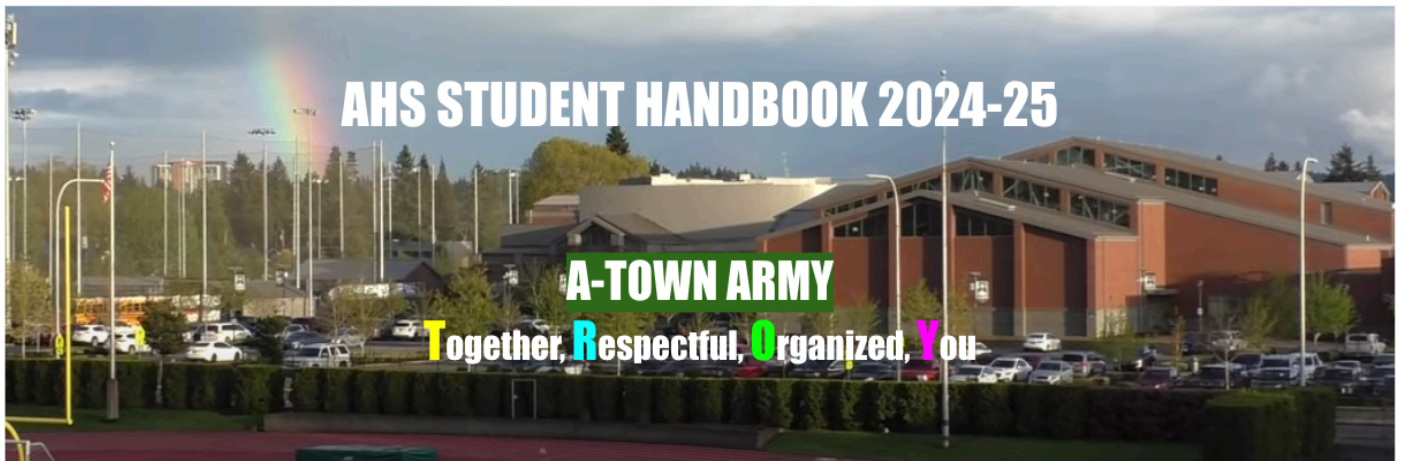


# 2024-2025

## *Auburn High School - Student Handbook*



***“WE are Better Together at Auburn High School”***

**T.R.O.Y. @ AHS...**

**We are TOGETHER**

**We are RESPECTFUL**

**We are ORGANIZED**

**YOU belong here**

Auburn High School 711 East Main Street, Auburn, Washington 98002  
(253) 931-4880 School Website: [www.auburn.wednet.edu/ahs](http://www.auburn.wednet.edu/ahs)  
Est. 1903

# *121 years of educational history*

*That was then...*



*This is NOW!*



*Now, it's time to write yours!*

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**DEAR TROJANS,**

**Welcome to the 2024-25 School Year!**

*If you're a student pursuing your dreams, dream big and seek support from your teachers, counselor, and administrators. Success is a team effort. Share your aspirations and challenges with us so we can better support your educational journey. Use self-advocacy phrases like "This is important to me" or "I need your help with this." Be sure to show up and show out, daily. Afterall, this is about **YOU**.*

*For those exploring high school experiences, you're in a great community. Take advantage of the **many** opportunities at AHS—join **clubs**, try **new classes**, participate in **sports**, or enter contests. If you don't find a club you like, find others with similar interests and start one! Many clubs at AHS have begun this way.*

*Ask yourself, "**Am I on my path or someone else's?**" High school can be overwhelming, often filled with social pressures, but finding your own purpose can help define a plan that **works for you**. Explore new things, conquer your fears, and be brave. High school experiences are temporary, so take risks—you might discover a new interest or just learn what doesn't work for you at this time. Being brave and stepping out of your comfort zone can lead to new friendships and personal growth.*

*Remember, you belong here, and this journey is about you. Investing in yourself is crucial. Students often regret not trying more things in high school, so take their wisdom, create your own, and make the most of your time here. Let us know how we can help you succeed, or help you define success.*

**The Auburn School District's vision:** "Each student will have an educational experience in which they are seen and valued for who they are now while developing their full academic and social potential to prepare them for the future they choose." **We believe in and we do our best to act on this.**

**Auburn High School's vision:** "Our vision is to empower diverse individuals to become successful life-long learners."

**Knowledge is power**—use this handbook as a resource. There's a lot happening at our school, so take full advantage and make things happen to help find your success!

**Continue to pursue your dreams** and know that we are here to help you reach them, but most importantly, dream!

**Let's have a great year, Trojans!**



Mr. Gardner - AHS Principal



# AHS MISSION & VISION STATEMENTS



<b>AHS MISSION STATEMENT</b> 	<p><i>Our mission is to RAISE learning outcomes for students through:</i></p> <p><i>R = Relationships to cultivate culturally relevant approaches</i> <i>A = Academic achievement met through various methods of engagement</i> <i>I = Inclusive and welcoming community</i> <i>S = Skill development, and</i> <i>E = Ethical citizenship, policies, and practices promoting equity</i></p>
<p><i>Our vision is to empower diverse individuals to become successful life-long learners.</i></p>	<b>AHS VISION STATEMENT</b> 



**Auburn School District Mission** In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

**Auburn School District Vision** Each student will have an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

## WHAT IS T.R.O.Y.? IT'S REALLY ABOUT YOU

We believe that you are bound for greater things, and **T.R.O.Y.** provides actionable behaviors supporting our school-wide philosophy that we can achieve more individually, when we work together. Because nobody can truly understand what levels of greatness await us, we will promote ourselves and we will promote each other to help one another grow to that end. This belief can and will be achieved through **Togetherness**, **Respect**, being **Organized** and actively supporting others so that, in a reciprocal way, **You** yourself can have the best chance to achieve and be your best self. Everybody can achieve and that is because you belong at Auburn High School. We believe this.

**T**ogether = Working together will bring the most opportunities and results for all.

**R**espect = Through offering respect we gain respect and positively impact our school.

**O**rganized = By being present and prepared daily we give ourselves an opportunity for success.

**Y**ou = You belong here, as you are. Through working together, being respectful, and organizing ourselves for success, we make Auburn HS a place of growth, excellence, and belonging.



*Every month starting in October our school staff chooses their TROY Students of the Month. Their selections are attached to our beliefs in TROY. Students who **show up** and invest in their education and invest in themselves while holding high regard for the education of others will be recognized. Students receive a certificate, and a letter will be mailed home to their family. Students can use this recognition on applications and resumes.*

# STUDENT & FAMILY SCHOOL SUPPORT CONTACTS

\*Staff names are hyperlinked to school emails ([IDPhotos](#))

<p><b>Main Office</b> 253-931-4880</p>	<p><b>Counseling &amp; College/Career</b> Counseling 253-931-4893 / Career Center 253-931-4929</p>
<p><a href="#">Ms. Pamela Bolen</a>, Office Manager <a href="#">Ms. Ruby Smith</a>, Receptionist <a href="#">Ms. Bobbi Kapule</a>, Office Assistant</p> <p><b>Health Room</b> 253-931-4880 / ext. 701372</p> <p><a href="#">Ms. Stephanie Lewis</a>, School Nurse <a href="#">Ms. Pam Stevenson</a>, Health Tech</p>	<p><a href="#">Ms. Angela Sumner</a>, Counseling Assistant <a href="#">Ms. Anngie Woodward</a>, AHS Registrar / Transcripts <a href="#">Ms. Michaela Herrera</a>, Last names <b>A to DA</b> <a href="#">Ms. Karen Fackrell</a>, Last names <b>DE to JA</b> <a href="#">Ms. Dreu Lambarena</a>, Last names <b>JE to MI</b> <a href="#">Mr. Boone Borden</a>, Last names <b>MO to RO</b> <a href="#">Ms. Ashley Pascual</a>, Last names <b>RU to Z</b> <a href="#">Ms. Anna Marshall</a>: AHS College &amp; Career Counselor <a href="#">Ms. Sharon Englehart</a>: College &amp; Career Center Assistant</p>
<p><b>Administration</b> 253-931-4880</p>	<p><b>Attendance Office</b> 253-931-4886</p>
<p><a href="#">Mr. Jeff Gardner</a>, Principal <a href="#">Mr. Tim Carstens</a>, Ass't Principal, 9th Grade support <a href="#">Ms. Lori Grimm</a>, Ass't Principal, 10th Grade support <a href="#">Mr. Bobby Jennings</a>, Ass't Principal, 11th Grade support <a href="#">Mr. Brendon Durham</a>, Ass't Principal, 12th Grade support</p>	<p><a href="#">Ms. Kenyea Wade</a>, Dean of Students &amp; Success <a href="#">Ms. Beth Shipe</a>, Attendance Administrative Assistant <a href="#">Ms. Desiree Sanchez</a>, Attendance Office Assistant <a href="#">Ms. Misty Richards</a>, Attendance Office Assistant</p>
<p><b>AHS Library Learning Center</b> 253-931-4880 / ext. 702123</p>	<p><b>Athletics &amp; Activities</b> 253-931-4888 / Bookkeeper: 253-931-4895</p>
<p><a href="#">Ms. Sharayah Warren</a>, Librarian <a href="#">Ms. Gabrielle Jones</a>, Library Paraeducator <a href="#">Ms. Maegan Both</a>, Library Paraeducator <a href="#">Mr. Jaden Hassell</a>, Building Technology Specialist</p>	<p><a href="#">Ms. Diana Ramirez</a>, Athletic &amp; Activities Assistant <a href="#">Mr. Jon Price</a>, Athletic &amp; Activities Director <a href="#">Ms. Heather Morrison</a>, Activities Coordinator &amp; Leadership <a href="#">Ms. Debbie Sumner</a>, ASB Bookkeeper</p>
<p><b>Family Engagement &amp; Support</b> Counseling 253-931-4893</p>	
<p><a href="#">Ms. Sonia Amado</a>, Family Engagement Liaison (ext 701431) <a href="#">Ms. Kenyea Wade</a>, Dean of Students <a href="#">Ms. Brandee Jackson</a>, Prevention &amp; Intervention <a href="#">Ms. Edith Andrade Hernandez</a>, On Time Grad Specialist</p>	<p><a href="#">Mr. Angel Velasquez</a> - School Resource Officer <a href="#">Mr. Angelo Herrera</a>, AHS Campus Safety &amp; Security <a href="#">Mr. Emanuel Martinez</a>, AHS Campus Safety &amp; Security</p>
<p><b>ASD/AHS Student Supports</b></p>	<p><b>AHS Student Supports</b></p>
<p><a href="#">Ms. Robin Pratt</a>, Native Education Director Auburn Public Schools Foundation <a href="#">Ms. Sarahi Perez Garcia</a>, College Success Foundation <a href="#">Ms. Eun-Sun Shin</a>, College Success Foundation <a href="#">Mr. Michael Custodio</a>, Pacific Islander Support Coach</p>	<p><a href="#">Ms. Tremaine Frazier</a>, Gear Up Specialist / AVID <a href="#">Ms. Guadalupe Jiminez-Rios</a>, Gear Up Specialist / AVID <a href="#">Ms. Joanna Villa</a>, Gear Up Specialist / AVID / Troy Time <a href="#">Mr. Terrell Dorsey</a>, Unleash The Brilliance Director <a href="#">Ms. Leslie Mizuki Lo</a>, Native Education</p>

# 2024-2025 STUDENT BODY OFFICERS

## ASB Student Officers Executive Board

ASB President	Jeanne Tuia (JayT)
ASB Vice President	Anvi Handa
ASB Secretary	TBD (Fall elections)
ASB Treasurer	Aden Riel
Spirit Ambassador	Angelo Padlan

## ASB Student Leaders

Student Activities Coordinator	TBA
Community Liaison & Service Coordinator	TBA
Assembly Coordinator - Logistics	TBA
Assembly Coordinator - Creative	TBA
Assembly/Activities Tech	TBA
Recognition Coordinator	TBA
Advertising Coordinator	TBA
Student Running Start Liaison	TBA
Social Media Liaison	TBA
<b>ASB Advisors:</b> Ms. Heather Morrison (Admin: Mr. Gardner)	

## Senior Class Officers

President	TBE
Vice President	Drew Campbell
Secretary	TBD (Fall elections)
Treasurer	Rahwa Tesfamichael
Senior Spirit Ambassador	TBD (Fall elections)
<b>Senior Advisors:</b> Ms. Jensen & Ms. Graves (Admin: Mr. Durham)	

## Junior Class Officers

President	Joey Rush
Vice President	Zuhra Kakar
Secretary	TBD (Fall elections)
Treasurer	TBD (Fall elections)
Junior Spirit Ambassador	Zi'yah Johnson
<b>Junior Advisors:</b> Ms. Fuerte-Hunt, Ms. Overby (Admin: Mrs. Grimm)	

## Sophomore Class Officers

President	Jomo Dogbe
Vice President	Aaliyah Tran
Secretary	Kate Iodice
Treasurer	Alice Rush
Sophomore Spirit Ambassador	Leilani Keo
<b>Sophomore Advisors:</b> Ms. Jefferson, Mr. Dang (Admin: Mr. Jennings)	

## Unfilled Position & Freshman Class Election to be held in the Fall 2024

**Freshmen Advisors:** Ms. Barnette, Ms. Balzarini, Ms. Anderson (Admin: Mr. Carstens)



# TROJAN PRIDE & SPIRIT GUIDE

## AHS Competition Colors

*Green, White, and Gold*

## AHS Mascot

*Trojans*

## AHS Fight Song

*“Auburn Trojans hats off to thee,  
To our colors, true we shall ever be.  
Firm and strong, united are we.  
Fight for our fame, uphold our name,  
Rah rah to Auburn High!”*



# SCHOOL BELL SCHEDULES

ALL MONDAYS = Late Start				Tuesday, Wednesday, Thursday, Friday			
Period	Start	End	Minutes	Period	Start	End	Minutes
Zero	8:30	9:05	35	Zero	7:10	8:00	50
1st	9:10	9:56	46	1st	8:10	9:00	50
2nd	10:01	10:47	46	2nd	9:05	9:55	50
3rd	10:52	11:38	46	Troy Time 8th Period	10:00	10:30	30
Lunch A	11:38	12:08	30	3rd	10:35	11:25	50
4th (A)	12:13	12:58	45	Lunch A	11:25	11:55	30
4th (B)	11:43	12:28	45	4th (A)	12:00	12:50	50
Lunch B	12:28	12:58	30	4th (B)	11:30	12:20	50
5th	1:03	1:49	46	Lunch B	12:20	12:50	30
6th	1:54	2:40	46	5th	12:55	1:45	50
7th	2:50	3:40	50	6th	1:50	2:40	50
				7th	2:50	3:40	50

**DETAILS**

- **Warm & cold breakfast** is served 35 minutes before school, up to 5 minutes before 1st period.
- **Grab 'n Go breakfast** offered after 1st period each day. Students go immediately to 2nd period after receiving their food. **This a grab 'n go for a quick breakfast.**
- **Troy Time** is also considered 8th Period: It can be confusing because it's after your 2nd period.
- **School dismisses at 2:40pm, and buses depart AHS at 2:46pm**
- **AHS Extended Academic Day** runs Mondays through Thursdays from 2:45 to 4:40pm
- **Two Extended Day Buses** run Monday through Thursday at 4:45pm from the West Bus Zone.
- The YMCA sponsors a dinner service Mondays through Thursdays 3:00 - 4:30pm

**BELL SCHEDULE ADJUSTMENTS**

- **Assembly, testing, special events, and weather related conditions** will require special bell schedules. Students are responsible for knowing this information ahead of time as it is shared in our daily bulletin announcements, breakfast and lunch time slides & announcements, and on our school website.

**JROTC, Bus Transfer or Running Start Students** who need to remain on the AHS campus during their off campus program times, for whatever reason, must report to and stay in our school library.

# TROY TIME 8th Period

HOME TROY (401 code)	INTERVENTION TROY Tue, Wed, Thu (402 code)
<p><b>When we have Home Troy, this means NO movement. This is the time &amp; space we teach or provide lessons for:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> High School &amp; Beyond Planning</li> <li><input type="checkbox"/> School-wide expectations</li> <li><input type="checkbox"/> Student rights &amp; responsibilities</li> <li><input type="checkbox"/> Digital citizenship &amp; AI</li> <li><input type="checkbox"/> Financial literacy lessons (by grade level)</li> <li><input type="checkbox"/> AHS or ASD approved surveys</li> </ul>	<p>Intervention TROY Time is for English, Math, Science and Social Studies and for students with low grades. Students with an “E” grade from a previous semester or an E or F grade from the current semester from any of their four core classes will be scheduled into one of them and will remain there until the grade is passing at a solid D, or C.</p>
REQUEST TROY Tue, Wed, Thu (E-Hall Pass)	TROJAN THRIVE TROY TIME (Recurrent E-Hall Pass)
<p><b>This is for students at times who are not scheduled into Intervention Troy.</b> Students who only have a 401 TT on their schedule, on what we call “<b>movement days</b>” could instead request one of their current teachers to attend their TT for a variety of reasons. The request must be made via Securly E-Hall Pass and teacher approval.</p>	<p><b>This Troy Time model is under construction:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Possible Roll Out in Mid-October</li> <li><input type="checkbox"/> Students choose 1 location per week</li> <li><input type="checkbox"/> Location will be consistent for 8-9 weeks</li> <li><input type="checkbox"/> This model will only work and receive support if all students comply and go to Troy Time.</li> <li><input type="checkbox"/> We want to make Troy Time relevant for more students. We will begin with a pilot.</li> </ul>

## How Students at AHS Benefit from Troy Time Attendance

<p><b>HIGH SCHOOL PLANNING</b></p> <ul style="list-style-type: none"> <li>● Goal setting and tracking attendance</li> <li>● Goal setting for learning and grades</li> <li>● Preparing for future readiness</li> <li>● Career pathway interests and exploration</li> <li>● Time to consider coursework during high school</li> <li>● Schedule classes for the following year</li> </ul>	<p><b>PLANNING FOR LIFE AFTER HIGH SCHOOL</b></p> <ul style="list-style-type: none"> <li>● Exploring through XELLO is our HSBP.</li> <li>● Being Future Ready by XELLO and conversation.</li> <li>● Opportunities to ask your Troy Time teacher about their own college/career/life experiences &amp; decisions, and hold important class conversations about making your own decisions in mapping out the future.</li> </ul>
<p><b>2 ELECTIVE CREDITS TOWARDS GRADUATION</b></p> <ul style="list-style-type: none"> <li>● .5 Elective Credit per year (9th through 12th)</li> <li>● The credit is earned through XELLO completion</li> </ul>	<p><b>LEARNING SUPPORT</b></p> <ul style="list-style-type: none"> <li>● This is as simple as knowing you have an extra 30 minutes to 2 hours a week, during school to complete assignments or study for assessments.</li> <li>● This could be by being scheduled into a 402 Intervention class to use the time to intentionally bring a failing grade up to passing, or time to use on your own in Home Troy.</li> </ul>
<p><b>FINANCIAL LITERACY</b></p> <ul style="list-style-type: none"> <li>● This year we will offer lessons on basic financial literacy during Home Troy Time.</li> <li>● Financial Literacy is key in life.</li> </ul>	

# E-HALLPASS THIS IS OUR WAY!



Increased hallway access when it is needed with safe, regulated, and monitored restroom spaces.

**AHS has successfully converted to E-Hall Pass.**

Hall Passes at Auburn High School are created on student chromebooks and/or personal cell phones, **then approved by your teacher.**

- Students are provided **two (2) passes per day, every day.**
- Students with medical documentation will be honored per Dr. order.
- The number of students out of class at any time is regulated during class time, so be patient. This assures safe restroom access.
- **Hall passes will not be approved for the first or last 10 minutes of class. Students are to leave their cellphones in class.**
- Student time out of class, time, and locations are documented.
- Teachers will still require students to turn in or secure their cellphones when leaving the class during class time.
- Students needing to take or make a call need to ask their teacher.

## UNEXCUSED TARDINESS

# BE ON TIME EVERY TIME

**1st = Warning**

**2nd = Lunch Detention**

**3rd or more = Admin Referral + Detention**

- Teachers greet students at the door until the late bell rings, take attendance, share good things and begin their lessons on time. Students are expected to be in class on time, and prepared to learn.
- This is non-negotiable as the learning cannot wait for late arriving students. Students that show up late, without a written excuse, will receive a **warning on the first occurrence, a lunch detention on a second occurrence, an admin referral on the third** and all subsequent tardies. Students may be assigned to a punctuality workshop put on by our Dean of Students, Ms. Wade.
- Students will receive a clean tardy record at the start of each new quarter (every 9 weeks)



# SHOWING UP IS KEY TO SUCCEED

*“Courage starts with Showing Up and allowing ourselves to be seen”*

*- Brené Brown*

Students who show up daily, despite daily challenges, tend to earn credit and pass their classes. We ran grade & credit attainment data over the past 7 years and this is what we found just in our own numbers at Auburn High School:

**Students who Show Up to their classes 95 to 100% of the time, pass their classes at a rate of 98%**

- As = 65%
- Bs = 18%
- Cs = 8%
- Ds = 5%
- Es/Fs = just under 2%

**Students who Show Up to their classes 90-94.5% of the time, pass their classes at a rate of 95%**

- As = 49%
- Bs = 23%
- Cs = 15%
- Ds = 10%
- Es/Fs = 5%

**Students who attend their classes less than 90% of the time, pass their classes at a rate of 77%**

- As = 23%
- Bs = 20%
- Cs = 17%
- Ds = 16%
- Es/Fs = 23%

**Showing Up** for school every day does not in itself guarantee success in the classroom. What **Showing Up** does is provides opportunities for a high schooler to engage, to learn, to do, to stay caught up, to express curiosity, to grow knowledge, to gain understanding, to stretch themselves while developing a better idea of where they would like their life to go.

**High School truly is one of the best opportunities** to have all of the support, in one place, and available to allow young people to succeed, and figure out where their dreams may take them.

*“What seems impossible today will one day become your warm-up.  
Just, keep Showing Up”*

*- Unknown*

## HIGH SCHOOL GRADES WHY THEY MATTER

**Grades in high school matter**, and that is because grades are attached to **credits** and attached to a student's overall **grade point average**. From the start of 9th grade, and over the next four years, students have 48 semester opportunities to earn 48 semester passing grades, each is worth .5 of a credit. Early success is important so that students can stay on track in earning the 24 credits needed to graduate. It is important that students and their families understand the following two pages.

### GRADING SYSTEM

The type of system that Auburn High School uses is called a **standards based grading system**. Every course that is taken is either aligned to course standards or course frameworks. All students and family should have access to each course's standards or the course framework. In most courses, the standards can be found on the OSPI (Office of the Superintendent of Public Instruction) website at: <https://www.k12.wa.us/student-success/learning-standards-instructional-materials>

#### **A, B, C, D Grades = 0.5 credit is earned at Semester**

Your teachers at Auburn High School are keenly aware of their course content and how their content, instruction, and assessments directly relate to the prescribed learning standards. When discussing student growth and achievement, our school's academic discussions are framed within the standards and usually about whether a student has **successfully met** or **exceeded** the standards needed to move on with a grade of A, B, C, or D. Below are more of the **typical** scenarios for why certain grades are attained at each grading period. There are always exceptions so please use this information as a guide, and not the rule that applies in all situations.

**Students earning an "A grade"** demonstrated consistently an ability to exceed the course standards through demonstrated higher levels of assessed rigor, and are consistently turning in practice work.

**Students earning a "B grade"** are similar to those with an "A" but there is more of a balance between having meeting and exceeding the standard, and practice work is usually turned in.

**Students earning a "C grade"** have demonstrated a consistent ability to meet most standards, while practice work completion and turn in can vary from student to student.

**Students earning a "D grade"** met some course standards but also came up short on meeting other standards along the way as demonstrated by lower assessment scores, and practice work varies.

Sometimes academic interventions are needed to make sure that students have at least met the essential standards of each course before a student can earn a passing grade. The most common interventions at AHS are AVID strategies, quiz/test retakes, alternative assessments, extra time, re-teaching and additional practice. Teachers will share their preferred interventions in their course outlines/syllabi.

#### **E & F Grades = Credit is not earned, yet**

**Students earning an "E grade"** show some consistency of understanding with course standards but are not quite there yet when it comes to the essential or what are sometimes called the power standards. Moving students forward, with a credit bearing grade, who have not met or exceeded mastery with the essential standards is unethical and setting them up for future failure. We don't do this at AHS. Students with a current grade percentage of 49.51% to 59.50% have earned an "E" grade and this allows AHS to organize academic interventions during the school day to help this group of students meet course standards, thus earning a credit bearing grade. Grades are decided by the teacher of record, and are based on how well the students have mastered the standard in the time provided.

**Students earning an “F grade”** in over 90% of the situations are those with patterns of inconsistent school attendance. It is difficult to learn the course material, demonstrate skills, and demonstrate proficiency when absent. Our teachers work hard to help students stay as caught up as possible but there is an academic “breaking point” that seems to statistically reside with below 70% to 80% school attendance. Students with a current grade percentage of anything less than 49.4% have earned an “F” grade. This usually means the course will need to be retaken. Students need to work with their school counselor to figure out the best plan for recapturing credits. The plan taken is individualized to each student, their career pathway, and other factors specific to each student.

### **What IS Standards Based Grading?**

In a standards-based grading system, assessments carry the majority of the final grading weight, accounting for 80% of the final grade. These assessments measure students' mastery of specific standards or learning objectives. Practice activities, on the other hand, contribute 20% towards the final grade, recognizing the importance of regular practice and skill development. **This grading approach emphasizes students' performance and understanding** of the content being assessed, rather than solely focusing on completion or effort. It promotes a more accurate reflection of students' knowledge and proficiency in meeting established standards.

### **AHS Percentage Grading Scale**

<b>GRADE</b>	<b>PERCENT</b>	<b>GPA PTS</b>
<b>A</b>	92.51 to 100%	4.0
<b>A-</b>	89.51 to 92.5%	3.7
<b>B+</b>	86.51 to 89.5%	3.3
<b>B</b>	82.51 to 86.5%	3.0
<b>B-</b>	79.51 to 82.5%	2.7
<b>C+</b>	76.51 to 79.5%	2.3
<b>C</b>	72.51 to 76.5%	2.0
<b>C-</b>	69.51 to 72.5%	1.7
<b>D+</b>	65.51 to 69.5%	1.3
<b>D</b>	59.51 to 65.5%	1.0
<b>E*</b>	49.51 to 59.5%	0.0
<b>F</b>	0 to 49.5%	0.0

\*The “E” grade is used when a student is close to earning credit for a class, and needs to participate in intervention time to earn the credit on their transcript. At the end of semester, if students have not taken part in trying to use intervention time, such as Troy Time or meetings with the teacher, the grade will change to an “F”, and transcripts as an “F.”

# HIGH SCHOOL GRADING DATES 2024-2025

**Jeff: Dates to be finalized!**

SEMESTER 1	SEMESTER 2
<b>QTR 1 / SEM 1 Begins:</b> Wednesday, September 6	<b>QTR 3 / SEM 2 Begins:</b> Monday, January 29
<b>Mid QTR 1 Progress Grades:</b> Wednesday, October 4	<b>Mid QTR 3 Progress Grades:</b> Wednesday, March 6
<b>QTR 1 Grades:</b> Wednesday, November 1	<b>QTR 3 Grades:</b> Wednesday, April 3
<b>QTR 2 Begins:</b> Thursday, November 2	<b>QTR 4 Begins:</b> Thursday, April 4
<b>Mid QTR 2 Progress Grades:</b> Wednesday, December 6	<b>Mid QTR 4 Progress Grades:</b> Wednesday, May 15
<b>QTR 2 / SEM 1 Ends:</b> Thursday, January 25	<b>QTR 4 / SEM 2 Grades:</b> Thursday, June 20
<b>QTR 2 / SEM 1 Grades:</b> Friday, January 26 (grading day)	

GRADING PERIOD LENGTH	SCHOOL DAYS & TOTAL DAYS
<b>QTR 1 / SEM 1 Begins:</b> Wednesday, September 6	N/A
<b>Mid QTR 1 Progress Grades:</b> Wednesday, October 4	21 School Days & 29 Calendar Days
<b>QTR 1 Grades:</b> Wednesday, November 1	20 School Days & 29 Calendar Days
<b>QTR 2 Begins:</b> Thursday, November 2	N/A
<b>Mid QTR 2 Progress Grades:</b> Wednesday, December 6	22 School Days & 34 Calendar Days
<b>QTR 2 / SEM 1 Ends:</b> Thursday, January 25	25 School Days & 51 Calendar Days
<b>QTR 2 / SEM 1 Grades:</b> Friday, January 26 (grading day)	N/A - Non Student Day
<b>QTR 3 / SEM 2 Begins:</b> Monday, January 29	N/A
<b>Mid QTR 3 Progress Grades:</b> Wednesday, March 6	23 School Days & 37 Calendar Days
<b>QTR 3 Grades:</b> Wednesday, April 3	20 School Days & 36 Calendar Days
<b>QTR 4 Begins:</b> Thursday, April 4	NA
<b>Mid QTR 4 Progress Grades:</b> Wednesday, May 15	25 School Days & 42 Calendar Days
<b>QTR 4 / SEM 2 Grades:</b> Thursday, June 20	23 School Days & 36 Calendar Days



# AHS IS A TITLE 1/LAP SCHOOL: What does this mean?

**AHS is a Title 1a/LAP School:** So, what does this mean?

*Based on our demographic reports, it is recognized that the majority of our students are at a financial disadvantage, historically underserved, and it has also been recognized and proven that when students from financially disadvantaged backgrounds are provided best practices and evidence based support, those students will graduate, excel and transition onto successful after high school experiences. **We are proud to be a Title 1/LAP school and know that all of our students are worth every effort and every resource we can provide for them. We believe in our students and we know their families do, too. It is with this collective mindset that we are excited to show up daily ready to support our students with daily growth, achievement and success opportunities.***

## **TITLE I/LAP Program Information**

**Information from OSPI, Title I, Part A Section**

***Revised January 2023***

*Title I, Part A Title I, Part A is a federal program designed “To provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Title I, Part A can support early learning and Kindergarten to grade 12. Title I, Part A programs and services provide customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do. As the oldest and largest federal education program, Title I, Part A programs build equity of opportunity for children whose struggles often keep them on the academic sidelines. One-third of the public schools in Washington State operate Title I, Part A programs, providing academic services to over 350,000 students annually.*

## **Learning Assistance Program (LAP)**

LAP offers **supplemental services** for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. LAP services focus on accelerating student growth to make progress towards grade level. They may include academic readiness, skill development or behavior support. These services address barriers preventing students from accessing core instruction. The intent is for LAP students to **increase academic growth** during the period of time they are provided services, and be empowered. LAP emphasizes research-based best practices designed to increase student achievement.

## OUR AHS GOAL



## ACADEMIC & GRADUATION REQUIREMENTS

***Always check with your school counselor for graduation requirement information.  
Counselors are assigned by students' last names.***

Last Names	Counselors	Email Address
<b>A to DA</b>	<b>Ms. Micheala Herrera</b>	<a href="mailto:mherrera@auburn.wednet.edu">mherrera@auburn.wednet.edu</a>
<b>DE to JA</b>	<b>Ms. Karen Fackrell</b>	<a href="mailto:kfackrell@auburn.wednet.edu">kfackrell@auburn.wednet.edu</a>
<b>JE to ME</b>	<b>Ms. Dreu Lambarena</b>	<a href="mailto:dlambarena@auburn.wednet.edu">dlambarena@auburn.wednet.edu</a>
<b>MI to RO</b>	<b>Mr. Boone Borden</b>	<a href="mailto:bborden@auburn.wednet.edu">bborden@auburn.wednet.edu</a>
<b>RU to Z</b>	<b>Ms. Ashley Pascual</b>	<a href="mailto:apascual@auburn.wednet.edu">apascual@auburn.wednet.edu</a>

Counseling Assistant	Email Address	Office Phone
<b>Ms. Angela Sumner</b>	<a href="mailto:asumner@auburn.wednet.edu">asumner@auburn.wednet.edu</a>	(253) 931-4893
School Registrar	Email Address	Office Phone
<b>Ms. Anngie Woodward</b>	<a href="mailto:awoodward@auburn.wednet.edu">awoodward@auburn.wednet.edu</a>	(253) 931-4826

# HIGH SCHOOL GRADUATION REQUIREMENTS

## Credit Graduation Requirements

Due to academic maturation and for the proper scope and sequence of classes, a student should attend, as a full-time student, a minimum of eight semesters beginning with grade nine. Each of the four grades is made up of two semesters. A full-time student is defined as one enrolled in a minimum of five courses per day. One-half credit is earned for each semester course successfully completed. A student must successfully complete all the required courses for graduation. Specific course requirements are:

English/Language Arts	4	credits	
Mathematics	3	credits	*A
Science	3	credits	*B
Social Studies	3	credits	*C
Arts	2	credits	*D
Health/Fitness	2	credits	*E
Career and Technical Education	1	credits	*F
World Language	2	credits	*G
Total Required Credits	20	credits	
Electives Needed for Graduation	4	credits	
TOTAL	24	credits	

See the *Courses Listed with Credits Met* table for more information.

"Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

"Personalized pathway requirements" means up to three course credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

\*A. Students must complete mathematics courses in the following progressive sequence: Algebra 1, Geometry, and Advanced Algebra. In certain circumstances, an alternative math course could be used for the third credit of math in lieu of Advanced Algebra. Parents may request a meeting in which the student, parent/guardian, school counselor discuss the students' High School and Beyond Plan and the math requirements for post-secondary and career choices. An approved consent form must be on file prior to taking the course.  
See the *Courses Listed with Credits Met* table for alternatives courses for the third credit of mathematics.

\*B. Two of the science credits must be satisfied in a laboratory science. See the *Courses Listed with Credits Met* table for a list of approved courses.

\*C. Social studies subject area requirements include Washington State History and Government, United States History and Government, Civics, and Geography. Approved courses may count towards social studies credit. See the *Courses Listed with Credits Met* table for a list of approved courses. -

\*D. 1.0 credit requirement for Arts must include coursework in performing or visual arts. The second credit can be fulfilled through performing or visual arts but could also be a filled using a Personalized Pathway Requirement credit.

\*E. Students must complete a minimum of one-half credit in health. The remaining 1.5 credit must be in physical education. Students shall be excused from physical education pursuant to RCW 28A.230.050. Such excused students must satisfy physical education credit through approved courses. See the *Courses Listed by Credit Met* table for a list of approved courses.

\*F. A Career and Technical Education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the Office of the Superintendent of Public Instruction. WAC 180-51-068

\*G. 2.0 credits in world languages or Personalized Pathway Requirements. If the student has chosen a four-year degree pathway under subsection (10) of WAC 180-51-068, the student shall be advised to earn two credits in world languages.

# HIGH SCHOOL GRADUATION REQUIREMENTS

## Non-Credit Graduation Requirements

In addition to required local and state credits, to be able to graduate in Washington, all students must complete two non-credit requirements: a High School and Beyond Plan and Graduation Pathway. State requirements are established on the year a student is first enrolled in 9<sup>th</sup> grade.

### 1. **Develop a High School and Beyond Plan (HSBP)**

All students, with the help of educators and students' families, if possible, must build a HSBP that shows how they will meet state and local graduation requirements and prepare for what they want to do following high school. A student's HSBP, which starts no later than 8th grade, is annually revised by students throughout high school to adjust for changing interests and goals.

### 2. **Complete a Graduation Pathway**

Students will complete one or more graduation pathways to demonstrate their preparation for a meaningful first step after high school, which could include engaging in work, starting an apprenticeship, attending college, or joining the military. The graduation pathway(s) chosen by a student must be aligned with their HSBP.

## HIGH SCHOOL and BEYOND PLAN (HSBP): State Graduation Requirement

<https://www.sbe.wa.gov/our-work/high-school-and-beyond-plan>

- At Auburn High School our students complete their HSBP during Troy Time (period 8) by completing XELLO Lessons at monthly intervals during the school year.
- Completing the lessons also earns the student a 0.5 elective credit towards graduation.
- 10 hours of volunteering are a component of the AHS HSBP Graduation Requirement. To find ideas how to complete these, please use this link:  
[https://docs.google.com/document/d/10mZ-z6xLm3cU4gG5d8Vr1EDRUXqbkNhFkpaX\\_-qUIF4/edit](https://docs.google.com/document/d/10mZ-z6xLm3cU4gG5d8Vr1EDRUXqbkNhFkpaX_-qUIF4/edit)

## GRADUATION PATHWAY: State Graduation Requirement

<https://www.sbe.wa.gov/our-work/graduation-pathway-options>



## HIGH SCHOOL GRADUATION REQUIREMENTS "BOX PAGE" INSTRUCTIONS

### Why are these two pages important?

They will help you figure out what courses you need to take to graduate.

**MATERIALS:** To begin, you will need . . . ☐ A pencil or a pen ☐ "The Box Page" for your graduating class and  
☐ Your current transcript (grades and classes from 9<sup>th</sup> grade on)

### IMPORTANT: Remember . . .

1. Each box represents **one** semester (2 boxes = 1 full year of class).
2. Write in a course code/course title in a box. Don't use an "X."
3. **Do not** add boxes to a category.
4. **Cross out each class on your transcript after you've used it on the box page.**

*You are ready to begin!*

### ☐ **STEP 1: Washington State History Requirement**

If you went to middle school in the Auburn School District, you took Washington State History in 7<sup>th</sup> or 8<sup>th</sup> grade. If you passed Washington State History in middle school, you have met the requirement. If you attended middle school elsewhere and passed Washington State History, you will need to provide proof of completion to the school's registrar.

### ☐ **STEP 2: Cross out classes that don't count**

Look over your transcript. Cross out any classes marked with an "F" (failed) or a "NC" (no credit). You may not use these on the Box Page.

### ☐ **STEP 3: English/Language Arts**

List all of your Language Arts classes in the boxes marked "Language Arts."

### ☐ **STEP 4: Social Studies**

List all of your Social Studies classes in the boxes marked "Social Studies." These classes include

Contemporary World History	U.S. History	Civics	Elective
<ul style="list-style-type: none"><li>• World Studies</li><li>• Global Issues</li><li>• A.P. European History</li><li>• World Geography</li><li>• A.P. Human Geography</li><li>• A.P. Comparative Government</li><li>• Sociology</li><li>• Economics</li><li>• AP African American Studies (Pilot)</li></ul>	<ul style="list-style-type: none"><li>• A.P. U.S. History</li><li>• U.S. History</li></ul>	<ul style="list-style-type: none"><li>• A.P. U.S. Politics &amp; Government</li><li>• Civics</li></ul>	<ul style="list-style-type: none"><li>• Psychology 1 / 2</li><li>• A.P. Psychology</li><li>• Sociology</li><li>• Economics</li><li>• Washington State History (if taken in high school)</li><li>• Multicultural Studies</li></ul>

### ☐ **STEP 5: Math**

List all of your math courses in the boxes marked "Math." These classes include but may not be limited to:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Algebra 1 / 2*</li><li>• Geometry 1 / 2*</li><li>• Advanced Algebra &amp; Trigonometry 3 / 4**</li><li>• Computer Science or AP Computer Science</li></ul> | <ul style="list-style-type: none"><li>• Beyond Advanced Algebra and Trigonometry</li><li>• Pre-Calculus</li><li>• A.P. Calculus</li><li>• A.P. Statistics</li></ul> |
|--|---|

\*Required math courses for math graduation credit.

\*\*Alternatives courses may be available for third math credit requirement.

#### ❑ **STEP 6: Science Lab / Science**

List your Lab Science courses in the first four boxes marked "Science Lab." This includes

- Biology 1 / 2
- AP Biology
- Chemistry 1 / 2
- Physics 1 / 2
- AP Physics
- Environmental Biology
- Astronomy
- Marine Biology
- Human Anatomy & Physiology
- Next Generation Course 1 / 2
- AP Environmental Science
- AP Chemistry/Advanced Chemistry

For the next two boxes labeled "Science (Lab/Non-lab), you may use any of the science courses listed above *or* any of the courses listed in the "Additional Courses" section on the Science Table of Contents. *You will address cross credits in step 10.*

#### ❑ **STEP 7: P.E. / Health**

1. First, fill in the box labeled "Health" (on the right) with either Health, CTE Health, Nutrition & Wellness, Human Survival, Anatomy/Physiology, or Preventive Medicine.
2. Next, fill in the other three boxes with any P.E. class.

#### ❑ **STEP 8: Career and Technical Education**

We have many courses you may use for your occupational credit. Look over your transcript for any code marked with **CTE**. Some art classes *may* also apply. Some CTE courses may meet dual credit requirements.

#### ❑ **STEP 9: Arts: Fine, Performing and Visual**

What counts as a Fine, Visual or Performing Arts credit? Classes with **ART** or **MUS** in the course code and (some) **CTE** course code classes. **MEETS REQUIREMENTS:**

Performing Arts	Visual Arts
<ul style="list-style-type: none"><li>• Acting (1-8)</li><li>• Band</li><li>• Children's Theater</li><li>• Choir</li><li>• Guitar</li><li>• Orchestra</li><li>• Theater Productions</li></ul>	<ul style="list-style-type: none"><li>• 2-D Art</li><li>• Visual Communications</li><li>• Digital Photography</li><li>• Web Design</li><li>• Ceramics</li><li>• Drawing</li><li>• Graphic Design &amp; Production</li><li>• Jewelry</li><li>• Painting</li><li>• Woodworking 5-6</li><li>• Fashion Apparel and Design</li><li>• Interior Design</li><li>• AP Studio Art</li></ul>

#### ❑ **STEP 10: World Language Credit**

If you have chosen a four-year degree pathway, you are advised to earn two credits in world languages (both credits in the same world language). You may also work with your counselor to select a Personalized Pathway.

#### ❑ **STEP 10: Double check your requirements (before filling in your electives)**

If you have leftover classes on your transcript that you have NOT yet crossed out, you *may* be able to fill in empty, required boxes. For each empty box, check the Course Credit Table for cross credit opportunities or check with your counselor. If you find a class listed under cross credits that is 1) on your transcript and 2) not already used and crossed out, you may use it to fill in the box.

## HIGH SCHOOL GRADUATION REQUIREMENTS “BOX PAGE” INSTRUCTIONS

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### **❑ STEP 11: Electives**

If you still have courses on your transcript that you haven't used, you may put them all in the Elective boxes. Any class can be an elective once you've filled core requirements.

### **❑ STEP 12: Double check your work.**

1. Look at your transcript and find the number of credits you have earned. Multiple them by two (credits x 2).  
Write the number here: \_\_\_\_\_
2. How many boxes have you filled in? \_\_\_\_\_
3. These numbers should match. If they don't, you have made a mistake and need to double check your work.

### **❑ STEP 13: Enter your current schedule**

Circle boxes for your currently scheduled or enrolled classes. We assume you will pass all your classes.

### **❑ STEP 14: Boxes still empty or uncircled?**

You need to take these classes to graduate! Now fill in your course selections on your Four-Year Plan.

**To View the full course 2023-24 catalog: Use the link or QR Code**  
**[2024-2025 Course Catalog](#)**



**Link to the Office of the Superintendent of Public Instruction:**  
**<https://www.k12.wa.us/student-success/graduation/graduation-requirements>**

# AHS TROJAN STUDENT CLUBS

## CLUBS AND ORGANIZATIONS

AHS offers transportation for our extended-learning day. Clubs that include an academic component such as a study session, grade checking, or goal setting, may utilize this after school bus transportation. Our students are supported with two buses that leave AHS at approximately 4:45pm Mondays through Thursdays and drop students off in our service area at our student's nearest middle school, elementary school, or public areas, such as Game Farm Park and the Virginia Cross Native Education Center, just to name a few. 4:45pm bus schedules can be picked up in the main office.

### Activity Eligibility:

To be eligible to miss academic time and participate in a co-curricular activity you must:

- Be present one-half or more of the day on which the activity is scheduled. Exceptions are made for verified doctor or dental appointments or other cases prearranged through a building administrator. Be passing at least five full-time classes. Grade checks will be completed seven days prior to the activity. Ineligible students will be notified at that time and have the seven days prior to become eligible by turning in a grade check to the Activities Office.
- Have a current physical and emergency medical card on file with the athletic coordinator before beginning athletic practices. This policy affects all co-curricular activities and students involved in them; i.e., sports, drama, music, debate, cheer, etc.
- Purchase an ASB card. Fee is \$45 for students not on free/reduced meal status.
- **ASB cards are free for students who qualify: The form is available online.**

(\*) Clubs or organizations related directly to a class. Membership is contingent on enrollment in the class.

(cs) Clubs that meet criteria for community service.

## CURRENT CLUBS AT AHS: 2023-24

(CB) Curriculum Based...*Membership is contingent on enrollment in the course.*

(CS) Clubs offering community service.

### AUTO-Skills USA (CB)

Room: 808

Supports student leadership activities such as conferences, contests, and other enrichment activities. This club gets underway Dec.1, students must be active members of the auto technology class and pay membership dues to National/State VICA.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Skills USA Automotives Advisor:** [Mr. Kurt Edwards](#)

### ANIME CLUB

Room: 222

Interested in all things Anime/Manga? Come join Anime Club hosted by Mrs. Kelly Love in Room 222. She's run the Anime Club at other schools for years and must confess she knows nothing about Anime or Manga titles, but she does understand and support fandoms, fanfiction writing, fan art, and a shared, inclusive space for Anime fans!

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Anime Club Advisor:** [Ms. Kelly Love](#)

### **ART CLUB**

**Room: 103**

Open to all students who are interested in making all different kinds of art. You do not need to be enrolled in an art class to participate. All skill levels welcome! The club supports personal artistic expression as well as provides leadership opportunities to use art as a way to connect and communicate with the community.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Art Club Advisor:** [Ms. Stephanie Schleicher](#)

### **ASIAN CULTURAL CLUB**

**Room: Library 212 W**

The Asian Cultural Club of Auburn High School is a safe space for students to build community and center their identities by sharing and reflecting on their lived experiences. We will learn about Asian cultures and celebrate what we have in common as well as our differences.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Asian Cultural Club Advisors:** [Ms. Eun-Sun Shin](#)

### **BLACK STUDENT UNION (CS)**

**Room: Library**

Open to all AHS students with the purpose of increasing awareness and appreciation for African American issues, history and culture among the student body at Auburn High School.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**BSU Advisors:** [Ms. Tremaine Frazier](#)

### **CARD GAMES CLUB (status is undecided)**

**Room: 242**

Want to play your favorite card games with others who enjoy it as much as you do? Want to learn how to play Pokemon, Magic the Gathering, Yugioh, and or other card games? The first two weeks of the month come by and get a FREE card with the chance of getting a Prismatic, Secret, or rare card!

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Card Club:** [Ms. Payton Cambia](#)

### **CHESS CLUB**

**Room: 336**



In Chess Club, we play chess, discuss strategies, learn new openings and tactics, and laugh at chess memes. Everyone is welcome - no experience necessary!

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Chess Club Advisor:** [Needs an advisor](#)

### **CHINESE CLUB (CB & CS)**

**Room: 311**

Open to all students with an interest in Chinese culture and language; some Chinese language experience is helpful. Students will work to expand on our relationship with our sister school, Guanghan Middle School in Guanghan, Sichuan China.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Chinese Club Advisor:** [Mr. Lee Clow](#)

### **CROCHETING & KNITTING CIRCLE "C & K" (CS)**

**Room: 162**

Open to all students wanting to learn a new skill and meeting new people. This club provides a safe place for all to one's self.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Crocheting & Knitting Club Advisor:** [Ms. Payton Weber](#) & [Ms. Kelly Jensen](#)

### **CULINARY ARTS (CB & CS)**

**Room: 401**

Culinary Arts Club operates Cafe Auburn, executes catered functions outside of regular school hours and trains students to compete at regional, state and national culinary events.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Culinary Arts Club Advisor:** [Needs an advisor](#)

### **DECA: AN ASSOCIATION OF MARKETING STUDENTS (CB & CS)**

**Room: 130**

DECA prepares emerging leaders to be college and career ready. Participate in travel, community service, leadership conferences, sporting events, and much more. A \$25.00 membership fee is required for participation.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**DECA & Marketing Advisors:** [Mrs. Janet Tarsi](#)

### **DRAMA CLUB (CB)**

**Room: 501**

Drama Club is open to all students; involves information about the Theater Department as well as acting and improvisation activities.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Drama Club Advisor:** [Mr. Dave Cox](#)

### **FLORAL CLUB (CB & CS)**

Room: 700

Supports student leadership activities such as conferences, contests, and other enrichment activities. Students must be active members of the Horticulture Science class or AP Environmental CTE and pay dues to the National Future Farmers of America Organization.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**FFA Club Advisor:** [Ms. Ronda Kurka](#)

### **FILIPINO CLUB**

Room: 901

Open to all AHS students with the goal of celebrating and promoting "Pinoy" pride. The club will highlight Philippine culture, food, and traditions throughout the school year.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Filipino Club Advisors:** [Mr. Baj Alastra](#)

### **FILM CLUB (status is undecided)**

Room: 211

During the time we meet, club members participate in analyzing and deconstructing films

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Club Advisor:** [Mr. Elijah Timofeyev](#)

### **FIRST NATIONS CLUB**

Room: 110

First Nations club is for members to widen the knowledge and appreciation of their indigenous culture. Our purpose is to promote educational and cultural awareness for all our members through enriching and educational activities.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**First Nations Club Advisors:** [Ms. Leslie Mizuki](#) and [Ms. Robin Pratt](#)

### **FRENCH CLUB (CB)**

Room: 314

We do a variety of things to appeal to different tastes: cheese tasting parties, French videos, movies and plays in Seattle and Tacoma, organizing trips to France, etc. Anyone can join but it's mainly for French students.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**French Club Advisor:** [Mr. Greg Isham](#)

### **GAY STRAIGHT ALLIANCE CLUB (CB & CS)**

Room: 311

Open to all students with an interest in promoting a safe school environment for LGBTQIA+ individuals. If you'd like learn more about how to do this, stop by and join the discussions.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**GSA Club Advisor:** [Mr. Lee Clow](#)

### **GUITAR CLUB**

**Room: 227**

If you play guitar, want to learn to play guitar, or just enjoy music with lots of guitars, this club is for you!. We have two "community" guitars that are shared but if you would like to bring your own you may drop it off in Mr. Hull room for the day on Thursday mornings.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Guitar Club Advisor:** [Mr. Justin Hull](#)

### **HOMEWORK CLUB**

**Room: Library**

Homework club runs Monday through Thursday from 2:45 to 4:40pm. Homework club is supported by academic advisors and peers, with extended bus transportation leaving the school at 4:45pm. Please ask the main office staff for the list of limited bus stops.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Homework Club Advisor:** [Lori Grimm](#)

### **JEWELRY DESIGN CLUB**

**Room: 104**

This club will run mid-November thru December and will focus on making simple jewelry gifts for the giving season. Students do not need to be enrolled in Jewelry Metal Sculpture or have taken a Jewelry Class. We will explore metal, leather and plastic and create wearable objects.

Tuesdays and Thursdays after school 3:00-4:00 pm

**Sessions: Nov. 15, 17, 29**

**December: 1, 6, 8, 13, 15**

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Jewelry Club Advisor:** [Ms. Jennifer Bennett](#)

### **KEY CLUB (CS)**

**Room: 330**

Student-led community service based organization teaching student leadership skills. Dues are \$15 to pay for PNW division membership which cover volunteer insurance and place you on the Key Club roster through Kiwanis International. Make AHS and Auburn a better place by volunteering with Kiwanis.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Key Club Advisors:** [Ms. Cindy Barnette](#) and Ms. Donna Foxley

### **LATINX CLUB**

**Room: 310**

Open to all students wanting a wider knowledge and appreciation of Latin culture. Our purpose is to promote educational and cultural awareness for all our members through enriching and educational activities.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Latinx Club Advisors:** [Ms. Sonia Amado](#), [Ms. Edith Andrade](#)

### **MATH CLUB (status is undecided)**

**Room: 321**

Members of the Math Club participate in events including: Math Day at UW, peer tutoring, t-shirt sales, the Imagine Tomorrow Competition at WSU, and other Mathematics competitions.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Math Advisor:** [Ms. Michelle Dodge](#)

### **MELEE GAMING CLUB**

**Room: 903**

The purpose of Auburn High School's Melee (Super Smash Bros.) Club is to provide a safe, fun and inclusive space for AHS students interested in the Super Smash Brothers video game to gather, play games and share their hobby.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Club Advisor:** [Mr. Mike Grenz](#)

### **METALS-SkillsUSA (CB & CS) (Welding)**

**Room: 508**

Students must be enrolled in a metals course, pay dues of \$15.50, plus pay for travel expenses to contests. Costs may be offset through club fundraising.

[Welding Club](#)

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Metals Club Advisor:** [Mr. David Parker](#)

### **NATIONAL HONOR SOCIETY (CS)**

**Room: Career Center (Library-E212)**

Requirements include a cumulative G.P.A. of 3.6 or higher, involvement in at least two organizations, completion of at least two service projects totaling 20 hours or more within the year, and regular participation in National Honor Society meetings.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**National Honor Society Advisor:** [Ms. Anna Marshall](#)

### **PACIFIC ISLANDER CLUB / NESIAN NATION**

**Room: 401 (Cafe` Auburn)**

Open to all AHS students with the purpose of increasing awareness and appreciation for Pacific Islander issues, history and culture among the student body at Auburn High School. Participate in family nights and cultural dances while making fun memories.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**PI Club Advisor:** [Ms. Leon-Guerrero](#) and [Mr. Michael Custodio](#)

### **PLAY VS GAMING CLUB**

**Room: 322**

"Play VS gaming is a gaming club for students to have fun and be a part of a community! Spring semester we play competitively against other schools around the world!"

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Play VS Gaming Advisors:** [Mr. Kevin Dang](#)

**ROBOTICS TREAD (CB)**  
**(Trojan Robotics, Engineering, And Design)**  
**Room: 500**

TREAD (Trojan Robotics Engineering Art & Design) is Auburn High's FIRST Robotics Team. We meet as a club on Tuesdays to learn about robotics, programming, manufacturing, business, graphic design and more. We are looking for members that want to be involved and make a difference in their community through service and outreach projects. Students may earn a Varsity Letter and are eligible for over \$80,000,000 in scholarships. No experience is necessary, we have coaches and mentors to help you learn and grow your skills.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Robotics Advisors:** [Mr. Chris Zawlisak](#)

**SCHOLARSHIP CLUB**  
**Room: Career Center (Library E-212)**

The Scholarship Club of Auburn High School will dedicate time to finding and applying for scholarships, and understanding financial aid as well as the college application process. By doing this we will establish an enriching learning environment, promote a positive school climate, participate in student leadership, work to improve community spirit, and achieve mature student responsibility and judgment.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Scholarship Club Advisor:** [Ms. Anna Marshall](#)

**SPEECH AND DEBATE CLUB (CB)**  
**Room: 902**

Speech and debate changes lives. NSDA membership builds confidence, boosts classroom performance, improves communication, and increases critical thinking skills to prepare students for college. Our activity provides life skills vital to a young person's success in the future.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Debate Club Advisor:** [Mr. Vann Berryman](#)

**SPORTS MEDICINE (CB)**  
**Room: 714**

Sports Medicine club members learn and practice skills to serve athletes in the AHS community to the best of our ability, extend our services to teach CPR and First Aid to staff and students and the community, and to prepare for participating in student leadership activities locally, state-wide and nationally. Students pay dues (\$20) toward our membership in the Washington Career and Technical Education Association.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Sport Medicine Club Advisor:** [Ms. Krista Parsons](#)



## UNIFIED SPORTS

Room: 500

The number of Partners needed changes depending on the number of Athletes that sign up. Unified would love for us to have a 1:1 ratio of Athletes and Partners to be completely considered Unified. Athletes and Partners are not expected to know how to do any of these sports we will teach them. We start at the basics.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Unified Sports Advisors:** [Stefanie Freeman](#)

## VIS COM MEDIA CLUB (CB)

Room: 101

Open to all AHS students who are interested in video production, creation of marketing materials through heat pressing of tee shirts, coffee mugs, and ceramic tiles. The club will be a part of the TSA (Technology Student Association) and compete in state and national competitions.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**VisCom Club Advisor:** [Mr. Tom Kaup](#)

## YEARBOOK-AUBURN INVADER (CB)

Room: 101

Yearbook meets during fourth period and every Monday after school from 2:45-4:00pm. Advisers are Thomas J. Kaup. Journalism students in yearbook and newspaper will be members of the SWJEA (Student Washington Journalism Education Association) and compete in both state and national journalism competitions.

Contact advisor for meeting dates/times. Advisor's names are linked to their email address.

**Yearbook Advisor:** [Mr. Tom Kaup](#)

***If you don't see a club that's right for you...Start one!!!***

If you are a student with an interest, a curiosity, or has a passion and want to share it with others you can start a club at AHS. Here's how:

- You just need another AHS student who is interested, curious, and/or shares a passion similar to yours.
- Find an advisor (adult staff) who can provide your club some guidance and a space to meet safely. This can happen both in brick and mortar and/or a virtual setting.

**WOULD YOU LIKE TO KNOW MORE about starting a new club at AHS?**

**Contact our AHS Activities Coordinators:** [Ms. Heather Morrison](#)

# **Associated Student Body (ASB)**

## **Elected-ASB Executive & Class Positions:**

- **President:** ASB, 12th, 11th, 10th, 9th
- **Vice President:** ASB, 12th, 11th, 10th, 9th
- **Secretary:** ASB, 12th, 11th, 10th, 9th
- **Treasurer:** ASB, 12th, 11th, 10th, 9th
- **Spirit Ambassadors-** Raise spirit in our school; at assemblies, sporting events, and other events in a creative and respectful manner.: **ASB, 12th, 11th, 10th, 9th**

## **Appointed Positions:**

- **Mascot**
  - Raise spirit in our school at assemblies, sporting events, and other events
- **Tech Coordinator (2) one elected**
  - Create media for assemblies, lunchroom, social media, etc.
- **Community Liaison & Service Coordinator**
  - Develop a community service plan where AHS students will have opportunities to acquire community service hours in a variety of ways in our local community.
- **Social Media Liaison**
  - Create all promotional items for AHS Activities. Promote sports/clubs/activities on all AHS Social Media formats.
- **AHS Website liaison**
  - Communicates grade level & club information to be posted and updated on school website
- **Recognition Coordinator**
  - Develop and implement a school-wide recognition plan to include sports, clubs, staff and students.
- **Assembly Coordinator (2 - creative/logistic)**
  - Develop Assembly outlines and schedules which include highlighting a variety of staff, students, sports, and clubs.
- **Running Start Liaison**
  - Helps support communications between AHS and our Running Start students.

# TROJAN ATHLETICS

## **Welcome to 2024-2025 Trojan Athletics!**

Auburn High School welcomes back our returning student-athletes for the 2024-2025 high school sports season. We also welcome our incoming freshman, class of 2028 to the Trojan Family! We're excited about the 2024-2025 school year! Hopefully you will find the following information helpful. If you have any further questions please feel free to reach out to our athletic department staff or our coaching staff directly.

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## **Athletic Department Staff**

**Jon Price- Director of Athletics & Activities** (253) 931-4888 or [jprice@auburn.wednet.edu](mailto:jprice@auburn.wednet.edu)

Mr. Price provides overall direction and leadership for the Activities Office. He is responsible for coaching staff, facilities, budget, and administrative aspects of extracurricular programs at Auburn High School.

**Diana Ramirez– Athletics & Activities Administrative Assistant** (253) 931-4888 or [dramirez@auburn.wednet.edu](mailto:dramirez@auburn.wednet.edu)

Mrs. Ramirez assists in the clearance of athletes, schedules, and supports the overall administration of the Activities Office.

**Debbie Sumner – Bookkeeper** (253) 931-4895 or [dsumner@auburn.wednet.edu](mailto:dsumner@auburn.wednet.edu)

Mrs. Sumner manages finances, payments, and fines for the Activities Office.

**Kaelin Cooley – Athletic Trainer:** [kcooley@auburn.wednet.edu](mailto:kcooley@auburn.wednet.edu)

Ms. Cooley's primary responsibility is our athlete's physical and mental health and safety. She works closely with the coaching staff and athletics staff to address injuries that occur during athletic events and practice as well as injury prevention and rehabilitation.

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**Sport-Specific Questions** For questions specific to a sport , such as practice schedules, tryout dates, game schedules, or other team-related matters, please reach out to the Head Coach directly.. Contact information can be found by going to [auburntrojanathletics.com](http://auburntrojanathletics.com) and using the menu to find "Head Coach Directory"

**Stay Connected!** You can always find the latest athletics information at [auburntrojanathletics.com](http://auburntrojanathletics.com) and you can find us on Twitter @ASHSAthletics.

## North Puget Sound League 4A Competitive Athletic Offerings

<b>FALL SPORTS</b> <b>AUGUST 26 START DATE</b> <b>FOOTBALL BEGINS AUGUST 21</b>	<b>WINTER SPORTS</b> <b>NOVEMBER 18 START DATE</b> <b>GYMNASTICS BEGINS NOVEMBER 11</b>	<b>SPRING SPORTS</b> <b>MARCH 3 START DATE</b>
BOYS CROSS COUNTRY	BOYS BASKETBALL	BASEBALL
Head Coach: <a href="#">Greg Isham</a>	Head Coach: <a href="#">Ryan Hansen</a>	Head Coach: <a href="#">Gordy Elliott</a>
BOYS GOLF	BOYS SWIM	BOYS SOCCER
Head Coach: <a href="#">Jeremy Sagle</a>	Head Coach: <a href="#">Vaughn Christensen</a>	Head Coach: <a href="#">Skyler Roehr</a>
BOYS TENNIS	BOYS WRESTLING	BOYS TRACK & FIELD
Head Coach: <a href="#">Phil Smetheram</a>	Head Coach: <a href="#">Shane Onufer</a>	Head Coach: <a href="#">Greg Isham</a>
FOOTBALL <b>(BEGINS AUG 21)</b>	GIRLS BASKETBALL	FASTPITCH
Head Coach: <a href="#">Aaron Chantler</a>	Head Coach: <a href="#">Jessica Hansen</a>	Head Coach: <b>TBH</b>
GIRLS CROSS COUNTRY	GIRLS WRESTLING	GIRLS TENNIS
Head Coach: <a href="#">Lacey Way</a>	Head Coach: <a href="#">Erick Opel</a>	Head Coach: <a href="#">Crystal Wisness</a>
GIRLS GOLF	GYMNASTICS <b>(BEGINS NOV 11)</b>	GIRLS TRACK & FIELD
Head Coach: <a href="#">Jon Price</a>	Head Coach: <a href="#">Crystal Tate</a>	Head Coach: <a href="#">Erica Oxley</a>
GIRLS SOCCER	CLUB GIRLS FLAG FOOTBALL	
Head Coach: <a href="#">Stuart Snow</a>	Co-Head Coach: <a href="#">Adrian Hayes</a> Co-Head Coach: <a href="#">Lincoln Burt</a>	
GIRLS SWIM	<b>ATHLETICS SPECIFIC TO SPECIAL OLYMPICS</b>	
Head Coach: <a href="#">Vaughn Christensen</a>	UNIFIED BASKETBALL	UNIFIED SOCCER
VOLLEYBALL	Advisor: <a href="#">Stephanie Freeman</a>	Advisor: <a href="#">Stephanie Freeman</a>
Head Coach: <a href="#">Mallorie Post</a>		

CLUB BOYS WATER POLO	CLUB PERFORMANCE DANCE	CLUB GIRLS WATER POLO
Head Coach: <a href="#">James Diebag</a>	Head Coach: <a href="#">Wendy Mordo</a>	Head Coach: <a href="#">James Diebag</a>

## THE AUBURN TROJAN LEGACY OF BOB JONES



*Mr. Bob Jones worked at Auburn High School from 1983 to 2017. During this time he served our students in roles as a science teacher, athletic coach, activities coordinator, and athletic director. Bob was known as a leader and a caring man, and everybody saw Bob as a friend. A friend who loved to help.*

*Those who knew of Bob knew that he was a heck of a football coach as well as a wrestling coach. He was enthusiastic, well organized, and loved to keep his practices up tempo, competitive, and fun. Under his leadership his teams had a lot of success and his student athletes learned so much more than just what it takes to be successful with a sport. Good coaches can help win games, great coaches can help change lives, and Bob did this.*

*Those who knew Bob well would attest that all of the above is true, and there was so much more that he offered. Bob was a family man. Bob cared about helping others. It's because of this passion to serve our school and community that **our school's gymnasium and the street between our north campus and Troy Field is named after him.** The name on the side of our gym and on the road next to the Memorial Stadium truly mean something and this write up is just one way to keep Bob's leadership legacy alive. Cancer cannot defeat the spirit and legacy of this man, as he will live on through the service and commitment that our AHS staff and students provide year in and year out.*

*There is symbolism in placing our info about Bob Jones near the end of your Student Handbook student activities and involvement section. This was intentional because Bob would want everybody else to receive attention, credit, or honor ahead of himself as he put others first, every single day.*

**"Focus on Today"**

**Bob Jones**



# STUDENT RIGHTS & RESPONSIBILITIES



**LINK TO Electronic Forms of Student Rights**  
<https://www.auburn.wednet.edu/Domain/5072>

## TRANSLATIONS

Dari

English

Marshallese

Punjabi

Russian

Spanish

Ukrainian

## QR CODE to Student Rights



# PRO SOCIAL SCHOOLWIDE BEHAVIORS & EXPECTATIONS



At Auburn High School we teach, affirm, and celebrate pro social behavior, constantly. Students deserve to enjoy everything that is good about attending high school in an environment that is filled with opportunity. We expect everyone to support one another! Pro social behavior helps provide a predictable and safe climate so that all students and staff can experience success on an ongoing basis. At AHS, we are a Capturing Kids' Hearts school and we have earned National Showcase Recognition, three years in a row. We believe in kindness and having regard and respect for all.

Auburn High School has invested a great deal of time and financial resources to offer a welcoming, caring and culturally responsive environment and one that we are very proud of. We do realize that we are always a work in progress but we have progressed, and we will continue to do so each day, and we need everybody to help with this. If asked, **“what are you doing?”** That is the first step to self-manage and direct yourself to go back to doing what you are supposed to be doing.

Students in all classes will have the opportunity to help their teachers create a welcoming environment with classroom **social contracts**. Social contracts form class agreements, and how to address daily conflict in proactive and productive ways. Students enrolled into AHS after social contracts have been developed are expected to adopt the contract and to speak to the teacher at an appropriate time should there be any questions or concerns. **AHS is an Anti-Hate Zone School.**

[Left Click on the image below](#) for our district's Protection of Students from HIB policy and practices

*At AHS, WE believe that every student & staff member has the right to succeed, daily.*



**LET'S WORK TOGETHER  
TO MAKE OUR SCHOOL  
SAFE & WELCOMING,  
FOR ALL**

**IN NEED OF SUPPORT?  
LET US KNOW ASAP**

 <http://1258.alert1.us>

 [1258@alert1.us](mailto:1258@alert1.us)

 855.790.9375

 Text to 855.790.9375

You may also read the HIB & Hazing document in the handbook beginning on page 58.

The following expectations are our legal duty to inform our students of and also an opportunity for transparency and accountability to all of our stakeholders. Ignorance, or choosing not to know is not an excuse. Negative behaviors are unacceptable and they are addressed in the following pages. Naming and defining them serves the purpose to identify where we don't want our behaviors to go. **Please understand, the following behaviors listed are unacceptable at AHS.**

### **ACADEMIC MISCONDUCT: Plagiarism**

Cheating, or copying the work of another person, or turning in another person's work, project, computer programs, etc., as your own constitutes plagiarism. Plagiarism includes, but is not limited to:

- Using another writer's words or words without proper citation, rearranging or changing a few of the author's words and presenting the result as your own work, and not using quotation marks when citing a source;
- Having someone else write your paper, program, project, including asking friends, paying someone, using a paper writing service, or taking information word-for-word off of the internet.
- Copying another student's work during a test, lab, or classroom activity and turning it in as your own.

### **ARSON:**

Intentionally setting a fire or causing an explosion. Setting a fire, using matches, lighters, or other materials, whether in play or through carelessness, is against policy. This includes lighting matches, flicking a lighter in play even when nothing else is set afire. Setting anything on fire is considered arson and must be reported to the Auburn Fire Department immediately. Families may incur all emergency costs.

### **ASSAULT:**

Using unwarranted physical touch, or force. Demonstrating a deliberate and immediate intent to be physically violent towards another person (staff or students) including domestic violence and sexual assault. Intent is defined as taking deliberate actions towards physically harming another person resulting in the person having an immediate expectation that his/her personal safety is now in jeopardy. Assault does not include accidental contact unless it is flagrant, purposeful, repeated and/or results in injury. Domestic violence as assault includes physically harming, threatening, physically restraining, or stalking a romantic/dating partner or family member.

### **ATTENDANCE OFFICE:**

All students arriving late to school or exiting early must sign out through our attendance office. This includes students with late arrival or early dismissal. It is not acceptable to not sign or out during school hours in the Attendance Office.

### **BOMB THREAT:**

In order to assure safety and a smooth and efficient operation of our day, **falsely** reporting a bomb threat or other threat that endangers the welfare or safety of our school population will be cause for disciplinary action and/or referral to law enforcement. Families may incur all emergency costs such as bomb dogs or robots.

### **CELL PHONES:**

Cell phone use (or non-use) in the classroom will be guided by teachers. **Our school's default policy is:** cellphones are to be on silent and secured away in a backpack or pocket and 100% out of sight. Teachers who allow students to use cell phones for learning activities will provide explicit

information for their classroom and content area. Classroom cell phone practices established by our teachers must be adhered to and should be reviewable in the course's outline/syllabus. Teachers have the authority to refer students to an administrator for violating classroom cell phone practices.

**Note:** The most recent research indicates students not distracted by their phone (or another student's phone) learn at a higher rate and achieve at higher levels. This does not imply that a cell phone cannot be an effective learning device when used within the instruction as directed by your teacher.

### **CHROMEBOOK READINESS: AHS's SCHOOL-WIDE EXPECTATION**

All AHS students have been, or will be assigned a Chromebook for their academic use. Teachers will use these devices on a regular basis.

Exceptions for daily use may include physical education, fine arts, or career and technical education (CTE) courses. All other academic content areas will utilize 1:1 educational technology on a regular basis. It is important to bring your device to school with a full charge daily. Students who forget their Chromebook can check out a loaner from our library-learning center beginning at \*7:40am until 8:05am, and after the first 10 minutes of their first class of the day. (\*8:40am - 9:05am on PLC days)

Students are to return loaners to the library-learning center during the last 5 minutes of the school day or after school, but not later than 3pm. There is a limited number of loaners; students run the risk of not having a device if a loaned device is not returned on time. Students who show a pattern (3 days, or more per semester) of not having their Chromebook daily will meet with their counselor or administrator to help problem-solve the matter.

Damaged Chromebooks need to be brought to the attention of our library-learning center staff as soon as possible.

- **Tech Support:** Contact Mr. Jaden Hassell, our school's tech contact for chromebook issues: [jhassell@auburn.wednet.edu](mailto:jhassell@auburn.wednet.edu)

### **CLOSED CAMPUS: School Board Policy 3242**

Auburn High School is a closed campus school. After arriving at school, students are to stay on school property and only in supervised areas of the campus. Students MAY NOT leave campus during the day to eat lunch off-campus, even with parent/guardian permission. The AHS campus is closed for reasons of student safety and supervision accountability.

***A closed campus outside includes food deliveries such as "Uber Eats." All food deliveries will be turned away. Parents & Family members may deliver food to our attendance office for student pick up.***

- ☐ Food delivery by a family member to Attendance Office = **Acceptable**
- ☐ Uber Eats, Door Dash, or restaurant delivery = **Unacceptable**

Students leaving campus during the school day for pre-excused appointments **must check out through the attendance office and check back in upon return.** Tardiness or absences related to leaving school grounds without permission will be unexcused and appropriate action will be assigned.

**Parking lots are off limits during the school day** unless administrative permission has been granted **and** school security has been notified. Violations will result in disciplinary consequences.

## **DANCES:**

All school dances are considered school sponsored events. AHS students may fill out a guest request form two weeks in advance of the dance. The forms can be picked up in our school's activity office from **Ms. Diana Ramirez**. All potential guests must be 20 years of age, or less. No middle school students. All potential guests must provide a copy of their current school identification or a current drivers license. Guest form deadlines printed on the form must be met to receive admin approval.

## **DETENTION NOT SERVED: Will Triple in Length**

When students do not serve a detention due to an excused absence they are expected to attend the first detention opportunity upon returning to school. If students need to reschedule a detention, they must go to their grade level administrator or **Ms. Mary Bryan** to re-schedule. Administrators may contact a parent/guardian and deny such requests. **Students who “do not serve”** will automatically be scheduled to the next discipline level that will result in campus beautification and/or Saturday School (2 hours). Campus beautification is supervised as are detentions and Saturday school.

## **DIGITAL CITIZENSHIP/COMPUTER ETHICS:**

When using school computers, software and networks, students must maintain appropriate boundaries. Each day that you sign into a Chromebook or a school device you are agreeing to follow district usage rules. Inappropriate usage includes violating copyrights, overriding passwords, altering systems, introducing viruses, entering confidential and non-designated files, sabotaging networks, hardware, or software, and publishing non-school, unauthorized materials, etc.

## **DISREGARD/DISRESPECT/INAPPROPRIATE BEHAVIOR:**

Students who are disrespectful (interrupt, yell at, use sarcasm, scoff or engage in any conduct deemed disrespectful by a reasonable adult) will be addressed promptly by teachers and may lead to administrative referral, parent/guardian notification and school discipline. AHS has surveillance video throughout our school meaning all of our behaviors are recorded, for the safety and protection of all.

## **DISRUPTIVE CONDUCT:**

Students who disrupt the learning environment are negatively impacting the learning process of their peers and themselves. Disruptive students will be addressed promptly by teachers (beginning with the 4 questions). This may lead to administrative referral, exclusion from class, parent/guardian notification and school discipline should the student choose to behave out.

## **DRESS GUIDELINES/APPROPRIATE ATTIRE:**

High School is the final step prior to entering your adult life; post-secondary education, the military, or the workforce. In all three pathways, appropriate dress will be expected. This mindset is no different at Auburn High School. We want to accomplish two things:

1. A safe school environment – because we all deserve this.
2. A reasonable standard of dress allows students individualism, comfort, and freedom of expression while not taking away from our school's learning & emotionally safe environment.

Students at Auburn High School may wear hats and other head coverings in hallways and in common areas around our campus, as long as there is no violation of our priority for safety. The administration reserves the right to make adjustments due to safety concerns, at any time and on a case-by-case basis. We must be able to identify any person who is in our building for safety purposes.

Teachers will make their own classroom decision on whether hats/head coverings will be allowed to be worn in their classrooms. The quickest way to go straight back to a “NO HAT” policy for our entire



school is to disregard a teacher and their classroom expectation. Please understand that this privilege of hats and head coverings on campus has been earned.

Clothing and accessories that become disruptive to the learning environment and/or safe operations of our school campus will result in an administrative referral. Inappropriate attire will be addressed in the offices of administrators, Dean of Students, or Campus Security. A good rule of thumb is, if you wonder if it is school appropriate, it probably isn't. So leave it at home or for a non-school setting.

Parents and Guardians will be notified of any dress guideline referrals.

#### **General Clothing instances that may not work at school:**

- Any clothing or accessory with messaging and/or visuals promoting alcohol, drugs, tobacco, gang affiliation, a threat, and/or any type of harassment as outlined in our rules.
- Tops that do not cover the midriff. General Rule of Thumb: If you can't gently pull the top down to cover your midriff, it's too short for a school environment.
- Pants/Shorts that don't cover the student's bottom.
- Flip flops are not recommended due to safety concerns with stairs and other possible hazards.

#### **EXTERIOR DOORS DURING THE SCHOOL DAY: ENDANGERMENT & SAFETY VIOLATION**

For safety reasons, exterior doors will be locked at 8:10am (9:10am on PLC Mondays). **Opening exterior doors between 8:10am/9:10am and 2:40 pm is considered a serious safety violation.** All visitors must enter through our main entrance on Main Street. This policy also includes late-arriving students and visitors. Although we understand this may be an inconvenience, **safety is our first and most important priority.** The only exception to this is our north end entrance (student parking lot) in the Gym Foyer. These doors will remain open until 8:20am / 9:20am on PLCs.

#### **FAILURE TO DISPERSE:**

In the event of a verbal or physical conflict, students are expected to leave the area immediately and inform an adult. When a staff member arrives and instructs students to move away or leave the area, students who do not comply immediately will receive a disciplinary action. Crowding around a conflict or physical fight is considered a dangerous behavior as this endangers others including staff attempting to intervene. Dispersing is defined as leaving the immediate area. Includes recording altercations.

#### **FAILURE TO IDENTIFY YOURSELF:**

Students are expected to have their current year student ID card in their possession. When a staff member asks a student to identify his/herself, the student must state their full name and show their ID card. Failure to comply is considered a safety violation. Staff reserve the right to ensure safety for our school. Students are expected to respectfully comply with this reasonable request. **Failure to do so may lead to emergency removal by the school administration.**

#### **FAILURE TO PARTICIPATE:**

Students at AHS are expected to actively participate and engage in all learning activities. Assignments not aligned with a student's beliefs, must be communicated verbally or in writing to the teacher. Choosing to not participate in your own learning will result in a conference between the teacher, student and possibly a parent or guardian.

### **FALSE REPORTING:**

To knowingly report false allegations is a violation of school policy. False allegations include reporting false information and/or leaving out facts or information. Students found to have made a false report will be subject to appropriate discipline.

### **FIGHTING:**

Fighting is defined as participating in an incident involving physical violence. If a fight, recording of a fight, or any events leading up to a fight, occurs on school grounds or has a connection to the school, administration has a duty to respond. Social media, texting, or gossiping about other students falls under the AHS administrators duty to investigate. Fighting includes but is not limited to:

- Engaging in mutual physical contact involving anger, hostility or premeditation.
- Teasing, harassing, and/or intimidating others resulting in physical contact involving anger or hostility.
- Retaliating physically for teasing, harassing, threatening, or intimidating behaviors.
- Verbally inciting or physically supporting a fight by one's encouragement or presence

**Note:** Attending a fight, or encouraging/promoting/recording a fight is a dangerous behavior. Students will be disciplined accordingly.

### **GAMBLING:**

Gambling is prohibited at school, or school related events, at any time.

### **GANG ACTIVITY:**

Per the Revised Code of Washington **RCW 9A.94A.030** (12-14): A student who is enrolled in a public school or an alternative school may be suspended or expelled if the student is a member of a gang and knowingly engages in gang activity on school grounds. "Gang" is defined as a group which:

- a) consists of three or more people; and
- b) has a common name, identifiable sign, symbol, or leadership; and
- c) on an ongoing basis, conspires, promotes, and acts in concert mainly for criminal purposes.

### **HARASSMENT/INTIMIDATION/BULLYING (HIB): School Board Policy 3205**

Harassment, intimidation or bullying includes intentional written messages or images, including those that are electronically transmitted; a verbal or physical act, including but not limited to one shown to be motivated by any characteristic in **RCW 9A36.080(3)**, (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap) or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent or pervasive that it creates an intimidating/threatening educational environment;
- Has the effect of substantially disrupting the orderly operation of the school.

Our systems are continuously monitored 24/7/365. Please refrain from participating in any HIB behavior in all scenarios. There are better ways to handle conflicts. Also, no recordings or photos from class sessions may be used without the explicit consent of the instructor and all students who are in the session.

### **EXAMPLES OF SEXUAL HARASSMENT / MISCONDUCT: It is how it is received**

1. Making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
2. Using derogatory sexual terms for a person;
3. Standing too close, inappropriately touching, cornering or stalking a person;
4. Displaying offensive or inappropriate sexual illustrations on school property;
5. Making sexual propositions or pressuring a person for sexual favors;
6. Touching of a sexual nature;
7. Writing graffiti of a sexual nature;
8. Displaying or distributing sexually explicit drawings, pictures, or written materials;
9. Circulating or showing emails, social media, videos, or websites of a sexual nature;
10. Making sexual jokes, suggestive remarks, sexual rumors, or derogatory comments;
11. Physical interference with movements, such as blocking or following someone

### **INCITING CONFLICT:**

Students involving themselves with the passing of information that directly results in a verbal or physical conflict will be disciplined and could face emergency removal by administration. Parents will be notified and law enforcement may also be involved.

### **INSUBORDINATION / NON-COMPLIANCE:**

Failure to comply with a reasonable request of a staff member including all district employees, guest teachers, and guest office staff.

### **INTERFERING WITH SCHOOL AUTHORITY:**

Interfering or attempting to interfere with the daily duties of district personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his/her safety or well-being of his/her property is in danger is against policy and violators will be emergency removed from campus by administration.

### **LASER DEVICES:**

Laser devices are prohibited and not allowed on any ASD campus, nor on a school bus.

### **MEDICATION**

State law requires written instruction from a parent/guardian and a physician/dentist for any medications to be given at school, whether prescribed or an over the counter medication. Medication must be processed through our school nurse and distributed through our health station location in our counseling office area. Medications may not be distributed between students for any reason. Students found doing so will receive school consequences and parent/guardian notification.

### **NON-SUPERVISED UNAUTHORIZED AREA VIOLATION:**

Students who violate this policy are subject to disciplinary steps, parent/guardian contact, and possible safety searches by school administration. Being in unsupervised areas is viewed as a safety violation and administrators reserve the right to ensure a safe campus for all staff and students.

#### **Non-supervised/Unauthorized areas at AHS are:**

1. Parking Lots - During the school day
2. Areas north of Café Auburn - during lunch including the 500/700/800 halls
3. All P.E. /Athletic Facilities - When not under direct supervision of a staff member.
4. Hallways / Learning Zones

## **OFF-CAMPUS MISCONDUCT: School Board Policy 3242**

Students shall remain on school grounds from time of arrival until the close of school unless officially excused. Reasonable discipline may be imposed for an off-campus act of misconduct if the event impacts the educational process or learning environment. The following criteria should be considered to decide whether an act of misconduct is sufficiently connected to the educational process:

1. Location of the misconduct (proximity to school grounds or to a school activity);
2. Hour and date of the misconduct (during school hours, but off-campus; immediately before or after school hours; on district-sponsored transportation, directly before entering or after leaving district-sponsored transportation, or during school-sponsored activities);
3. Effect on other participants or victims to the misconduct (did the misconduct involve or affect other students or school district personnel);
4. Severity of the misconduct and its likely connection to student or school district personnel safety (e.g., fighting or other violent or destructive acts, the selling of a controlled substance, or possession of a weapon); and
5. Extent to which the off-campus activity affects the environment or safety of the school (e.g., students are afraid to come to school or afraid at school because of it; it is disruptive to the school atmosphere in that special precautions or actions need to be taken to protect students and staff; the arrangements for the activity were made on campus but conducted off campus, such as drug sales, a fight or assault, etc.; or there are likely repercussions such as students from other schools or non-students coming onto the campus to effect retribution).

The District will respond to off-campus student speech that causes or threatens to cause a substantial disruption on campus or interference with the right of students to be secure and obtain their education. Substantial disruption includes, but is not limited to, significant interference with instruction, school operations or school activities, violent physical or verbal altercations between students, or a hostile environment that significantly interferes with a student's education.

## **PARKING LOT VIOLATIONS:**

Students must purchase a student permit to park on campus during the school day. Students who abuse their parking privileges will receive school level discipline, tickets and/or parent contacts. Students parking on campus during school hours without a permit will be ticketed.

School Board Policy 3243 states, The board regards the use of motor vehicles and bicycles for travel to and from school as an assumption of responsibility by parents and students.

### **Parking lots are off limits during the school day**

- You are not permitted to sit in parked cars during the school day, including lunchtime.
- Improper operation of a motor vehicle on or around school property will result in suspension of parking privileges and/or other disciplinary measures.

### **Student Vehicle Infractions/Fines: (at the expense of the owner or driver)**

- No Permit/Not In View (current school year).....\$20
- Parked In Staff Lot.....\$35
- Lending/Using Another Student's Permit.....\$20
- Fire Lane/Zone—City Citation (may be towed).....\$75
- Disabled Stall—City Citation (may be towed).....\$300/\$450

### **RECKLESS / DANGEROUS DRIVING:**

Students who endanger others and themselves through reckless and dangerous driving will receive school level discipline including contacting a parent/guardian and loss of parking privileges up to the end of the school year. Students may also be subject to legal citation by APD.

### **PUBLIC DISPLAY OF AFFECTION (PDA)**

Students are to exercise discretion and respect the rights of others at all times. Overt acts of affection are not appropriate in a school environment and can impact the learning environment for others.

### **SEARCH AND SEIZURE: School Board Policy 3230**

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker as follows:

1. Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of student's violation of the law or school rules. For the purpose of this policy "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.
2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and gender of the student and the nature of the suspected infraction.

### **SEXUAL MISCONDUCT: School Board Policy 3205**

See HARASSMENT / INTIMIDATION / BULLYING section

### **SKATEBOARDS (Includes Scooters)**

Skateboards are not to be ridden on school property or taken on school buses. Skateboards used as transportation to and from school are to be secured in the student's school locker during the school day. Violations will result in confiscation & return on first occurrence and confiscation, parent/guardian return on all further occurrences.

## **SUBSTANCE USE/POSSESSION/DISTRIBUTION/DRUG PARAPHERNALIA:**

Any student will be disciplined who:

1. Illegally uses, possesses, sells, or is under the influence of drugs, alcohol, controlled or mood-altering substances;
2. Illegally uses, possesses, sells, or is under the influence of medication which is not prescribed for her or his use by a licensed doctor;
3. Illegally uses, possesses, sells, or gives to another, drug paraphernalia, delivery devices such as vapes at school, or at a school-sponsored activity or event.
4. All prescribed medication must be administered from our school's health tech office in our counseling center. Failure to follow this policy = See section (2) above.

**Search and Seizure:** School authorities may seize any contraband substance or object, the possession of which is illegal, or any material or object which violates a school rule or poses a hazard to the safety and good order of the school. Students are not to bring these items to school or to any school-sponsored event.

**Authority to Conduct a Search (RCW 28A.600.210)** The law allows school authorities to search students, their lockers, their motor vehicles, and personal property when they have reasonable suspicion that a particular student is in possession of something prohibited by school rules or law.

Any student who refuses to submit to a reasonable search by school authorities will be subject to disciplinary action and/or suspension or expulsion. School authorities may detain the student pending the notification and arrival of the student's parent(s) and/or guardian(s) and/or law officials as appropriate.

## **TARDY/UNEXCUSED:**

*Students who are **late** to school due to an excused reason must have their tardy excused by a signed note or a phone call from their parent/guardian on the same day with the attendance office. **Once at school**, it is important for students to be in class on time to receive their full educational opportunity, **and** to not infringe upon the opportunity of others by making a choice to show up late. **At AHS everyone has a right to succeed.***

*Students who take their time and are regularly late to class will be subject to school discipline. Should the behavior continue, teachers will refer students to their grade level administrator or dean of students through a 3-step and ongoing process. Students can be scheduled to a success workshop.*

## **TECHNOLOGY & CELL PHONE MISUSE: School Board Policy 3245**

While on school property or while attending school-sponsored or school-related activities, students shall not use personal telecommunication devices including cellular phones in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others. All Auburn School District staff members have the right to request that students put their phone away and/or store it out of sight.

Students who violate this policy will be subject to disciplinary action including suspension or expulsion and losing the privilege of bringing their device onto school property. In addition, administrators may confiscate or, with reasonable suspicion, search the device which shall only be returned to the student's parent/guardian. Content or images that violate criminal laws will be forwarded to law enforcement.



Students are responsible for devices they bring to school and are strongly encouraged to secure all personal property while on campus. The district shall not be responsible for loss, theft or destruction of devices brought onto school property. If your phone is lost or stolen, report it to school security and fill out an incident report. When possible, AHS security staff will attempt to recover the stolen item. In the event of a theft, students are encouraged to contact their wireless provider to either trace the location of the phone or disable use/in-app purchases, etc.

#### **THEFT/IN POSSESSION OF STOLEN ITEM(s):**

Stealing is prohibited. Students who say they were “just joking” or claim to have “found” the item when in possession of property that is not theirs will be investigated and afforded due process and subsequent finding from school officials.

#### **THREATENING ACTIONS:**

**Threats/Intimidation is defined as:** Communicating threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or other electronic means, which cause the other person to believe his or her life, safety, or property is in danger, or which cause a listener to believe that another person’s life, safety, or property is in danger. It is not necessary that the threat be communicated to the intended victim.

**Threats toward Staff:** Making threats of violence or harm toward any person acting in their official capacity as an employee and/or agent of the Auburn School District is against Auburn School District policy. Staff and students, alike, have the right to work and learn in a safe and non-threatening atmosphere. Auburn High School has no tolerance for students directly threatening staff persons. If there is an implied or direct risk of violence towards the staff person, students will face disciplinary action and referral to local law enforcement.

#### **TOBACCO VIOLATION:**

Students, as well as adults, are not allowed to use or possess tobacco/tobacco delivery products (i.e., cigarettes, cigars, or chewing tobacco/vape devices) on the Auburn High School campus. Progressive disciplinary consequences will be administered to anyone violating this policy.

#### **TRUANCY/SKIPPING CLASS: (Includes wandering hallways or campus during class time)**

Skipping school or classes falls under unexcused absences and truancy. Students who miss class are subject to school discipline and will not be allowed to make up work for full credit. Additionally, students involved in extracurricular programs will not be allowed to participate if they skip school or classes and could lead to suspension or removal from student activities. Students who develop a pattern of skipping classes will be subject to **Washington State Truancy Laws RCW 28A.250.020**. Students absent from school without permission, or absent from class without the teacher’s explicit permission are considered truant. Any absence from school that is not excused by their parent/guardian within 2 school days of the student’s return to school will be considered a truancy.

#### **VANDALISM/DESTRUCTION OF SCHOOL OR PERSONAL PROPERTY:**

Auburn High School encourages students, teachers and every citizen to cooperate in reporting any vandalism to property belonging to the Auburn School District and the name(s) of the persons believed to be responsible. Any act of vandalism (graffiti, breaking equipment, removing or switching out components, etc.) shall result in disciplinary action, loss of school privileges, and restitution. Students and/or their parent/guardian will be billed for the repair or replacement of damaged items or facilities as well as the labor costs for repair or replacement.

### VAPING:

Vaping is prohibited on the Auburn High School campus and all ASD properties. Students who are caught vaping (or have possession of a vape device) will receive detention time and health education on the dangers of vaping. Having a vape device at school is also unacceptable and all devices will be confiscated, tested for THC, and either returned to a legal guardian or to our school resource officer.

### WEAPON VIOLATION: RCW 9.41.280

A weapon includes, but is not limited to:

- 1) a firearm
- 2) an airgun or any item which appears to be a realistic firearm or air look-alike.
- 3) a device commonly known as throwing stars, nunchaku sticks; slingshot; metal knuckles; any knife having a blade which opens, or falls, or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement; or any dagger openly or furtively carried, or any portable device manufactured to function as a weapon and/or which is commonly known as a stun gun, including a projectile stun gun, that emits an electrical shock, charge, or impulse
- 4) any knife which is a cutting or stabbing instrument with a sharp blade set in a handle. This includes pocket knives.

Carrying firearms onto, or possessing firearms on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities is illegal and will result in a one year mandatory expulsion.

Firearm is defined as a weapon from which a projectile or projectiles may be fired by an explosive such as gunpowder. It also includes an explosive, incendiary, or poison gas bomb, grenade, rocket, missile, or mine.

Violators will be expelled from the Auburn School District for no less than one calendar year. See, RCW 28A.600.420. The Superintendent or his or her designee may modify the expulsion on a case-by-case basis. District Identified Dangerous Weapon.

**District-defined dangerous weapons include:** BB gun of any type, pellet gun of any type, gel blasters/guns, soft air gun, slingshot, switchblade knife, fixed blade knife, large folding knife with a blade over 2-1/2 inches long; any knife with a blade that locks open; any knife with more than one blade; razor blade; box cutter; blowgun, Taser gun, and bullets. The definition of a dangerous weapon may also include any object, such as pepper/gas spray, that can reasonably be used to inflict serious bodily injury when a student uses such an object with the intent to harm or intimidate someone, or when there is no other reasonable purpose for possessing the object except to use it as a weapon. A laser pen may be considered to be a dangerous weapon if the light is deliberately aimed at another person's eyes, whether or not there is intent to cause harm (for any of the above items). Discipline for a first-time possession of a dangerous weapon can be up to a long-term suspension. The administrator may elect to give a lesser corrective action based on the particular facts and factors.

# BEHAVIOR MANAGEMENT PLAN

At Auburn High School our staff will explicitly teach students behavior expectations during TROY Time, and classes. Our goal is to offer a welcoming, positive and safe atmosphere for all staff and students. As a student you will play a big role in this, as we expect many of you to help lead others. Auburn High School's Positive Behavior Intervention Support (PBIS) plan, taught in classrooms and during TROY Time, will enable our entire school community to reach the highest levels of safety, respect, and success on a daily basis. We will work at this every single day of the year.

Expectations will be introduced in September, reviewed in February and revisited daily to some degree throughout the school year. For new students, our counselors or other staff will schedule meetings to review essential information during TROY time.

**Discipline/Interventions:** It is the intent of the school to encourage students to positively lead themselves and to follow the expectations of the school and of our staff **at all times**. Students who violate a rule the first time face disciplinary action commensurate to the violation for a first occurrence. We do our best to address each situation as a stand alone situation as students deserve a fresh start each day. We also try to handle issues at the lowest level possible and through educational means.

However, repeated violations and/or extreme situations will result in more weighted disciplinary actions, including suspension. At each intervention step, the intent is to assist the student in identifying the problem, to understand alternative choices and options, and to encourage the student to accept responsibility for his/her actions. In our effort to partner with parents and guardians, AHS staff will notify parents/guardians by phone or email when disciplinary actions have been assigned to their student. **The following are the 8 Levels of behavior management.**

1. **Teaching what we expect:** *AHS Staff members will teach expectations to all students.*
2. **Self-Regulation:** *The **next level** of behavior and emotional regulation is through self management. This is something to strive for each day.*
3. **Self-Correction:** *The **next level** of behavior and emotional regulation are through self-correction in stopping a non-productive behavior, or non-behavior, before it affects self or others. Sometimes, this takes self-awareness and maturity. Sometimes, even the best of us don't see it.*
4. **Peer Supported Regulation:** *The **next level** is through the support of a peer/friend.*
5. **Co-Regulation from Staff:** *The **next level** is through the support of a staff member. In a classroom setting, it could be a look, or the teacher may ask, "What are you doing?" followed by "What are you supposed to be doing?" This is an opportunity to redirect back to the activity or task at hand. If this becomes a pattern a teacher may choose to act and contact a parent/legal guardian and assign a 30 minute detention.*
6. **Reflective and Time Penalty:** *For a student who chooses to behave out of a class and disregard a teacher's request to do the right thing, the result will be a referral to their grade level administrator.*
7. **Temporary Removal:** *Teachers who follow our school's Tier 1 practices have the right to ask that a student be removed from their class by the grade level administrator or campus security.*
8. **Exclusionary:** *Usually for violent, threatening, or school safety related behaviors/violations.*
  - a. *Short Term Suspension (in-school or out-of-school) Served as a partial day and up to 10 days*
  - b. *Long Term Suspension - More than 10 days*
  - c. *Admin Removal*
  - d. *Emergency Removal*
  - e. *Expulsions*

# STUDENT DISCIPLINE MATRIX

## RESTORATIVE & REPAIRING HARM

Understanding one's impact on others and learning how to consider other options is all about learning. AHS will endeavor to address offenses using restorative practices to better serve all students.

- Admin/Student Conference/Workshop
- Counselor/Student Conference
- Advocate/Student Conference
- Student/Student Mediation
- Teacher/Student Mediation
- Parent/Guardian may be included

## PUNITIVE w/ Learning

Sometimes a penalty will need to be assigned in the form of time taken away. Students will be asked to reflect and explore other options.

- Lunch Assignment (Detention)
- After School Assignment (Detention)
- Campus Beautification
- Saturday School (8-10am)
- Parent/Guardian notification

## EXCLUSIONARY w/ Learning

- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
  - Short Term (1-10 days)
  - Long Term (11, or more)
- Emergency Expulsion (up to 10 days)
- Expulsion (up to 90 days)
- Possible Police involvement

## TIER 1 NEED TO KNOWS

At Auburn High School students also learn school-wide expectations (in the school and virtual setting) through our positive behavior program that is taught to all students at the beginning of Fall Semester and reviewed periodically and at the start of Spring Semester, and reviewed as needed.

At Auburn High School teachers and students collaborate to create, establish, and promote positive behaviors through the development of a classroom social contract.

Staff will provide reminders for their students through the application of our **Four Questions**:

CLASSROOM example	CAMPUS example
What are you doing?	Where are you going?
What are you supposed to be doing?	Where are you supposed to be going? (Pass will be checked)
Are you doing it?	Are you going there?
What are you going to do about it?	Are you making the right decision?
Those choosing to not correct their behavior will be making the choice to be referred to their administrator.	

OFFENSE TYPE	RESTORATIVE	PUNITIVE	EXCLUSION
<b>ACADEMIC MISCONDUCT</b>	✓	✓	No
<b>Cheating, Plagiarism, Copying / AI.</b> <i>Students must turn in their own work and not falsify the work of others as their own, or share their work with others for the purpose of earning credit.</i>	As decided by the teacher of the course.	e.g. reduction or loss of points or credit.	
<b>ARSON</b>	✓	✓	✓
Willfully and deliberately setting anything on fire on school campus or school related events. <i>This includes explosive devices such as fireworks.</i>			
<b>ASSAULT</b>	✓	✓	✓
Unwanted striking or contacting another person, or people with self or object.			

OFFENSE TYPE	RESTORATIVE	PUNITIVE	EXCLUSION
<b>DETENTION NOT SERVED</b>	√	√	√
Detentions not served will result in more detention time & parent notification. <i>Two hour campus beautification or Saturday School are possible consequences for refusing to serve detentions. In-School Suspension if needed.</i>			
<b>DISRESPECT / DISREGARD / INAPPROPRIATE</b>	√	√	√
Interrupting, yelling, using targeted sarcasm, scoffing or engaging in conduct deemed disrespectful by a reasonable person. <i>(Upset, non-threatening)</i>			
<b>DRESS/ATTIRE GUIDELINE DISTRACTION</b>	√	√	√
Articles of clothing or accessories that are or have the potential to be disruptive to the learning environment and/or safe operations of our school campus such as swastikas, nazi symbols, confederate flags, or language meant to incite. Admin reserves the right to adjust dress guidelines in response to school safety.		If unsafe	If unsafe
<b>EXTERIOR DOOR - SCHOOL SAFETY</b>	√	√	√
Willfully opening exterior doors during school is considered a breach of safety for the people on our campus. During the school day all non-staff must enter the school through the main entrance & attendance office only.			
<b>FAILURE TO COMPLY with STAFF</b>	√	√	√
Not following a reasonable rule, regulation, policy, practice, protocol posted or spoken.			
<b>FAILURE TO DISPERSE</b>	√	√	√
Not leaving the scene of a conflict is considered a dangerous behavior similar to aiding and abetting an illegal activity. <u>Recording conflicts/fights also falls under failing to disperse and inciting.</u> <i>Students must disperse when directed by school staff.</i>			

OFFENSE TYPE	RESTORATIVE	PUNITIVE	EXCLUSION
<b>FALSE REPORTING to school officials</b>	✓	✓	✓
Reporting a false allegation is a violation of school policy and student's rights. <i>False reporting can be both verbal or written.</i>			
<b>FIGHTING w/ or w/out major injury</b>	✓	✓	✓
Engaging in physical, combative, aggressive behavior towards another person. <i>Initiating aggressive contact with another is considered fighting (and assault)</i>			
<b>FORGERY</b>	✓	✓	
The faking of a signature or turning in a false note. Falsified phone numbers, names and contact info fall into this category			
<b>GAMBLING</b>	✓	✓	
Any wager resulting in payoff of money or property is strictly prohibited at school and at school sponsored events.			
<b>GANG ACTIVITY / GANG IDENTIFYING</b>	✓	✓	✓
Clothing, gestures, or other known indicators that imply gang affiliation <u>coupled</u> with suspect or intimidating behaviors that detract from a safe and orderly school environment.			
<b>HARASSMENT, INTIMIDATION, BULLYING</b>	✓	✓	✓
RCW 9A36.080(3) describes acts intended to harm a student, damage property, and interferes with their education. Negative behavior that is persistent or pervasive that is intimidating or threatening to the educational environment and has the effect or potential effect of substantially disrupting the orderly operations of the school.			
<b>INCITING conflict between students</b>	✓	✓	✓
Instigating or promoting conflict through second party communication, social media, face to face, written notes, or other communication methods.			



OFFENSE TYPE	RESTORATIVE	PUNITIVE	EXCLUSION
<b>INSUBORDINATION</b>	✓	✓	✓
Not following a reasonable request from any adult at school. Sometimes requests are made from a staff member that a student may not agree with. <b>AHS students are expected to comply</b> with staff and bring their grievance(s) up later with an administrator. Students will be warned and provided a chance to make a good decision. Includes not securing phones when requested to do so.			
<b>LEAVING CLASS WITHOUT PERMISSION</b>	✓	✓	
Students leaving class need to have an approved hall pass. High School students are responsible for following this safety practice during the school day.			
<b>NON-SUPERVISED AREA VIOLATION</b>	✓	✓	✓
Physically being in an area of campus designated as non-supervised without an AHS staff member during the school day. Examples are: Parking lots, gymnasium, performing arts center, and the north end of the school during the school day.	<i>Students found in non-supervised areas during the school day are subject to a campus security safety check when found. Failing to cooperate may result in an emergency expulsion for campus safety reasons.</i>		
<b>OFF-CAMPUS VIOLATION</b>	✓	✓	✓
We are a closed campus from the time students arrive until the end of the school day. Students who leave campus will be marked as truant and parents/guardians will be notified.	<i>Students who leave campus during the school day are subject to a safety check when they return. Failing to cooperate may result in an emergency expulsion for campus safety reasons.</i>		
<b>RECKLESS DRIVING ON AHS PROPERTY</b>	✓	✓	✓
Speeding, erratic driving, passengers in open beds of trucks, endangering others.			
<b>PHYSICAL AGGRESSION</b>	✓	✓	✓
Not fighting but being physically aggressive at the expense of another.			
<b>PUBLIC DISPLAY OF AFFECTION (PDA)</b>	✓	✓	
Inappropriate intimate behavior that goes beyond friendly affection not conducive to an educational & professional community.			

OFFENSE TYPE	RESTORATIVE	PUNITIVE	EXCLUSION
<b>SEXUAL MISCONDUCT</b>	✓	✓	✓
Sexual and/or lewd behaviors sometimes accompanied with some aspect of personal power, control or intimidation over another.			
<b>SUBSTANCE POSSESSION/USE/DISTRIBUTION</b>	✓	✓	✓
Possession and/or use of any drugs and/or alcohol products or items used for distribution/sales while on school grounds or school related events and activities.			
<b>TARDINESS (Unexcused)</b>	✓	✓	<i>Students are back to Zero at the start of each quarter</i>
Arrives to class after the tardy bell w/no official excuse. Please apply common sense.	1st = Warn 2nd = Assign L/D	3rd or + = Referral to grade level admin	
<b>TECHNOLOGY / CELL PHONE MISUSE</b>	✓	✓	
Students shall not use personal telecommunication devices including cellular phones in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others.			
<b>THEFT / POSSESSION OF STOLEN ITEMS</b>	✓	✓	✓
Stealing and/or found with stolen items Includes burglary.			
<b>THREATS: Direct or indirect threats</b>	✓	✓	✓
Written or verbal behavior potentially threatening the safety of another person in their perception..			
<b>TOBACCO &amp; VAPE DEVICES</b>	✓	✓	✓
Possession and/or use of tobacco products while on school grounds or school related events. Vape device liquids and/or residue will be tested for all illegal properties.	Tobacco cessation lessons		
<b>TRUANCY</b>	✓	✓	✓
Unauthorized absence from school or a single class. <b>Note:</b> Students may receive exclusionary discipline if skipping classes directly and/or indirectly is decided to have <u>potential</u> to cause harm to others. (See Threats)			

OFFENSE TYPE	RESTORATIVE	PUNITIVE	EXCLUSION
<b>VANDALISM / DESTRUCTION OF PROPERTY</b>	✓	✓	✓
Defacing or damaging school or another person's property on school grounds or school related events.			
<b>USING or in POSSESSION of VAPE Device</b>	✓	✓	✓
Possession and/or use of tobacco products while on school grounds or school related events. Vape device liquids and/or residue will be tested for all illegal properties by the school SRO.			
<b>WEAPONS RCW 9.41.280</b>	✓	✓	✓
In possession or having been seen with a weapon on school grounds or a school related event. Includes everything from guns, knives, etc. <b>See page 47 for a more detailed description of items considered as a weapon.</b>			STS LTS Expulsion
<ul style="list-style-type: none"> <li>All Exclusionary Actions will include academic support and reengagement process.</li> <li>Any 3-day or more exclusionary action will require a re-entry meeting with an AHS administrator and family member (or legal advocate) to support a successful transition back into the AHS school community.</li> </ul>			

*If you are a licensed driver, please continue onto the following pages regarding our King County / ASD Student Traffic Court*

**Attention:** *Appearing before a student traffic court can lessen the penalty as well as keep a clean driving record, clean.*



# Student Traffic Court

The intent of the Student Traffic Court is to allow students who have been cited for minor traffic infractions, such as speeding, to take responsibility for their actions, while keeping their relatively new driving records clean. Qualified Auburn School District students are allowed to appear before the Student Court (instead of District Court) and receive a penalty of community service hours to be performed. If these hours are performed successfully, the infraction will be dismissed. After all procedures and guidelines have been completed, the case is then formally dismissed by the District Court and will not appear as a violation on the defendant's driving record.

- Ticket must have been issued by the Auburn Police Dept.
- Request a court hearing and then a referral to Student Traffic Court from the King County District Court in Auburn.
- Good for one time only!
- Court sessions held monthly in the ASD Administration Building.
- Protect your driving record and insurance rates.
- All penalties are a certain number of community service hours depending on the nature of infraction. No monetary fines involved.

**Questions? Contact your High School Student Traffic Court Liaison for answers:**

**At Auburn High School, contact Ms. Kenyea Wade, our school's Dean of Students at: [kwade@auburn.wednet.edu](mailto:kwade@auburn.wednet.edu)**



## STUDENT TRAFFIC COURT

# 2024-2025

Student Traffic Court is in session  
from 3:30-4:30 PM at:  
ASD Administration Bldg. Board Room  
915 Fourth Street NE, Auburn

DATE	LOCATION	LIAISON
October 9, 2024	Administration Building Board Room	Christian Miller (WAHS)
November 20, 2024	Administration Building Board Room	Jason Simonson (ARHS)
December 18, 2024	Administration Building Board Room	Sarah Erdmann (AMHS)
January 15, 2025	Administration Building Board Room	Kenyea Wade (AHS)
February 12, 2025	Administration Building Board Room	Christian Miller (WAHS)
March 19, 2025	Administration Building Board Room	Jason Simonson (ARHS)
April 23, 2025	Administration Building Board Room	Sarah Erdmann (AMHS)
May 14, 2025	Administration Building Board Room	Kenyea Wade (AHS)
June 11, 2025	Administration Building Board Room	Jason Simonson (ARHS)

**AUBURN SCHOOL DISTRICT**  
**Auburn Student Traffic Court**  
*Penalty Guidelines*

**IF SPEED LIMIT IS LESS THAN 40 MPH:**

<b>SPEED Over the Limit</b>	<b>PENALTY Amount \$</b>	<b>HOURS of Community Service</b>
1-5 MPH	\$128	8 Hours
6-10 MPH	\$139	9 Hours
11-15 MPH	\$169	11 Hours
16-20 MPH	\$210	14 Hours
21-25 MPH	\$262	17 Hours
26-30 MPH	\$313	21 Hours
31-35 MPH	\$364	24 Hours
36-40 MPH	\$426	28 Hours
40 + MPH	\$426	28 Hours

**IF SPEED LIMIT IS OVER 40 MPH:**

<b>SPEED Over the Limit</b>	<b>PENALTY Amount \$</b>	<b>HOURS of Community Service</b>
1-5 MPH	\$108	7 Hours
6-10 MPH	\$128	8 Hours
11-15 MPH	\$159	10 Hours
16-20 MPH	\$190	12 Hours
21-25 MPH	\$221	15 Hours
26-30 MPH	\$262	17 Hours
31-35 MPH	\$313	21 Hours
36-40 MPH	\$364	24 Hours
40 + MPH	\$426	28 Hours

<b>SPEED In School Zone</b>	<b>PENALTY Amount \$</b>	<b>HOURS of Community Service</b>
1-5 MPH	\$217	14 Hours
6-10 MPH	\$237	16 Hours
11-15 MPH	\$299	20 Hours
16-20 MPH	\$380	25 Hours

<b>SPEED In School Zone</b>	<b>PENALTY Amount \$</b>	<b>HOURS of Community Service</b>
21-25 MPH	\$483	32 Hours
26-30 MPH	\$586	39 Hours
31-35 MPH	\$688	46 Hours
36 + MPH	\$811	54 Hours

**OTHER COMMON INFRACTIONS:**

	<b>PENALTY AMOUNT \$</b>	<b>HOURS of Community Service</b>
Failure to stop/yield right of way	\$139	9 Hours
Expired Tabs <= 2 months	\$139	9 Hours
Expired Tabs > 2 months	\$231	15 Hours
Following too close	\$139	9 Hours
Improper lane use	\$139	9 Hours
Speed too fast for conditions	\$190	12 Hours
Passing stopped school bus	\$419	28 Hours
Cell phone use/Texting while driving	\$139	9 Hours
Negligent Driving 2	\$553	37 Hours
Failure to wear seatbelt	\$139	9 Hours
No valid license with ID	\$553	37 Hours
No proof of insurance	\$553	37 Hours
No Driver's License on Person	\$139	9 Hours
Violate instruction permit	\$139	9 Hours
Intermediate license, passenger under 20	\$139	9 Hours
Intermediate license, over 3 passengers under 20	\$139	9 Hours
Intermediate license, driving between 1-5 AM	\$139	9 Hours

- Community Service is credited \$15 per hour. Total fine is divided by \$15 and rounded to give amount of community service hours required.
- If the student brings proof of insurance and was insured at time of stop, fine may be reduced to \$25, or 2 hours of community service.
- The timeline for community service should be around 30 days (90 days for those with more hours).





## AHS Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

### How can I make a report or complaint about HIB?

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!).

You may use our district's reporting form to share concerns about HIB ([linked here](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Rhonda Larson, Assistant Superintendent of Student Engagement Services, [rlarson@auburn.wednet.edu](mailto:rlarson@auburn.wednet.edu)) that supports prevention and response to HIB.

### What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

## What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

## What are the next steps if I disagree with the outcome?

**For the student designated as the “targeted student” in a complaint:**

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

**For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s *HIB Policy* [3207] and *Procedure* [3207P].

## Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

## What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

*To review the district’s Nondiscrimination Policy* [3210] *and Procedure* [3210P], visit this [website](#).

## What is sexual harassment?

**Sexual harassment** is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P], visit this [website](#).

## What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

## What can I do if I'm concerned about discrimination or harassment?

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:

Jon Young, [jyoung@auburn.wednet.edu](mailto:jyoung@auburn.wednet.edu)

Assistant Superintendent of Human Resources  
(253) 931-4932

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator Staff:

Jon Young, [jyoung@auburn.wednet.edu](mailto:jyoung@auburn.wednet.edu)

Assistant Superintendent of Human Resources  
(253) 931-4932

Title IX Coordinator Students:

Rhonda Larson, [rlarson@auburn.wednet.edu](mailto:rlarson@auburn.wednet.edu)

Assistant Superintendent of Student Engagement Services  
(253) 931-4900

Concerns about disability discrimination:

504 Coordinator Students:  
Tami Petrina, [tpetrina@auburn.wednet.edu](mailto:tpetrina@auburn.wednet.edu)  
Executive Director of Student Special Services  
(253) 931-4927

ADA Coordinator Staff:  
Jon Aarstad, [jaarstad@auburn.wednet.edu](mailto:jaarstad@auburn.wednet.edu)  
Director of Human Resources  
(253) 931-4900

Concerns about discrimination based on gender identity:  
Gender-Inclusive Schools Coordinator:  
Rhonda Larson, [rlarson@auburn.wednet.edu](mailto:rlarson@auburn.wednet.edu)  
Assistant Superintendent of Student Engagement Services  
(253) 931-4900

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

### I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the

complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207P](#)) to **fully resolve your complaint**.

## Who else can help with HIB or Discrimination Concerns?

### Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

#### OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

#### OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

### Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

### U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: [orc@ed.gov](mailto:orc@ed.gov)
- Phone: 800-421-3481

## Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity

- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit [this website](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Rhonda Larson, [rlarson@auburn.wednet.edu](mailto:rlarson@auburn.wednet.edu)  
 Assistant Superintendent of Student Engagement Services  
 (253) 931-4900

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

#### **EXTRA CURRICULAR CLUB, SPORTS & ACTIVITIES:**

##### **AHS = HAZING & HARASSMENT FREE ENVIRONMENT**

1. Student athletes engaging in "orientations", "hazing", or "rough-housing" that fall outside of a harassment-free environment, will be subject to respective school discipline.
2. Harassing conduct includes repeated offensive sexual flirtations, advances, or propositions, continued or repeated verbal abuse of a sexual or racial nature, graphic, degrading or demeaning sexual or racial comments about an individual or about his/her appearance, the display of sexually suggestive objects or pictures, or any offensive or abusive physical contact.
3. All students and employees will deal with all persons in a manner that conveys respect for individuals regardless of race, color, marital status, national origin, creed, religion, sex, age, or disability. Acts of harassment, whether verbal, written, physical, social media, text messages, or by gesture will not be tolerated. Any demeaning form of on-campus or off-campus hazing or harassment which is related to school issues and is used to initiate or humiliate another student or staff member constitutes grounds for disciplinary action including but not limited to suspension and/or expulsion.

##### **Hazing Rituals**

Hazing will not be tolerated in any form and is never to be part of our program. Acts of hazing can escalate to the point that the students participating are at risk. It is also quite possible that many acts of hazing will result in legal action being taken against the coach, advisor, student group leader, administration or the school district.



Any student who participates willingly in a hazing ritual is subject to disciplinary action, including suspension from school or the team or both, and possible legal action depending on the severity of the incident.

Any student-athlete who observes and does not attempt to stop or report such a violation can also be subject to disciplinary action by our school. Repeated acts of hazing can result in further school action and permanent suspension from athletics.

Examples of Acts That Are Considered Hazing Rituals and questions to ask yourself (Am I hazing?)

Questions for team leaders to reflect on: " Have all the participants, their parents and the coach been notified prior to the event? Generally hazing is a surprise. " Would you be comfortable telling your coach, parents, and school administration about the plans prior to the event? If you are not willing to share, you are treading into dangerous territory. " Does the entirety of the team/group participate equally, or are new members singled out? If new members are singled out for demeaning treatment, they are being hazed. " Do juniors and seniors do anything that is unpleasant, or weird to freshman/sophomores? If the answer is yes, the new members of the team are being hazed. " Are any group members violating the law or breaking school district policy? If the answer is yes STOP the activity.

Examples of hazing (this is not an all-inclusive list): " Assigning pranks such as stealing, painting, breaking the law objects or harassment of other groups. " Modifying one's appearance with unusual haircuts, shaving, unusual clothing, tattoos or skin markings." Forcing public acts of general buffoonery. "Smearing unusual or disgusting substances on the skin. " Consumption or the threat of consumption of undesirable foods and/or liquids. " Apparel that is embarrassing, lewd or interferes with the educational atmosphere. " Playing games where the loser must perform embarrassing acts. " Agreeing to do demeaning tasks for others (servitude). " Spanking, swatting or hitting with great force. " Throwing in the shower, dousing, powdering or dumping in the toilet or urinal. " Requiring acceptance of verbal abuse and/or name-calling. " Sitting or standing in uncomfortable positions. " Pushing, shoving or tackling team members under orders from others. " Any tests of emotional stability. " Disruption of sleep. " Spreading false rumors. " Any process that unnecessarily produces mental anguish.

Initiation ceremonies and rituals are different from hazing rituals in that they are positive, open, and public events. Initiation ceremonies welcome new members to a team or group, promote bonding and orientation to the purpose, culture, and expectations of the team, club, or group. The coach, advisor and parents are informed of the ceremony and are invited to participate.

## ***Google Form for student attestation***

***Complete the linked form to confirm you have reviewed the Student Handbook 2024-25***



*Use your cell phone camera and the QR code, or your chromebook by using the link below by copying it into your browser.*

<https://forms.gle/bm3dHYPJSySXAfy06>