2018-2019
Auburn High School
Student Handbook

“YOU belong at Auburn High School”

TROY @ AHS...
We are TOGETHER
We are RESPECTFUL
We are ORGANIZED
And YOU belong here

Auburn High School 711 East Main Street, Auburn, Washington  98002
(253) 931-4880 www.auburn.wednet.edu/ahs

Established 1903
# Table of Contents

- Power Practices and Conscious Communication ........................................................ 3
- Principal’s Welcome ........................................................................................................ 4
- AHS Vision .................................................................................................................... 5
- Trojan Spirit Guide and Class Officers ........................................................................... 6
- Bell Schedules ................................................................................................................ 8
- Administration and Student Support Services .............................................................. 9
- Academics ...................................................................................................................... 11
- Student Rights and Responsibilities .............................................................................. 13
- Attendance Policy and Procedures ................................................................................. 14
- General Information ..................................................................................................... 16
- Behavior Expectations .................................................................................................... 18
- Behavior Management Plan ......................................................................................... 34
- Athletics, Activities and Clubs ...................................................................................... 39
- Academic/Online Resources ......................................................................................... 45
- Staff and Notable Alumni ............................................................................................. 49
- Index .............................................................................................................................. 50
AHS 12 Power Practices for Adults at Auburn High School

1. Focus on culture and climate in the school and community.
2. Focus on rigorous academic press and supports to positively impact learning.
3. When students are not succeeding, adults will change what they are doing.
4. Provide tiered support for all students based on what they need.
5. Train and support all staff regarding school culture, diversity, and trauma-informed responses.
6. Encourage and maintain open and regular communication for all.
7. Develop a strength-based approach in working with students and peers.
8. Ensure discipline policies are consistent, compassionate, educational, and effective.
9. Weave compassionate strategies into school improvement planning.
10. Create flexible accommodations for diverse learners.
11. Provide access, voice, and ownership for staff, students and parents.
12. Use data to:
   1. Identify students in need of support.
   2. Measure outcomes.
   3. Help identify needed actions for continuous quality instruction.
   4. Ensure daily success for ALL staff and students.

Conscious Communication Student Mindsets for those challenging times:

- Strive to communicate consciously, clearly, and concisely without anxiety or anger.
- Strive to respond thoughtfully instead of reacting.
- Strive to communicate in a way that is kind, honest, and helpful.
- Strive to know when to speak and when to be a good listener.
- Strive to stay engaged when listening.
- Strive to express yourself so that others will want to hear you.
- Strive to address potential problems before they become meltdowns.
- Strive to be comfortable in silence – observe and see what you can learn.
Dear Trojan Scholars,

This school year is all about working together as we build respect and work on being organized. We will all make this effort because you belong here. We all belong here. The 2018-2019 school year can be different from all others and I am asking each one of you to actively participate in your success while supporting the success of your fellow classmates, teachers, para-educators, counselors, custodians, secretaries and administrators. When everybody is encouraged and supported to succeed, we all win. Remember to treat people the way they wish to be treated. In return, you will find that you will receive the same level of respect and kindness. School could be the most important “team sports” and I want to stress the importance of teamwork as this will require you to think of others, as we help you to work on your success. I want you to know that we are in this educational journey together and success is our destination.

So, why approach this like a team? Education is one of life’s most powerful endeavors and one that is difficult, if not impossible, to complete alone. As you journey along your learning path you will come to rely on the support of many. Many of those same people will rely on your support as well. As you embrace this mindset; as we all embrace this mindset, the sky really is the limit on what we can accomplish as a school. As a result, what you will accomplish and learn about yourself is what the high school journey is all about and should be about. It’s about you.

Along with being cooperative, you should be a self-advocate. There will be times you will need to ask for help by letting adults know that this learning experience is important to you. You can do this through your words and especially your actions. Also, by letting your friends know that learning is important to you, you may inspire many of them to begin thinking along those same lines. People will take notice when you live your school life in a purposeful way. Your actions will speak so loud and clear that you should not have to announce it, because people will watch and they too, will learn what you are about. However, if it helps you to get started by announcing your intentions, by all means, do.

At Auburn High School, we will do things in thoughtful and specific ways so that others around us know exactly what we are about. Students and staff demonstrating a school life of togetherness, respectfulness, and organization will be those who in the end set themselves up for success. After all, this really is about you and you belong here.

Have a great year!
Mr. Gardner
AHS Principal
A TROY VISION:

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

R  Respect = Through offering respect you gain respect and positively impact our school.

O  Organize = By being present and prepared daily you give yourself an opportunity for success.

Y  You = You belong here. Through working together, being respectful, and organizing yourself for success, you make Auburn HS a place of excellence and belonging.

T.R.O.Y. provides actionable behaviors demonstrating our school-wide philosophy that we are all bound for greater things. 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 you yourself have the best chance to achieve. Everybody can achieve and that is because you belong at Auburn High School.
School Spirit
School Colors: Green, White and Gold

School Mascot-Auburn Trojan

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"
2018-19
Associated Student Body Officers

President                  Carter Casad
Vice President            Diego Izquierdo
Secretary                 Miranda Nguyen
Treasurer                 Janah Nagata
Technology Director       Ryan Naff
Spirit Ambassador         Camryn Tongue/Jacob Valdez
Community Service Liaison Jayden Henry

Senior Class Officers

President                  John Kozma
Vice President            Kimberlyn Patisia
Secretary                 Katherine Johnson
Treasurer                 Michael Johnson

Junior Class Officers

President                  Alex Contreras
Vice President            Rhett Stein
Secretary                 Chloe Patterson
Treasurer                 Jackson Connor

Sophomore Class Officers

President                  Roslyn Fagan
Vice President            Owen VanDerPuy
Secretary                 Fatima Garcia
Treasurer                 Mary Appiah-Kubi

Freshman Class

September 25, 2018
# BELL SCHEDULES

**TROY Time after 3rd / Lunches during 4th**

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>MINUTES</th>
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<tr>
<td><strong>0 Hour</strong></td>
<td>7:05</td>
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<tr>
<td><strong>FIRST PERIOD</strong></td>
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<td><strong>TROY TIME / Daily Announcements</strong></td>
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<td>1st Lunch *</td>
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<tr>
<td><strong>FOURTH PERIOD for 1st Lunch</strong></td>
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<tr>
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<tr>
<td>7th Hour</td>
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<td>3:35 (M, T, W, Th)</td>
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<tr>
<td><strong>Extended Learning Opportunities</strong></td>
<td>2:45</td>
<td>4:15 (M, T, W, Th)</td>
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**PLC Dates:** Sept 24*Oct 1, 15, 22, 29*Nov 5, 26*Dec 3, 10, 17*Jan 7, 14 Feb 4, 11, 25*Mar 4, 18, 25*Apr 1, 15, 22, 29*May 13, 20

**PLC Mondays**

<table>
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<th>Start</th>
<th>End</th>
<th>MINUTES</th>
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<td>45</td>
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<td>46</td>
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<tr>
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<td>3:35 (M, T, W, Th)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Extended Learning Opportunities</strong></td>
<td>2:45</td>
<td>4:15 (M, T, W, Th)</td>
<td>90</td>
</tr>
</tbody>
</table>
ADMINISTRATION AND STUDENT SUPPORT SERVICES

Administration, 253-931-4880
Jeff Gardner, Principal, Class of 2019
Roger Lee, Asst. Principal, Class of 2020
Stacy Jordison, Asst. Principal, Class of 2021
DeAnna Kilga, Asst. Principal, Class of 2021
Lori Grimm, Asst. Principal, Class of 2022
Pamela Bolen, Office Manager
Tracey Reding, Administrative Asst.
Tami Stief, Administrative Asst.

Dean of Students, 253-931-4880 ext. 701320
Doug Burt
Attendance Office, 253-931-4886
Patti Watson, Administrative Asst.
Beth Shipe, Office Asst.

Athletic/Activities Directors, 253-931-4888
Katie Henry, Athletic Director
Jon Morehead, Activities Director
Jennifer Skeel, Administrative Asst.

Bookkeeper, 253-931-4895
Debbie Sumner

Campus Security
Jessica Smith, APD Officer
Angelo Herrera, AHS/ASD Security Officer

Counselors, 253-931-4893
Michaela Herrera, A-E
Judy Lutton, F-I
Boone Borden, M-R
Leslie Külsgaard, S-Z
tbd, Administrative Asst.

College/Career Counselor, 253-931-4929
Jon Morrow
Sharon Engelebart, College Career Specialist

Registrar (transcripts), 253-931-4893
Arlista Holman, Administrative Asst.
Library, 253-931-4880 ext. 702123
Molly Picatti-Baker, Librarian
Gabrielle Jones, Para-educator
Rebecca C……, Para-educator

Native American Education Program Coordinator, 253-931-2125
Robin Pratt
Leslie Mizuki

Family Engagement Coordinator, 253-931-4880 ext. 701431
Sonia Amado

Student Assistance Specialist, 253-931-4880 ext. 70
Lawrence Davis

On-Time Graduation Coach
Trenesia Bellinger

College Success Foundation
Tremaine Frazier

Healthroom
Tbd, School Nurse
Pamela Stevenson, Health Tech
ACADEMICS

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. Cohort-specific requirements can be found at: http://www.k12.wa.us/GraduationRequirements/Requirement-Credits.aspx

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit(s)</th>
<th>Notes</th>
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<tbody>
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</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>*a</td>
</tr>
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<td>Science</td>
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<td>*b</td>
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<td>Social Studies</td>
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<td>Arts</td>
<td>2</td>
<td>*c</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>2</td>
<td>*d</td>
</tr>
<tr>
<td>Occupational Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
<td>*e</td>
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<tr>
<td>Total Required Credits</td>
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<td></td>
</tr>
<tr>
<td>Electives Needed for Graduation</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

Approved alternate courses may count for credits in the above-listed course requirements. See the Courses Listed with Credits Met in school catalog for more information.

a) Students in the Class of 2019 and beyond must complete mathematics courses in the following progressive sequence: Algebra 1, Geometry, and Advanced Algebra. In certain circumstances, an alternative math course may be used for the third credit of math in lieu of Advanced Algebra. Parents must request a meeting in which the student, parent/guardian and school counselor discuss the student’s High School and Beyond Plan and the math requirements for post-secondary and career choices.

b) One of the science credits must be satisfied in a laboratory science. Students in the class of 2021 and beyond must complete 3 science credits.

c) The 1.0 credit requirement for Arts must include coursework in a fine, visual or performing art. Students in the class of 2021 and beyond must complete 2.0 credits.

d) 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.

e) Students in the class of 2021 and beyond must complete 2.0 credits in a world language.

*This requirement may be substituted by other coursework with counselor/administrator permission. At minimum, these competencies shall align with the definition of an exploratory course in Career and Technical Education, as defined in WAC 180-51-061.

**Information on four year university admission requirements can be found on page 23 of the 2018-19 course catalog.

Non-Credit Graduation Requirements

To be eligible to graduate in Washington, high school students must complete a High School and Beyond Plan, pass specific state examinations, and successfully complete a culminating project/portfolio.
**High School and Beyond Plan**
Each high school student must successfully create, annually review, and complete a five year education plan for their high school experience and the year following graduation. This requirement also applies to Running Start students.

**Washington State Examinations**

**Class of 2020:** Students are required to pass the Smarter Balance English Language Arts state exams. Students must pass either a Math End-of-Course exam or a Smarter Balance Mathematics Exam. There are state-approved alternative assessments for students in special education. Refer to the Washington State Office of Public Instruction website at http://www.k12.wa.us/ for more information.

**Class of 2021:** WA State Science Assessment

**Certificate of Academic Achievement and Certificate of Individual Achievement**

**Certificate of Academic Achievement (CAA):** Students must pass state assessments in reading, writing and math (science for students in the class of 2017 and beyond) or state-approved alternatives to earn a Certificate of Academic Achievement. State-approved alternatives include: Collection of Evidence, SAT or ACT, AP, GPA Comparison. To learn more about state-approved alternatives, please visit http://www.k12.wa.us/assessment/ CAA options. State approved alternatives may be accessed after taking the state exam in every subject area at least once. Students must take the state exam at least twice before accessing the Collection of Evidence.

**Certificate of Individual Achievement (CIA):** The CIA is only for students in special education.
STUDENT RIGHTS & RESPONSIBILITIES

You are expected to know your responsibilities as well as your rights. These are explained in this handbook and in the Student's Rights and Responsibilities document provided to every student in the fall. You are subject to discipline for violations occurring at school, on school district property, or at school-sponsored events.

The guiding principles for your behavior at Auburn Senior High School are:

- Respect for yourself and others
- Respect for adult authority
- Respect for property
- Respect for safety

Respect for Yourself and Others: Self-respect is an essential ingredient for success in high school, relationships, and life. Auburn Senior High School is a "Bigot-Free Zone" where all students, regardless of style, race, culture, gender, religion, or ethnic background are expected to live in harmony. The goals of a bigot-free zone are to:

- Show common courtesy, acceptance, and care for others.
- Reject bigotry in all forms.
- Openly declare your group, team, classroom, or activity to be free of racism.
- Create an atmosphere in which it is acceptable to speak out against bigoted behaviors.

Respect for Adult Authority: All school personnel of Auburn Senior High School have been given authority from the School Board to correct students involved in misconduct. Therefore, you should show due consideration and respect for these employees at all times.

- Identifying yourself upon request by any staff member
- Following directions given by a staff member.

Respect for Property: Pride and respect for our school prohibits students from marking walls, desks, restrooms, textbooks, or other school property. You are expected to demonstrate care and concern for the cleanliness and property of the school and surrounding community. This includes personal responsibility for clean lockers, hallways, and lunch tables. Also, the theft of school, staff, or student property is unacceptable. To help you develop positive behaviors, a range of interventions is used including counseling, education, and discipline. Serious violations may result in suspension and/or prosecution.

Respect for Safety: Learning occurs best in a safe environment. Behaviors which make school seem unsafe, including threats, rumors, fights, put-downs, inappropriate physical behavior, and inappropriate language are not acceptable. Behaviors which threaten safety of students and staff, including gang-like behavior, weapons, assaults, possession or sale of drugs and alcohol, extortion, harassment and bullying will result in recommendation for expulsion and may result in criminal prosecution.
ATTENDANCE EXPECTATIONS

ATTENDANCE: Students are expected to attend all assigned classes each day and complete required assignments. Teachers shall keep a record of absence and tardiness.

- Auburn High School offers its students excellent educational opportunities.
- Student participation in classroom activities is essential for optimal learning.
- Students are preparing for careers after high school and need to develop appropriate attendance behaviors and habits required in the working world.
- Students participate in the school curriculum and are responsible for maintaining regular attendance. Parents are responsible for their children’s attendance in accordance with state law and district policy and, therefore, are responsible for notifying the school of an excused absence. Teachers are responsible for accurately and responsibly monitoring attendance on a daily basis and are expected to encourage good attendance through class expectations and participation requirements.

The law of the State of Washington (RCW 28A.225.010) requires students under eighteen years of age to attend the public school of the district in which the child resides. No later than the student’s fifth unexcused absence in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010. 15.

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year. Hence, Auburn High School is committed to encouraging good attendance and monitoring daily student attendance.

The school shall notify a student’s parent or guardian in writing or by telephone, whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after two unexcused absences within any month during the current school year. A student may be subjected to appropriate disciplinary action for habitual truancy.

Therefore, Auburn High School supports attendance contracts in classes where contracts are stated in the syllabus. When a student accumulates excessive absences he/she is at risk of having his/her grade lowered and with continued absences, he/she is at risk of losing credit for the course. Parents and guardians are encouraged to monitor their student’s daily attendance online through Family Access. In addition, parents will receive an automated call home anytime their student is absent from one or more class periods. Please make sure all contact information is updated so that the school can reach you.
What are acceptable reasons for absences?
According to state law and Auburn School District policy, absences may be excused for:

- Illness or health conditions
- Family emergency
- Medical and personal appointments
- School generated/related activities
- Religious observances

How do I excuse an absence?

- A parent or guardian must clear absences within 48 hours.
- Students must check in and out through the attendance office when leaving or returning during the school day.
- Students are entitled to make up work missed due to excused absences

If one of these situations arises, parents should telephone the attendance office at 253-931-4886 or send a note within two days of the absence. Students will be given an admit slip which is shown to each teacher verifying their right to make up missed assignments. Work must be made up in order to earn credit.

Unexcused Absences: Unexcused absences results when the student fails to get parent permission for absences within 48 hours of the absence or when a parent indicates that the student was absent without permission. Students may not make up missed work and disciplinary action will be assigned.

Truancy/Skipping Class: Disciplinary measures can include, but are not limited to: lunch detentions, after-school extended day assignments, Friday Night School or Saturday School. Parent-student conferences can also be held with the goal of improving student attendance.

Home/Hospital: Home/Hospital status may be granted by the district if the student is expected to have a prolonged absence of four weeks or more due to illness or injury. This provides the student with an opportunity to complete schoolwork and not lose credit. The nurse and/or counselor should be contacted before the absence begins.

Trips: Trips need to be pre-arranged by having the parent/guardian request a prearranged absence form from the attendance office at least two (2) days prior to the trip. The student should have each teacher sign the form and return it to the attendance office before leaving. This process allows both teacher and student to make arrangements for homework.

Homework Request (absences of 3 days or more): To request homework for absences of three or more days, contact the attendance office. Please allow 24 hours and call 253-931-4886 to make sure assignments are ready for pick-up. For absences shorter than three days, the student should email the teacher directly. Students have two days to complete make-up work for each excused day. Teachers are generally available before and after school for one-half hour to assist students as necessary.

Tardiness: Students are required to report to their assigned class before the tardy bell rings. If the student has been detained by a staff member, a note signed by the staff member should be given to the next teacher.

GENERAL INFORMATION
**Announcements:** Announcements are made each day and can be viewed on the web site. Announcements may regard athletics, assemblies, graduation information, meetings, lost and found items, college representatives on campus, pictures, and special activities, etc.

**Assemblies:** Assemblies are a part of the curriculum and designed to be educational as well as entertaining. Attendance at assemblies is required and you are to observe the following:

- Prompt reporting to the assembly and sitting in the area designated.
- Remaining attentive, courteous, and silent during any speech or performance.
- Using applause as appropriate to show appreciation or recognition.
- Returning to the assigned classroom area immediately following the assembly when applicable.

**Breakfast/Breakfast After the Bell/Lunch**

Serving meals in a school with almost 2,000 people takes a big effort and cooperation of all to make each meal time a success. Students are expected to throw their trash away in the trash cans and/or recycle bins provided and clean up after themselves, after every meal. Below are the details for each of our meal times at Auburn High School.

**Breakfast Before School:**

Breakfast is served 30 minutes before the start of school in our school Commons.

- 8:30 to 9:00 on PLC Mondays
- 7:30 to 8:00 on Tuesdays through Fridays and all Non-PLC Mondays

Our designated breakfast eating area is our Commons. Because the kitchen staff ends serving 5 minutes before the 1st period tardy bell rings, students are to manage their time in order to be on time to their first period class.

Students are to line up and wait their turn in line. Be polite and always say, “Please.” and “Thank you.” Eat at one of the Commons or courtyard tables and clean up your table and area before leaving. Let a custodian or staff member know of any spills so that they may be cleaned up right away. Show respect by leaving a clean area for the next student.

**Buses arriving late to school:** Drivers will communicate with our front office and students will be allowed time to eat breakfast.

**Breakfast After the Bell:** *This will begin on Tuesday, September 12th*

Breakfast is available during passing between 1st and 2nd periods, Tuesday’s through Friday’s and on any day we have an 8:05am start time. Distribution locations are in the Commons, the 200 main stairs landing, the 300 main stairs landing and the corner between the 400/500 Hall north of the Café Auburn. Students are to choose the location closest to their 2nd period class, whenever possible.

Students are expected to get in line upon arrival and to walk directly to 2nd period once they have been served their breakfast. Students are to follow their 2nd period teacher’s classroom eating policy.

**NOTE:** Because of our United Way sponsored Breakfast After the Bell program, all students at AHS are allowed 1 free breakfast each day. Students who choose to take two breakfasts on any given day must pay (from their school account) for the second breakfast.
**Lunch:**
AHS offers two lunchtimes during the school day; Lunch A and Lunch B. Every student will be assigned one lunch. No students have two lunches and must attend their scheduled lunch unless they have administrative permission to attend an alternative lunch.

Students have several options for a lunch location; The Commons, the West Courtyard, the East Courtyard and Café Auburn. Students seeking a quieter location may sit on the window ledge in the hallway near Café Auburn.

*School lunch is not connected to our Breakfast After the Bell program and students who are not on a free or reduced status must pay a full amount for lunch.*

**Eating with a teacher in their classroom:**
Students at AHS are allowed to eat their lunch with their teachers in their classroom. This will require showing a PINK pass signed by the teacher to the administrator in the hallways. Students should ask their teacher about getting a pass prior to lunchtime. Students are not to share or give their passes away to other students.

**Quiet Zone areas:**
This year we have several quiet eating areas for students. These are located on the 300 landing above our library and in the East and West Stairway landing on the 200 and 300 levels. These areas feature surveillance and administrative supervision during both lunches. Students in these areas are expected to do the following:

- Check for the green and white “QUIET PLEASE” sign to make sure the area is a quiet eating zone.
- Remain in the quiet lunch location until the bell ending the lunch period rings.
- No more than 6 students per stairwell landing level.
- No more than 12 students on the 300 level library landing.
- Leave the area as clean or cleaner than it was found by throwing all of the trash away.
- Keep voices at a low conversation level to respect our learning zones and classrooms.
- Teachers near the end of the hallways may use these area for small groups of student collaboration – The students must have a signed/dated/timed hall pass. This opportunity is not available during 4th periods due to lunch.

*Failure to respect the above will result in loss of this privilege for the remainder of the semester.*

**Bulletin Boards and Posters:** All announcements, bulletins, advertising, and signs must have signed approval of the activity coordinator and be posted in designated areas only.

**Deliveries:** No deliveries will be made to students on campus, i.e. flowers, cards, balloons, etc.

**Guest Teachers (Substitutes)/Guest Speakers**
Because AHS is a welcoming environment, we will help all guests in our school. Guest teachers who cover a class have the important job of moving the learning forward without having the same level of relationship
with students. We believe that everybody belongs at AHS.

**Hallways / Stairways / Common Areas / Elevators**

During passing time it is critical to move and stay on the right side of all hallways and stairways. Some hall and stair intersections where many students converge require additional patience and cooperation. Hallways and staircases are designed to help people move to where they are going, so standing in a hallway with large groups of people during passing time is discouraged. When asked to move, understand that it is not about you, it is about allowing your classmates safe and easy passage. **We do not allow sitting on our stairs during the school day due to the above reasons and local fire codes.**

Elevators are for approved students and staff. Students not approved will be referred to school security and may be assigned a 30 minute detention.

**Hall passes:** Out-of-class passes should be limited to emergency situations or requests from an administrator or counselor. If you leave class, you **must have a hall pass.** Students in the hallway during class time without a hall pass will be subject to disciplinary measures.

**Identification / ID Card:** All Auburn Senior High School students need to have their Auburn High School ID card and/or ASB card in their possession at all times. Stolen or lost cards—Contact Mrs. Skeel in the activities office immediately. The cost for a replacement card is $3.

**Students will need their card to:**
- Show identification upon request by a school authority.
- Make school related purchases.
- Check in and out of the attendance office.
- Check out library resources.
- Be admitted to athletic events and activities when validated as an ASB card.

**Lockers:** Lockers are provided for your convenience, but are school property and may be searched without prior notice. Please note the following:
- Use only the locker assigned to you. Security is compromised when lockers are shared.
- Do not keep valuable items in your locker. AHS is **not responsible for items stolen from lockers.**
- You will be held responsible for cleanliness and damage to your assigned locker.
- If you have a problem with your locker or forget your combination, report it to Mrs. Skeel in the activities office.

**Passing Period / Common Area Policy:** AHS hallways, the Commons, courtyards and gym lobby are to be used for the movement of students and staff during passing. During passing there is to be **no loitering** in the common areas. Students are to keep moving in order to arrive to class on time.

**Skateboards / Rollerblades / Scooters, etc.**

All skateboards and other items in this category must be kept in a student’s locker or locked up in our skateboard rack in our West Courtyard. Students seen with skateboards will be asked to take them to an office.
until the end of the day.

**Surveillance Cameras:** Auburn High School uses surveillance cameras in conjunction with establishing a safe school environment. Their use assists in providing for the safety of students, staff, patrons and school property.

**Visitors/Guests:** To ensure a safe school environment, visitors and guests are allowed only if their visit is related to the instructional program. Arrangements must be made no less than one week in advance with the principal. Visitors should check in in the Main Office. Non-students are not allowed on campus during any part of the school day, including lunch times, and may be subject to arrest.
BEHAVIOR EXPECTATIONS

ACADEMIC INTEGRITY
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 else on fire is considered arson and must be reported to the Auburn Fire Department immediately. Families may incur all emergency costs.

ASSAULT
Using unwarranted force or contact. 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.

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 & LEARNING
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 use cell phones for learning activities will provide explicit information for their classroom and content area. Additionally, teachers will explain their policy when there is a guest teacher in class.

Classroom cell phone practices established by our teachers must be adhered to and should be reviewable in your course outline/syllabus. Teachers have the authority to send you to the main office or call for an administrator to speak with you. Contacting your parent/guardian to resolve your personal phone management will take place along with possible discipline.
**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 8:00am, and after the first 10 minutes of their first class of the day. (*8:40am - 9:00am 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 loaners are not returned on time.

Students who show a pattern (3 days, or more per semester) of not having their Chromebook daily will be scheduled for a meeting 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.

**CLOSED CAMPUS**

School Board Policy 3242 states, *Students shall remain on school grounds from time of arrival until the close of school unless officially excused.*

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.

*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 disciplinary action will be assigned. *Parking lots are off limits during the school day* unless administrative permission has been given. Violations will result in disciplinary consequences.
CONSPIRACY
Students who conspire (plan, discuss, ideate) to break rules may have the same consequences assigned as the offender.
Examples of conspiracy include, but are not limited to:
- Encouraging someone to break the rules, i.e. if two people are in a hostile argument and a student says, “fight, fight” instead of getting help from an adult or leaving the area
- Covering up for someone who has broken rules
- Withholding/omitting information before or after a violation has occurred
- Not telling the truth
- Knowing a fight or assault is being planned and failing to report it
- Attending a fight or assault involving others, even if you are not physically involved

DANGEROUS BEHAVIOR
This is any behavior that potentially jeopardizes the safety of anyone at our school. Intent will be reviewed but may not be the deciding factor with discipline. Keeping your hands and feet to yourself is a good practice as is walking and being mindful of others around you.
Example: Sliding on stair railings is considered a dangerous behavior.

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.
When online, the same school rules for appropriate student behavior apply to the use of technology. Failure to follow these rules is a breach of ethics (violation of policy) and may result in disciplinary action, such as: loss of use with alternative methods to attain your learning, after school detention, suspension, legal prosecution, and/or expulsion depending on the severity of the offense or behavior.

DISRESPECT/RUDE
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.

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 and may lead to administrative referral, parent/guardian notification and school discipline.
**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 areas, 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** – This will always be our priority
2. A reasonable standard of dress allows students individualism and freedom of expression while not taking away from our school’s safe environment.

Students’ at Auburn High School have earned the privilege to 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.

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 not respect your teachers and their classroom expectation. Please understand that this privilege has been earned.

Clothing and accessories that become a disruption to the learning environment and/or safe operations of our school campus will result in an office referral. Violations are addressed in the offices of administrators, Dean of Students, or Campus Security. Just because staff members are not calling students out in front of their peers does not mean a student has permission to dress outside of these guidelines. Staff members will quietly and discreetly inform the main office of a violation. A good rule of thumb is, *if you wonder if it is school appropriate, it probably isn’t. So leave it at home.*

Parents/Guardians will be notified if a student cannot fix/change their attire (at school). We also have loaner clothing to help remedy the issue. We may need a parent or guardian to bring clothing to school so that the student may finish their day. Students who develop a pattern of not following our guidelines will be subject to school discipline.

**General Clothing Guidelines that do not work at school:**
- Any clothing or accessory with messaging and/or visuals promoting alcohol, drugs, tobacco, gang affiliation, 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 and bare feet are not recommended due to safety concerns.
- Sunglasses are not to be worn in the school without a documented medical reason.

**DRUG PARAPHERNALIA**
Possessing drug paraphernalia is cause for short term, long term suspension or expulsion.

See **Substance Use / Possession / Distribution Section in this Handbook**

*(c) illegally uses, possesses, sells, or gives to another, drug paraphernalia at school, or at a school-sponsored activity or event. Baby pacifiers are often used as drug paraphernalia and are not allowed on campus or at school events. This is the same policy for vaping devices of any type.*
EXTERIOR DOORS DURING THE SCHOOL DAY
For safety reason, exterior doors will be locked at 8:05am (9:05am on PLC Mondays). Opening exteriors
doors between 8:05am/9:05am and 2:35pm is considered a safety violation. Auburn High School is designed
to have all visitors enter only through our main entrance on Main Street. This policy also includes late-arriving
students and any visitor. Although we understand this may be an inconvenience, safety will be the priority.
The only exception to this is our north entrance (student parking lot) in the Gym Foyer. The doors will
remain open until 8:15am / 9:15am 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 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.

FAILURE TO IDENTIFY YOURSELF
Students are expected to have their 2018-19 student ID card in their possession. When any 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 PARTICIPATE
Choosing to not participate in your own learning will result in a conference between the teacher, student and
possibly a parent or guardian. Continuing to not engage could lead to an insubordination referral to your grade
level administrator. Students at AHS are expected to actively participate and engage in all learning activities.
Assignments not aligned with a student’s beliefs will be substituted with an alternative activity approved by
the teacher and the parent/guardian.

FAILURE TO SERVE
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. Failure to do so will be considered failing to serve.

If students need to re-schedule a detention, they must go to their grade level administrator to re-schedule.
Administrators have the right to counsel with a parent/guardian and deny such requests.

Note: Students returning after an unexcused absence will be considered as failed to serve the assigned
detention and will receive the next level of discipline.

Students who fail to serve will automatically be scheduled to the next discipline level.

- Failing to serve a 30 min Detention = 2 assigned 30 min Detentions
- Failing to serve either of 2 30 min Detentions = 90 Minute After School Detention + Parent contact
- Failing to serve a 90 Minute School = 2 Hour Friday School Detention + Parent contact
- Failing to serve a 2 Hour Friday School = 4 Hour Saturday School Detention + Parent contact
- Failing to serve a 4 Hour Saturday School = Parent/Admin Meeting + In-School Suspension
*Students are expected to serve their detention as assigned.*

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 mutually participating in an incident involving physical violence.

If 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 others 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

Attending a fight or encouraging/promoting a fight is dangerous behavior. Students will be disciplined accordingly and could be emergency-expelled during an investigation.

FIGHTING OFF CAMPUS OR RELATED TO SCHOOL EVENTS
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 incidents that cause or threaten 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.

**GAMBLING**
Gambling is prohibited.

**GANG ACTIVITY**

Per Revised Code of Washington RCW 9.94A.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.

**EXAMPLES OF SEXUAL HARASSMENT / MISCONDUCT**
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 e-mails or web sites 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. Parents will be notified and law enforcement may 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.

**OFF-CAMPUS MISCONDUCT**
School Board Policy 3242 states, *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.

**NON-SUPERVISED 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 are viewed as a safety violation and administrators reserve the right to ensure a safe campus for all staff and students. Unsupervised areas at AHS are:

- Parking Lots - During the school day
- Areas north of Café Auburn - during lunch including the 500/700/800 halls
- All P.E. / Athletic Facilities - If not under direct supervision of a staff member
- Hallways / Learning Zones
**PARKING LOT VIOLATIONS**

Students must purchase a student permit to park on the AHS 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.

**PUBLIC DISPLAY OF AFFECTION**

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

**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

SKIPPING CLASS
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 extra-curricular 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.

SUBSTANCE USE / POSSESSION / DISTRIBUTION
Any student will be disciplined who:

1. illegally uses, possesses, sells, is under the influence, or has the odor 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 at school, or at a school-sponsored activity or event. Baby pacifiers are often used as drug paraphernalia and are not allowed on campus or at school events. This is the same policy for vaping devices of any type.
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.
**TARDY / UNEXCUSED**

Students who are late to school due to a medical appointment, illness, or family emergency must have their tardy excused by a signed note or a phone call from their parent/guardian on the same day of the tardy. Students arriving late to school (1st Period) must check in with the attendance office. At Auburn High School our classes begin on time and it is important to be there at the start to receive the full educational opportunity.

Students who are late to class will be subject to teacher discipline until the tardies become a pattern (3 in any class). Teachers will refer students to their grade level administrator or dean of students. Our unexcused tardy to class protocol is as follows:

<table>
<thead>
<tr>
<th>TARDY NUMBER</th>
<th>ACTION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Conversation with teacher – tardy is documented</td>
<td>NOTE: Students who re-establish a pattern of punctuality over 20 school days, may move back to 2nd Tardy Step.</td>
</tr>
<tr>
<td>2nd</td>
<td>Conversation with teacher to figure out a solution to making it to class on time – tardy is documented as an official warning in Skyward – Yes, parents can see this.</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>Teacher will assign a lunch detention for the next day – Emails the RESET room supervisor – contacts the parent.</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>Referral to Dean of Students</td>
<td></td>
</tr>
<tr>
<td>5th +</td>
<td>Referral to grade level administrator</td>
<td></td>
</tr>
</tbody>
</table>

**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, the administrator 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. Additionally, “acts” of stealing will be treated the same as stealing. Students who say they were just joking when found in possession of property that is not theirs will face disciplinary actions.

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 has the right to work 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 up to expulsion 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
Students absent from school without permission, or absent from class without the teacher’s explicit permission are considered truant. Any student 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 truant. Students who only miss part of the school day must have their partial absences excused on the same day. Auburn High School will follow this protocol in working with student truancy:

<table>
<thead>
<tr>
<th>TRUANCY DAYS</th>
<th>SCHOOL ACTION / WORKING WITH THE PARENTS &amp; STUDENT</th>
<th>SCHOOL BASED SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Truancy</td>
<td>Automated phone call to parent/guardian</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>Automated phone call to parent/guardian</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>Call from Attendance Office Staff to parent/guardian</td>
<td>Student meets with Dean of Students, lunch detention and progressive discipline</td>
</tr>
<tr>
<td>4th</td>
<td>Call from Attendance office staff to parent/guardian, meeting with counselor to discuss why student is not attending classes.</td>
<td>Meeting with counselor, 2 Lunch Detentions, progressive discipline</td>
</tr>
</tbody>
</table>

31
<table>
<thead>
<tr>
<th>TRUANCY DAYS</th>
<th>SCHOOL ACTION / WORKING WITH THE PARENTS &amp; STUDENT</th>
<th>SCHOOL BASED SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day = 3 periods, or more.</td>
<td>Call from attendance office to parent/guardian, meeting between dean of students and parent/guardian. Formal Becca/Attendance Letter sent home.</td>
<td>Meeting with dean of students, After-School Extended Day, progressive discipline.</td>
</tr>
<tr>
<td>5th</td>
<td>Repeat 5th</td>
<td>Repeat 5th</td>
</tr>
<tr>
<td>6th</td>
<td>Repeat 6th</td>
<td>Repeat 6th</td>
</tr>
<tr>
<td>7th</td>
<td>Call home from attendance office, formal Becca letter sent home, parent/guardian meeting with grade level administrator.</td>
<td>Student meets with grade level administrator, Friday Night or Saturday School, progressive discipline.</td>
</tr>
<tr>
<td>8th</td>
<td>Repeat 7th</td>
<td>Repeat 7th</td>
</tr>
<tr>
<td>9th</td>
<td>Repeat 7th</td>
<td>Repeat 7th</td>
</tr>
<tr>
<td>10th Truancy</td>
<td>Truancy Petitioned Filed with the King County Juvenile Court.</td>
<td>Truancy Petitioned Filed with the King County Juvenile Court.</td>
</tr>
</tbody>
</table>

**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.

**WEAPON VIOLATION**

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, nunchuck sticks; air gun; sling shot; sand club; 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 a firearm onto, or possessing a firearm 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 Weapons**

District-defined dangerous weapons include: BB gun of any type, pellet gun of any type, 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. The normal discipline for a first-time possession of a dangerous weapon is a long-term suspension. The administrator can elect to give a lesser corrective action based on the particular facts and circumstances.
BEHAVIOR MANAGEMENT PLAN

At Auburn High School our staff will teach our students behavior expectations during Troy Time. Our goal is to offer a welcoming, positive and safe atmosphere for all staff and students. Our students will play a big role in this. Auburn High School’s Positive Behavior Intervention Support plan, TROY Time, will enable our entire school to reach the highest levels of safety, respect, and success for staff and students on a daily basis. Lessons about expected behaviors at Auburn High School will be taught by our teaching experts. We will review our expectations at the beginning of the school year and as needed throughout the school year. For new students, we will cover the bases during their enrollment processes.

AHS parents//guardians will be notified by phone or in writing from teachers or administrators for steps involving their students. In general, student behavior interventions will equal the seriousness and frequency of the student’s behavioral infractions.

**Progressive Discipline:** It is the intent of the school to encourage students to correct inappropriate/unacceptable behavior, attendance, or attitude problems whenever reasonably possible. Progressive discipline is the process used to correct student behavior problems and assist students in functioning in an acceptable manner. Students who violate a rule the first time face disciplinary action commensurate to the violation for a first occurrence. Repeated violations or extreme situations may result in more severe disciplinary action or suspension. At each intervention step, the intent is to assist the student in identifying the problem, to understand what new behavior is necessary, and to encourage the student to accept responsibility for his/her actions.

**STEP 1:** Official Documented Warning
- Student Notification - Skyward

**STEP 2:** Parent/Guardian Notification (email or phone call), Student Notification - Skyward

**STEP 3:** Parent/Guardian Notification, Student Notification - 30 Min Detention - Skyward

**STEP 4:** Main Office Referral via Skyward
- Admin/Dean assign consequence
- Contacts parent/guardian
- Admin contacts Teacher
KEY TERMS 2018-2019

LD = Lunch Detention – Up to 2 LDs will be assigned for LDs missed (Teacher or Admin Action)

90 min extended reflection = 90 minutes after school extended learning/reflection (Admin Action)

2 hour Friday School = Friday Detention (Admin Action)

4 hour Saturday School = Saturday Detention 8am to Noon (Admin Action)

ISS = In School Suspension in our RESET room / Partial or Full Day (Admin Action)

OSS = Out of School Suspension / Partial or Full Day (Admin Action)

STS = Short Term Suspension / Partial Day and up to 10 days (Admin Action)

LTS = Long Term Suspension up to the end of the current semester / 90 day maximum (Admin Action)

EXP = Expulsion from school (Admin Action)

R-P = Restorative Practices (used to develop a sense and understanding of personal accountability to the AHS community)

MEDIATE = Mediation between students to resolve misunderstandings (Admin Action)

SRO = School Resource Officer (Possible Legal Action)

SANCTION = Disciplinary consequence for an offense

NEED TO KNOWS

Most lower-level discipline infractions are handled by the classroom teacher, the dean of students, or campus security. If a student fails to correct their behavior, a student may be referred to their grade level administrator. Major behavior issues such as fighting, safety issues, drugs/alcohol, exceptional misconduct, and threats will be addressed by the grade level administrator and possibly our safety resource officer.

The Auburn High School Administrative Team reserves the right to assign actions considered reasonable sanctions and will use this document as a resource guide in determining consequences and/or extended learning opportunities resulting in improved student behavior. We will endeavor to avoid exclusionary discipline because we firmly believe that school is exactly where our students need to be during school hours.

However, in assigning a reasonable sanction our investigation(s) will include the consideration of mitigating factors connected to the incident as well as evidence revealing an aggravated intent by the student.

Students will always be afforded due process in all disciplinary investigations.

<table>
<thead>
<tr>
<th>VIOLATION TYPE</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC INTEGRITY</td>
<td>Parent Contact</td>
<td>Admin referral</td>
<td>Admin referral</td>
</tr>
<tr>
<td>Cheating</td>
<td>New assignment completed for lowest credit.</td>
<td>Parent Contact</td>
<td>Parent Contact</td>
</tr>
<tr>
<td>Copying</td>
<td>30 min det assigned by teacher</td>
<td>90 min detention</td>
<td>2 hour detention</td>
</tr>
<tr>
<td>Plagiarism</td>
<td></td>
<td>Step 2 &amp; beyond</td>
<td>STEP 4 – Saturday School</td>
</tr>
</tbody>
</table>

APPROPRIATE ATTIRE

Not following AHS dress for success guidelines after reasonable prompting

<p>| | Admin referral | Admin referral | Admin referral |
| | Administrative conference | Administrative conference | Parent Contact |
| | Correct the issue | Correct the issue | See Step 1: Insubordination |</p>
<table>
<thead>
<tr>
<th><strong>ASSAULT</strong></th>
<th>Unwanted striking or contacting another person or people.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TECHNOLOGY MISUSE</strong></td>
<td></td>
</tr>
<tr>
<td>Cell Phones</td>
<td></td>
</tr>
<tr>
<td>Personal Devices</td>
<td></td>
</tr>
<tr>
<td>Chromebooks</td>
<td></td>
</tr>
<tr>
<td><strong>DANGEROUS BEHAVIOR</strong></td>
<td>Behavior that endangers self or others at any time.</td>
</tr>
<tr>
<td><strong>DISRUPTIVE BEHAVIOR</strong></td>
<td>Behavior that is disruptive of teaching, learning, or other school related processes.</td>
</tr>
<tr>
<td><strong>FAILURE TO IDENTIFY YOURSELF</strong></td>
<td>When asked, AHS students are expected to identify themselves accurately. This is a safety issue and will be taken seriously</td>
</tr>
<tr>
<td><strong>FAILURE TO PARTICIPATE</strong></td>
<td>AHS students are expected to engage and participate in seeking credit in all courses.</td>
</tr>
<tr>
<td><strong>FAILURE TO SERVE</strong></td>
<td>Failing to serve an assigned detention will move the assigned discipline to the next level. Students who are absent the day of an assigned detention will serve their detention when they return.</td>
</tr>
<tr>
<td><strong>FIGHTING</strong></td>
<td>Engaging in physical, combative, aggressive behavior towards another person.</td>
</tr>
<tr>
<td><strong>FORGERY</strong></td>
<td>Faking of a signature or turning in a falsified note. Falsified phone calls fall into this category.</td>
</tr>
<tr>
<td><strong>GANG ACTIVITY</strong></td>
<td>Clothing or gestures that imply gang affiliation coupled with negative behaviors that detract from a safe and orderly school environment.</td>
</tr>
<tr>
<td><strong>HARASSMENT, INTIMIDATION, BULLYING</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Parent Contact
- Up to EXP
- SRO involvement
- LD assigned by teacher
- Documented warning
- Possible parent contact
- 2 LDs assigned by teacher
- Admin Referral
- Parent Contact
- See Step 1: For Insubordination
- Up to EXP
- Parent Contact
- 2 LDs assigned by teacher
- Admin Referral
- Parent Contact
- See Step 1: For Insubordination
- Up to EXP
- Possible LTA
- School resources
- ISS
- Parent Contact
- ISS
- Up to ISS
- School resources
- Parent Contact
- Up to STS
- Possible MEDIAT
- Possible R-P
- SRO
- ISS
- Possible MEDIAT
- Possible R-P
- SRO
- WEX or FEX
- Parent Contact
- Parent Contact
- LTA
- Parent Contact
- Referral to Admin
- Parent Contact
- Referral YouthLink
- Referral to Admin
- Progress and up to EXP
- Progress and up to EXP or LTS
- Parent Contact
- Parent Contact
RCW 9A.36.080(3) describes acts intended to harm a student, damage their property, interfere with their education, or negative behavior that is persistent or pervasive that is intimidating or threatening to the educational environment and has the effect of substantially disrupting the orderly operation of the school.

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>Required Parent contact of all parties</th>
<th>Possible law enforcement (SRO) involvement</th>
<th>to EXP</th>
<th>Law enforcement (SRO) involvement</th>
<th>Parent Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCITING CONFLICT</td>
<td>Admin Referral</td>
<td>Admin Referral</td>
<td>Admin Referral</td>
<td>Parent Contact</td>
<td>Parent Contact</td>
</tr>
<tr>
<td></td>
<td>Up to 90 Min Detention</td>
<td>Up to STS</td>
<td>Up to LTS</td>
<td>Parent Contact</td>
<td>Parent Contact</td>
</tr>
</tbody>
</table>

| INSUBORDINATION/Non-compliance | Admin Referral | Parent Contact | 90 Min Detention | Admin Referral | Parent Contact | 2 Hour Detention | Admin Referral | Parent Contact | 4 Hour Detention | Up to STS | |
|---------------------------------|----------------|----------------|------------------|----------------|----------------|-----------------|----------------|----------------|-------------------|-----------|

| OFF CAMPUS                      | Admin Referral | Safety Check | Parent Contact | Admin Referral | Safety Check | Parent Contact | Up to ISS | Parent Contact | Safety Check | Parent Contact | Up to OSS | |
|---------------------------------|----------------|--------------|----------------|----------------|--------------|----------------|-----------|----------------|---------------|----------------|-----------|

<table>
<thead>
<tr>
<th>UNSUPERVISED AREA</th>
<th>Referral to Admin</th>
<th>Parent Contact</th>
<th>Referral to Admin</th>
<th>Safety Check</th>
<th>Parent Contact</th>
<th>LD</th>
<th>Referral to Admin</th>
<th>Safety Check</th>
<th>Parent Contact</th>
<th>90 Min Detention</th>
<th></th>
</tr>
</thead>
</table>

| PARKING VIOLATION               | Written warning   | Ticket        | Parent Contact   | Ticket | Loss of parking privileges for the year | Parent Contact | |
|---------------------------------|--------------------|---------------|------------------|--------|----------------------------------------|----------------||

| RECKLESS DRIVING ON AHS PROPERTY| Loss of school parking privileges up to 2 weeks | Loss of school parking privileges for the year | Loss of school parking privileges for the remainder of the year | Parent Contact | |
|---------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|----------------||

| PUBLIC DISPLAY OF AFFECTION     | Warning            | Parent Contact | LTA               | 4+: Two LTAs | 5+: WEX or FEX | 6+: WEX or FEX | |
|---------------------------------|--------------------|----------------|------------------|-------------|----------------|----------------| |

<table>
<thead>
<tr>
<th>SEXUAL MISCONDUCT</th>
<th>1st Incident</th>
<th>2nd Incident</th>
<th>Admin Referral</th>
<th>Contact Parents</th>
<th>Progressive, up to LTS</th>
<th>School Resources</th>
<th>Possible criminal investigation</th>
</tr>
</thead>
</table>

<p>| Sexting &amp; lewd behaviors        | Admin Referral     | Parent Contact | Up to STS       | Possible criminal investigation | |
|---------------------------------|--------------------|----------------|-----------------|--------------------------------||</p>
<table>
<thead>
<tr>
<th>SUBSTANCE POSSESSION / USE</th>
<th>• Safety Check</th>
<th>• Safety Check</th>
<th>• Safety Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession and/or use of any drugs and/or alcohol products while on school grounds or school related events</td>
<td>• Parent Contact</td>
<td>• Parent Contact</td>
<td>• Parent Contact</td>
</tr>
<tr>
<td></td>
<td>• Up to LTS</td>
<td>• Up to LTS</td>
<td>• Up to LTS</td>
</tr>
<tr>
<td></td>
<td>• Possible legal action</td>
<td>• Possible legal action</td>
<td>• Possible legal action</td>
</tr>
<tr>
<td></td>
<td>• P&amp;I Referral</td>
<td>• P&amp;I Referral</td>
<td>• P&amp;I Referral</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBSTANCE DISTRIBUTION</th>
<th>1st Incident</th>
<th>2nd Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of any drugs and/or alcohol products with intent and/or evidence of intent to sell or distribute.</td>
<td>• Safety Check</td>
<td>• Safety Check</td>
</tr>
<tr>
<td></td>
<td>• Parent Contact</td>
<td>• Parent Contact</td>
</tr>
<tr>
<td></td>
<td>• Up to LTS</td>
<td>• Up to EXP</td>
</tr>
<tr>
<td></td>
<td>• SRO Involvement</td>
<td>• SRO Involvement</td>
</tr>
<tr>
<td></td>
<td>• Possible criminal investigation</td>
<td>• Possible criminal investigation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TARDINESS</th>
<th>• Warning</th>
<th>• Parent Contact</th>
<th>• LTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late to class without an authorized excuse.</td>
<td></td>
<td></td>
<td>4+: Two LTAs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5+: WEX or FEX</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6+: WEX or FEX</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEFT / POSSESSION OF STOLEN ITEMS</th>
<th>1st Incident</th>
<th>2nd Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing and/or found with stolen items</td>
<td>• Admin Referral</td>
<td>• Admin Referral</td>
</tr>
<tr>
<td></td>
<td>• Parent Contact</td>
<td>• Parent Contact</td>
</tr>
<tr>
<td></td>
<td>• Restitution</td>
<td>• Restitution</td>
</tr>
<tr>
<td></td>
<td>• R-P</td>
<td>• Possible Arrent</td>
</tr>
<tr>
<td></td>
<td>• Contact SRO</td>
<td>• R-P</td>
</tr>
<tr>
<td></td>
<td>• Up to STS</td>
<td>• Progressive, up to LTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THREATENING ACTIONS</th>
<th>• Up to EXP</th>
<th>• Progressive, up to EXP</th>
<th>• Progressive, up to EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions that potentially threaten the safety and welfare of another person</td>
<td>• Contact SRO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOBACCO</th>
<th>• Parent Contact</th>
<th>• Progressive, up to WEX or FEX</th>
<th>• Progressive, up to WEX or FEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession and/or use of any tobacco products while on school grounds or school related events</td>
<td>• Safety Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• P&amp;I Referral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRUANCY</th>
<th>• LTA</th>
<th>• WEX or FEX</th>
<th>• Multiple - WEX or FEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unauthorized absence from class or school</td>
<td>• Parent Contact</td>
<td>• Parent Contact</td>
<td>• Parent Contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School Resources</td>
<td>• BECCA Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VANDALISM/DESTRUCTION OF PROPERTY</th>
<th>• Referral to Admin</th>
<th>• Referral to Admin</th>
<th>• Referral to Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defacing or damaging school or someone’s personal property</td>
<td>• Up to STS</td>
<td>• Progressive, up to STS</td>
<td>• Progressive, up to LTS</td>
</tr>
<tr>
<td></td>
<td>• Restitution</td>
<td>• Restitution</td>
<td>• Restitution</td>
</tr>
<tr>
<td></td>
<td>• R-P</td>
<td>• R-P</td>
<td>• R-P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEAPONS</th>
<th>• Up to EXP</th>
<th>• Up to EXP</th>
<th>• Up to EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### In possession or having been seen with a weapon on school grounds

- Police Contact
- SRO Contact
- Possible Legal Action

- All Out-of-School exclusionary discipline actions will include academic support
- For Out-of-School exclusionary discipline actions that exceeds 3 successive days, a re-entry meeting will be scheduled as part of the disciplinary/support process to help students transition back into AHS successfully

Legal Notice: The Auburn School District No. 408 complies with all federal rules and regulations and does not discriminate on the basis of color, national origin, gender or disability, and does not tolerate sexual harassment. This holds true for all students who are interested in participating in educational programs and/or extra-curricular school activities. Any reports of alleged sexual harassment or concerns about compliance and/or grievance procedures should be directed to the school district’s IX RCW 28A640 officer and Section 504 and ADA coordinator, (253) 931-4932.
**ATHLETICS BY SEASON**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheer</td>
<td>Basketball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Cheer</td>
<td>Fastpitch</td>
</tr>
<tr>
<td>Dance</td>
<td>Gymnastics-Girls</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Football</td>
<td>Swim/Dive - Boys</td>
<td>Soccer - Boys</td>
</tr>
<tr>
<td>Golf</td>
<td>Wrestling</td>
<td>Tennis - Girls</td>
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<td>Soccer - Girls</td>
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<td>Track</td>
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<td>Swim/Dive - Girls</td>
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<td>Waterpolo - Girls</td>
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<td>Tennis - Boys</td>
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<td>Volleyball</td>
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<td>Waterpolo - Boys</td>
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ATHLETICS, ACTIVITIES, AND CLUBS

Auburn High School personnel are proud of the extra-curricular program and look forward to continued growth, success and its traditions. Athletic, activity, and club events are an important part of high school life and you are encouraged to be involved both as a participant and as a spectator. Spectators are expected to express their enthusiasm and support appropriately in a positive manner.

Spectators are to refrain from any negative or derogatory behaviors directed at officials, opposing teams, players, or other spectators. You can help ensure everyone's enjoyment of the event by showing courtesy to all around you. All school rules are in effect for those attending athletic events and other school activities.

In addition to athletics and activities, Auburn High School also offers intramural athletic programs. Information regarding these programs will be announced through the daily bulletin. A resource guide to program features is available in the AHS Activities Office.

Athletic and Activity Rules of Conduct: The activities code is designed to establish a reasonable, high standard for participants in extracurricular activities that empower our participants to make appropriate decisions, rather than to be punitive and deny access to such activities. Extracurricular activities are a privilege and completely voluntary. Along with this privilege comes the expectation of a higher standard of behavior and conduct. Participants in these activities are considered to be in positions of leadership representing themselves, their families, the activity group, school, district and community.

As a condition of participation in extracurricular activities, participants will agree in writing to abide by all of the rules set forth in the “Auburn School District Activity Code”, available in the Activities office, or from your advisor. Unacceptable behaviors and/or misconduct may necessitate penalties as appropriate, in an attempt to reduce any behavior which negatively impacts the individual, the team/group, and/or the image of the Auburn School District Athletics/Activities.

CLUBS AND ORGANIZATIONS

Buses available Monday-Thursday @ 4:25pm-drop off’s at Olympic and Cascade

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.
  * Clubs or organizations related directly to a class. Membership is contingent on enrollment in the class.
> Clubs that meet criteria for community service.

AUTO (Skills USA) *
Supports student leadership activities such as conferences, contests, and other enrichment activities. Students must be active members of the auto technology class and pay dues to National/State VICA.
Contact advisor for meeting dates/times. Autoshop Advisor: Kurt Edwards

**ANIME**
Meets Thursdays after school in room 236. Advisor: Greg Watson

**BLACK STUDENT UNION**
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. Meets Tuesday after school in room 209 from 2:45-4pm Advisors: Sonia Amado and Angie Stubblefield

**CHINESE CLUB**
Open to all students with an interest in Chinese culture and language; some Chinese language experience helpful. Students will work to expand on our relationship with our sister school, Guanghan Middle School in Guanghan, Sichuan China. Meets Fridays until 4pm in room 311. Advisor: Lee Clow

**CULINARY ARTS** *
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 Mrs. Killian in the kitchen for more information. Advisor: Marci Killian

**DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA) **>
DECA members learn marketing concepts, civic consciousness and leadership skills. A $15 membership fee can be earned by students through their small entrepreneurship ventures. Contact Mrs. Tarsi in room 130 for more information. Advisor: Janet Tarsi

**DRAMA CLUB**
Drama Club is open to all students and involves acting as well as technical theatre. Meets Wednesday from 2:45-4pm in room 501 Advisor: David Cox

**FFA**
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 National FFA Organization. Advisor: Kurt Edwards

**FIRST NATIONS CLUB**
Advisor: Leslie Mizuki and Robin Pratt

**FRENCH CLUB**
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 Mr. Isham in room 314 for info on meeting dates/times. Advisor: Greg Isham

**GAY/STRAIGHT ALLIANCE CLUB**
Brings together students to overcome homophobia and create a school environment free of harassment by raising awareness of different sexual and gender identities and advocating equal treatment for all youth. Meeting times tbd; Advisor: Jaelee Afleck

**GREEN CLUB**
Brings together students to discuss sustainability and ways for AHS to be a “green” school focusing on
environmental issues and the local community. **Meeting times tbd; Advisor: tbd**

**GUITAR CLUB**
Building community through music. **Meeting times tbd; Advisor: Justin Hull**

**JAZZ CLUB**
Whether students play jazz or simply enjoy jazz music, there are a variety of activities that will appeal to all. Jazz club has student jazz jam sessions, listening sessions, and we try to attend one live jazz event every month. See advisor for information on meeting dates/times. **Advisor: Tony Paustian**

**KEY CLUB**
Student-run community service organization. Dues are $15 and pay for official membership to earn volunteer hours, receive volunteer insurance through Key Club International and club parties. Make AHS and Auburn a better place by volunteering with us and partnering with Kiwanis. **Meets Thursdays in room 312 from 2:45-4:15pm Advisors: Amber Garber and Donna Foxley**

**LATINO CLUB**
Open to all AHS students with the purpose of increasing awareness and student body at Auburn High School. **Meets Wednesdays from 2:45-4:15pm Contact Mrs. Amado for meeting place. Advisor: Sonia Amado**

**LEADERSHIP**
Learn to be a leader! Criteria for membership: Be enrolled in a leadership class. **Class meets daily. Advisor: Jon Morehead**

**MARSHALLESE CLUB**
Advisor: Alex Wilde

**MATH CLUB**
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. **Meets Thursdays after school in room 220 Advisor: Katie Burkhauser**

**METALS – (Skills USA)**
Students must be enrolled in a metals vocational class, pay dues of $15.50, and pay for travel expenses to contests. Costs may be offset through club fund raising. **Contact Mr. Earl for meeting days/times. Meets in metal shop (room 510) Advisor: Ethan Earl**

**NATIONAL HONOR SOCIETY**
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. **Meetings 2x/month in Career Center. Contact Mrs. Asfour for more info. Advisor: April Asfour and Anna Marshall**

**NEWSPAPER STAFF (TROY IN’VOICE)**
The *Troy InVoice* is a media publishing class that uses social media, the school monitors, and an online website to publish the news and events of AHS, as well as to showcase student work in video and photography. Directed by the student editors, the TIV staff meets during third period and every Monday from 2:45-4:00 P.M. Advisers are Thomas Kaup and Anna Marshall. 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 your counselor for information about enrolling in this course. Advisor: Tom Kaup and Anna Marshall**

**PACIFIC ISLANDER CLUB**
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. **Meets Wednesdays in room 241 from 2:45-4:15pm Advisors: Greg Watson**

**PHILLIPPINO CLUB**
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. **Meets Tuesdays from 2:45-4:00pm in room 101. Adviser: Thomas Kaup**

**ROBOTS TREAD (Trojan Robotics, Engineering, And Design)** Team 3219 competes in the FIRST Robotics Competition, as well as participates in other outreach and volunteer activities. Come be a science and technology leader through an exciting mentor-based program that applies your skills in new and exciting ways. Currently over $50 Million in scholarships and the opportunity to earn a Varsity Letter for participants. Join us at our weekly meetings to learn more, no experience necessary. **Contact either advisor for more information. 2:45-4:15pm in room 500 Advisors: Chris Zawislak and Matthew Samms**

**SPORTS MEDICINE**
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 club's membership in the Washington Career and Technical Education Association. Meetings occur the 2nd Wednesday of each month from 3-4 pm in room 714. **Advisor: Krista Parsons**

**TROY CREW**
Troy Crew is a freshman orientation and mentorship program. Troy Crew Leaders run the orientation day before school starts and provides activities for freshmen in three areas: academic follow-ups, social events and individually-lead activities. Prerequisite: Must apply and be selected. **Contact an advisor for more information. Advisors: Jason Capps, Jon Morehead and Alex Wilde**

**VIS COM MEDIA CLUB**
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 info on the day this club meets. 2:45-4:00pm in room 101 Advisor: Tom Kaup**

**YEARBOOK *(AUBURN INVADER)***
Student editors work with staff to determine the editorial content and photographs of the annual yearbook to record the history of the school year. Yearbook meets during fourth period and every Monday after school from 2:45-4:00. Advisers are Thomas J. Kaup and Anna Marshall. 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 either teacher for information about meeting time/place. 2:45-4:00pm in room 101. Contact an advisor for more information.**
Advisor: Tom Kaup and Anna Marshall
Academic Success Resources

Essay Writer’s Script of Helpful Questions

Designed to draw out usable information at the right time to get you unstuck and keep you focused when writing.

Prewriting
What is your essay about in most basic terms? What do you want to prove? The answer to this question is what you will come back to over and over again in the writing process. Before we can determine if what you’ve written above is enough for your thesis, we must determine how many paragraphs the essay is required to be. Each body paragraph must have something new to prove that relates to your topic. Your thesis should put all your ideas (2 if a 4 paragraph essay, 3 if a 5 paragraph essay) in one tight sentence. Simple thesis statements are often the most effective.

Introductory paragraph
Step 1: Select and write a hook
Which hook makes the most sense with your topic?
Hook #1=a question about your essay topic in general. DO NOT reference the author or the lit yet. If you’re using a question it should be an open ended question, not easily answered and may not include the word YOU.
Hook #2=provocative statement; a statement meant to get a reaction. Always follow up provocative statements with an explanation or clarifying statement so you don’t sound like a racist or sexist or generally arrogant.
Hook #3=Statistic (fact with numbers)
Hook #4= Anecdote or mini story.
Hook #5= Quote from somewhere famous and given credit. Find a quote that has to do with the general topic you’ve identified that your essay is about. Make sure that you understand the quote, because after you use it you’re going to explain what it means in simpler terms unless it’s already super simple. In that case, you’re going to link it to your general topic.

Step 2: How can you tie your hook into your general topic? What is useful to say about the topic as it relates to lots of people, not the people from the literature?
Write a couple of sentences that transition from the hook to the literature. (Don’t mention anything about the literature yet).

Step 3: Who’s the author; what’s the title; who’s the main character and what does s/he want? What’s the setting? What are basics the reader needs to know to get this story at its most basic level? Are there any characters that are critical to understanding the story and thus your essay? Name them. What’s your general topic? How are you going to relate it to these characters or their actions?

Step 4: What's the thesis I developed in my pre-writing?
Copy it. Have you told your reader what your essay will be about in 1-2 sentences? Does it lay out what your body ¶s will be about?
Body paragraph

(This was written for literary analysis, but can be tweaked to fit expository writing. Where it says character, substitute people being studied.)

1. (For Topic Sentence) What are you proving, overall?

2. (For Concrete Detail) What's your evidence?  (This can be a complete quote, a paraphrase of the text not a general summary, or an embedded quote which is a short quote phrase).  For a larger quote use TLQ, transition, then Who is talking to whom about what?  or What does the reader need to know to understand the quote?  What background info would be helpful?  Then the quote with citation.

3. (For commentary pick best question for the situation—this is not your general opinion on the situation, but analysis) Ask: Why? Why does this matter?  Why does the character behave this way?  How does it prove your topic sentence?

4. English papers expect a minimum of 2 sentences of commentary following your evidence, so keep asking the questions… How can you follow up that thought with more why or how?  Why does this matter?  How does it prove your topic sentence?

5. How will you transition to your next piece of evidence?  What evidence are you going to use next to prove your topic sentence?  Repeat the suggestions for concrete detail above.

6-7. Two more commentaries; see above

8. (For conclusion sentence) What were you proving?  How can you tell the reader without using the same words in the topic sentence?  What are you writing about next?

Conclusion paragraph

DO NOT introduce new topics, theories or evidence

Step 1: What were you attempting to prove?

Step 2: Why do the characters (important to your thesis) behave the way they do?  What do they want?  What are they hoping to get, to prove?  Don’t repeat phrases you used earlier, go more in depth.

Step 3: What should the characters learn from the journey of the book?  What should the reader take away?  Is there a societal message to be taken from this lit?  What does the author want the reader to think do as a result of reading the lit as it relates to the overall topic of your essay?)
Commonly Misused Words and Phrases

The transition from spoken to written language can often be a bumpy one because the way we talk tends to be less formal than the way we write. When we try to translate spoken ideas into writing, it is often hard to remember correct grammar. Also, we hear incorrect grammar used so often that correct grammar might sound odd or even wrong to us.

Homonyms can present an especially difficult problem because they sound alike, but the different spellings mean different things. Changing one letter in a word could alter the whole meaning of a sentence. Common phrases are also likely to be written incorrectly because in speech words are often shortened or slurred together so that not all of the letters are pronounced, making it easy to inadvertently leave these letters out when writing.

Knowing which word to use or how to write a phrase correctly can make a big difference in your writing. It is easier for readers to take a piece of writing more seriously when the grammar is correct. This handout contains a list of commonly confused homonyms and problem phrases, as well as a few hints to help you remember the grammar rules.

Words that sound alike (homonyms):

Accept, Except: Accept is a verb meaning to receive. Except is usually a preposition meaning excluding. I will accept all the packages except that one. Except is also a verb meaning to exclude. Please except that item from the list.

Affect, Effect: Affect is usually a verb meaning to influence. Effect is usually a noun meaning result. The drug did not affect the disease, and it had several adverse side effects. Effect can also be a verb meaning to bring about. Only the president can effect such a dramatic change.

Allusion, Illusion: An Allusion is an indirect reference. An illusion is a misconception or false impression. Did you catch my allusion to Shakespeare? Mirrors give the room an illusion of depth.

Capital, Capitol: Capital refers to a city, capitol to a building where lawmakers meet. Capital also refers to wealth or resources. The capitol has undergone extensive renovations. The residents of the state capital protested the development plans.

Climactic, Climatic: Climactic is derived from climax, the point of greatest intensity in a series or progression of events. Climatic is derived from climate; it refers to meteorological conditions. The climactic period in the dinosaurs' reign was reached just before severe climatic conditions brought on the ice age.

Elicit, Illicit: Elicit is a verb meaning to bring out or to evoke. Illicit is an adjective meaning unlawful. The reporter was unable to elicit information from the police about illicit drug traffic.

Emigrate from, Immigrate to: Emigrate means to leave one country or region to settle in another. In 1900, my grandfather emigrated from Russia. Immigrate means to enter another country and reside there. Many Mexicans immigrate to the U.S. to find work.

Hints: Emigrate begins with the letter E, as does Exit. When you emigrate, you exit a country.
Immigrate begins with the letter I, as does In. When you immigrate, you go into a country

Principle, Principal: Principal is a noun meaning the head of a school or an organization or a sum of money. Principle is a noun meaning a basic truth or law. The principal taught us many important life principles.
**Hint:** To recognize the spelling of **Principal** first think of yourself as a greedy opportunist. You definitely would want to be a **pal** of anyone who is in a position of power or anything to do with money. This **principal** has pal in it.

**Than, Then:** **Than** is a conjunction used in comparisons; **then** is an adverb denoting time. **That pizza is more than I can eat.** Tom laughed, and **then** we recognized him.

**Hints:** **Than** is used to compare; both words have the letter a in them. **Then** tells when; both are spelled the same, except for the first letter.

**There, Their, They’re:** **There** is an adverb specifying place; it is also an expletive. Adverb: **Sylvia is lying there unconscious.** Expletive: **There are two plums left.** **Their** is a possessive pronoun. **They’re** is a contraction of **they are.** Fred and Jane finally washed **their** car. **They’re** later than usual today.

**Hints:** If you are using **there** to tell the reader where, both words have h-e-r-e. **Here** is also a place.

If you are using **their** as a possessive pronoun, you are telling the reader what "they own. **Their** has h-e-i-r, which also means **heir,** as in someone who inherits something. Both words have to do with ownership.

**They’re** is a contraction of they are. Sound out they are in the sentence and see if it works. If it does not, it must be one of the previous versions.

**To, Too, Two:** To is a preposition; **too** is an adverb; **two** is a number. **Too many of your shots slice to the left, but the last two were right on the mark.**

**Hints:** If you are trying to spell out the number, it is always t-w-o. **Two** has a w which is the first letter in word. The opposite of word is number.

**Too** is usually used as also when adding or including some additional information. Whenever you want to include something else, think of it as adding; therefore you also need to add an extra o.

**Your, You’re:** **Your** is a possessive pronoun; **you’re** is a contraction of **you are.** **You’re** going to catch a cold if you don’t wear your coat.

**Hints:** Sound out “you are” in the sentence. If it works in the sentence it can be written as **you're.** If it sounds awkward, it is probably supposed to be **Your.** Example: **You’re** shoes are muddy. "You are shoes are muddy" does not work, so it should be written as: **Your** shoes are muddy.

**Online Resources**

- [www.khanacademy.com](http://www.khanacademy.com)
- **Chromebook Extension-Snap&Read; Co-Writer Universal**
- [http://kcls.org](http://kcls.org) — King County Library System-online tutoring
- [https://abscareercenter408.jimdo.com](https://abscareercenter408.jimdo.com)
- Common Sense Media-Digital Citizenship [https://www.commonsensemedia.org](https://www.commonsensemedia.org)
Staff and Notable Alumni of AHS and the Auburn School District

Teresa Anderson Teacher-Math
Nancy Backus Mayor of Auburn
Dr. Nancy Becker ENT and Plastic Surgeon
Katie Burkhauser Teacher-Math
David Cox Teacher-Theater
Lee Creighton First elected municipal court judge for Olympia, Washington
Ethan Earl Teacher-Metals
Cam Gigandet Actor featured in Twilight (2008 film) and Burlesque (2010 musical film)
Christine Gregoire 22nd Governor of Washington State
Kevin Hagen Former MLB player (St. Louis Cardinals)
KC Herren Drafted by Texas Rangers in 2nd round
Dana Hinman Director of Administration, City of Auburn
Gordon Hirabayashi Civil rights activist who challenged the legality of the internment of Japanese-Americans during World War II.
Ryan Hutchison Teacher-Jazz/Show Choir
Brian Keller Teacher-Spanish, Instructional Technology Support Staff
Marci Killian Teacher-Culinary Arts
Barbara Knapp Teacher-Transition Academy
Roger Lee Assistant Principal
Chris Lukezie Professional middle-distance runner sponsored by Reebok
Jon Morehead Teacher-Math, Activities Director
Krista Parsons Teacher-Sports Medicine
Tony Paustian Teacher-Band
Jon Price Teacher-History
Blair Rasmussen NBA Basketball player;
Lt. Col. Francis Space Shuttle Challenger astronaut
R. Dick Scobee
Danny Shelton 1st round NFL draft pick #12 to Cleveland Browns
Traded to NE Patriots 2018
Bailey Stenson 2009 Women's College World Series
Chris Telford Teacher-Jewelry
Minoru Yamasaki Designer of the World Trade Center buildings destroyed on September 11, 2001
John Yorke Teacher-History

Electronic Signature Page: https://goo.gl/forms/v3PpKvnbZc57Dh2U2