

AGENDA
SCHOOL COMMITTEE MEETING
Location: School Committee Room
Zoom Link:

<https://auburn-k12-ma-us.zoom.us/j/86935934463?pwd=dUJMUU5ZSjRMbm82Q2o5MGQ4cXNoZz09>

May 19, 2021, 6:30 p.m.

REORGANIZATION OF SCHOOL COMMITTEE

CALL TO ORDER:

Dr. Handfield will call the meeting to order and request that everyone join him in the Pledge to the Flag.

Following the opening, Dr. Handfield will accept nominations from the School Committee members for a Chairperson. Once voted, he or she will take charge of the meeting and entertain motions for the position of Vice Chairperson. Once decided, the meeting will continue as noted below.

Recommended motion:... to appoint _____ as Chairperson of the School Committee for the time period May 19, 2020 through May 17, 2022.

The Chairperson will request nominations for Vice Chairperson.

Recommended motion:...to appoint _____ as Vice Chairperson of the School Committee for the time period May 26, 2020 through May 17, 2022.

Please note the following received from MASC:

"By statute (Chapter 71 section 36) the School Committee appoints a secretary. This is the person who is responsible for keeping the minutes of the meetings. The vast majority of School Committees use either a member of the Superintendent's office staff or a third party secretary in this role. It is not recommended that School Committee members serve in this capacity as it is exceedingly difficult to take minutes and participate in the business of the School Committee. That being said, there are many School Committees that, by policy, appoint a member to serve as either secretary or clerk in a somewhat ceremonial role as a third officer beyond the Chair and Vice Chair. At one point, the Superintendent in regional schools was the secretary by statute (I believe that statute was repealed in the 1960s). We highly recommend that the secretary to the School Committee be either a member of the Superintendent's office support staff or that the Committee directly hire/contract with a third party for this role."

Based on the above, it is my recommendation that once again you not appoint a member of the School Committee as Secretary, instead leaving that responsibility to Ailaine through her retirement and then to her successor thereafter.

CITIZENS' COMMENTS:

SPECIAL RECOGNITIONS: Marcus Longo - National Merit Scholarship Award - All winners of Merit Scholarship awards (Merit Scholar® designees) are chosen based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC to evaluate: The Finalist's academic record, information about the school's curriculum and grading system, PSAT/SAT/NMSQT Selection Index score, the high school official's written recommendation, information about the student's activities and leadership, and the Finalist's own essay.

There are three types of awards: National, Corporate, and College. Marcus is receiving the prestigious University of Chicago National Merit Scholarship Award where he will attend in the fall. This evening, Marcus and Mr. Delongchamp are here to visit with the committee for a few minutes.

STUDENT REPRESENTATIVES INTRODUCTION / REPORT

Information

Aaron Zheng and Jasmyn Gates

MINUTES: 4/28/21 for approval.

Action

SUPERINTENDENT'S REPORT:

UNFINISHED BUSINESS:

COVID Update

Information

I am pleased to share that our COVID numbers continue to steadily decrease in the school district. We were concerned about a small increase after April vacation, but that has not happened. We continue to monitor guidance from the CDC and DESE regarding COVID guidelines and its impact on the schools, however, this is good news.

FY '22 Budget Update

Information

On Tuesday, May 4th, we passed our FY'22 budget of \$27,988,540.45. This represents a .99% increase over last year's spring Town Meeting number of \$27,676,055 and a 2.89% increase over the special fall Town Meeting number of \$27,214,157. As noted in your packets, I sent a letter of thanks to our Town Meeting members for their affirmation of this year's budget as presented and I would like to thank our Town Administration, Board of Selectmen, and Finance Committee, as well, for their tremendous support.

NEW BUSINESS:

Donation of Hand Sanitizer from Storz

Action

We recently received a donation of 2 cases of hand sanitizer from Mr. Gary Servideo, Facilities Manager, at Storz (Karl Storz-Endoskope) in Auburn. It is my recommendation that you accept this donation. A thank you letter is included in your packet.

Recommended Motion:...to accept with gratitude the donation of hand sanitizer from Storz in Auburn.

Proposed Dates for 2021-2022 School Committee Meetings

Action

Before you this evening is a list of proposed meeting dates for the 2021-2022 school year.

Recommended Motion:...to accept the proposed meeting dates for the 2021-2022 school year.

Handbook Updates for Approval

Action

Before you this evening are proposed handbook updates for each of the schools in the district.

Recommended Motion:...to approve the handbook updates as presented for the 2021-2022 school year.

Donation from Central One Credit Union to AHS Music Program

Action

Mrs. Ginny Bailey recently received a donation in the amount of \$300 from Central One Credit Union for the Music Program at AHS. It is my recommendation that you accept this donation with gratitude.

Recommended motion:... to accept the donation of \$300 from Central One Credit Union for the Music Program at AHS.

Autism Program (K-3 / 4-8)

Information

We are pleased to announce that we are creating an autism program for our students through the movement of personnel and buildings that will enhance our autism programming for students in the district. Students K-3 will be at Bryn Mawr and Pakachoag and we are moving our program at SWIS to the Middle School. This is being done to provide our students with an autism diagnosis the opportunity to lessen their transitions, stay with personnel for a longer period of time with expertise in this area, and to provide additional support to our students with moderate special needs at SWIS.

Auburn High School Commencement

Information

Graduation is scheduled for Friday, June 4th, on Memorial field. It will look similar to last year's event which was terrific. Similar to last year, we are working with Darleen Coyle and Eileen Alexander from the town's office of health and inspectional services to make sure we are doing this safely.

Auburn High School US News and World Report Ranking

Information

We were recently notified that Auburn High School was designated as one of America's Best High Schools by US News and World Report. Auburn was ranked in the top 18% of schools in the country placing 3,288 out of almost 18,000 high schools in the country. English and math proficiency, graduation rate, AP participation, and college readiness index. comprise the bulk of the scoring criteria. Congratulations to AHS on this achievement.

USDA Food Grant Extended

Information

As you know the USDA has subsidized meals for students this year. We recently were notified that the USDA will continue financing students' meals through the 2021-2022 school year. As we continue to recover from COVID, the USDA is committed to ensuring that families and children have access to food. We thank the USDA for this support.

Superintendent's Evaluation

Information

Finally, before moving to the Teaching and Learning Report, this evening is the opening of my evaluation with the committee. Before you tonight is DESE's document for administrator evaluation. Similar to what you have been presented with in the past is my self-evaluation, my comments on my goals, and my comments under each of the standards. I will briefly highlight what is there and then turn it over to the Chair for next steps.

TEACHING/LEARNING REPORT:

Information

Kindergarten and Preschool Registration

I would like to take this opportunity to remind everyone in our audience that Kindergarten and Preschool registration for the 2021-2022 school year is open. It is critical that families enroll as soon as possible so that we can prepare for the upcoming school year. This is true as well for any families new to Auburn who will be enrolling children. Applications received will help us to better plan for the coming school year. Screening for both kindergarten and preschool has been completed for those students expected for the coming year. If families have not yet enrolled, they should reach out to Bryn Mawr School or Pakachoag School for Kindergarten information or to Central Office with questions regarding preschool.

MCAS

Preparation for MCAS is underway at SWIS, AMS and AHS. All principals are working to minimize the impact this process has on the daily lives of our students while also meeting the requirements for testing set forth by DESE. We know this will be a successful process for all and we thank all of the staff and families for their support, hard work and participation.

BUSINESS/FINANCIAL REPORT:

Information

Year to Date Budget Report:

The Year to Date Budget report as of May 11th is enclosed in your packet and Mrs. Wirzbicki would be happy to answer any questions.

Budget Transfers:

Action

Mrs. Wirzbicki has provided a list of budget transfers between the same series for your information and some between different series requiring your approval.

Recommended Motion:... to approve the transfers between series as presented.

Request of Omnibus Approval for Budget Transfers

Action

As has become the practice at this time of year, we request your granting Omnibus approval to make transfers – notifying you after the fact – particularly as we work to close out FY 2021. Dr. Handfield and Mrs. Wirzbicki will work closely to make such transfers.

Recommended motion:...to approve the granting of Omnibus approval to make transfers through the close out of FY 2021.

Approval of a Revolving Account for the ENCORE Program

Action

Mrs. Wirzbicki is requesting your approval of the establishment of a new Revolving Account to be named "ENCORE." This new account will be funded with presently being held in the "Project Enterprise - #2409" Revolving Account.

Recommended Motion:.. To approve the establishment of a new Revolving Account to be named "ENCORE."

Bus Application for 2021-2022 School Year

Information

With the move to complete bus applications through ZippSlip at the beginning of this month, several hundreds of bus applications have been received and are currently being processed. Families can still send in hard copies of the Bus Application. Please be reminded that no matter how they are provided, they are **due by June 1st** after which time a late fee of \$100 per child will be levied.

EXECUTIVE SESSION

Per MGL Chapter 30A, Section 21 (a) (2) to enter executive session in preparation for negotiations with non-union personnel and (3) to conduct collective bargaining sessions or contract negotiations with union personnel.

MINUTES
SCHOOL COMMITTEE MEETING
Location: School Committee Room
April 28, 2021, 6:30 p.m.

In Attendance:

George Scobie
Jessie Harrington
Gail Holloway
Meghan McCrillis

Absent:

Dottie Kauffman

Casey Handfield
Beth Chamberland
Cecelia Wirzbicki

Jasmyn Gates
Aaron Zheng

CALL TO ORDER:

Mr. Scobie called the meeting to order at 6:30 p.m.

CITIZENS' COMMENTS: None

SPECIAL RECOGNITIONS: None

STUDENT REPRESENTATIVES INTRODUCTION / REPORT

Aaron Zheng and Jasmyn Gates

Aaron expressed his pleasure at finally making it to a meeting! He stated that everything was going pretty well at AHS. The seniors, of whom he is one, only have three full weeks left. The National Honor Society Induction Ceremony will be held on Thursday, April 29th at 6:00 p.m. It will be a quick ceremony but really nice. Model UN is holding an in-person conference for freshmen and sophomores. There will be 15 initiated into the UN with 15 seniors leaving.

Jasmyn hoped everyone was doing well. She noted that her anxiety was at an all time high as she had just broken the kitchen sink at home! She stated that it was great to have most of the student body back in the building and also very nice to be able to have lunch outside! She noted that everything else is pretty much the same with students following guidelines. She also noted that spring sports have started and everyone has their sights set on the summer.

The Committee thanked both students for their excellent reports. Aaron was asked if he had committed to a school for the fall and he stated that he would be attending Harvard. He was offered hearty congratulations!

MINUTES: 3/24/21 and 4/14/21 for approval.

Dr. McCrillis made a motion to approve the minutes from the March 24th and April 14th meetings; Mrs. Holloway seconded the motion and it was unanimously approved.

SUPERINTENDENT'S REPORT:

UNFINISHED BUSINESS:

COVID Update

Dr. Handfield noted that we continue to see COVID cases drop in the schools. We will be looking to see if there is a “bump” in cases because of the vacation week; however, “so far, so good.” With a question from the Committee, he stated that high school students 16+ are starting to get vaccinated.

2021-2022 School Year Calendar

Dr. Handfield shared the updated proposed school year calendar for 2021-2022, noting that the number of half-days have been reduced to three (day before Thanksgiving, day before Holiday Vacation, and one in May). He did note that the half day in May should state that it was for students only, with the teachers anticipated to have professional development in the afternoon.

Dr. McCrillis made a motion to approve the 2021-2022 school year calendar for distribution to the school community with that update in place; Mrs. Holloway seconded the motion and it was approved unanimously.

FY '22 Budget Update

Dr. Handfield thanked the members for being in attendance at the public hearing on the draft FY 2022 budget on Wednesday, April 14th. He noted that we will seek final budget approval of this FY 2022 budget request of \$27,988,540.45 at the Annual Town Meeting on May 4th. He stated that presentations and documents are available on our website and Auburn Cable Television in advance of this meeting.

NEW BUSINESS:

School Committee Meeting Prior to Annual Town Meeting

Dr. Handfield noted that, historically, the School Committee has met prior to the Annual Town Meeting at Auburn High School for the purposes of discussing any last minute changes to warrant articles or the school budget request. With Town Meeting taking place next week, he was not sure there is anything to discuss beyond what was discussed already this evening. We can choose to meet briefly or we cannot. He was looking for direction from the committee.

Dr. McCrillis made a motion to not meet prior to the Annual Town Meeting on May 4, 2021; Mrs. Holloway seconded the motion and it was unanimously approved.

AHS Out of State Field Trip to Jay Peak, Vermont

Dr. Handfield noted that the packet included a request from Michael Young, AHS Ski Club Advisor, to take members of the Ski Club to Jay Peak Ski Resort in Vermont over the weekend of March 11th to 13th in 2022. He noted that this is a trip that has taken place in prior years and had to be cancelled at the last minute in 2020 due to the pandemic, with Jay Peak refunding payments in full. It was his recommendation that you approve this trip provided all COVID restrictions have been lifted.

Mrs. Holloway made a motion to approve the AHS Ski Club trip to Jay Peak Resort in Vermont in March 2022 provided all COVID restrictions have been lifted; Mrs. Harrington seconded the motion and it was unanimously approved.

NEASC Update

Dr. Handfield provided the members with a copy of a letter from NEASC regarding the 2-year progress report submitted by Auburn High School as a follow-up to their 2018 decennial visit. As noted in the

letter, Auburn High School continues to move forward addressing the few recommendations the visiting committee noted in their final report.

National Superintendent's Forum

During the timeframe of April 11-13th Dr. Handfield participated in the National Superintendent's Forum. He was invited to attend with colleagues from across all fifty states to discuss critical issues facing our schools including strategic plans for district and school improvement coming out of the pandemic, social-emotional concerns of faculty, staff, and students, issues surrounding diversity, equity, and inclusion within schools, among other virtual workshops. Albeit virtual via Zoom, he noted it was inspiring, enlightening, thought - provoking, and informative. As Dr. Handfield has referenced throughout the year, he is putting together his entry review as Superintendent, and this will serve as a critical piece of the work he will be sharing with you soon.

Fall 2/Spring Sports

Dr. Handfield reported that the "Fall 2" season successfully concluded last week and spring athletics began Monday, April 26th. He noted that we are looking forward to seeing additional returns to the playing fields by our spring athletes and coaches, again, with appropriate COVID precautions in place.

TEACHING/LEARNING REPORT:

Review of Classroom Activities

Dr. Chamberland, through a PowerPoint presentation shared a brief overview classroom activities happening across the District. She noted that it is nothing short of remarkable that we have had a successful transition back to school for most of our students and learning is enthusiastic and robust at all levels. She was thanked for an awesome presentation with the Committee stating that they have the utmost respect for the staff in the District.

BUSINESS/FINANCIAL REPORT:

Year to Date Budget Report:

A year to date budget report dated March 26th was included in the packet.

Budget Transfers:

Mrs. Wirzbicki provided a list of budget transfers between the same series for your information and one between different series requiring the Committee's approval.

Mrs. Harrington made a motion to approve the transfers between series as presented; Mrs. Holloway seconded the motion and it was unanimously approved.

Food Service Items to be Deemed Obsolete

Mrs. Janice King, Food Service Director, provided a memo requesting that several APS Food Service equipment items be deemed obsolete by the School Committee. If approved, they will be disposed of by Gillette Equipment.

Mrs. Harrington made a motion to deem the requested Food Service equipment items as obsolete so that they may be disposed of; Mrs. Holloway seconded the motion and it was unanimously approved.

Bus Application for 2021-2022 School Year

Mrs. Wirzbicki reminded the audience that the bus application for next school year has been shared with all families via One Call e-mails and will continue to be. It is also posted on the website. She noted that only 225 applications had been received as of Monday, April 26th.

ADJOURNMENT:

At 7:13 p.m., there being no further business to discuss, Mrs. Harrington made a motion to adjourn for the evening; Dr. McCrillis seconded the motion and it was unanimously approved.

Respectfully submitted,



Ailaine Zautner

Recording Secretary

Referenced Documents:

Minutes from March 24th and April 14th

202-2022 School Year Calendar

Warrant Articles

AHS Ski Club Trip Request

Letter from NEASC with final report

PPT Presentation from Dr. Chamberland re activities in buildings

Year to Date Budget Report

Budget Transfers

Food Service Letter re Items to be Deemed Obsolete



AUBURN PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
5 WEST STREET
AUBURN, MA 01501
508-832-7755 (phone)
508-832-7757 (fax)

Superintendent
Casey Handfield, Ed.D.
chandfield@auburn.k12.ma.us

Assistant Superintendent
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echamberland@auburn.k12.ma.us

Business Manager
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Auburn High School
Daniel Delongchamp
Principal
Eileen Donahue
Assistant Principal

Auburn Middle School
Gregg Desto
Principal
Matt Carlson
Assistant Principal

Swanson Road
Intermediate School
Susan Lopez, Ed.D.
Principal
Jessica Pitsillides
Assistant Principal

Bryn Mawr School
Marie Mahan
Principal

Pakachoag School
Jennifer Stanick
Principal

School Committee
George Scobie
Chairperson

Jessie Harrington
Vice Chairperson

Members:
Gail Holloway
Dorothy Kauffman
Meghan McCrillis

May 14, 2021

Gary Servideo
Facilities Manager
Karl Storz Endoskope
28 Millbury Street
Auburn, MA 01501

Dear Gary,

On behalf of the Auburn Public Schools, please accept this letter of thanks for the contribution of two cases of hand sanitizer to be distributed amongst the schools.

Thank you for thinking of the Auburn Public Schools especially during this trying time for all of us. It is always reassuring to know that organizations such as yours are so supportive of education and of our students and always thinking of ways to help out!

Thanks again!

Yours in Education,

Casey Handfield, Ed.D.
Superintendent of Schools

cc: Beth Chamberland
Joe Fahey

AUBURN PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETINGS

DATES FOR 2021-2022
All Meetings Begin at 6:30 p.m.

JUNE:	Wednesday, June 30 th , 6:30 p.m. (if needed)
SEPTEMBER:	September 8, 2021. (New Hires) September 22, 2021
OCTOBER:	Wednesday, October 6, 2021 Wednesday, October 20, 2021
NOVEMBER:	Wednesday, November 3, 2021 Tuesday, November 17, 2021
DECEMBER:	Wednesday, December 1, 2021 Wednesday, December 15, 2021
JANUARY:	Wednesday, January 5, 2022 (vote to send the budget forward as it is due to the Town Manager by January 10, 2022) Wednesday, January 19, 2022
FEBRUARY:	Wednesday, February 2, 2022 Wednesday, February 16, 2022
MARCH:	Wednesday, March 2, 2022 Wednesday, March 18, 2022
APRIL:	Wednesday, April 6, 2022 (Public Hearing on FY 23 Budget) Wednesday, April 27, 2022
MAY:	Tuesday, May 3, 2022 at 6:30 p.m. prior to Annual Town Meeting (if needed) Wednesday May 18, 2022 – Regular and Reorganizational Meeting (Town Elections are May 17, 2022)
JUNE:	Wednesday, June 1, 2022 Wednesday, June 15, 2022

Updates and Changes to Student Handbooks for 2021-2022

AHS

- Change dates-
- Update school calendar-
- Update personnel-
- Update Clubs and Activities-

AMS

- Change dates
- Update school calendar - pg 5
- Update personnel - pg 6
- Update school time and schedules to reflect accurate information - pg 7
- Update grammar and replace words such as MP3 player or hookah pen with more current versions. Grammatical errors will be corrected throughout the manual
- Re-word the Homework policy on page 9 to make it more clear
- Add "retention of a student will be at the discretion of the principal in consultation with the parent/guardian." to the retention and summer school section on page 9
- Remove description of the PBIS program on pages 10 and 11
- Update clubs and activities

SWIS

- Updated Letter from the Principal-alteration
- Updated school calendar-alteration
- MCAS calendar - alteration
- Student Attendance(Zippslip Change)-Per principal's discussion
- Update arrival and dismissal procedures as needed-alteration pg 23
- Update Lost and Found pg 28
- Update Lunch and snack costs pg 33
- Update staff lists-alteration pg 7

BM

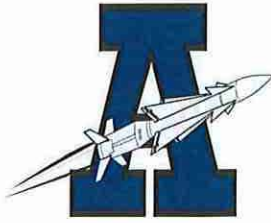
- Change dates for new school year-alteration
- Update pagination for accuracy-alteration
- Update Letter from the Principal-alteration
- Update staff lists-alteration
- Update school calendar-alteration
- Update arrival and dismissal procedures as needed-alteration
- Update or remove school safety plan as needed-alteration
- Update Lunch and snack costs-alteration
- Update Rockets to Reading - alteration

PAK

- Change dates for new school year-alteration
- Update pagination for accuracy-alteration
- Update Letter from the Principal-alteration
- Update staff lists-alteration
- Update school calendar-alteration
- Update arrival and dismissal procedures as needed-alteration
- Update or remove school safety plan as needed-alteration
- Update Lunch and snack costs-alteration

PK

- Updated Letter from the Principal-alteration
- Updated hours for full and half day sessions-alteration
- Updates discipline procedures-alteration
- Updated school calendar-alteration
- Student Attendance(Zippslip Change)-Per principal's discussion



AUBURN HIGH SCHOOL

"Home of the Rockets"

Established 1935

99 Auburn Street
Auburn, Massachusetts 01501

Phone: (508) 832-7711

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www.auburn.k12.ma.us

Daniel Delongchamp, M.Ed.
Principal

Tess C. Jarvis, C.A.G.S.
Director of School Counseling

Donahue, M.Ed.
Assistant Principal

Brian Davis, B.A.
Director of Athletics

Dear Sir,

Thank you so much for your generous donation to the Auburn Public Schools Music Program. We are deeply touched by your thoughtfulness. This year has presented a number of challenges and your gift was an unexpected surprise. We appreciate your support of our music program and hope you will be able to attend one of our performances when we are able to resume.

Sincerely,

Virginia Bailey
Fine Arts Coordinator Auburn Public Schools
Band Director
vbailey@auburn.k12.ma.us

Casey Handfield, SUPERINTENDENT
SCHOOL YEAR 2020-2021 GOALS and EDUCATOR PLAN
Presented/Accepted: October 7, 2020
Updated: May 19, 2021

Introduction

As we conclude the 2020-2021 school year, it was a year like no other for superintendents in Massachusetts and across the country. Not only am I close to successfully completing my first year as superintendent of the Auburn Public Schools (which is challenging enough), but I did it within the context of leading a school district through a pandemic for which there was no “playbook.” The goals below were presented and accepted to the School Committee in October 2020. My goals represent (in part) my work as a new superintendent, a leader of a school district in the throes of COVID, and the priorities of my administration related to teaching and learning during this extraordinary time in our nation’s history. After all, my primary role is to be the instructional leader of the school district. I have updated my progress regarding attainment of these goals throughout the school year, as noted below in blue font. The balance of my evaluation is submitted to you in a separate document in accordance with the Massachusetts Department of Elementary and Secondary Education evaluation guidelines of school administrators.

Professional Practice Goal (PPG)

As the superintendent of the Auburn Public Schools, my primary function is to serve as the instructional leader (among many other things) of the district. To this end, I have worked with central office administration and building principals to continue to improve our academic, social, and emotional outcomes for our students in the face of an abnormal time period in public education.

To assist me in enhancing my abilities to lead in the aforementioned areas, I successfully completed year one of the New Superintendent Induction Program (NSIP). This is a three-year collaborative program offered by the Department of Elementary and Secondary Education and the Massachusetts Association of School Superintendents. Through weekly coaching sessions (you met John Brackett, already) and a series of workshops over the course of the year, I reviewed, implemented, and refined targeted skills of highly effective leaders including: thinking and acting strategically; seeking data and feedback for continuous improvement; developed habits of rigorous assessment and accountability; planned purposeful meetings and observations of practice; ensured system focus on what is most important, not just what is urgent; applied tools such as theory of action, root cause and SWOT analysis; and delegated and empowered others, especially at the central office and building administration levels.

PPG - Anticipated Action

The anticipated action will be my participation in a series of workshop sessions equivalent to one full day each month during the 2020-2021 school year.

- Beginning in July 2020, I have met with my NSIP Coach, John Brackett, weekly via Zoom. At the end of April / beginning of May, John and I toured buildings and observed teaching practice and discussed it within the context of the elements that constitute high quality instruction and assessment. In addition, to the weekly meetings, I attended full workshops with my NISP cohort consisting of close to 50 new superintendents across the Commonwealth. These three half day workshops were held in September, October, November, as well as January, February, March, April, and May. This will be on-going during 2021-2022 and 2022-2023 as NSIP is a three-year program.

PPG - Anticipated Result

The anticipated result will be the creation of three work products: a summation of entry findings; a report of entry plan; and targeted approach for improving student learning.

- In January, a survey was sent to all members of the School Community and left open for two weeks for public completion and comment. This information was reviewed and categorized by emergent themes from respondents' answers.
- A variety of documents were reviewed to inform me of policies, practices, outcomes, and data trends of student achievement in the aggregate and by school, subgroup, and grade level to give me a sense of opportunities and achievement patterns throughout the district.

PPG - Anticipated Evidence

The anticipated evidence of the PPG will be the shared entry plan, a report of entry findings, and a targeted approach for student learning that will be communicated publicly at school committee meetings and posted on the district website.

- The summation of entry findings was presented May 19, 2021.
- The written report with more detailed findings and explanation will be presented to the School Committee and posted for public review by June 23, 2021.
- A review of the current strategic plan will take place with consideration given to entry report findings by a cross section of school community stakeholders and presented for the School Committee's review in September 2021.

Student Learning Goal (SLG)

Related to my PPG is my belief that the most important work that takes place in schools is the interactions between teachers and students. Principals are key pieces in identifying, promoting, and modeling high-quality social, emotional, and learning experiences in and out of classrooms. As the proud superintendent of the Auburn Public Schools, principals, teachers, and students take their cues from me. In the past, you have heard about learning walks being conducted in the district. Last year we started to pilot various pre-recorded classroom scenarios provided by the Department of Elementary and Secondary Education for districts to use as they calibrated and refined their understandings of high-quality teaching and learning. We were just getting into the "swing" of this and COVID hit. The landscape related to teaching and learning and interaction within a virtual world became a reality we needed to develop and refine. We are still doing this and will be doing it for a while. Specifically, we find ourselves examining how to deliver quality academic programming in a hybrid format with a specific focus on rigor, relevance, engagement, equity, and screen time.

SLG - Anticipated Action

The anticipated action will be at least one weekly classroom visit through our Zoom platform with building principals. This will begin once the District and the AEA agree on evaluation language for the 2020-2021 school year.

- The District and AEA executed an evaluation agreement for the academic year on December 5, 2021. The focus of the evaluation agreement included agreement on focus indicators for the 2020-2021 school year given the nature of hybrid instruction. Six focus indicators were agreed to: (a) curriculum and planning, (b)

learning environment, (c) cultural proficiency, (d) family collaboration, (e) educator reflection, and (f) professional collaboration.

- Informal weekly visits were scheduled in October. After the teacher evaluation document was agreed to in December. These visits were primarily to assess the hybrid platform. Weekly visits were scheduled via Zoom and in-person across buildings starting in January (after evaluation agreement was reached).

SLG - Anticipated Result

The anticipated results will be conversations with the building principals regarding what we are seeing during our visits related to the components of high-quality lessons (objective posted and identifiable, teacher delivery of material, degree of student-centered instruction / collaboration, engagement of students, and evidence of high-quality assessments and work products being created by our students).

- I visited with principals regarding what we were “seeing” in classrooms. We met on Wednesdays at 10:00 a.m. as a leadership team to discuss a variety of topics, with teaching and learning at the center. I also met individually with principals each Thursday to discuss more building specific impressions.

SLG - Anticipated Evidence

Visits and feedback will be documented and shared with principals.

- As mentioned in the previous bullet specific feedback was noted and shared in conversations throughout the year. The idea of these visits was to follow classroom evaluation visits where the evaluator comes into the room takes a few notes and has a follow-up conversation with the principal to help calibrate the principal’s practice. This was a modified version of “learning walks” completed in past years.

District Improvement Goals (DIG)

As you are aware, we created a Strategic Plan in November 2017. The five goals in the plan are: Teaching and Learning, Technology, Health, Wellness, and Safety, Transitions, and Community Partnerships. We started working on the plan, however, work on the Strategic Plan is idle. As I reviewed the plan, revisions may be warranted given the recent change in the landscape of education within the APS due to COVID.

DIG- Anticipated Action

The anticipated action will be a deeper review of the Strategic Plan with district administrators to evaluate its current composition and discuss potential course corrections given the current situation regarding COVID. All suggested alterations will be brought forward to the design team for review and comment before presentation to the School Committee to accept the amended document.

- As mentioned in the PPG above, a review of the Strategic Plan will take place during summer 2021 with a cross section of stakeholders asked to make comment. Suggested alterations will be made and brought forward to the stakeholders for review and comment before the suggested revised plan is brought before the School Committee in September 2021. My entry report and findings need to be finalized before we can take this action.

DIG - Anticipated Result

The anticipated result will be a review and possible revision to the strategic plan for the School Committee’s review and adoption.

- As mentioned in the PPG above, a review of the Strategic Plan will take place during summer 2021 with a cross section of stakeholders asked to make comment. Suggested alterations will be made and brought

forward to the stakeholders for review and comment before the suggested revised plan is brought before the School Committee in September 2021. My entry report and findings need to be finalized before we can take this action.

DIG - Anticipated Evidence

The anticipated evidence will be the revised Strategic Plan presented to the School Committee for approval, as well as making the revised plan accessible to the public.

- As mentioned in the PPG above, a review of the Strategic Plan will take place during summer 2021 with a cross section of stakeholders asked to make comment. Suggested alterations will be made and brought forward to the stakeholders for review and comment before the suggested revised plan is brought before the School Committee in September 2021. My entry report and findings need to be finalized before we can take this action.

Final Comments

If goals are drafted correctly, they support a strong framework in pursuit of continuous excellence. They are ambitious and often on-going – that is they are never truly “finished.” Given the nature of what was before me in leading the District through COVID, I am pleased to have met my Student Learning Goal (SLG) and the significant progress made in meeting my Personal Practice Goal (PPG) and District Improvement Goal (DLG). Those will be finished by September 2021.

I also would like to take a moment to recognize the amazing work of our APS family. These are truly “team goals” and that is what creates positive and meaningful change in our buildings and district.

Respectfully,

Casey J. Handfield, Ed.D.
Superintendent of Schools

Guide to Superintendent Rubric



May 19, 2021

Below you will find my comments to each of the indicators that comprise the 4 Standards the state requires to be utilized when evaluating a school superintendent. I have highlighted my year-end self-assessment in yellow, with my comments in red, that substantiate the rating I gave myself in each indicator. I am a strong proponent of continuous improvement and do not feel exemplary ratings are appropriate, as we can always be better. That is a theme you will see here. Having spent 12 years under Maryellen as a principal and living through the 3 years prior to her arrival positioned me well for this role. She kept us “in the loop” regarding Central Office operations, and as a result, I feel I was well prepared to assume the superintendency (although a first year without COVID would have been nice 😊). I look forward to your feedback and thank you for your support. You have been terrific! Thank you, Casey.

Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher Appendix A. Superintendent Rubric

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator's role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice D. Evaluation Indicator 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior E. Fiscal Systems Indicator 1. Fiscal Systems	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication D. Family Concerns Indicator 1. Family Concerns	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings B. Cultural Proficiency Indicator 1. Policies and Practices C. Communications Indicator 1. Communication Skills D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator E. Shared Vision Indicator 1. Shared Vision Development F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all administrators in conversations about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

Dr. Handfield's Comments: Standard I – Instructional Leadership

Indicator I -A: Curriculum development and refinement is an ongoing process that is reflective of best practices in curriculum, instruction, and assessment. Based on my review this year of the curriculum review cycle in place, each area is regularly reviewed, led by the Assistant Superintendent and inclusive of teacher and administrator representatives. This year we have started to discuss where our curriculum needs revision regarding attention to diversity, equity, and inclusion. You have heard this mentioned at SC meetings, it will be a key area of focus moving forward, as will examining gifted education for students in the APS. I am also proud of the curriculum that we have created for hybrid and on-line learning which was graded as acceptable by DESE this year when that was not the case other districts.

Indicator I-B: This school district is predicated on high expectations for myself and others, truly embracing a model of continuous improvement and excellence. As has been highlighted by the Chair and others in SC meetings, our work as a district this year set the standard and outpaced many other districts. From our preparation in the summer with the Return to School team, to bringing students back in October, to monitoring student achievement, and making the decision to press forward with a full return April 5th, we did a more than satisfactory job during this pandemic.

Indicator I-C: Working through the Assistant Superintendent and Leadership Team members, we continued the use of formative and summative assessment instruments which have long been in place (noted in my goals) – regularly reviewed and adjusted our teaching practices (middle and high school start of year as example) –and harmoniously negotiated a MOA with the AEA on this issue.

Indicator I-D: In relation to the previous indicator, the evaluation process continued this year inclusive of opportunities for self-assessment, reflection, goal setting and then meetings to discuss progress to date. Learning Walks from the past were replaced with superintendent and assistant superintendent visits with principals to discuss classroom practices.

Indicator I-E: The Strategic Plan adopted in 2018 and updated twice demonstrates the commitment to stakeholder involvement in shaping excellence in all facets of the APS. I have regularly referred to this document this year during budget presentations and will be reviewing it (as noted in my goals) with stakeholders based on entry plan findings and any alterations required because of the pandemic. That will be summer work.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff takes personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.



Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

Dr. Handfield's Comments: Standard II - Management and Operations

Indicator II-A: I have a strong belief that cultivating leadership within schools leads to people taking ownership of their work and behavior and is the most powerful way to motivate others to do their best; modeling high expectations, commitment to each other and our students and modeling and reminding all of our staff they are leaders, I have made it a point this year to let Leadership Team members and staff work together to establish systems, routines and procedures that maximize the productivity of all. Our building operations and revision of building operations three times this year is a nice example.

Indicator II-B: Celebrating our successes is so important every year, but especially this year. At School Committee we recognized staff (Mrs. Loach), students (Emma Gervasi), Polar Plunge (Mrs. DeLuca) and other teachers and students (learning example presentations). We also added other ways to celebrate our school community via Facebook with publishing honor rolls and starting a new tradition of recognizing our seniors. These acts remind us of the focus where it should be - on our staff and students.

Indicator II-C: As mentioned above in Indicator IIA, as an example of modeled behavior by the superintendent, school principals are given wide latitude to develop schedules that maximize learning and keep the focus on the academic, social, and emotional well-being of staff and students. However, I am always present in the background to coach, advise, lead, and sometimes (rarely) take control of a situation that needs to be remedied in a certain fashion. They have done an admirable job this year and I am proud of them.

Indicator II-D: There is strong adherence to School Committee policies, state and federal laws and all collective bargaining agreements by all. I have successfully negotiated several MOAs this year with returning to school and will round out the year with the AEA, nurses, and ABA contracts. All negotiations, harmonious, and conducted by me, not an attorney. Not an easy task.

Indicator II-E: Annually the Leadership Team develops a budget that is both fiscally responsible and that addresses the needs of our students. We effectively utilize grant funds and use offsets totaling, in FY 2021, over \$2.5 million to reduce the impact to taxpayers. In this time of great uncertainty, we managed to not have furlough days, restore reserves in offset accounts (preschool, school choice, for ex.), add additional monies to SPED stabilization, and produce a fiscally responsible budget for the town of Auburn for FY'22 that meets the needs of our faculty, staff, and students and was supported by all local government boards. All of this while having \$462,000 cut out of the FY'21 Town Appropriation and limits on grant funds provided by federal and state. We also have maintained all our staff going into next year. Again, not an easy task.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Standard III: Family and Community Engagement. *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communica- tion	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communica- tion	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Dr. Handfield's Comments: Standard III - Family and Community Engagement

Indicator III-A: A good number of my communications refer to the importance of the partnership between home, school and community. This year, a large focus has been on keeping our schools open and healthy. Many my one call emails to parents specifically kept them informed about COVID numbers in the district, my thoughts as a superintendent, and what they could do to help us weather the COVID storm together. The Leadership Team followed my role modeling, be it Janice in Food Service, the principals around academic and COVID issues, or the nurses and their presentations to the public about safety and wellness. We also had several Town Halls to the start the year and again at trimester breaks.

Indicator III-B: Working with families to make sure students are appropriately challenged is always a tough balance. This year, especially during hybrid instruction, added another layer of complexity to that for teachers. Internal meetings and zoom meetings with parents, communications home from schools, and follow-up helped this issue although it was not always perfect all the time, it was our best effort at all times.

Indicator III-C: You have seen my style of interaction with various stakeholders. Be it in person at SC about school pictures (and my follow-up), my email responses to parents or community members about anything and everything, solving the Rock Avenue issue so it is at least manageable, addressing questions at Finance Committee or Town Meeting, and other issues you have been briefed on, I feel I am responsive and professional in my capacity as superintendent.

Indicator II-D: One call emails have gone out daily to families regarding COVID. I have communicated in longer prose depending on timing of an issue (there were critical times during COVID communication was needed and necessary to all). I have also completed weekly video updates on our FB page and created district newsletters and posted all meeting agendas and presentations to stress transparency to the public.

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Dr. Handfield's Comments: Standard IV - Professional Culture

Indicator IV-A: Our mission, expectations, and core values continue to guide all that we do. You can see that most readily in how we budget and what we celebrate.

Indicator IV-B: We are committed to continuous improvement and look forward to building additional branches to enhance our students' experiences in our care.

Indicator IV-C: I am respectful and professional in public settings, private settings, and "behind the scenes" in the buildings in spoken, written, and presentation format.

Indicator IV-D: I feel that I convey my deep commitment to learning, continuous improvement, reflective practice and the success of the Auburn Public Schools, as the leading educator of the district, but also as a resident. I understand the context of issues that arise a bit more clearly because of ties to the town, which in turn allow me to solve problems that might otherwise be problematic.

Indicator IV-E: We continue to think about where the APS goes from here as we respond and recover from COVID. In January I sought the opinions of everyone in the district. This information is serving as the basis of my entry plan and information to use in evaluating where we are with the strategic plan. Our leadership, faculty, and staff are often cited as a strength, as is the programming of our buildings. Moving forward, addressing issues of diversity, equity, and inclusion, gifted education, more opportunities for students K-5 will serve as the basis to make us stronger. The report will be complete in June and the review of the strategic plan will happen over the summer.

Indicator IV-F: Consensus building has been front and center this year. From Return to School Committee, to multiple MOAs with teachers, to working with families regarding their children's educational plans, to making decisions about COVID, to budgeting with the town, and finally to the successful negotiation of contracts, we successfully worked together to make the best of a very challenging year. Using the same skills and good will, and charting a course for the future together, I look forward to seeing the APS reach even more incredible heights in the coming years.

Thank You for your support. We could not do this without you!

Entry Plan Themes

Strong Administration	iPads/Technology	Diversity, Equity, Inclusion
Wonderful Teachers	Physical Plant	Social-Emotional Learning
Communication	Special Education	Cohesion (PK-12 Buildings)
Caring Community	Crisis Response	Utilization of Data
Strong Academics	Utilization of Data	Portrait of a Graduate
High Standards	Transparency	Physical Plant (elementary building, parking, HVAC)
Safety	Academic Achievement	Gifted Education Programming
Co-Curricular Programming	Town Administration Support	Website



SUPERINTENDENT'S EVALUATION RUBRIC
CASEY J. HANDFIELD
2020-2021

Superintendent's Goals:

For each of the three categories of goals noted below (Student Learning; Professional Practice; and District Improvement), please assign a value based on progress made as reported and evidence provided as select examples, the scale being 1 to 20 with 20 being the highest possible rating.

- Student Learning Goals _____ out of 20
- Professional Practice Goals _____ out of 20
- District Improvement Goals _____ out of 20

DESE Evaluation Instrument:

For each of the four standards based on the Superintendent's Self-Assessment (noted in bold red text and highlighted in yellow), as well as her supporting comments, please provide a score out of a possible 10, with 10 being the highest possible score.

- Standard I: Instructional Leadership _____ out of 10
- Standard II: Management and Operations _____ out of 10
- Standard III: Family and Community Engagement _____ out of 10
- Standard IV: Professional Culture _____ out of 10

OVERALL SCORE: _____ **out of 100**

School Committee Member

June 2, 2021

Please complete and return to Ailaine by May 26, 2021. Thank you.

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED	YTD EXPENDED	ENCUMBRANCES	AVAILABLE	PCT
01 GENERAL FUND	APPROP	ADJUSTMTS	BUDGET			BUDGET	USED
1122011 PRINCIPAL - BM							
1122011 511160 PRINCIPAL'S SALA	106,875	3,225	110,100	97,396.26	12,703.86	.00	100.0%
1122011 511184 SECRETARY'S SALA	38,072	2,431	40,503	35,155.42	5,347.65	.00	100.0%
1122011 5344 POSTAGE, BRYN MAWR	500	0	500	32.50	.00	467.50	6.5%
1122011 5421 PRINCIPAL'S SUPPLI	2,000	-500	1,500	550.67	.00	949.33	36.7%
1122011 5442 PRINTING SUPPLIES	4,800	-1,000	3,800	2,053.85	.00	1,746.15	54.0%
1122011 5734 DUES, PRINCIPAL, B	1,375	110	1,485	1,485.00	.00	.00	100.0%
1122011 5737 PRINC. PROF DEVELO	1,500	-261	1,239	239.00	.00	1,000.00	19.3%
1123008 BYRN MAWR SPEC. EDUCATION							
1123008 511170 SPED TEACHERS'	386,424	-170,120	216,304	158,068.22	58,235.69	.02	100.0%
1123008 511172 BRYN MAWR SPED A	455,998	-359,919	96,079	70,719.23	25,359.46	.00	100.0%
1123008 511179 SPED INSTRUCTIONA	116,891	6,135	123,026	89,979.55	32,939.22	107.19	99.9%
1123008 512070 SPED SUBSTITUTE	2,000	-511	1,489	.00	.00	1,488.73	.0%
1123008 512079 SPED INSTR. ASSI	5,500	-4,500	1,000	937.50	.00	62.70	93.7%
1123051 TEACH - BM - ELEM ED							
1123051 5100 ELL TUTOR	35,539	896	36,435	31,230.00	5,205.00	.00	100.0%
1123051 511170 TEACHERS' SALARI	895,408	10,443	905,851	662,473.33	243,377.68	.00	100.0%
1123051 511172 MATH PARAPROFESS	19,751	2,137	21,888	18,761.40	3,126.90	.00	100.0%
1123051 511179 INSTRUCTIONAL AS	121,584	2,265	123,849	89,981.27	33,867.54	.00	100.0%
1123051 511180 SPECIALISTS BRYN	203,105	2,477	205,582	150,233.00	55,349.06	.02	100.0%
1123051 512070 TEA SALARIES/SUB	10,000	-7,500	2,500	188.15	.00	2,311.85	7.5%
1123051 512079 INSTRUCTIONAL AS	1,500	2,477	3,977	207.00	.00	3,770.24	5.2%
1123051 512080 LONG TERM SUBSTI	0	46,919	46,919	33,781.86	13,137.39	.00	100.0%
1123051 512081 PERMANENT SUBSTI	10,500	2,526	13,026	10,421.04	2,605.26	.00	100.0%
1123051 5126 TEACHER IN CHARGE	1,273	0	1,273	930.24	342.72	.00	100.0%
1123051 5127 AFTER SCHOOL PROGR	2,500	-2,500	0	.00	.00	.00	.0%
1123051 5128 TECHNOLOGY STIPEND	1,034	0	1,034	755.63	278.39	.00	100.0%
1123051 5129 OTHER STIPENDS BRY	8,389	2,086	10,475	6,679.91	3,795.50	.00	100.0%
1123051 5425 MUSIC SUPPLIES	750	-361	389	48.61	.00	340.61	12.5%
1123051 5440 PHYSICAL EDUCATION	750	436	1,186	1,185.78	.00	.00	100.0%
1123051 5510 SUPPLIES, CLASSRM,	13,200	-1,100	12,100	9,765.97	1,265.05	1,068.98	91.2%
1123051 5514 504 SUPPLIES BRYN	250	0	250	.00	.00	250.00	.0%
1123051 5518 ART SUPPLIES BRYN	1,000	0	1,000	506.50	.00	493.50	50.7%
1123051 5521 AFTER SCHL PROGRAM	500	0	500	.00	.00	500.00	.0%
1123051 5710 MILEAGE REIMB. TEA	100	0	100	.00	.00	100.00	.0%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99								
ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED	YTD EXPENDED	ENCUMBRANCES	AVAILABLE	PCT	
01 GENERAL FUND	APPROP	ADJUSTMTS	BUDGET			BUDGET	USED	
1124051 TEXTBK - BM - ELEM ED								
1124051 5513 TEXTBOOKS, BRYN MA	1,000	-626	374	373.97	.00	.00	100.0%	
1125051 LIBRARY - BM								
1125051 511178 MEDIA TECH	46,647	0	46,647	34,088.09	12,558.80	.04	100.0%	
1125051 5587 LIBRARY SUPPLIES,	1,000	-354	646	345.52	.00	300.00	53.5%	
1126051 AUDIO/VISUAL - BM								
1126051 5515 SUPPLIES, AUDIOVIS	1,700	0	1,700	1,690.91	.00	9.09	99.5%	
1127054 GUIDANCE - BM								
1127054 511176 GUIDANCE SALARIE	73,036	0	73,036	53,372.52	19,663.56	.00	100.0%	
1127054 5511 GUIDANCE SUPPLIES,	550	0	550	355.93	.00	194.07	64.7%	
1132099 HEALTH SVCS - BM								
1132099 511185 SALARY, NURSE, B	78,922	15,694	94,616	62,724.08	31,353.21	538.73	99.4%	
1141099 O&P - BM								
1141099 511192 SALARIES CUSTODI	97,426	1,963	99,389	87,920.72	11,467.92	.00	100.0%	
1141099 5211 LIGHTS/POWER BRYN	12,000	2,091	14,091	11,691.93	2,536.93	-137.98	101.0%	
1141099 5214 HEATING FUEL, BRYN	14,500	0	14,500	16,450.78	2,358.62	-4,309.40	129.7%	
1141099 5231 WATERM BRYN MAWR	5,500	0	5,500	2,222.02	3,277.98	.00	100.0%	
1141099 5232 SEWER USE CHARGE,	3,500	91	3,591	3,591.20	.00	.00	100.0%	
1141099 5450 SUPPLIES CUSTODIAL	3,500	2,986	6,486	6,485.77	407.93	-407.93	106.3%	
1142099 MAINT OF PLANT - BM								
1142099 5430 BLDG REPAIRS/IMPRO	18,500	6,456	24,956	20,098.19	4,115.74	742.23	97.0%	
1422011 PRINCIPAL - PAK								
1422011 511160 PRINCIPAL'S SALA	107,000	3,225	110,225	97,506.66	12,718.26	.00	100.0%	

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01	GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1422011	511184 SECRETARY'S SALA	38,072	2,176	40,248	34,900.54	5,347.65	.00	100.0%
1422011	5344 POSTAGE, PAKACHOAG	400	0	400	150.00	.00	250.00	37.5%
1422011	5421 PRINCIPAL'S SUPPLI	2,000	-500	1,500	658.06	.00	841.94	43.9%
1422011	5442 PRINTING SUPPLIES	4,700	-1,000	3,700	2,305.05	.00	1,394.95	62.3%
1422011	5734 DUES, PRINCIPAL, P	1,375	219	1,594	1,485.00	109.00	.00	100.0%
1422011	5737 PRINC. PROF DEVELO	1,500	-500	1,000	.00	.00	1,000.00	.0%
1423008 PAKACHOAG SPED								
1423008	511170 SPED TEACHERS' S	139,941	-46,647	93,294	68,176.37	25,117.61	.00	100.0%
1423008	511172 SPED ABA PAKACHO	31,279	68,644	99,923	71,846.55	28,076.15	.00	100.0%
1423008	511179 SPED INSTRUCTION	112,231	-45,362	66,869	49,123.12	17,765.23	-19.41	100.0%
1423008	512070 SPED SUB TEACHER	2,000	0	2,000	326.46	.00	1,673.54	16.3%
1423008	512079 SPED INSTRUCT AS	3,000	0	3,000	1,494.80	.00	1,505.20	49.8%
1423051 TEACH - PAK - ELEM ED								
1423051	5100 ELL TUTOR	35,539	896	36,435	31,230.00	5,205.00	.00	100.0%
1423051	511170 TEACHERS' SALARI	975,190	-105,254	869,936	631,630.00	237,868.54	437.91	99.9%
1423051	511172 MATH PARAPROFESS	16,930	5,111	22,041	18,891.90	3,148.65	.00	100.0%
1423051	511179 INSTRUCTIONAL AS	116,431	-16,869	99,563	74,639.60	24,969.84	-46.58	100.0%
1423051	511180 SPECIALISTS PAKA	205,583	-1	205,582	150,233.38	55,349.08	-.02	100.0%
1423051	512070 TEA SALARIES, SU	10,000	0	10,000	2,856.04	.00	7,143.96	28.6%
1423051	512079 INSTRUCTIONAL AS	2,000	10,777	12,777	8,612.13	2,554.71	1,610.00	87.4%
1423051	512080 LONG TERM SUBSTI	0	1,800	1,800	2,321.93	.00	-521.93	129.0%
1423051	512081 PERMANENT SUBSTI	10,500	-10,500	0	.00	.00	.00	.0%
1423051	5126 TEACHER IN CHARGE	1,273	0	1,273	930.24	342.72	.00	100.0%
1423051	5127 AFTER SCHOOL PROGR	2,500	-2,500	0	.00	.00	.00	.0%
1423051	5128 TECHNOLOGY STIPEND	1,034	195	1,229	950.63	278.39	.00	100.0%
1423051	5129 OTHER STIPENDS PAK	12,289	-1,000	11,289	4,616.41	2,109.98	4,562.61	59.6%
1423051	5425 MUSIC SUPPLIES	750	-27	723	.00	.00	723.00	.0%
1423051	5440 PHYSICAL EDUCATION	750	151	901	901.32	.00	.00	100.0%
1423051	5510 SUPPLIES, CLASSRM,	12,934	-1,850	11,084	8,514.44	103.68	2,465.88	77.8%
1423051	5514 504 SUPPLIES PAKAC	250	0	250	.00	.00	250.00	.0%
1423051	5518 ART SUPPLIES PAKAC	1,000	0	1,000	181.33	.00	818.67	18.1%
1423051	5521 AFTER SCHL PROGRAM	500	0	500	.00	.00	500.00	.0%
1423051	5710 MILEGAE REIMB. TEA	100	0	100	.00	.00	100.00	.0%
1424051 TEXTBK - PAK - ELEM ED								
1424051	5513 TEXTBOOKS, PAKACHO	1,000	-547	453	453.45	.00	.00	100.0%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99							
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1425051 LIBRARY - PAK							
1425051 511178 MEDIA TECH	46,647	0	46,647	34,088.28	12,558.81	-.01	100.0%
1425051 5587 LIBRARY SUPPLIES,	1,000	-1,000	0	.00	.00	.00	.0%
1426051 AUDIO/VISUAL - PAK							
1426051 5515 SUPPLIES, AUDIOVIS	1,700	0	1,700	1,652.81	.00	47.19	97.2%
1427054 GUIDANCE - PAK							
1427054 511176 GUIDANCE SALARIE	83,607	0	83,607	61,097.35	22,509.55	.00	100.0%
1427054 5511 GUIDANCE SUPPLIES,	500	0	500	53.44	76.94	369.62	26.1%
1432099 HEALTH SVCS - PAK							
1432099 511185 SALARY, NURSE, P	52,126	19,785	71,911	51,636.63	20,286.91	-13.00	100.0%
1441099 O&P - PAK							
1441099 511192 SALARIES CUSTODI	97,426	1,963	99,389	87,920.72	11,467.92	.00	100.0%
1441099 5211 LIGHTS/POWER PAKAC	24,000	0	24,000	16,762.90	7,237.10	.00	100.0%
1441099 5214 HEATING FUEL, PAKA	18,000	0	18,000	17,433.21	566.79	.00	100.0%
1441099 5231 WATER, PAKACHOAG	4,500	0	4,500	607.63	3,892.37	.00	100.0%
1441099 5232 SEWER USE CHARGE,	2,500	312	2,812	2,811.62	.00	.00	100.0%
1441099 5450 SUPPLIES CUSTODIAL	5,500	2,746	8,246	8,245.91	.00	.00	100.0%
1442099 MAINT OF PLANT - PAK							
1442099 5430 BLDG REPAIRS/IMPRO	25,500	0	25,500	19,945.49	4,405.73	1,148.78	95.5%
1522011 PRINCIPAL - MS							
1522011 511160 PRINCIPALS' SALA	225,500	6,725	232,225	205,429.79	26,795.19	.00	100.0%
1522011 511184 SECRETARIES' SAL	74,691	3,379	78,070	67,581.29	10,488.60	.00	100.0%
1522011 5344 POSTAGE, MIDDLE SC	3,000	-903	2,097	1,096.88	.00	1,000.00	52.3%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1522011 5421 PRINCIPALS' SUPPLI	1,000	-500	500	12.70	.00	487.30	2.5%
1522011 5422 PRINTING SUPPLIES	15,000	-7,152	7,848	640.54	.00	7,207.86	8.2%
1522011 5734 DUES, PRINCIPALS,	1,100	0	1,100	1,100.00	.00	.00	100.0%
1522011 5737 PRINC. PROF DEVELO	3,000	-1,000	2,000	.00	.00	2,000.00	.0%
1523008 MIDDLE SCHOOL SPED							
1523008 511170 SPED TEACHERS'	488,808	-1,947	486,861	353,733.09	132,266.61	861.24	99.8%
1523008 511172 SPED ABA MIDDLE	69,312	-15,322	53,990	36,644.67	17,344.95	.00	100.0%
1523008 511179 SPED INSTRUCTION	164,168	-13,893	150,275	110,841.67	39,433.81	.00	100.0%
1523008 512070 SPED SUB TEACHER	5,000	0	5,000	.00	.00	5,000.00	.0%
1523008 512079 SPED INSTR ASSIS	6,500	0	6,500	3,553.20	.00	2,946.80	54.7%
1523008 512080 LONG TERM SUBSTI	0	2,400	2,400	1,519.24	.00	880.76	63.3%
1523052 TEACH - MS - MS ED							
1523052 5100 ELL TUTOR	36,125	-4,119	32,006	26,712.92	5,292.87	.00	100.0%
1523052 511170 TEACHERS' SALARI	2,735,874	-191,021	2,544,853	1,859,069.46	685,783.21	.00	100.0%
1523052 511179 INSTRUCTIONAL AS	0	10,421	10,421	7,815.78	2,605.26	.00	100.0%
1523052 511180 SPECIALISTS MIDD	569,874	-27,040	542,834	396,686.56	146,147.68	.00	100.0%
1523052 512070 TEA SALARIES SUB	33,000	-16,500	16,500	1,030.00	.00	15,469.84	6.2%
1523052 512079 INSTRUCTIONAL AS	0	13,822	13,822	1,550.56	.00	12,270.94	11.2%
1523052 512080 LONG TERM SUBSTI	0	49,348	49,348	36,300.07	13,137.39	-89.38	100.2%
1523052 5127 AFTER SCHOOL PROGR	1,750	-1,709	41	41.40	.00	.00	100.0%
1523052 5128 TECHNOLOGY STIPEND	3,050	0	3,050	2,228.70	821.10	.00	100.0%
1523052 5129 OTHER STIPENDS MID	17,424	15,708	33,132	30,953.77	2,177.71	.03	100.0%
1523052 5317 COMMENCEMENT MIDL	2,000	0	2,000	.00	.00	2,000.00	.0%
1523052 5425 MUSIC SUPPLIES	6,153	-4,000	2,153	.00	.00	2,153.00	.0%
1523052 5440 PHYSICAL EDUCATION	1,819	0	1,819	325.20	.00	1,493.80	17.9%
1523052 5510 SUPPLIES, CLASSRM,	18,362	-8,463	9,899	4,849.26	50.00	5,000.00	49.5%
1523052 5514 504 SUPPLIES MIDL	500	0	500	.00	.00	500.00	.0%
1523052 5521 AFTER SCHL PROGRAM	250	0	250	.00	.00	250.00	.0%
1523052 5710 MILEAGE REIMB. TEA	500	0	500	.00	.00	500.00	.0%
1524052 TEXTBK - MS - MS ED							
1524052 5513 TEXTBOOKS, MIDDLE	0	229	229	228.53	.00	.00	100.0%
1525052 LIBRARY - MS							
1525052 5587 LIBRARY SUPPLIES,	2,600	-1,600	1,000	.00	.00	1,000.00	.0%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99								
ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED	YTD EXPENDED	ENCUMBRANCES	AVAILABLE	PCT	
01 GENERAL FUND	APPROP	ADJUSTMTS	BUDGET			BUDGET	USED	
1526052 AUDIO/VISUAL - MS								
1526052 5515 SUPPLIES, AUDIOVIS	1,177	-300	877	430.14	.00	446.86	49.0%	
1527054 GUIDANCE - MS								
1527054 511176 GUIDANCE SALARIE	279,882	0	279,882	204,529.11	75,352.83	.00	100.0%	
1527054 5511 GUIDANCE SUPPLIES	766	0	766	131.00	.00	635.00	17.1%	
1532099 HEALTH SVCS - MS								
1532099 511185 SALARY, NURSE, M	62,252	22,481	84,733	61,920.24	22,812.72	.00	100.0%	
1535012 MIDDLE SCHOOL ATHLETICS								
1535012 511188 MIDDLE SCHOOL CO	17,500	-17,500	0	.00	.00	.00	.0%	
1535052 STUDENT BODY - MS - MS ED								
1535052 5300 MIDDLE SCHOOL OFFI	4,000	-4,000	0	.00	.00	.00	.0%	
1535052 551086 AWARDS, OTHER, M	1,340	-600	740	25.00	.00	715.00	3.4%	
1535052 5518 ART SUPPLIES MIDDLE	3,032	-711	2,321	1,320.82	.00	1,000.00	56.9%	
1541099 O&P - MS								
1541099 511192 SALARIES CUSTODI	219,209	4,415	223,624	197,821.62	25,802.82	.00	100.0%	
1541099 5211 LIGHTS/POWER MIDDLE	48,000	0	48,000	49,256.15	2,447.44	-3,703.59	107.7%	
1541099 5214 HEATING FUEL, MIDDLE	48,000	0	48,000	48,863.92	3,928.68	-4,792.60	110.0%	
1541099 5231 WATER, MIDDLE SCHOOL	6,000	0	6,000	3,846.02	2,153.98	.00	100.0%	
1541099 5232 SEWER USE CHARGE,	3,500	873	4,373	4,373.28	.00	.00	100.0%	
1541099 5450 SUPPLIES CUSTODIAL	7,500	0	7,500	7,350.00	.00	150.00	98.0%	
1542099 MAINT OF PLANT - MS								
1542099 5430 BLDG REPAIRS/IMPRO	55,000	7,474	62,474	59,403.85	9,245.67	-6,175.57	109.9%	
1622011 PRINCIPAL - HS								
1622011 511160 PRINCIPALS' SALA	243,450	3,525	246,975	218,477.69	28,497.09	.00	100.0%	

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99									
ACCOUNTS 01	FOR: GENERAL FUND		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1622011	511184	SECRETARIES' SAL	133,692	-37,954	95,738	84,521.08	10,986.12	231.04	99.8%
1622011	5344	POSTAGE, HIGH SCHO	2,000	0	2,000	1,186.99	.00	813.01	59.3%
1622011	5421	PRINCIPALS SUPPLIE	1,494	-500	994	758.85	.00	235.15	76.3%
1622011	5422	PRINTING SUPPLIES	15,403	-8,969	6,434	434.00	.00	6,000.00	6.7%
1622011	5734	DUES, PRINCIPALS,	6,723	0	6,723	5,728.95	.00	994.05	85.2%
1622011	5737	PRINC. PROF DEVELO	3,000	-1,000	2,000	.00	.00	2,000.00	.0%
1623008 HIGH SCHOOL SPED									
1623008	511170	SPED TEACHERS'	428,654	-51,526	377,128	275,116.36	102,012.05	.00	100.0%
1623008	511172	SPED ABA HIGH SC	170,330	-39,305	131,026	95,067.10	35,840.91	117.59	99.9%
1623008	511179	SPED INSTRUCT AS	187,986	-76,608	111,378	81,741.37	29,636.25	.00	100.0%
1623008	512070	SPED SUB TEACHER	3,000	0	3,000	.00	.00	3,000.00	.0%
1623008	512079	SPED INSTRUCT AS	6,000	2,448	8,448	2,819.62	.00	5,628.38	33.4%
1623008	512080	LONG TERM SUBSTI	0	4,420	4,420	2,318.86	.00	2,100.82	52.5%
1623053 TEACH - HS - OTHER									
1623053	511170	TEACHERS' SALARI	3,865,857	46,828	3,912,685	2,858,324.57	1,054,360.51	.00	100.0%
1623053	511175	IN HOUSE SUSPENS	40,000	7,035	47,035	41,607.92	5,427.12	.00	100.0%
1623053	511180	SPECIALISTS HIGH	493,003	-58,527	434,476	322,252.09	112,224.07	.00	100.0%
1623053	512070	TEA SALARIES SUB	34,000	-7,000	27,000	9,412.50	.00	17,587.50	34.9%
1623053	512072	SUBS-SAT.MORNING	2,000	-1,000	1,000	1,700.00	.00	-700.00	170.0%
1623053	512076	SUPPLEMENTAL INS	6,500	0	6,500	917.50	.00	5,582.50	14.1%
1623053	512079	H S INSTRUCTIONA	0	252	252	936.00	.00	-684.00	371.4%
1623053	512080	LONG TERM SUBSTI	0	48,796	48,796	35,658.63	13,137.39	.00	100.0%
1623053	5128	TECHNOLOGY STIPEND	2,068	0	2,068	1,511.26	556.78	.00	100.0%
1623053	5129	OTHER STIPENDS HIG	14,040	37,468	51,508	49,034.01	2,474.48	-.01	100.0%
1623053	5317	COMMENCEMENT HIGH	15,975	0	15,975	7,986.55	3,767.66	4,220.79	73.6%
1623053	5425	MUSIC SUPPLIES	3,617	0	3,617	547.98	136.01	2,933.01	18.9%
1623053	5440	PHYSICAL EDUCATION	5,197	-1,000	4,197	1,115.89	.00	3,081.11	26.6%
1623053	5510	SUPPLIES, CLASSRM,	21,395	-9,458	11,937	2,901.70	100.00	8,935.68	25.1%
1623053	5514	504 SUPPLIES HIGH	250	0	250	.00	.00	250.00	.0%
1623053	5518	ART SUPPLIES HIGH	4,595	-1,000	3,595	1,951.34	.00	1,643.66	54.3%
1623053	5710	MILEAGE REIMB. TEA	500	0	500	.00	.00	500.00	.0%
1625053 LIBRARY - HS									
1625053	511178	MEDIA SPECIALIST	93,294	0	93,294	68,176.37	25,117.61	.02	100.0%
1625053	5587	LIBRARY SUPPLIES,	10,550	-5,502	5,048	3,903.71	.00	1,143.93	77.3%
1626053 AUDIO/VISUAL - HS									
1626053	5515	SUPPLIES, AUDIOVIS	1,317	2	1,319	1,318.91	.00	.00	100.0%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1627054 GUIDANCE - HS							
1627054 511176 GUIDANCE SALARIE	420,074	0	420,074	306,977.49	113,096.97	.00	100.0%
1627054 511184 SECRETARY'S SALA	37,329	3,017	40,346	35,101.68	5,244.30	.00	100.0%
1627054 5511 GUIDANCE SUPPLIES,	10,450	0	10,450	.00	207.75	10,242.25	2.0%
1632099 HEALTH SVCS - HS							
1632099 511185 SALARY, NURSE, H	68,112	14,456	82,568	60,428.80	22,138.90	.00	100.0%
1635012 STUDENT BODY - HS - ATHLETICS							
1635012 511187 ATHLETIC TRAINOR	37,500	8,938	46,438	35,696.04	5,241.48	5,500.00	88.2%
1635012 511188 SALARIES, COACHE	181,524	0	181,524	79,611.00	.00	101,913.00	43.9%
1635012 511193 TICKET TAKERS	3,500	-3,275	225	225.00	.00	.00	100.0%
1635012 5300 HIGH SCHOOL OFFICI	7,500	0	7,500	7,506.00	.00	-6.00	100.1%
1635012 533006 ATHLETICS TRANSP	64,000	-2,500	61,500	14,125.67	47,374.33	.00	100.0%
1635012 5336 ATHLETIC TRANSPORT	5,500	0	5,500	.00	5,500.00	.00	100.0%
1635012 535007 GAME MGNT, ICE T	28,000	-27,826	174	174.00	.00	.00	100.0%
1635012 535019 ATHLETICS/RECOND	15,000	-8,052	6,948	1,454.25	1,545.75	3,948.00	43.2%
1635012 551016 TEAM EQUIPMENT,	3,000	11,172	14,172	13,878.85	1,011.95	-719.00	105.1%
1635012 551017 ATH SUPP, TRAINI	5,500	0	5,500	4,654.31	.00	845.69	84.6%
1635012 551018 ATHLETIC AWARDS	8,500	-5,916	2,584	250.00	.00	2,333.97	9.7%
1635012 5734 DISTRICT ATHLETIC	5,000	460	5,460	5,000.00	.00	460.00	91.6%
1635012 5737 PROF DEVELOPMENT,	2,000	-2,000	0	.00	.00	.00	.0%
1635012 574006 ATHLETICS INSURA	10,500	-1,174	9,326	9,326.00	.00	.00	100.0%
1635012 5856 MIDDLE SCHOOL ATH	3,000	0	3,000	3,000.00	.00	.00	100.0%
1635013 STUDENT BODY - HS - FN ARTS							
1635013 551091 BAND UNIFORMS	4,000	-2,500	1,500	.00	.00	1,500.00	.0%
1635013 551092 BAND EQUIPMENT	6,500	-2,988	3,512	1,011.40	500.93	2,000.00	43.1%
1635013 5518 WOOD TECH SUPPLIES	5,600	-3,000	2,600	.00	.00	2,600.00	.0%
1635053 STUDENT BODY - HS - CURRIC							
1635053 551086 AWARDS, OTHER, H	2,920	-1,000	1,920	600.37	.00	1,319.63	31.3%
1635053 5517 GRAPHIC SUPPLIES H	9,086	-6,086	3,000	.00	749.75	2,250.25	25.0%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99								
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
1635053 5526 CURRICULUM COMPETI	16,160	-9,810	6,350	1,308.40	.00	5,041.60	20.6%	
1641099 O&P - HS								
1641099 511192 SALARIES CUSTODI	338,799	22,679	361,478	314,465.17	39,072.84	7,940.11	97.8%	
1641099 5211 LIGHTS/POWER HIGH	109,602	-1,794	107,808	67,571.83	40,236.23	.00	100.0%	
1641099 5214 HEATING FUEL, HIGH	52,000	3,531	55,531	57,975.90	131.37	-2,575.88	104.6%	
1641099 5231 WATER, HIGH SCHOOL	14,000	0	14,000	7,045.56	6,954.44	.00	100.0%	
1641099 5232 SEWER USE CHARGE,	8,000	2,069	10,069	10,069.44	.00	.00	100.0%	
1641099 5450 SUPPLIES CUSTODIAL	16,500	0	16,500	13,388.75	.00	3,111.25	81.1%	
1642099 MAINT OF PLANT - HS								
1642099 5430 BLDG REPAIRS/IMPRO	70,000	11,186	81,186	54,281.67	26,061.90	841.93	99.0%	
1711099 SCHOOL COMMITTEE								
1711099 5301 LEGAL NOTICES	1,000	0	1,000	90.64	112.00	797.36	20.3%	
1711099 5304 CENSUS	750	0	750	750.00	.00	.00	100.0%	
1711099 5306 LEGAL SERVICES	20,000	-4,041	15,959	6,629.00	.00	9,330.22	41.5%	
1711099 5732 SCHOOL COMMITTEE D	12,500	-983	11,517	11,517.00	.00	.00	100.0%	
1712099 SUPERINTENDENT'S OFFICE								
1712099 511151 SUPERINTENDENT'S	162,200	0	162,200	143,484.58	18,715.38	.00	100.0%	
1712099 511181 SECY TO SUPT.& S	34,000	34,798	68,798	60,954.33	7,843.86	.00	100.0%	
1712099 5344 SUPERINTENDENT'S P	6,000	0	6,000	6,000.00	.00	.00	100.0%	
1712099 5421 SUPERINTENDENT'S S	6,000	2,112	8,112	8,104.41	.00	7.26	99.9%	
1712099 5732 SUPERINTENDENT'S D	3,000	-835	2,165	1,060.00	.00	1,105.11	49.0%	
1712099 5733 SUPERINTENDENT'S P	350	35	385	384.75	.00	.00	100.0%	
1712099 5737 SUPERINTENDENT PRO	500	4,700	5,200	5,200.00	.00	.00	100.0%	
1714099 ADMINISTRATION SUPPORT								
1714099 511154 BUSINESS ADMININ	114,750	3,443	118,193	104,555.24	13,637.64	.00	100.0%	
1714099 511182 PAYROLL BUSINESS	58,150	1,745	59,895	52,983.72	6,910.92	.00	100.0%	
1714099 511183 AP BUSINESS ASSI	58,150	1,745	59,895	52,983.72	6,910.92	.00	100.0%	
1714099 5127 DISTRICTWIDE SITE	22,000	-950	21,050	.00	.00	21,050.00	.0%	
1714099 5129 OTHER STIPENDS	17,264	0	17,264	12,413.78	3,986.58	863.64	95.0%	

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1714099 5300 CONTRACTED SERVICE	0	0	0	12,444.00	.00	-12,444.00	100.0%
1714099 5304 ANNUAL AUDIT	4,000	0	4,000	4,000.00	.00	.00	100.0%
1714099 5421 OFFICE SUPPLIES	250	47	297	296.73	.00	.00	100.0%
1714099 5424 COMPUTER SUPPLIES	100	65	165	164.99	.00	.00	100.0%
1714099 5710 BUSINESS ADMINISTR	100	-11	89	.00	.00	89.35	.0%
1714099 5732 BUSINESS ADMINISTR	850	-65	785	120.00	.00	665.01	15.3%
1714099 5786 BUS MGR. PROF.DEVE	1,500	595	2,095	2,095.00	.00	.00	100.0%
1714510 ADMINISTRATIVE TECHNOLOGY							
1714510 511191 TECH SUPPORT/MAI	160,620	4,111	164,731	145,723.40	19,007.40	.00	100.0%
1714510 5711 NETWORK TECH TRAVE	664	-664	0	.00	.00	.00	.0%
1721008 SUPERVISORY - SPECIAL ED							
1721008 511152 DIR. OF PUPIL SE	117,295	3,520	120,815	106,874.79	13,940.19	.00	100.0%
1721008 511172 JOB COACH	93,294	-93,294	0	.00	.00	.02	.0%
1721008 511184 SECRETARIES' SAL	50,940	1,275	52,215	46,190.21	6,024.81	.00	100.0%
1721008 512078 CLINICAL SERVICE	166,874	-46,681	120,194	91,155.02	31,939.46	-2,900.64	102.4%
1721008 5129 BEYOND SCHOOL DAY	10,000	0	10,000	1,819.80	.00	8,180.20	18.2%
1721009 SUPERVISORY - CURRICULUM							
1721009 511153 ASST. SUPERINTEN	135,000	-2,000	133,000	116,846.26	16,153.86	.00	100.0%
1721009 511172 MATH COACH	41,563	4,932	46,495	34,712.13	11,782.67	.00	100.0%
1721009 511184 SECRETARY TO ASS	46,218	-30,617	15,601	13,800.69	1,800.09	-.06	100.0%
1721009 5323 ELE TRANSLATORS	20,000	0	20,000	6,295.94	6,635.20	7,068.86	64.7%
1721009 5421 ASST. SUPERINTENDE	2,000	-500	1,500	195.00	.00	1,305.00	13.0%
1721009 5510 ELL TEACHING SUPPL	7,500	-3,000	4,500	.00	.00	4,500.00	.0%
1721009 5520 ELL TESTING SUPPLI	800	0	800	.00	.00	800.00	.0%
1721009 5713 ELL STAFF TRAVEL	100	0	100	.00	.00	100.00	.0%
1721009 5732 ASST. SUPERINTENDE	1,000	0	1,000	.00	.00	1,000.00	.0%
1721009 5733 ASST. SUPER. PUBLI	500	0	500	.00	.00	500.00	.0%
1721009 5738 ASST. SUPER PROF D	1,500	0	1,500	1,175.00	25.00	300.00	80.0%
1721010 SUPERVISORY - TECHNOLOGY							
1721010 511155 DIRECTOR OF TECH	100,975	3,030	104,005	92,004.37	12,000.57	.00	100.0%
1721010 511157 DISTRICT DATA CO	60,000	1,650	61,650	54,536.45	7,113.45	.00	100.0%
1721010 5421 DIR. OF TECHNOLOGY	8,500	-2,809	5,691	5,681.34	.00	10.10	99.8%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99								
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
1721010 5734 DIRECTOR OF TECH D	900	0	900	.00	440.00	460.00	48.9%	
1721010 5738 DIR.TECH PROF DEV	1,500	0	1,500	.00	.00	1,500.00	.0%	
1721012 SUPERVISORY - ATHLETICS								
1721012 5344 ATHLETIC DIRECTOR'	300	-300	0	.00	.00	.00	.0%	
1721012 5421 ATHLETIC DIRECTOR'	460	-460	0	.00	.00	.00	.0%	
1721012 5732 ATHLETIC DIRECTOR'	300	-225	75	75.00	.00	.00	100.0%	
1721013 SUPERVISORY - FINE ARTS								
1721013 5421 FINE ARTS DIRECTOR	565	0	565	565.00	.00	.00	100.0%	
1721013 5710 FINE ARTS DIRETOR'	525	-525	0	.00	.00	.00	.0%	
1721013 5732 FINE ARTS DIRECTOR	135	-135	0	.00	.00	.00	.0%	
1721099 SUPERVISORY - CENTRAL ADM								
1721099 511165 ATHLETIC DIRECTO	51,750	-4,715	47,035	41,607.92	5,427.12	.00	100.0%	
1721099 511184 ATHLETIC DIR SEC	40,857	1,223	42,080	36,819.93	5,259.99	.00	100.0%	
1721099 5300 HOMEBOUND CONTRACT	0	1,644	1,644	1,315.00	.00	329.00	80.0%	
1723008 SPECIAL EDUCATION TEACHERS								
1723008 511158 TEAM CHAIRPERSON	265,134	-12,205	252,929	186,255.41	66,673.39	.00	100.0%	
1723008 511170 TEACHERS SALARIE	0	93,294	93,294	68,176.37	25,117.61	.00	100.0%	
1723008 511172 SPED ABA	0	40,356	40,356	29,490.85	10,865.05	.00	100.0%	
1723008 511179 INSTRUCTIONAL AS	0	31,761	31,761	23,210.02	8,551.06	.00	100.0%	
1723008 511180 SPECIALISTS	361,816	-40,245	321,571	239,996.89	81,574.57	.00	100.0%	
1723008 5129 OTHER STIPENDS	10,332	-5,000	5,332	.00	.00	5,332.00	.0%	
1723008 5300 CONTRACTED SERVICE	10,000	2,892	12,892	12,892.09	.00	.00	100.0%	
1723010 TEACH - TECH - OTHER								
1723010 5263 COMPUTER TECH MAIN	67,352	-29,913	37,439	37,438.71	.00	.00	100.0%	
1723010 5312 D/W COMPUTER SOFTW	111,565	76,486	188,051	180,272.50	7,878.03	-99.93	100.1%	
1723099 TEACH - SW - OTHER								
1723099 511170 PRESCHOOL TEACHE	0	404,608	404,608	295,675.15	108,932.92	-.01	100.0%	

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1723099 511172 PRESCHOOL SPED A	0	235,290	235,290	172,290.64	62,750.70	248.49	99.9%
1723099 511179 PRESCHOOL INSTRU	0	109,694	109,694	80,382.30	29,312.08	.00	100.0%
1723099 511185 PRESCHOOL NURSE	0	23,200	23,200	19,921.65	3,278.10	.02	100.0%
1723099 5119 SALARIES' RESERVE/P	406,009	-406,009	0	.00	.00	.00	.0%
1723099 517007 TEACHERS' SAL.AC	0	35,000	35,000	.00	.00	35,000.00	.0%
1723509 TEACH - CURR - OTHER							
1723509 511172 CONCURRENT ENROL	10,000	-10,000	0	.00	.00	.00	.0%
1723509 512071 SUBSTITUTES-SYST	6,000	0	6,000	.00	.00	6,000.00	.0%
1723509 5510 SYSTEM WIDE CLASSR	8,000	8,097	16,097	16,096.57	.00	.00	100.0%
1723509 5712 SYSTEM-WIDE ADMIN	15,000	-10,000	5,000	2,123.13	276.93	2,599.94	48.0%
1723509 5731 SYSTEM-WIDE PROFFE	68,000	-60,316	7,684	5,115.21	950.00	1,618.32	78.9%
1723509 5732 COURSE REIMB.SYSTE	12,000	-3,403	8,597	.00	.00	8,596.58	.0%
1724099 SYSTEMWIDE TEXTBOOKS							
1724099 5513 TEXTBOOKS-SYSTEM-W	0	43,496	43,496	43,495.93	.00	.00	100.0%
1728008 PSYCHOLOGICAL SERVICES							
1728008 511159 BCBA	129,735	10,049	139,784	102,150.08	37,634.22	-.03	100.0%
1728008 511169 SOCIAL WORKERS	151,784	4,052	155,836	113,880.11	41,955.83	.00	100.0%
1728008 511177 SCHOOL PSYCHOLOG	178,327	0	178,327	130,315.87	48,011.11	.00	100.0%
1732099 HEALTH SVCS - SW							
1732099 512085 SALARY, NURSE, S	10,000	0	10,000	5,571.39	.00	4,428.61	55.7%
1732099 5307 PHYSICIAN'S STIPEN	5,000	-500	4,500	4,500.00	.00	.00	100.0%
1732099 5329 HEALTH CONTRACTED	1,000	0	1,000	.00	.00	1,000.00	.0%
1732099 5501 HEALTH SERVICE, SU	5,000	500	5,500	5,184.98	54.99	260.03	95.3%
1732099 5710 NURSES'S MILEAGE R	100	-100	0	.00	.00	.00	.0%
1732099 5731 NURSES' CONFERENCE	500	-363	137	.00	.00	136.60	.0%
1733008 PUPIL TRANS - SW							
1733008 5330 TRANSPORTATION OF	243,250	-103,559	139,691	139,661.40	.00	30.00	100.0%
1733099 PUPIL TRANS - SW							
1733099 5330 TRANSPORTATION OF	679,546	11,000	690,546	542,007.64	151,578.36	-3,040.00	100.4%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1733099 5335 TRANSPORTATION-COM	12,000	-11,000	1,000	1,000.00	.00	.00	100.0%
1735013 STUDENT BODY - SW - FN ARTS							
1735013 512070 MUSIC STAFF DUTI	3,000	0	3,000	.00	.00	3,000.00	.0%
1735013 551086 AWARDS, OTHER, F	1,200	0	1,200	.00	506.70	693.30	42.2%
1735013 551087 TRANS. & REGISTR	16,000	-14,000	2,000	174.00	10.00	1,816.00	9.2%
1735013 5526 FINE ARTS' EQUIP.	5,500	-3,375	2,125	850.23	.00	1,274.77	40.0%
1741099 O&P - SW							
1741099 511192 SALARIES CUSTODI	24,357	490	24,847	21,980.18	2,866.98	.00	100.0%
1741099 513092 SALARIES CUSTODI	10,000	0	10,000	4,855.90	.00	5,144.10	48.6%
1741099 5211 LIGHTS/POWER CENTR	7,000	208	7,208	7,455.62	337.49	-585.61	108.1%
1741099 5214 HEATING FUEL, CENT	19,425	0	19,425	8,618.80	10,806.20	.00	100.0%
1741099 5341 TELEPHONES	25,000	0	25,000	14,576.29	4,525.33	5,898.38	76.4%
1741099 5450 SUPPLIES CUSTODIAL	1,000	1,528	2,528	2,528.16	.00	.00	100.0%
1742099 MAINT OF PLANT - SW							
1742099 511198 FACILITY DIRECTO	106,250	3,200	109,450	96,821.26	12,628.86	.00	100.0%
1742099 511291 PART-TIME MAINT	23,750	655	24,405	21,588.95	2,815.95	.00	100.0%
1742099 5129 OTHER STIPENDS	240	334	574	508.07	66.26	-.04	100.0%
1742099 5262 EQUIPMENT REPAIRS	10,000	0	10,000	472.07	826.33	8,701.60	13.0%
1742099 5263 EQUIP SVC CONTRACT	75,000	-5,663	69,337	48,101.29	222.72	21,013.32	69.7%
1742099 5264 FIRE EXTINGUISHER	3,000	245	3,245	3,245.45	.00	.00	100.0%
1742099 5331 BUILDING SECURITY	30,000	0	30,000	6,802.39	8,633.61	14,564.00	51.5%
1742099 5430 BLDG REPAIRS/IMPRO	10,000	8,351	18,351	10,889.51	7,461.03	.01	100.0%
1742099 5480 TRUCK GAS & MAINT	15,000	0	15,000	2,503.29	2,624.74	9,871.97	34.2%
1742099 5710 MAINT MEN MILEAGE	2,000	0	2,000	.00	.00	2,000.00	.0%
1742099 5850 EQUIPMENT PURCHASE	0	2,752	2,752	2,752.38	.00	.00	100.0%
1755099 OTHER FIXED CHARGES							
1755099 511190 CROSSING GUARDS	42,000	-11,723	30,277	17,187.51	.00	13,089.62	56.8%
1769008 TRANS TO NONPUBLIC SPED							
1769008 5333 NON-PUBLIC TRANSP	89,907	103,559	193,466	85,641.45	4,265.50	103,558.60	46.5%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99								
ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED	YTD EXPENDED	ENCUMBRANCES	AVAILABLE	PCT	
01 GENERAL FUND	APPROP	ADJUSTMTS	BUDGET			BUDGET	USED	
1791008 PROGRAM W/MA PUBLIC SPED								
1791008 5320 TUITION MASS. PUBL	12,020	0	12,020	.00	.00	12,020.00	.0%	
1793008 PROGRAM W/NON-PUBLIC SPED								
1793008 5322 TUITION, NON-PUBLI	54,317	38,895	93,212	52,433.47	13,122.70	27,655.51	70.3%	
1794008 COLLABORATIVE PAYMENTS SPED								
1794008 5321 TUITION, SPED COLL	358,223	-38,895	319,328	238,641.33	29,668.37	51,018.62	84.0%	
1799008 SPEC. EDUC. STABILIZATION FUND								
1799008 5399 SPED.STABILIZATION	0	25,000	25,000	25,000.00	.00	.00	100.0%	
1822011 PRINCIPAL - SR								
1822011 511160 PRINCIPALS' SALA	229,000	6,875	235,875	208,658.76	27,216.36	.00	100.0%	
1822011 511184 SECRETARIES' SAL	75,031	3,147	78,178	67,638.59	10,539.18	.00	100.0%	
1822011 5344 POSTAGE, SWANSON R	600	0	600	500.00	.00	100.00	83.3%	
1822011 5421 PRINCIPALS' SUPPLI	3,500	-518	2,982	73.80	.00	2,908.49	2.5%	
1822011 5422 PRINTING SUPPLIES	11,500	-3,000	8,500	4,227.65	1,807.26	2,465.09	71.0%	
1822011 5734 DUES, PRINCIPALS,	2,250	0	2,250	1,428.00	.00	822.00	63.5%	
1822011 5737 PRINC.PROF.DEVELOP	3,000	-1,000	2,000	.00	.00	2,000.00	.0%	
1823008 SWANSON RD SCHOOL SPED								
1823008 511170 SPED TEACHERS' S	401,765	37,721	439,486	329,865.43	95,159.09	14,461.64	96.7%	
1823008 511172 SPED ABA SWANSON	131,813	130,475	262,287	192,655.37	69,564.04	67.65	100.0%	
1823008 511179 SPED INSTR ASST.	263,729	-91,630	172,099	124,755.93	52,761.94	-5,419.19	103.1%	
1823008 512070 SPED SUB TEACHER	6,500	0	6,500	816.01	.00	5,683.99	12.6%	
1823008 512079 SPED INSTR ASSIT	5,000	0	5,000	486.08	.00	4,513.92	9.7%	
1823051 TEACH - SR - ELEM ED								
1823051 5100 ELL TUTOR	44,987	-651	44,336	37,818.79	6,516.90	.00	100.0%	

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99								
ACCOUNTS 01	FOR: GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1823051	511170	TEACHERS' SALARI	1,969,729	-47,925	1,921,804	1,407,400.25	512,098.65	2,305.09 99.9%
1823051	511172	MATH PARAPROFESS	37,715	6,531	44,247	37,933.17	6,313.56	.00 100.0%
1823051	511173	VISUALLY IMPAIRE	26,106	529	26,635	22,829.94	3,804.99	.00 100.0%
1823051	511179	INSTRUCTIONAL AS	43,512	10,882	54,394	40,013.86	14,380.10	.00 100.0%
1823051	511180	SPECIALISTS SWAN	669,698	-123,797	545,901	410,114.51	135,786.28	.00 100.0%
1823051	512070	TEA. SALARIES, S	38,000	-16,623	21,377	3,270.21	.00	18,107.02 15.3%
1823051	512079	INSTR. ASST. SUB	9,600	0	9,600	4,569.89	.00	5,030.11 47.6%
1823051	512080	LONG TERM SUBSTI	0	96,916	96,916	77,406.71	20,654.55	-1,145.10 101.2%
1823051	5126	TEACHER IN CHARGE	4,880	0	4,880	.00	.00	4,880.00 .0%
1823051	5127	AFTER SCHOOL PROGR	10,000	-6,000	4,000	.00	.00	4,000.00 .0%
1823051	5128	TECHNOLOGY STIPEND	2,068	0	2,068	1,511.26	556.78	.00 100.0%
1823051	5129	OTHER STIPENDS SWA	22,073	-2,000	20,073	10,027.26	4,178.75	5,866.99 70.8%
1823051	5425	MUSIC SUPPLIES SWA	2,000	-813	1,187	.00	.00	1,186.84 .0%
1823051	5440	PHYSICAL ED SUPPLI	2,000	-503	1,497	359.92	136.96	1,000.00 33.2%
1823051	5510	SUPPLIES, CLASSRM,	16,700	-2,800	13,900	12,265.48	136.00	1,498.52 89.2%
1823051	5514	504 SUPPLIES SWANS	750	0	750	.00	.00	750.00 .0%
1823051	5518	ART SUPPLIES SWANS	2,000	-668	1,332	.00	332.24	1,000.00 24.9%
1823051	5521	AFTER SCHL PROGRAM	2,500	0	2,500	.00	.00	2,500.00 .0%
1823051	5710	MILEGAE REIMB, TEA	100	0	100	.00	.00	100.00 .0%
1825051 LIBRARY - SR								
1825051	5587	LIBRARY SUPPLIES S	3,500	-2,392	1,108	108.18	.00	1,000.00 9.8%
1826051 AUDIO/VISUAL - SR								
1826051	5515	SUPPLIES, AUDIOVIS	4,000	-2,000	2,000	521.85	.00	1,478.15 26.1%
1827054 GUIDANCE - SR								
1827054	511176	GUIDANCE SALARIE	193,557	4,043	197,600	144,400.00	53,200.00	.00 100.0%
1827054	5511	GUIDANCE SUPPLIES,	2,250	0	2,250	1,012.77	103.68	1,133.55 49.6%
1832099 HEALTH SVCS - SR								
1832099	511185	SALARY, NURSE, S	147,595	-18,580	129,015	90,991.16	38,023.44	.00 100.0%
1841099 O&P - SR								
1841099	511192	SALARIES CUSTODI	146,139	2,373	148,512	131,309.88	17,201.88	.00 100.0%

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1841099 5211 LIGHTS/POWER SWANS	53,000	0	53,000	18,050.23	34,949.77	.00	100.0%
1841099 5214 HEATING FUEL, SWAN	30,750	1,879	32,629	28,619.83	147.34	3,861.92	88.2%
1841099 5231 WATER, SWANSON ROA	10,000	0	10,000	3,803.28	6,196.72	.00	100.0%
1841099 5232 SEWER USE CHARGE S	4,500	6,033	10,533	10,533.40	.00	.00	100.0%
1841099 5450 SUPPLIES CUSTODIAL	8,500	0	8,500	5,953.93	.00	2,546.07	70.0%
1842099 MAINT OF PLANT - SR							
1842099 5430 BLDG REPAIRS/IMPRO	28,000	5,974	33,974	26,667.73	10,426.95	-3,121.08	109.2%
TOTAL GENERAL FUND	27,676,055	-461,898	27,214,157	20,287,098.47	6,156,819.37	770,239.16	97.2%
TOTAL EXPENSES	27,676,055	-461,898	27,214,157	20,287,098.47	6,156,819.37	770,239.16	

TOWN OF AUBURN



YEAR-TO-DATE BUDGET REPORT

FOR 2021 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	27,676,055	-461,898	27,214,157	20,287,098.47	6,156,819.37	770,239.16	97.2%
** END OF REPORT - Generated by Cecelia Wirzbicki **							

Auburn Public Schools
FY21 Budget Transfers - For SC Information and Approval
May 11, 2021

Transfers Between Same Series					
Account Number	Function Code	Name	From	To	Rationale - Comment
1122011-5737	2000	Bryn Mawr Principal PD	1,000.00		
1123008-511179	2000	Bryn Mawr Sped Instructional Asst	107.19		
1123051-5425	2000	Bryn Mawr Music Supplies	340.61		
1123051-5514	2000	Bryn Mawr 504 Supplies	250.00		
1123051-5518	2000	Bryn Mawr Art Supplies	493.50		
1123051-5521	2000	Bryn Mawr After School Program	500.00		
1125051-5587	2000	Bryn Mawr Library Supplies	300.00		
1126051-5515	2000	Bryn Mawr Audiovisual	9.09		
1422011-5737	2000	Bryn Mawr PD	1,000.00		
1423051-511170	2000	Pakachoag Teachers' Salaries	437.91		
1423051-5425	2000	Pakachoag Music Supplies	723.00		
1423051-5510	2000	Pakachoag Classroom Supplies	1,000.00		
1423051-5514	2000	Pakachoag 504 Supplies	250.00		
1423051-5518	2000	Pakachoag Art Supplies	818.67		
1423051-5521	2000	Pakachoag After School Program	500.00		
1426051-5515	2000	Pakachoag Audio Visual Supplies	47.19		
1522011-5737	2000	AMS Principal PD	2,000.00		
1523008-511170	2000	AMS Teachers' Salaries	1,721.68		
1523052-5425	2000	AMS Music Supplies	2,153.00		
1523052-5440	2000	AMS Physical Education	1,493.80		
1523052-5514	2000	AMS 504 Supplies	500.00		
1523052-5521	2000	AMS After School Program	250.00		
1525052-5587	2000	AMS Library Supplies	1,000.00		
1526052-5515	2000	AMS Audio Visual Supplies	446.86		
1535052-5518	2000	AMS Art Supplies	1,000.00		
1622011-5737	2000	AHS Principal PD	2,000.00		
1623008-511172	2000	AHS Sped ABA	235.18		
1623052-5425	2000	AHS Music Supplies	1,000.00		
1623053-5440	2000	AHS Physical Ed Supplies	2,000.00		
1623053-5514	2000	AHS 504 Supplies	250.00		
1623053-5518	2000	AHS Art Supplies	1,643.66		
1625053-5587	2000	AHS Library Supplies	1,143.93		
1723099-511172	2000	Preschool ABA	812.03		
1723509-512071	2000	Substitutes System Wide	6,000.00		
1822011-5737	2000	SWIS Principal PD	2,000.00		
1822011-5734	2000	SWIS Principal Dues	822.00		
1823008-511170	2000	SWIS Sped Teacher Salaries	14,461.64		
1823008-511172	2000	SWIS Sped ABA	134.84		
1823051-511170	2000	SWIS Teacher Salaries	4,610.18		
1823051-5127	2000	SWIS After School Program	4,000.00		
1823051-5425	2000	SWIS Music Supplies	1,186.84		
1823051-5440	2000	SWIS Physical Ed Supplies	1,000.00		
1823051-5514	2000	SWIS 504 Supplies	750.00		
1823051-5518	2000	SWIS Art Supplies	1,000.00		
1823051-5521	2000	SWIS After School Program	2,500.00		
1825051-5587	2000	SWIS Library Supplies	1,000.00		
1826051-5515	2000	SWIS Audio Visual Supplies	478.15		
1122011-511184	2000	Bryn Mawr Secretary		300.00	To cover for contractual obligation
1123008-512079	2000	Bryn Mawr SPED IA Substitutes		3,000.00	To cover for needed substitute coverage
1123051-512070	2000	Bryn Mawr Teacher Substitutes		4,000.00	To cover for needed substitute coverage
1123051-512079	2000	Bryn Mawr IA Substitutes		2,317.54	To cover for needed substitute coverage
1422011-511184	2000	Pakachoag Secretary		300.00	To cover for contractual obligation
1422011-5442	2000	Pakachoag Printing Supplies		505.05	To cover overage in line
1423008-511179	2000	Pakachoag SPED Instructional Asst		19.41	To cover for contractual obligation
1423051-511179	2000	Pakachoag Instructional Asst		46.58	To cover for contractual obligation
1423051-512080	2000	Pakachoag Long Term Substitute		2,361.95	To cover cost of long term sub coverage

Auburn Public Schools
FY21 Budget Transfers - For SC Information and Approval
May 11, 2021

CONTINUED FROM PAGE 1

1523052-512080	2000 AMS Long Term Substitute	89.38	To cover cost of long term sub coverage
1623008-512080	2000 AHS Long Term Substitute	2,699.18	To cover cost of long term sub coverage
1623053-512072	2000 AHS Subs Saturday Morning	1,500.00	To cover for needed substitute coverage
1623053-512079	2000 AHS Instructional Assistants Subs	684.00	To cover for needed substitute coverage
1623053-512080	2000 AHS Long Term Substitute	6,300.00	To cover cost of long term sub coverage
1721008-512078	2000 Clinical Service Providers	2,900.64	To cover for a contractual obligation
1723010-5312	2000 District Wide Computer Software	11,594.93	To cover for additional computer software
1723509-5732	2000 Course Reimbursement System Wide	3,403.42	To cover for contractual obligations
1822011-511184	2000 SWIS Secretaries' Salaries	200.00	To cover for contractual obligation
1823008-511179	2000 SWIS Sped Instructional Assistants	5,419.19	To cover for contractual obligation
1823051-512080	2000 SWIS Long Term Substitute	19,729.68	To cover cost of long term sub coverage
1635012-5734	3000 District Athletic Dues	141.54	
1132099-511185	3000 Bryn Mawr Nurse Salary	1,077.46	
1432099-511185	3000 Pakachoag Nurse Salary	200.00	To cover for contractual obligation
1635012-5300	3000 AHS Officials	300.00	To cover cost of overage in line
1635012-551016	3000 AHS Team Equipment	719.00	To cover cost of additional team materials
1841099-5214	4000 SWIS Heating Fuel	3,861.92	
1842099-5430	4000 SWIS Building Repairs	3,861.92	To utilize savings to assist with bldg repairs

Transfers Between Different Series					
Account Number	Function Code	Name	From	To	Rationale - Comment

1735013-551087	3000 Fine Arts Transportation/Registration	1,816.00			
1735013-5526	3000 Fine Arts Equipment	1,274.77			
1742099-5262	4000 Equipment Repairs	4,000.00			
1742099-5263	4000 Equipment Service Contracts	6,905.55			
1742099-5331	4000 Building Security	4,564.00			
1742099-5480	4000 Truck Gas & Maintenance	4,500.00			
1742099-5710	4000 Maintenance Mileage	2,000.00			
1141099-5211	4000 Bryn Mawr Lights/Power			137.98	To cover the overage in line
1141099-5214	4000 Bryn Mawr Heating Fuel			4,309.40	To cover additional heating costs
1141099-5450	4000 Bryn Mar Custodial Supplies			407.93	To cover the overage in line
1441099-5450	4000 Pakachoag Custodial Supplies			100.00	To cover the overage in line
1541099-5211	4000 AMS Lights and Power			3,703.59	To cover additional electrical costs
1541099-5214	4000 AMS Heating			4,792.60	To cover additional heating costs
1542099-5430	4000 AMS Building Repairs			6,947.33	To cover unbudgeted building repair costs
1641099-5214	4000 AHS Heating Fuel			2,575.88	To cover additional heating costs
1642099-5430	4000 AHS Building Repair			1,500.00	To cover unbudgeted building repair costs
1741099-5211	4000 Central Lights and Power			585.61	To cover overage in line
1635012-511188	3000 Salaries' Athletic Coaches	41,913.00			
1635053-5526	3000 AHS Curriculum Competitions	5,041.60			
1712099-5732	1000 Superintendent's Dues	1,105.11			
1714099-5127	1000 D/W Site Managers	14,695.85			
1755099-511190	5000 Crossing Guards	4,244.44			
1712099-5421	1000 Superintendent's Supplies			2,000.00	To cover overage in line
1714099-5300	1000 Contracted Services			65,000.00	Police detail for school arrival and dismissal

Auburn Public Schools
FY21 Budget Transfers - For SC Information and Approval
May 11, 2021

CONTINUED FROM PAGE 2

1714099-5710	1000 Business Administrator Travel	89.35	
1714099-5732	1000 Business Administrator Dues	665.01	
1721099-5421	1000 Assistant Superintendent Supplies	1,305.00	
1721009-5732	1000 Assistant Superintendent Dues	1,000.00	
1721009-5733	1000 Assistant Superintendent Publications	500.00	
1721009-5738	1000 Assistant Superintendent PD	300.00	
1721010-5734	1000 Director of Technology Dues	460.00	
1721010-5738	1000 Director of Technology PD	1,500.00	
1732099-5329	3000 Health Contracted Services	1,000.00	
1732099-5731	3000 Nurses' Conferences	30.64	
1712099-511181	1000 Secretary to Superintendent	150.00	To cover for contractual obligation
1723099-511185	3000 Preschool Nurse	200.00	To cover for contractual obligation
1732099-512085	3000 Substitute Nurse Salary	6,500.00	To cover for needed substitute coverage
1769008-5333	6000 Non Public Transportation	3,040.00	
1733099-5330	3000 Regular Education Transportation	3,040.00	Utilize savings to support increased costs in line



Auburn Public Schools

***"STRIVE FOR
EXCELLENCE"***

***Cecelia F. Wirzbicki
School Business Manager***

5 West Street
Auburn, MA 01501
Tel. (508) 832-7755
Fax. (508) 832-7757

Date: May 5, 2021

To: Casey Handfield, Superintendent
Auburn School Committee Members

From: Cecelia Wirzbicki

RE: Request of Omnibus Approval for Budget Transfers

As is customarily done when approaching the end of the school year, I would like to request the permission of the School Committee, to allow me to make Omnibus Transfers pertaining to the FY21 appropriated budget. All transfers will continue to be made with input from Dr. Handfield and the Leadership Team as we collaborate to meet the needs of our District, while expending the funds we have been entrusted in the most beneficial and cost effective manner.

If approved, I will document all Omnibus Transfers made from this point forward and report them at each of the remaining school committee meetings for this Fiscal Year. I thank you in advance for your support of the FY21 Budget closeout process and your unwavering support of the Auburn Public Schools.

Thank you.



Auburn Public Schools

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EXCELLENCE"***

***Cecelia F. Wirzbicki
School Business Manager***

5 West Street
Auburn, MA 01501
Tel. (508) 832-7755
Fax. (508) 832-7757

Date: May 5, 2021

To: Casey Handfield, Superintendent
Rosemary Reidy, Director of Pupil Services
Auburn School Committee Members

From: Cecelia Wirzbicki, Business Manager

RE: Establishment of the Encore Revolving Account

I am recommending that the School Committee vote to approve the establishment of a new Revolving Account to be named "Encore". The new account will be funded with money presently being held in the "Project Enterprise - # 2409" Revolving account, which has been dormant since 2010. These funds would then be used to provide support for our Encore program located at 5 West Street, Auburn, which was established in 2020 to service our 18-22 year old students with disabilities, assisting them as they transition to adulthood. By changing the name and moving the current balance in the Project Enterprise Account, we will be able to maintain the financial history of the account and still be able to utilize these funds to support the Encore program.

Moving forward, any tuition payments received for Encore participants from other area Districts will be deposited into this revolving account to support future programming. The fund will be established in accordance with M.G.L. Chapter 71, Section 71F, for nonresident tuition.

Upon approval of the School Committee, I will ask CFO Kazanovicz to establish this fund and transfer the inactive balance of \$4,780.10 from the Project Enterprise account to the newly established account entitled, "Encore".

Thank you.