	
Title IX Coordinator, Harassment & Civil Rights Coordinator	
Director of Pupil Services:	508-832-7752
Mrs. Rosemary Reidy	
504 Coordinator	
Business Manager	508-832-7756
Mrs. Cecilia Wirzbicki	
Director of Facilities	508-832-7755
Mr. Joe Fahey	
Director of Technology	508-832-7711
Mr. Eric Bouvier	
Director of Food Services	508-832-7755
Mrs. Janice King	
Swanson Road Intermediate School	508-832-7744
Dr. Susan Lopez, Principal	
Mrs. Jessica Pitsillides, Assistant Principal	
Pakachoag School:	508-832-7788
Mrs. Jennifer Stanick, Principal	
Auburn Middle School:	508-832-7722
Mr. Greg Desto, Principal	
Mr. Matthew Carlson, Asst. Principal	
Auburn High School:	508-832-7711
Mr. Daniel DeLongchamp, Principal	
Ms. Eileen Donahue, Asst. Principal	

AA Transportation:		508-943-0482
Auburn Police Department:	Emergency:	911
	Business Line:	508-832-7778
Auburn Fire Department:	Emergency:	911
	Business Line:	508-832-7800
Auburn Public Library:		508-832-7790

VISITING THE BRYN MAWR SCHOOL

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

Visitors: **We invite you to enter our building by the front door. The administrative assistant will welcome you.** For safety purposes, any non-school personnel must report their presence to the school office upon arrival and sign in and leave your license or a valid photo I.D. All visitors are asked to wear a **“Visitor/Volunteer Badge”** so that they are easily identified. When this process is complete, you will be buzzed in.

Volunteers: At Bryn Mawr School we encourage parent and community volunteers to help us in our school. They assist us in the classrooms by working with students individually and in groups. They operate our library and our Rockets to Reading Program. Other duties include dispensing fluoride, doing clerical work and performing any other functions that are requested by staff. Volunteers are an important part of the Bryn Mawr School family. Opportunities to volunteer are publicized at the start of each school year. Any amount of time given is encouraged and appreciated.

All parents are reminded to enter the school through the front door. Wait for the secretary to welcome you and get a visitor’s badge. Then you will be buzzed in to the building. All visitors are to follow this procedure. Security in our building is **VITAL. A current CORI is required for ALL VOLUNTEERS and attendance at a Volunteer Orientation is encouraged.**

Parents are also very involved in the Auburn MA P.T.O. and the Bryn Mawr School Improvement Council. Information regarding these groups will be available in September of each school year.

Observations: Student privacy is of utmost importance. The building principal must approve any observations of individuals or classrooms.

Parent Parking: On special performance days, parking is available on the blacktop behind the cafeteria, as well as along the street. Please, never operate a vehicle on the playground area during recess time. During regular school days, please park in the parking lot or along the street. Please do not park around the flagpole as children pass through this area.

CODE OF CONDUCT

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

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

The Auburn Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In addition, this plan is intended to promote tolerance and respect for differences and to reaffirm the commitment of the citizens of our school community to basic human rights and dignity. Our plan has been approved by the Massachusetts Department of Elementary and Secondary Education, it meets the requirements of M.G.L. c.71, § 370 and is modeled after the Massachusetts Department of Elementary and Secondary Education's Model Plan for dealing with bullying behaviors in our schools. The plan includes strategies for identifying, reporting and responding to bullying behaviors. The complete plan can be found on our website at www.auburn.k12.ma.us in the 'parents' tab located in the top navigation bar. A hard copy can be requested from the school. Questions should be directed to the building principal.

The Bryn Mawr School utilizes PBIS (Positive Behavior Intervention and Supports) and the *Second Step Social Competency Program* for classroom management in order to create an atmosphere conducive to learning, growing, sharing, and respecting others.

Each student and teacher has the following rights in school:

- To work in pleasant, safe, and orderly surroundings
- To be free from insulting or abusive treatment from others
- To have an atmosphere that encourages learning

Our **Code of Conduct** represents our vision, values and expectations of how everyone in our school community will behave. Our main theme is "The Golden Rule: Treat others the way you would like to be treated." There are three guiding principles:

1. **I am safe.**
2. **I am respectful.**
3. **I am responsible.**

Establishing clear rules and standards is the first step in fostering appropriate behavior. When students understand what is expected of them, they learn to make appropriate choices about how to behave in a variety of situations.

Establishing consequences for inappropriate behavior teaches children that they are responsible for their behavior and the choices they make.

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

Consequences are most effective when they are immediate and appropriate to the infraction. It is important that students understand there will be consequences and that they accept responsibility for their actions. Every effort will be made to apply the consequences in a consistent manner.

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

General School Rules:

1. Aggressive acts, such as bullying, are not allowed. Keep hands and feet to yourself.
2. Politeness and respect for others are expected at all times.
3. Defiance and talking back will not be tolerated. Use an inside voice in school situations.
4. No profanity is allowed. No clothing with offensive language or graphics is allowed nor is clothing depicting drugs, tobacco, or alcohol.
5. All property should be treated with respect. It is the responsibility of the parent/guardian to pay for the repair or replacement of damaged and/or missing articles or property.
6. Students are expected to move about the building in an orderly fashion with due concern for other classes.
7. Selling and trading of objects, food, and goods by students is not permitted.
8. Gum chewing is prohibited.
9. Hats are not to be worn by either boys or girls in the building. This is inclusive of bandanas.
10. No personal electronic equipment is to be brought to school.
11. Use of roller blades or skateboards is not permitted on the school grounds. These items should not be brought to school. Sneakers with in-line skates inserted into the soles are also not to be worn in school.
12. Knives, weapons, or other potentially dangerous items (such as fireworks, matches, lighters) are prohibited on school grounds. This includes plastic replicas.
13. Animals are not to be brought to school (even for SHOW AND TELL).

Playground/Recess Rules:

1. No rough play (tackling, pushing or tripping).
2. No hard balls.
3. No throwing of objects (stones, etc.).
4. Proper footwear is to be worn at all times. For safety reasons, flip-flops are prohibited.
5. Primary school children are not allowed to ride their bicycles to school.
6. Sticks, bats, hard balls and water guns are not permitted on the playground.
7. Students should refrain from bringing to school items that are not conducive to their learning environment. This includes toys, toy weapons, electronic equipment, and other non-educational items.

Bus Rules:

1. All rules of safety, as designed by AA Transportation Company, are to be followed at all times. These include no eating, no moving about the bus, no fighting, and no yelling.
2. Students must obey the instructions of the bus driver. Students are under the supervision of the bus driver and are directly responsible to him/her.
3. Fighting, teasing, pushing, verbal abuse and damaging property are forbidden.
4. Students are to sit on the bus, face forward, and keep their backpacks on their laps.
5. Younger children will sit in the front of the bus, with the older children sitting toward the back.
6. Children are not to change seats on the bus unless asked to do so by the bus driver.
7. Incidents of misbehavior on the bus will be reported to the principal for investigation and possible disciplinary action. In cases of serious or repeated misconduct, the principal, at his/her discretion, may suspend a student's opportunity to ride on the school bus for a definite length of time as determined by the principal. In cases of suspension of riding opportunities, written notification of the reason for suspension, as well as the beginning and ending dates of the suspension, will be sent to the student's parents/guardians. During the suspension period, the student must be in regular and punctual attendance at school, with parents/guardians assuming responsibility for transportation to and from school. Refer to Chapter 76, General Laws Relating to Education Sections One and Two.

Lunch Time Rules:

1. Good manners are expected at all times.
2. Talking, in an appropriate voice, will be allowed during most of the lunch period, but quiet may be needed to facilitate clean up and dismissal.

Violation of Conduct Code Informed by M.G.L. c. 71; 37H and M.G.L. c. 71; 37H ½, may be accessed in the Appendix:

1. A student may be detained from noontime recess at the discretion of the principal; however, this is the exception to the rule in view of the fact that the district's Wellness Policy encourages children to have recess time. Such detention may result from failure to complete work or disruption of the class.
2. The classroom teacher will handle inappropriate classroom behavior. Repeated or serious infractions will result in notification of the child's parents and the principal. The principal may send discipline notices home to parents. This will be done to keep parents informed and to enlist their support in rectifying the situation.
3. Inappropriate lunch, recess, or bus line-up behavior will be handled as follows:
 - a. Student will be given a verbal warning.
 - b. Failure to heed the warning will result in a time-out .
 - c. Continued inappropriate behavior will result in the child being sent to the office to speak with the principal. Appropriate discipline will be at the discretion of the teacher/principal.
 - d. The teacher or principal will notify parents when serious infractions occur or when minor ones are repeated.
4. Students who are physically aggressive (fighting) will be sent to the office and parents will be notified at the first offense.
5. Serious and/or continuing infractions of the discipline code may result in suspension.
6. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems that have lead to removal from a classroom, suspension or expulsion of such pupil.

Toys, Balls, and Games:

Dolls, radios, electronic games, etc. should not be brought to school except on special school-approved occasions. Also, footballs, hardballs and bats, etc. should not be brought to school for use during recess. We are not responsible for loss, theft, or breakages.

Harassment:

Bryn Mawr School needs a healthy environment for learning. All students have the right to be treated with respect and dignity. Harassment, which refers to verbal or physical actions, is a form of behavior that adversely affects student relationships. State and federal law prohibit this behavior. Bryn Mawr School prohibits harassment by any student or staff member.

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

student violating this policy will be subject to appropriate discipline, including possible expulsion.

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

Destruction of School Property:

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

Weapons Policy:

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

Discipline for students with disabilities:

Students identified as having special needs

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the Mass. General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).
 - a. Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
 - b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.
2. The IDEA and M.G.L.c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a

controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim educational setting shall be determined by the IEP TEAM.

3. The IDEA and the M.G.L.c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.
4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:
Is the misconduct the result of failure to implement the student's IEP? And
Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

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

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

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

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

Is the misconduct the result of failure to implement the student's 504 plan?
Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

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

APPROPRIATE BEHAVIOR IS ENCOURAGED & EXPECTED

- Courtesy:** Courtesy and good manners should be the key to a student's conduct at school. A good attitude toward teachers and fellow students will make school enjoyable for all. Encourage students to say "please," "thank you," "may I," and "excuse me" at appropriate times. Students are expected to have respect for school property and take care of books, desks, and other furniture and equipment. Parents will be notified of serious violations, or repeated minor violations of the rules.
- Second Step:** The purpose of *Second Step*, A Social Competency Program, is to build a cooperative classroom by teaching communication and social problem-solving skills. During *Second Step*, the teacher/guidance counselor/nurse and students meet to teach and learn specific social skills and problem solving techniques. These skills are very important to your child because they have been linked to good social adjustment, development of critical thinking and academic achievement. They are skills that your child will use for a lifetime, not only at school, but also at home, in the community, and later on in the workplace.
- PBIS:** P.B.I.S. is a school-wide approach to behavior management that has a common vision and uses common language. Students are explicitly taught the behavioral expectations for all school areas. Families are informed and engaged. Our goal is to create a supportive learning environment that is predictable, consistent, positive and safe for all.

Behavior Purpose Statement:

Bryn Mawr Elementary School is a positive and respectful community that promotes healthy development. Together, teachers, students and families share the responsibility for everyone's learning in a safe environment.

We are like a family at Bryn Mawr.
Together we discover, learn and grow with respect.
We live by the Golden Rule:
"Treat others the way you would like to be treated."

Bryn Mawr Elementary School has three school-wide behavioral expectations:

- 1. I am safe.**
- 2. I am respectful.**
- 3. I am responsible.**

Dress Code:

Students are encouraged to dress respectfully, comfortably and cleanly at all times. Clothes should not interfere with safe movement. Sneakers must be worn on physical education class days. A schedule of physical education classes is sent home during the first week of school. Footwear should always be appropriate for school and play and firmly attached to the child's feet. Flip flops are not allowed.

ATTENDANCE, ARRIVALS AND DEPARTURES

Attendance:

The Auburn Public School District believes that a student's presence, as well as his/her active participation in class, is critical to academic success. Regular school attendance is linked to higher graduation rates and lower drop-out rates. Students need to be in the classroom to benefit from teacher instruction and from interactions and exchanges of ideas with peers. Parents/guardians have a legal responsibility to ensure that their child is in attendance each day school is in session. According to Massachusetts General Law Chapter 76, Sec. 1, every child is required to attend school on a regular daily basis. Parents do not have the option of keeping a student out of school for other than the excusable reasons.

While there is no substitute for the direct instruction that students miss as a result of not being in attendance during the school day, the district understands that sometimes it is necessary for a parent/guardian to take their child out of school due to unavoidable circumstances. The following absences are defined as excused absences:

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

Any other absence would be considered unexcused and subject to review by a building administrator. Parents may be required to meet with the building administrator to discuss absences. All students who accumulate more than 9 absences during the course of the school year will be reported to the Department of Education on the "End of the Year" state report. This is a state requirement as part of the Student Information Management System.

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

In the event of absence, you are required to contact the school nurse at 508-832-7733 by 8:40 a.m. If she is not notified, she will call home or work to verify your child's absence.

Extended Absences:

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

Vacations during School Time:

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

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

Student Arrival:

Parents should not arrive at Bryn Mawr for drop off before 8:25. Parking in the field is permitted prior to 8:25 when the school parking lot will be open for student drop off. If you bring your child to school in the morning, **please drive around the flagpole and let him/her off so that he/she can walk on the sidewalk over to the side entrance.** It is important that all children are in school by 8:40. Arriving to school after this time means that they will be marked tardy.

If a child is tardy to school, the parent/guardian **must** bring the child to the office and sign the child into school. If you know in advance that your child will be tardy, please notify the school secretary at 508-832-7733.

Tardiness:

If a student is tardy, he/she must report to the office prior to going to class. **Children are expected to be at Bryn Mawr School by 8:40 a.m.** and ready to participate in the day's activities. Long experience has shown that children who are consistently late, thereby missing the start of each school day, may experience difficulty in school.

Dismissal Procedures:

If you choose to transport your child home from school, please either send a note to your child's teacher in the morning or call the office. No one

should arrive for dismissal before 3:00. At 3:10 p.m. you may report to your child's assigned classroom door for dismissal. No child will be released to anyone other than parents/guardians without prior approval and photo identification.

When picking up your child, please park in the field so the flow of traffic is not disrupted. Be alert to pedestrians and school busses.

DO NOT PASS A SCHOOL BUS WHEN THE RED LIGHTS ARE FLASHING.

Early Dismissal:

Early dismissals should be for emergency reasons only. Parents are urged to leave their children in school all day. Doctor or other appointments should be scheduled outside school hours whenever possible. If you need to dismiss your child from school early, or if someone other than a parent or guardian will pick up your child, the student must bring a note to his/her teacher in the morning. **Parents should report to the office to have their child dismissed.**

Transfer of Records/Moving:

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

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

Please refer to the appendix for more detailed information on student records.

GETTING TO AND FROM SCHOOL

Bus Transportation:

As mandated by state law, the Auburn Public Schools are only required to bus students for the following reasons: K-6 students who live 2 or more miles from school, students who qualify for free/reduced lunch, and students who have a transportation component in the Individual Education Plan. A student must ride the bus to which he/she is assigned. All other students have the option to enroll in a fee based bussing program. Please call central office regarding this process. Students who ride buses are expected to abide by the bus rules, respect the authority of the bus driver, and conduct themselves in an orderly manner. Improper conduct will result in disciplinary action. Disruptive behavior will be reported to the parents. Continuous violations of bus rules will result in the denial of bus privileges. For the safety of our students, please be advised that all district busses are equipped with audio and video surveillance equipment that is regularly reviewed. The parents will be notified in writing and will be responsible for transporting the child to and from school.

Changing buses is not allowed due to the large number of children assigned to each bus.

We encourage parents to meet their children at their afternoon bus stop. *Students will not be dropped off unless there is an adult to meet them.* Those students will be brought back to school, and it will be the parents' responsibility to pick them up. The central office will bill parents for the return trips.

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

Walkers: Crossing guards are at all dangerous intersections. Students are expected to stay on the sidewalk until they arrive at their street or home. Acceptable conduct is expected from all students while walking to and from school, and they should follow the direction of the crossing guard.

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

Before/After School Care: A before/after school child care service is available to children through the Satellite Program located at Bryn Mawr School. If you are interested in signing your child up or have questions, please call the secretary at the district Central Office, (508-832-7755).

SCHOOL SCHEDULE

School Schedule: 8:40 am – 3:10 pm

CHANGES IN THE REGULAR SCHOOL DAY

Delays or Cancellations: Announcements concerning “no school” or “delay” due to inclement weather are made on Worcester AM radio stations (WTAG, WORC, WWTM) and on FM stations WXLO and WSRS, beginning at 6:00 a.m. Announcements are also made on WBZ-TV. Please listen/watch carefully as a “delay” may be changed to a “no school”. The Integrity/One Call Notification System will also notify parents (for those who have signed up). The district website will be updated also.

Parents should make sure their children know where to go in case of an early dismissal due to an emergency.

Half-Day Policy: On a half-day of school all students are dismissed at 12:10.

Delayed Opening of School Day:

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

*School will begin at 10:40 am.

*The school bus will pick up your child approximately two hours later than his/her regular pick-up time.

Early School Closing:

In the event of an emergency, the Superintendent may make the decision to close school early. In the event this is necessary, announcements will be made through the same channels as detailed above. Parents should discuss a contingency plan with their child in the event this is needed.

KEEPING THE LINES OF COMMUNICATION OPEN**Auburn MA PTO:**

Each fall, the parents/guardians, teachers, staff, and principals of Bryn Mawr School are invited to join PTO. The objective of the PTO is to provide an avenue of communication between the PTO members, i.e. the parents/guardians, the principals, the staff, and the student body. Monthly meetings are held throughout the school year, with agendas being sent home in advance.

The annual fund-raisers 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 Rockets to Reading Program at Bryn Mawr School, grade-level field trips, and various in-school enrichment programs that either enhance the curriculum or expose children to the arts.

Monthly Newsletter:

At the beginning of each month, the ***Bryn Mawr Bulletin*** is sent home to all parents/guardians with information about school activities for that month. Also included is the monthly luncheon menu and school calendar. The bulletin also includes an article from the principal and updates from each grade level. It is important that you see and read these newsletters as they often include special reminders about upcoming events, no-school announcements due to professional development days for staff, and other important details about Bryn Mawr School.

PLEASE SAVE THIS IMPORTANT REFERENCE FOR INFORMATION ABOUT THE MONTH’S EVENTS.

Press Releases:

From time to time, the press will come to photograph various activities that take place at the school. Photos may be taken of your child at these activities. Please notify the principal in writing at the beginning of the school year if you do not wish to have your child’s photograph published. Please carefully read and sign the release form at the start of the school year. (see p. 30)

Conferences:	Conferences can be scheduled at any time during the school year. Please call the school at 508-832-7733 or send a note to the teacher to schedule a time that is mutually convenient.
Report Cards:	Kindergarten, Grade One and Grade Two report cards are sent home in December, March, and June. Parents will have a progress meeting with the classroom teacher in November.
School Council:	<p>The Massachusetts Education Reform Act of 1993 directed the establishment of local school councils. Their purpose is to promote site-based management, citizen input, and community support. Bryn Mawr's School Council consists of the Principal, two teacher representatives, two parent representatives, the school's business partner, and a community representative. The principal appoints a community representative and the business partner is affiliated with the Auburn Chamber of Commerce.</p> <p>Meetings are scheduled monthly throughout the school year and are subject to open meeting laws. Additional meetings may be scheduled at mutually convenient times as the workload demands. Time and place are posted before the meeting and all interested parties are encouraged to attend.</p>
Telephone:	The office telephones are reserved for school business. From time to time, an emergency situation may exist (homework or forgotten lunch money are not an emergency) whereby it will be necessary for a student to use the phone. The office will carefully screen these situations.
Lost and Found:	All articles either lost or found are kept in the cafeteria. Valuable articles should not be brought to school. All lunch boxes, school bags, hats, coats, mittens etc., should be labeled with the child's name if possible. Unclaimed items will be donated to charity.

SAFETY REMINDERS

Student Injuries:

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

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

If the school nurse suspects a communicable disease, he/she has the authority to dismiss a student for further evaluation. Examples of communicable diseases include, but are not limited to: chicken pox, head lice, and conjunctivitis. Please see the Appendix for pediculosis (head lice) protocol. **Our school nurse is available during the hours of 8:25 a.m.-3:25 p.m. at 508-832-7733.**

Emergency Forms:

Please ensure that all emergency contact information is up to date with both the school secretary and the school nurse. An emergency information sheet is to be filled out completely and returned promptly to school. If any of the emergency information changes, please notify the office as soon as possible. Be sure to inform the school of any allergy or other medical problems your child may have.

Immunizations:

Under Massachusetts law children entering 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 school in order for a student to be admitted to school. The situations in which children who are not properly immunized may attend school are medical exemptions, religious exemptions, and homeless students who do not have immunization records.

Body Mass Index Measurement (BMI):

Massachusetts General Laws and Regulations (105 CMR 200.500) requires that students in grades 1, 4, 7 and 10 will have their height and weight measured and body mass index (BMI) calculated. **Parents may opt out of this screening by providing written notification to the school nurse prior to the screening.**

Rules for Administering Medication:

Medications, prescription medication and over-the-counter medications, are to be 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 Health Office as well as one for home.

Over-the-Counter 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 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 the medication and orders to the school nurse.

If your child has emergency medications such as an Epi Pen we will also ask for instructions by 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 Issues:

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 Bryn Mawr School. A copy of the court order should be placed in the child's cumulative folder.

Please refer to the APPENDIX for Non-Custodial Parent Access to Student Records.

Fire Drills/Emergency Drills:

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

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

Acceptable Use Policy:

All students must have a signed Acceptable Use Policy on file with the school to have access to computer technology. This policy can be found in the Appendix.

HELPING YOUR CHILD SUCCEED

Reading:

Reading to your child at home is the **MOST** important way that you can help him/her succeed in school. It is an opportunity for every parent or guardian to be an active partner in his/her child's educational experience.

Rockets to Reading:

Rockets to Reading is a read-at-home program where each child is supplied with a different bag of books to take home with him/her each week from October through May. *Rockets to Reading* is a vital part of the reading program at Bryn Mawr School. It is intended to provide reinforcement for reading skills that are being taught in school.

**Homework
Rationale:**

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

Purpose of homework:

The purpose of homework is to develop independent study habits, to reinforce classroom instruction, and to encourage family involvement in the child's academic development.

Homework assignments in grades k-2 vary. Kindergarten students will usually have 15 minutes of homework per night. First and second grade students have between 15 and 30 minutes per night. Homework is only assigned Monday through Thursday in all grade levels.

Additional time should be spent reading. Literacy is at the heart of all that we do as a primary school. During the early years of school, it is critical our students build strong foundational reading skills and develop a love for reading. We strongly recommend reading to and with your child each and every day.

If a child is absent due to illness, the teacher will collaborate with the family to determine if any missed assignments need to be completed.

Classroom teachers will share specific homework expectations with the parents of their students at the beginning of the school year. Along with reading to and with your child for at least 15 minutes each day, asking him/her about the day's events demonstrates your interest in the work he/she is doing and the progress that is being made.

We value a strong home/school connection. If your child is struggling with homework please contact your child's teacher. Your child's teacher will work with you to ensure nightly homework is appropriate and effective in moving your child forward academically.

Homework will not be assigned over school vacations. We value the need for time together as a family and for learning to take place in other ways.

However, the district does not condone the practice of students taking vacation time on days that do not coincide with regularly scheduled school vacations and holidays. Regular and timely attendance at school is a key indicator of student success.

Should your child be absent due to a vacation, it is recommended that you have your child read, keep a journal, and practice his/her math facts.

Homework will be reviewed each day for completion.

Testing:

Kindergarten, grade one and grade two students are assessed on a regular basis. These assessments are tracked to monitor student progress. However, informal classroom assessments are conducted on a regular basis.

Classroom teachers administer the DRA 2 (Developmental Reading Assessment) at least twice a year. DIBELS 8 (Dynamic Indicators of Basic Early Literacy) benchmark testing occurs three times yearly. Math assessments are also administered, as well as spelling tests. Please see your child's classroom teacher if you need any additional information.

Behavioral and Emotional Screening of Students:

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

In support of DESE's initiative and based on an increasing need for social and emotional support for students, Auburn uses a universal screener known as BASC-3, "Behavioral and Emotional Screening System(BESS/BASC)." Screening will be conducted to identify or predict students who may be at risk. The use of universal screenings refines and strengthens our efforts to help all of our students be successful by allowing us to take positive and preventative measures as early as possible. This is not a diagnostic tool, but a screening tool to gauge potential risk.

The behavior screening tool, BESS/BASC focuses on social behaviors affecting academic engagement. With your permission, this screening is conducted with all students in the fall of each school year. You will also be given the option to have your child opt out of the screening process. When appropriate, and with your permission, the results of the tool will be used to provide identified students with mentoring, social skill building and other support to help them engage positively in

learning. You will be notified by the school if your child is selected for participation in an intervention program.

Guidance: Guidance services are provided for students at Bryn Mawr. Any student, parent, or teacher may request or discuss the need for services with the Guidance Counselor or Principal.

Classroom 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. Classroom teachers work together to create room assignments, and those initial lists are reviewed by specialists, the reading teacher and special education staff. After careful review by the principal, the lists are finalized. Classroom placements are established in the spring and notification is made to parents in the last report card envelope.

During the last week of school, all children will participate in a “Step-Up Day” where they will visit their new classroom and meet their new teacher. Those children moving from second to third grade will be transported to Swanson Road Intermediate School, get a tour of their facility, and visit the third grade classrooms.

BRYN MAWR SCHOOL.....A WONDERFUL EDUCATIONAL EXPERIENCE

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

Lunch, Snacks, and Breakfast Programs:

The school lunch program offers nutritious meals free of charge as the U.S. Department of Agriculture announced school lunches will continue to be served to all children for free through the 2021-2022 school year. Breakfast is offered from 8:25 A.M. until 8:40 A.M. each morning.

Menus, listing the lunches and alternate selections, are available on-line.

Food-Related Allergies: We must do all we can to provide all students with a safe learning environment. **Bryn Mawr School is a NUT FREE ENVIRONMENT, please do not send any peanut or nut containing products for your child to eat during lunch or snack.** Individual student's food allergies will be dealt with on an individual basis. At these grade levels, prevention and education are our primary goals.

If we have a student with a life-threatening allergy there may be a need for certain accommodations to take place in the school building to keep the child as safe as possible. Depending on the student's needs, medical orders, and circumstances, these accommodations may include, but not be limited to the following:

- A ban on certain foods in the classroom.
- A specific table in the lunchroom that does not allow students sitting at this table to eat a particular food that is an allergen.
- Limited types of snacks or treats in the classroom.

These accommodations, or any others required to keep a student as safe as possible, will be communicated in writing to families in a classroom, or the entire school as necessary, if a situation arises that requires these accommodations.

Celebrations: One of the milestones each year for your child is celebrating his/her birthday! As a school community, we would like to celebrate your child in a special way! Instead of sending in a food treat to the classroom which can exclude children who have allergies or other dietary restrictions, we would like to celebrate with books. We ask that your family donate a special book to your child's class library. Feel free to wrap the book for your child to open in front of his/her classmates. Your child's teacher will dedicate the "Birthday Book" on the inside front cover and read the book or a chapter to the class. Thank you in advance for your generosity!

In consideration of the feelings of all of our students, birthday party invitations will **not** be distributed in school. If you require the names/addresses of your child's classmates, please contact the school at least one week in advance. Out of respect for each family's privacy, telephone numbers are not distributed.

Donations: The school does not require, but will gladly accept, donations. Glue sticks, tissues and indoor recess games are always needed. However, you should feel free to contact your child's teacher or the office for more specific suggestions. Thank you in advance for your generosity.

Field Trips: Field trips support the pursuit of the instructional, social, recreational, and exploratory objectives of our school program. Field trips are sponsored largely by the Auburn MA P.T.O. and require a permission slip to be filled

out by a parent/guardian. Students are expected to conduct themselves in a manner reflecting the high standards of their family, school, and community.

Library:

Bryn Mawr School is fortunate to have many generous parent volunteers who man the library throughout the school year. Each classroom visits the school library on a weekly basis and the children are allowed to borrow a book. You are encouraged to read these books with your child and return them to school each week. Lost or damaged books will need to be replaced by parents, with the cost of such replacement being determined by the school principal.

Physical Education:

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

School Pictures:

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

Special Events:

The following is a small sample of just some of the special activities that are part of Bryn Mawr's school year:

- Fall and Spring Book Fairs
- Walking Visits to the Auburn Public Library
- Holiday Concerts
- Community Reading Day
- Family Literacy Night
- Family Math Night
- Dr. Seuss' Birthday Celebration
- 'Bryn Mawr Loves Poetry' Celebration
- Kindergarten Community Day
- Grade One 100 Day Celebration
- Grade Two 'Camp Read-A-Lot'
- Science, Technology, Engineering and Math Explorations
- Memorial Day program
- Spree Day
- Positive Penguins
- Monthly Birthday Acknowledgements by grade level
- Service-Learning Activities

Summer Reading/Math: Children will receive information each June in regards to summer reading and summer math. These assignments are grade appropriate, and we encourage parents/guardians to work with their child(ren) to help them maintain the skills they have worked hard to achieve.

Signed Receipt of Bryn Mawr Elementary School Handbook

I have read the **2021-2022 Bryn Mawr Elementary School Handbook**
found on the district website at: www.auburn.k12.ma.us

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

Thank you for the home-school connection.

Student Name: _____ Date: _____ Teacher: _____

Students have supervised access to computers and IPADs at Bryn Mawr Elementary School.

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

Auburn Public Schools

Bullying Prevention-Intervention Plan

Approved by the Auburn School Committee

Draft Submitted: December 6, 2010

Public Comment Period: December 7-17, 2010

Approved by School Committee: December 20, 2010

Update Approved: June 19, 2013

Update Approved: October 16, 2013

Updated Submitted for Approval: August 13, 2014

AUBURN PUBLIC SCHOOLS

Bullying Prevention-Intervention Plan

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AUBURN PUBLIC SCHOOLS BULLYING PREVENTION/INTERVENTION PLAN

INTRODUCTION

In accordance with the current School Committee Policy, JICFB “Bullying Prevention-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.”

Additional pertinent definitions can be found on page 6.

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 investigate promptly 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.

LEADERSHIP

School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with various representatives of community leadership in promoting positive school climate that is safe for all student learners.

Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 370 including the amended sections 72-74 of Chapter 38 of the Acts of 2013, the Auburn Public Schools Bullying Prevention and Intervention Plan was developed after soliciting input from parents, students, teachers, school staff, professional support personnel, administrators, and local law enforcement agencies via an online survey. In order to effectively address this societal issue, all constituents, including students, staff, parents, 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 the Plan was adopted by the Auburn

School Committee at the December 20, 2010 meeting. The District had posted the draft plan on the website of the Auburn Public Schools, www.auburn.k12.ma.us, providing an opportunity for public comment. In addition, the Plan was carefully reviewed by the Leadership Team, Bullying Prevention and Intervention Subcommittee (which includes representatives of the Safety Committee), and each building principal shared it with its School Council. Since its final approval, the plan has been posted to the APS website, with this update, once approved, likewise being posted there.

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. As part of the planning process, school leaders, with input from families, students and staff, via survey results, assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This "mapping" process assisted our schools and district in identifying resource gaps and the most significant areas of need. Based on these findings and in light of the amendments made in 2013 as a result of sections 72-74 of the Acts of 2013, our schools revised or developed policies and procedures, established partnerships with community agencies, including law enforcement, and set priorities.

During the 2010-2011 school year, and every two years moving forward, our schools will utilize surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues. Surveys were distributed in the late winter of 2013, with that data being used to update this plan. In accordance with the most recent changes as required by Chapter 86 of the Acts of 2014, at least once every four years beginning with the 2015-2016 school year, 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 Auburn Public School District will annually report bullying incident data to the Department, as required.

As determined by the team responsible for updates to this plan, they may opt to survey faculty, staff and parents/guardians to assist in determining school climate needs; model surveys provided by DESE may be utilized. Data from each school will be collected and analyzed 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).

This information will help to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited

to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

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 creating a process 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 planning 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 and 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 Auburn Public Schools Bullying Prevention and Intervention Plan Priority Statement:

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. Our commitment to creating and maintaining a safe, supportive environment for vulnerable populations in the school community is steadfast. We further commit to providing all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

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

Cyberbullying: “Bullying through the use of technology (including cell phones) or any electronic communication, which shall include, but shall not be limited to, any transfer of signs,

signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include: (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e) inclusive of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e) inclusive of the definition of bullying.”

Hostile Environment: 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 the student’s education.

Target: A student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Aggressor: A student or school staff member who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

Bystander: A student or staff member who witnesses bullying, who does not report it and does nothing to intervene.

Local law enforcement agency: Local police department

Retaliation: Intimidation, reprisal, or harassment directed against a person 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.

TRAINING AND PROFESSIONAL DEVELOPMENT

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

- A. Annual Staff Training on the Plan: Annual training for all staff of the Auburn Public Schools on the Bullying Intervention and Prevention Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of

a report of bullying or retaliation, and an overview of the bullying prevention curricula and/or expectations to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) 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;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) 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.

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.

Auburn High School is currently engaging with Dr. Paul Poteat (Ph.D., University of Illinois at Urbana-Champaign, Counseling Psychology), a professor at Boston College whose expertise lies in the area of bullying behavior. Special areas of interest for him include peer group social networks and the socialization processes within peer groups that influence the prejudiced attitudes and behaviors of individuals; developmental trajectories of prejudice from early adolescence to adulthood; social norms and ideology beliefs

connected to homophobic and racist attitudes and behaviors. His research in this area has been extensively published as noted below and his public speaking engagements have taken him across and beyond the United States.

Through this partnership between Auburn High and Dr. Poteat – which may ultimately expand to additional grades – staff and students will work closely with Dr. Poteat to critically examine the high school culture, to outline steps for enhancing an affirming culture, and to begin implementing any needed programming.

- B. Counseling and Other Services: School Counselors, 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 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 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 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

- 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.

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 is currently engaging with Dr. Paul Poteat of Boston College (Ph.D., University of Illinois at Urbana-Champaign, Counseling Psychology), a professor at Boston College whose expertise lies in the area of bullying behavior. Special areas of interest for him include peer group social networks and the socialization processes within peer groups that influence the prejudiced attitudes and behaviors of individuals; developmental trajectories of prejudice from early adolescence to adulthood; social norms and ideology beliefs connected to homophobic and racist attitudes and behaviors. His research in this area has been extensively published as noted below and his public speaking engagements have taken him across and beyond the United States. A listing of anti-bullying events, activities, and initiatives, by school, is posted annually to the website of the Auburn Public Schools.

Through this partnership between Auburn High and Dr. Poteat – which may ultimately expand to other grade levels – staff and students continue to work closely with Dr. Poteat to critically examine the high school culture, to outline steps for enhancing an affirming culture, and to begin implementing any needed programming.

Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/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.

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.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION – Allegations of Bullying by a Student

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 Involving Student Aggressors: 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 using the district’s Incident Reporting Form. All employees are 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, however unless credible evidence supports such an anonymous complaint, the district will be very limited in its response – and potentially completely unable to appropriately respond. At Auburn Middle and Auburn High School, a “text line” has been established whereby students can confidentially report incidents of bullying to administration and guidance counselors. School Resource Officer, Brian Kennedy, along with members of the District’s Bullying Prevention-Intervention Subcommittee, will provide an informational program to Auburn Middle and High School students on how this “text line” will operate and students’ effective use of it. This text line will be monitored during school days and within normal school hours. The schools will make a variety of reporting resources available to the school community including, but not limited to, the Auburn Public Schools’ Bullying Prevention and Intervention Incident Reporting Form, which is available on the Auburn Public Schools’ website and found in this document on pages 19 and 20.

Use of the Auburn Public Schools’ Incident Reporting Form is not required as a condition of making a report. Schools 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.

At the beginning of each school year, schools 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 Auburn Public Schools’ Bullying Prevention and

Intervention 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 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 each school's 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. 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.
- 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 through the Auburn Public Schools' School Resource Officer. 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 and other individuals the principal or designee deems appropriate.

- d. Notice to Receiving District Schools: As students transfer from one school to the next, staff will share pertinent information with the receiving staff so that any prior incidents are documented and the staff is aware of any "history" between students. Guidance counselors, school nurses and/or principals will be responsible for the sharing of this information.

C. Investigation:

The principal or designee (the assistant principal at the middle and high school levels, but referred to as “designee” throughout) will investigate promptly 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 student’s 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 incidences of bullying and/or retaliation.

1. Teaching Appropriate Behavior Through Skills-building: Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:
 - offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
 - 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 pro-social 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;
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 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 consistent with the school's code of conduct/student handbook.

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 students, against a staff member, all of the above procedures/guidelines will be strictly adhered to. The appropriate parties will be notified, a thorough investigation will be conducted, 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.

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 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.

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 or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seeking assistance outside the District may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at <http://www.doe.mass.edu/pqa>, e-mails 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.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Auburn Public School 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, sex, religion, national origin, or sexual orientation. Nothing in the Auburn Public Schools' Bullying Prevention and Intervention 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 Auburn Public Schools Bullying Prevention and Intervention 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, sections 41 and 42, M.G.L. c.76, section 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.

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)
2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐
3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____
☐ Parent ☐ Administrator ☐ Other (specify) _____
- Your contact information/telephone number: _____
4. If student, state your school: _____ Grade: _____
5. If staff member, state your school or work site: _____
-

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ **Date:** _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

BULLYING INCIDENT REPORT FOLLOW-UP FORM

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

☐ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES

☐ NO

☐ Bullying

☐ Incident documented as _____

☐ Retaliation

☐ Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian Date: _____

☐ Aggressor's parent/guardian Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ Suspension ☐ Community Service ☐ Education

☐ Other _____

☐ Notified School Resource Officer

☐ Notified Other Law Enforcement Personnel (note who) _____ Date: _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____
(If Principal was not the investigator)

Signature and Title: _____ Date: _____

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

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 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

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

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

APPENDICES

September 2021

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.

Thank you.

Auburn Public Schools

Student Conduct

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 to 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 batter 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 | ☆ Felony conviction |
| ☆ Possession of controlled substances | ☆ Felony complaint |
| ☆ Assault and battery on a staff member | ☆ Possession of incendiary device |
| ☆ False fire alarm | ☆ Civil rights violation |

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

Level	Infractions	Range of Consequences
I	Possession of firearm, knife, or dangerous weapon* Possession of controlled substance* Possession of alcohol Felony Conviction* Harassment/bullying/hazing Sexual Harassment Civil Rights Violation* Assault of a student Assault of a staff member* Bomb Threat* Aggravated threats Threat to a staff member, (verbal or other) False Fire Alarm* Hazing* Chronic disruption of classroom/school* School related felony complaint* Stealing Fighting Destruction of school property Smoking/possession of tobacco products Possession incendiary devices (lighters, matches, bombs*, etc) Repetition of level II and III behaviors Excessive Tardiness	Expulsion* Exclusion Criminal Prosecution Habitual School offender Suspension Complaint (police) *subject to expulsion hearing
II	Threats Cheating, plagiarism, academic dishonesty Forgery Insubordination Violation of Acceptable Use Policy Violation of parking regulations	Suspension In-School Suspension Suspension of privileges Loss of Computer privileges Referral (police)

	Foul language/gestures Leaving school grounds without permission Consistent disruption of classroom/school Repeated violation of Code of Conduct Excessive Tardiness	Office Detention(s)
III	Possession of prohibited items Skipping teacher detention Disrupting classrooms/school Disrespectful behavior toward a staff member Password violation of Acceptable Use Policy Cutting a class or school Excessive tardiness ** Violation of Code of Conduct Violating teacher/classroom rules Food or drink outside of cafeteria Violation of dress code	Written warning Verbal warning Office referral/detention Teacher detention In-school suspension Out of school suspension

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.

Student Due Process Rights

The Auburn Public School System is committed to strictly adhering to the precept that all students have a constitutional right to receive due process procedures as mandated by law (*Goss v. Lopez*, 95 S.Ct.729, 419 U.S.565 {1975}, and MGL 71:37h and 71:37h ¹/₂) in matters of suspension, transfer, and expulsion.

Due process requires that the individual be given a notice of the charges and an opportunity to present his/her side of the story.

1. In cases involving suspensions of ten (10) days or less due process entails*:
 - a. oral or written notice of the charges brought against the student,
 - b. evidence- the administrator will present who say him/her commit the violation.
 - c. hearing – the administrator will hold a show cause hearing with the student. Parents must be involved at this level. Students may also have legal representation at this time.
 - d. the administrator then makes the decision.

*There is no appeal for suspensions under ten days.

2. In cases involving suspensions in excess of ten (10) days or possible expulsion due to the substantial detrimental effect of the student's conduct on the school community, or where the severity of injury to another person or property may warrant such action, due process entails:
 - a. Student notification:
 - i. a referral of the matter to the Superintendent or designee within two (2) school days of the initial suspension, and
 - ii. notification to the student by the principal of the referral.
 - iii. evidence – the administrator cites who saw him/her commit the violation.
 - b. No later than the expiration of the period of initial suspension, the Principal or his designee shall schedule a full evidentiary hearing. Parents must be involved at this level. Student may also have legal representation at this time.
 - i. to determine whether:
 1. the student's conduct warrants an extension of the suspension for a period not to exceed ten (10) days;
 - ii. The student will be given written notice of the charges.
 - iii. In advance of the hearing and upon request, the student shall have the right to obtain any documentary evidence that is to be presented before the Superintendent or designee.
 - iv. At the hearing before the Superintendent or designee the student shall have the right to be represented by counsel or an advocate of his/her choice.
 - v. At the hearing all witnesses will be sworn.
 - vi. The student shall have the right to present witnesses on his/her own behalf.
 - vii. The student shall have the right to cross-examine witnesses.
 - viii. Following the hearing, the student or his/her designee shall be issued a copy of the decision containing the specific findings of fact.

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

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a

student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

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

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) 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.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

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

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) 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.

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

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

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the

right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

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

STUDENT RECORDS

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

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

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

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

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

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

B. Directory Information Notice

The Auburn Public 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

File: JLCCB

PEDICULOSIS PROTOCOL

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."

File: IJNDB-B

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

The Internet, a worldwide network of interconnected computers, provides an opportunity for users to communicate with each other, no matter how far apart they are geographically. Because of its enormous size, the Internet provides an almost limitless amount of information that can be put to great educational purposes. The potentially limitless amount of information available on the Internet creates the potential for the posting or retrieval, intentionally or unintentionally, of inappropriate or harmful material. It is the purpose of this

guidelines to assist all members of the Auburn Public Schools' Computer Network, which includes World Wide Web access and electronic mail capability, to use this resource safely and appropriately.

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

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

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

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

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

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

Rules:

1. Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Auburn Public Schools. Violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction).

instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Auburn Public Schools and could also result in criminal prosecution where applicable. The Auburn Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Auburn Public Schools' computer network.

2. Violations of this Acceptable Use Policy include, but are not limited to, the following conduct:

- a. Cyberbullying, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
- b. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
- c. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "listserves" or "newsgroups" without prior permission, or using the Internet account for any other personal use, without prior permission.
- d. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
- e. Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading computer viruses.
- f. Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
- g. Accessing any prohibited sites on the Internet.
- h. Revealing the personal address or telephone number of oneself or another person.
- i. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.
- j. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewall established on the network.
- k. Attempting to harm, modify or destroy data of another user.
- l. Exhibiting any other action whatsoever which would in any way subject the user or the Auburn Public Schools to any civil or criminal action.
- m. Discussing highly sensitive or confidential school department information in e-mail communications.
- n. Using the Auburn Public Schools' technology network to buy, sell or advertise anything.
- o. Using social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation unless authorized in advance by the teacher directly tied to a school assignment or classroom project.
- p. Using the Auburn Public Schools' technology network for gambling.

- q. Using the Auburn Public Schools' technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
- r. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
- s. Using the computer network for recreational purposes or activities relating to personal hobbies.
- t. Connecting any personal electronic device or computer, including but not limited to iPods, cell phones, Mp3 players, gaming devices, to the wired or wireless network without the consent of the technology department for educational use only.

3. The Auburn Public Schools assumes no responsibility for:

- a. any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
- b. any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
- c. any cost, liability or damages caused by a user's violation of these guidelines.
- d. any information or materials that are transferred through the network.
- e. any damage to or loss of personal electronic equipment.

4. The Auburn Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Auburn Public Schools shall not be liable for any loss or corruption of data resulting while using the network.

5. All messages and information created, sent or retrieved on the network are the property of the Auburn Public Schools.. Copies of all information created, sent or retrieved, including but not limited to web sites visited (cache files), are stored on the computer network's back-up files. The Auburn Public Schools reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including but not limited to, ensuring proper use of resources, investigating allegations of improper use and conducting routine network maintenance. Users should assume no expectation of privacy. By participating in the school district's computer network, users are indicating their consent to such monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

6. Any users caught illegally obtaining software or transferring such software through the network, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In such event, the user's network access will be limited to directly supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.

7. Because of its size and shape, many kinds of materials eventually find their way to the network. If a user finds materials that are inappropriate while using the Auburn Public Schools' Technology Network, s/he shall refrain from downloading this material and shall not identify or share the material. It should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.

8. Should a user, while using the Auburn Public Schools' Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students or staff members or the property of the Auburn Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.

- 9. The Auburn Public Schools’ administration reserves the right to amend this policy at any time without prior notice.
- 10. The Auburn Public Schools reserves the right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user’s inappropriate use of electronic resources.

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

Auburn Public Schools

