

**Auburn School Committee Meeting Agenda**  
5 West Street, Auburn, Massachusetts 01501

June 1, 2022 - 6:30 p.m.

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**Call to Order:**

This meeting of the Town of Auburn School Committee is being conducted both in person and remotely, consistent with Governor Baker's Executive Order of March 12, 2020, and extended on June 16, 2021.

For the public to join the meeting remotely through Zoom, please use the link posted on the agenda on the Town's Website.

The Governor's Order, along with all supporting materials that have been provided to members of this body, is available on the Town's website. The public is encouraged to follow along using the posted agenda.

Please note that this meeting is being recorded by Auburn Cable Television.

Accordingly, all members of this meeting who will participate: **please be aware that other people may be able to see you, and please take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.** Thank you.

**Pledge:**

**CITIZENS' COMMENTS:**

**SPECIAL RECOGNITIONS:**

**MINUTES:** 4/14/22, 4/27/22, 5/3/22, 5/18/22, Executive Session Minutes 5/18/22

**STUDENT REPRESENTATIVES REPORT:**

**SUPERINTENDENT'S REPORT:**

**Spotlight on Students**

**Information**

This Student Spotlight will be on some first grade students from Pakachoag School. These students completed a Community Service Learning project sharing thank you cards and donations with local veterans in honor of Memorial Day.

**COVID 19 Summary****Information**

We continue to monitor daily cases of COVID 19 while maintaining an ongoing relationship with the Auburn Board of Health.

**UNFINISHED BUSINESS:****CLEE Full Equity Report****Information****Updated Bullying Policy - 2nd Reading****Information****Updated Restraint Policy- 2nd Reading****Information****Updated Staff Conduct Policy - 2nd Reading****Information****Staff Handbook - 2nd Reading****Information**

At a previous meeting, I shared the first few pages of the recently developed staff handbook. I share the current draft of the Staff Handbook. This handbook is designed to allow for easy electronic access for our staff to the forms and information they need to be successful in our district. We believe this will be a 'work in progress' each year as we identify new or additional information that should be included but we also believe this is a good starting point. I would like to thank the following staff for their help in creating this handbook.

John Bastien (AMS)

Eric Bouvier (Director of Technology)

Neil Dziemian (AMS)

Kris Nordman (AMS)

Rosemary Reidy (Director of Pupil Services)

Ali Shankle (AMS)

**NEW BUSINESS:****Announcement of Retirees****Information**

The following employees will all be starting their retirement this summer and have a combined **203** years of service to the Auburn Public Schools.

<u>First</u>	<u>Last</u>	<u>Position</u>	<u>YOE</u>
<u>Eileen</u>	<u>Donahue</u>	<u>AHS Assistant Principal</u>	<u>32</u>
<u>Kate</u>	<u>Flynn</u>	<u>Secretary to the Director of Pupil Services</u>	<u>35</u>

<u>Donna</u>	<u>Gates</u>	<u>BM/SWIS Special Educator</u>	<u>33</u>
<u>Karin</u>	<u>Graves</u>	<u>AMS Adjustment Counselor</u>	<u>17</u>
<u>Cecile</u>	<u>Leufstedt</u>	<u>Assistant to the Director of Food Services</u>	<u>22</u>
<u>Tina</u>	<u>McNamara</u>	<u>Bryn Mawr Instructional Assistant</u>	<u>13</u>
<u>Rosemary</u>	<u>Reidy</u>	<u>Director of Pupil Services</u>	<u>11</u>
<u>Ann</u>	<u>Shane</u>	<u>SWIS PE Teacher</u>	<u>16</u>
<u>Ann</u>	<u>Williams</u>	<u>Pakachoag Special Educator</u>	<u>24</u>

### **Letters to Retirees**

### **Action**

As has been done in previous years, letters have been prepared for the signature of Committee members and myself to go to all staff members retiring at the end of the 2020-2021 school year to offer our appreciation for their dedicated service to the students of Auburn. Again, intotal, these nine staff members have given 203 years of service to the Auburn Public Schools.

**Recommended Motion**....to sign the letters to retirees and have them distributed.

### **Updated Building Use Fee Schedule, Application, Regulations and Process** **Information**

In an effort to better track the use of our buildings and to ensure that appropriate reimbursement is received for such usage, a committee was assembled to review the process. The committee included Dr. Chamberland, Mr. Fahey, Mrs. Wirzbicki, Mrs. Williams, Mrs. Morin, Mr. Davis, Mr. Delongchamp, Mrs. Allison, and Mr. Desto. The fee schedule was updated maintaining our commitment to free usage for Auburn based organizations, while streamlining the outline of fees to make it more concise. The actual application process will be moved to a Google Form to ensure better notification of all parties involved while also better monitoring the number of groups/people using our buildings at one time and the collection of any fees due to the district. This item will be revisited at the next School Committee for review and recommendation for approval.

### **SWCEC 3rd Quarter Report**

### **Information**

As is required, I share with you this evening the 3rd quarter report from the Southern Worcester County Educational Collaborative for your review.

### **Confidential Secretary Job Description Revision**

### **Action**

In your packet you will find a revised job description for a Confidential Full Year Secretary at Central Office. The position which was formally in the Secretaries contract, will now be considered confidential. This change will allow the new person to not only serve as the secretary to the Assistant Superintendent, but also the Business Manager.

**Recommended Motion**....to approve the revised Confidential Secretary Job Description.

### **Student Handbook Updates**

### **Action**

Before you this evening are the proposed Student Handbook updates for 2022-2023. It is my recommendation that you accept these updates.

**Recommended Motion**....to accept the proposed updates to the Student Handbooks for 2022-2023.

### **Proposed Dates for 2022-2023 School Committee Meetings**

### **Action**

Before you this evening is a list of proposed meeting dates for the 2022-2023 school year. It has been previously discussed to change the start time of the meetings from 6:30pm to 6:00pm. If the committee would like to discuss and decide upon the start time, we can make that adjustment. It is my recommendation that you accept the proposed meeting dates for the 2022-2023 school year.

**Recommended Motion**....to accept the proposed meeting dates for the 2022-2023 school year.

### **A message from the Auburn Flag Redesign Committee**

The Flag Redesign Committee is accepting entries for a new Town of Auburn Flag design. All details can be found on the Town website.

### **TEACHING AND LEARNING REPORT:**

### **Class of 2022 College/University Acceptances**

### **Information**

I am pleased to share with you an impressive list of Colleges and Universities to which the students of the Class of 2022 have been accepted.

Alvernia University	Indiana University-Purdue University-Indianapolis	Southern Connecticut State University
American International College	Johnson & Wales University-Providence	Southern New Hampshire University



Anna Maria College	Keene State College	Springfield College
Arizona State University	Lasell University	St. John Fisher College
Asbury University	Lee University	Stevens Institute of Technology
Assumption University	Liberty University	Stonehill College
Baylor University	Marist College	Suffolk University
Bentley University	Massachusetts College of Art and Design	SUNY at Albany
Boston College	Massachusetts College of Pharmacy and Health Sciences	The University of Tampa
Boston University	Merrimack College	The University of Tennessee-Knoxville
Brandeis University	Michigan State University	The University of Texas at Dallas
Bridgewater State University	Montana State University	University of Connecticut
Central Connecticut State University	New England College	University of Hartford
Champlain College	New England Institute of Technology	University of Maine
Clark University	Niagara University	University of Maine at Farmington
Coastal Carolina University	Nichols College	University of Massachusetts-Amherst
College of the Holy Cross	Northern Vermont University-Johnson	University of Massachusetts-Amherst (College of Education)
Curry College	Palm Beach Atlantic University	University of Massachusetts-Boston
Dean College	Pennsylvania College of Technology	University of Massachusetts-Dartmouth
Eastern Connecticut State University	Pennsylvania State University-Penn State Main Campus	University of Massachusetts-Lowell
Eastern Nazarene College	Plymouth State University	University of New England
Elms College (College of our Lady of the Elms)	Purdue University-Main Campus	University of New Hampshire-Main Campus
Embry-Riddle Aeronautical University-Daytona Beach	Quinnipiac University	University of New Haven
Emerson College	Quinsigamond Community College	University of Oklahoma-Norman Campus
Emmanuel College	Regis College	University of Rhode Island
Fitchburg State University	Rensselaer Polytechnic Institute	University of South Carolina-Columbia
Florida Institute of Technology	Rivier University	University of South Florida-Main Campus
Framingham State University	Rochester Institute of Technology	University of Southern Maine
Franklin Pierce University	Roger Williams University	University of Vermont

Gannon University	Saint Anselm College	Utica University
George Washington University	Saint Joseph's College of Maine	Wagner College
Gordon College	Saint Michael's College	Wentworth Institute of Technology
Hilbert College	Salem State University	Western New England University
Hofstra University	Salve Regina University	Westfield State University
Husson University	Siena College	Whitworth University
Indiana State University	Southeastern University	Worcester Polytechnic Institute
		Worcester State University

### **Scholarship Recipients**

### **Information**

### **BUSINESS/FINANCIAL REPORT:**

#### **Year to Date Budget Report:**

#### **Information**

Mrs. Wirzbicki has provided a year to date budget report dated May 26, 2022 for your information. She would be happy to answer any questions you may have.

#### **Omnibus Transfers:**

#### **Information**

Mrs. Wirzbicki has been working with Dr. Chamberland and the Leadership Team with regard to the FY22 Budget closure and she will have transfers for you at the next meeting.

#### **Major David Brodeur Foundation Award:**

#### **Action**

Matt Watson, a member of the Auburn Middle School staff applied and was awarded a grant in the amount of \$900 to be utilized in offsetting costs to ensure that all AMS 8th Grade students can enjoy their Class Trip to Boston. While in Boston, the students will take a Duck Tour, have lunch at Faneuil Hall, tour Fenway Park and finish off with a dinner dance cruise on Boston Harbor. I ask that you accept on behalf of the 8th Grade Class, this check for \$900 from the Major David Brodeur Memorial Foundation.

**Recommended Motion...**to accept with gratitude the check for \$900 from the Major David Brodeur Memorial Foundation to be used for the Auburn Middle School 8th Grade Class Trip.

### **Adjournment**

### **Roll Call Vote:**

## MINUTES

### SCHOOL COMMITTEE MEETING

Location: 5 West Street, School Committee Room

April 14, 2022 5:00 p.m.

#### In Attendance:

George Scobie

Jessie Harrington

Gail Holloway

Meghan McCrillis

Dorothy Kauffman

Beth Chamberland

Cecelia Wirzbicki

Karen Ballway

#### Absent

#### Zoom

#### CALL TO ORDER:

Mr. Scobie called the meeting to order at 5:05 p.m.

**Executive Session:** a. To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.

b. To discuss bargaining with nonunion personnel.

At 5:08pm George Scobie entertained the motion to enter executive session to discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.

b. To discuss bargaining with nonunion personnel.

Meghan McCrillis made the motion to enter executive session to discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.

b. To discuss bargaining with nonunion personnel. Dottie Kauffman seconded the motion, it was unanimously approved.

Returned to open session at 5:48pm.

**CITIZENS' COMMENTS:** None

**SPECIAL RECOGNITIONS:** None

**Minutes:** None

**STUDENT REPRESENTATIVES REPORT:** None

**SUPERINTENDENT'S REPORT:** None

**UNFINISHED BUSINESS:**

**Update on Superintendents' Status**

George Scobie stated the committee had received a letter of resignation from Dr. Handfield on April 11, 2022. George stated he would entertain a motion to accept his resignation.

Meghan McCrillis made the motion to accept the resignation of Dr. Handfield. Gail Hollway seconded the motion. It was unanimously approved.

Gail Holloway said she was in favor of Casey doing whatever was in his best interest for his health.

George Scobie said he was grateful for the years of service Casey provided at AHS and through COVID. His heart is Auburn and he will be missed.

Jessie Harrington, Dottie Kauffman and Meghan McCrillis all wished Casey well.

Karen Ballway said, On behalf of the Auburn Education Association we would like to publicly thank Casey Handfield for his service and dedication to the students and staff of the Auburn Public Schools. We look forward to working with Dr. Chamberland and the school committee to find the next superintendent.



### **Superintendents' Position**

George Scobie said at this time he would like to appoint an Interim Superintendent. Dr. Chamberland has done a great job, and we are all thankful for the work she has done.

George Scobie entertained the motion to appoint Dr. Elizabeth Chamberland as Interim Superintendent.

Gail Holloway made the motion to appoint Dr. Elizabeth Chamberland as Interim Superintendent. Gail Holloway seconded the motion, it was unanimously approved.

George Scobie said Beth, you didn't hesitate when I asked you if you could step in, I am proud of the work you have done.

Gail Holloway said it is important to have consistency for the district.

Jessie Harrington said Beth is the right person for the job, she knows the students and staff, it is the right move.

Dottie Kauffman and Meghan McCrillis echoed that Beth was the right person for the position.

Dr. Chamberland accepted and said it was a great honor. She was overwhelmed and appreciative of the faith the committee, administration and community has in her abilities.

**NEW BUSINESS:** None

**BUSINESS/FINANCIAL REPORT:** None

At 5:55pm George Scobie entertained the motion to adjourn for the evening.

Dottie Kauffman made the motion to adjourn for the evening. Gail Holloway seconded the motion, it was unanimously approved.

Meeting adjourned at 5:55pm.

**Adjournment**  
***Roll Call Vote***

Respectfully submitted,

Mandy Williams

Recording Secretary



**MINUTES**

**SCHOOL COMMITTEE MEETING/Public Hearing**

**Location: 5 West Street, School Committee Room**

**April 27, 2022 6:30 p.m.**

**In Attendance:**

**Absent**

**Zoom**

George Scobie

Karen Ballway

Jessie Harrington

Gail Holloway

Meghan McCrillis

Dorothy Kauffman

Beth Chamberland

Cecelia Wirzbicki

Brooke Wrenn - 28 Loring Street

Samantha Raphael - 8 Sunnyside Road

Patricia Howk - 6 Greenwood Drive

Kweku Akese - 13A BAncroft Street

Judy Turcotte - 8 Taewood Drive

Jacqueline Walsh - 95 Bryn Mawr Ave

Stephen Widen - 41 Dolan Road Milbury

Christine Miller - 1 Lexington Millbury

**CALL TO ORDER:**

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

**CITIZENS' COMMENTS:** None

**SPECIAL RECOGNITIONS:**

Worcester County Superintendents' Association Annual Scholars' Recognition Luncheon was held on Wednesday, April 13, 2022 at the Hogan Center at Holy Cross. Sydney Lyons, a senior at Auburn High School was one of 68 students recognized from Worcester County for outstanding scholarship and school involvement. Sydney is an accomplished and active student at Auburn High School. Sydney's participation at AHS includes: **Clubs:** - National Honor Society - Tri-M Music Honor Society - Photography Club - Model United Nations - Math Team - International Club - Science Olympiad - Yearbook Committee - We the People - Students for Diversity - Academic Quiz Team - Student Council **Other Extracurriculars & Sports:** - Concert Band - Marching Band - Softball - Indoor Track **Leadership:** - National Honor Society president - International Club Vice President - Drum Major of marching band - Co-Captain of Model UN - Photography club vice president - Tri-M Vice President - We the People unit captain - Varsity softball co-captain **Outside of school:** - internship at Auburn Historical Society. Sydney hopes to attend either UMASS Amherst or Clark University in the fall and study physics. Mr. Delongchamp and Dr. Chamberland attended the event and can attest they were proud to accompany Sydney to this event.

**Minutes:** 4/6/22

George Scobie entertained the motion to *approve the minutes of 4/6/22*.

Meghan McCrillis made a motion to *approve the minutes of 4/6/22*. Dorothy Kauffman seconded the motion, it was unanimously approved.

**STUDENT REPRESENTATIVES REPORT:** None

**SUPERINTENDENT'S REPORT:**

**Spotlight on Students**

Model United Nations is a simulation of the UN General Assembly, its specialized agencies, or any multilateral diplomatic body where students, known as delegates, discuss international issues such as gender equality, climate action, global health, and more and collaborate to broker solutions. In order to be successful, students need to be trained in public speaking, specialized research, and the art of negotiating. Students who demonstrate mastery of these skills compared to their peers are awarded the title of "Best Delegate." The Auburn Model United Nations delegation has competed all over



the East Coast for about a decade; from MIT and Brown University to Washington DC. We are proud to have a chapter of Model UN at Auburn High School facilitated by Mr. Benacchio and Ms. Perreault. Patricia Howk and Kweku Akese were present to give us a glimpse into their work in Model UN.

Patricia joined in 9th grade and Model UN became a big part of her high school career. She was not interested in public speaking prior to joining, she has met so many great people.

Kweku also joined in 9th grade. He stated Model UN has been transformative for him and has done a great job preparing him for college and beyond.

### **COVID 19 Summary**

Dr. Chamberland stated given the move to a policy of mask optional in the schools, a majority of students and staff have chosen to not wear masks. A smaller number of students and staff continue to wear masks, we provide masks to anyone who requests one and all students and staff continue to be required to wear masks in our nursing offices. We have not seen a tremendous uptick in COVID 19 cases since this change in mid February. Below is the summary of the weekly COVID 19 positive cases.

<b>Week Starting</b>	<b>Reported # of COVID 19 Positives</b>
2/28/22	15
3/7/22	13
3/14/22	14
3/21/22	14
3/28/22	8
4/4/22	4
4/11/22	8

### **Continuous Improvement and Monitoring Plan(CIMP)**

Dr Chamberland reported in February of 2022, the APS participated in a Tiered Focus Monitoring Review with DESE in the areas of Special Education and Civil Rights. Dr. Chamberland shared the full report from DESE. The three areas included an updated and more complete distribution via student handbooks of the APS Bullying Prevention and Intervention Plan; a minor revision to the notice and process used for students over the age of 16 leaving school without a high school diploma, certificate of attainment, or certificate of completion; and an update to the APS Physical Restraint Policy to place more complete emphasis on de escalation and alternatives to physical restraint. The CIMP feedback also highlighted the need for a comprehensive Staff Handbook for all new employees which is well underway, along with the work outlined in each of the

action plans. Included in the packet were the three action plans associated with the improvement areas and the first three pages of the Staff Handbook, including the table of contents for review. The Staff Handbook will be brought back to a subsequent meeting for questions and then approval.

Dottie Kauffman commented that she hopes the handbook will put parents at ease.

Jessie Harrington commented the Human Resources information is good.

### **Superintendent Performance Summary**

Dr. Chamberland stated in light of her role as Acting Superintendent over the past 3 plus months, she shared a summary of her work during that time. She aligned the activities she has facilitated, initiated or supported during this time to the Massachusetts Model System for Educator Evaluation for the committee's convenience. She provided a brief overview and welcomed their feedback.

George Scobie said thank you for all you have done. The past year has been an uncharted ride, it is nice to hear what is happening behind the scenes. He also stated that the past two years have been difficult, but we were lucky to have Dr. Chamberland and Dr. Handfield to lead the charge. Thank you.

Jessie Harrington said this was necessary, Beth has been a jack of all trades and thanked her for all she has done.

Meagan McCrillis said people say amazing things about her leadership. She thanked Beth for giving people what they needed and that her positivity really makes a difference.

Dottie Kauffman thanked Dr. Chamberland for being so dedicated while performing two roles.

Gail Holloway thanked Dr. Chamberland, stating this has been a rough time and it was a relief to be able to rely on her.

### **Appointment of Superintendent**

Given the recent resignation of the Superintendent of Schools, the School Committee discussed next steps regarding the filling of the Superintendents position. It was unanimously agreed that Dr. Chamberland should be named Superintendent.

**Recommended Motion**.....to name Dr. Elizabeth Chamberland as Superintendent of Schools with a one year contract and to revisit the appointment in one year.

George Scobie entertained the motion to *name Dr. Elizabeth Chamberland as Superintendent of Schools and to offer her a 1 year contract which will be revisited for extension.*



Dottie Kauffmann made a motion to *name Dr. Elizabeth Chamberland as Superintendent of Schools and to offer her a 1 year contract which will be revisited for extension in one year.* Meagan McCrillis seconded the motion, it was unanimously approved.

George Scobie said two years ago people said they should open the search for superintendent. He said he didn't agree then and doesn't agree now. We had a good 2 years. Then when asked to step up, Beth did not hesitate. We have an Interim, but no assistant superintendent. We need to figure out what to do. We have had a great interview process for the past few months.

Meghan McCrillis said I think we have a great superintendent in the room right now, she has proven herself, I am in full support.

Dottie Kauffman stated your true qualifications have knocked it out of the park. There is a sense of calm with you leading.

Gail Holloway said Beth is the way to go, she truly loves this town and gets along with everyone. We are lucky to have her.

Jessie Harrington said from faculty to parents, they support you in this role. You have done a great job. We are all still healing from the pandemic and this new year.

Dr. Chamberland thanked everyone for their kind words and support. She stated she was humbled and excited for this opportunity.

### **UNFINISHED BUSINESS:**

#### **Green Dome**

Members of the Green Dome Committee presented an update on the project to the School Committee.

- Looking to hire a contractor to remove lead paint
- Actively fundraising

### **NEW BUSINESS:**

#### **School Committee Meeting prior to Annual Town Meeting**

Dr. Chamberland stated that historically, the School Committee has met prior to Town Meeting at Auburn High School for the purpose of discussing any last minute changes to warrant articles or school budget requests. With the Town meeting taking place next week, she didn't think there was anything to discuss. She was looking for direction from the committee.

**Recommended Motion**....not to meet prior to Town Meeting on Tuesday May 3, 2022 for purposes of last minute reviews of warrant articles and budget.

Mr. Scobie entertained a motion to not meet prior to Town Meeting on Tuesday May 3, 2022 for purposes of last minute reviews of warrant articles and budget.

Dottie Kauffman made a motion to not meet prior to Town Meeting on Tuesday May 3, 2022 for purposes of last minute reviews of warrant articles and budget. Gail Holloway seconded the motion. It was unanimously approved.

## **BUSINESS/FINANCIAL REPORT:**

### **Electrical Supplier Contract**

Included in the packet is a copy of the Electric Supplier Agreement, as the current electricity supplier contract with Constellation New Energy for both the School Department and the Town is coming to an end in May 2022. The School Department once again would like to collaborate on a contract with the Town for Electrical Supply and enter into a 6 month contract with MidAmerican for a fixed cost of \$0.12383. In the meantime both Town and School will work with a consultant from Freedom Energy in an attempt to find better pricing for a longer period of time. In addition the Town will be looking for approval at the May Annual Town Meeting to have the option of entering into an electrical supplier contract for more than three years, which may allow for an option of better pricing.

**Recommended Motion**....to accept the six month electricity supplier agreement with MidAmerican for a fixed cost of \$0.12383 per KWH, while continuing to work with Freedom Energy to procure better pricing for the long term.

George Scobie entertained a motion to accept the six month electricity supplier agreement with MidAmerican for a fixed cost of \$0.12383 per KWH, while continuing to work with Freedom Energy to procure better pricing for the long term.

Dottie Kauffman made a motion to accept the six month electricity supplier agreement with MidAmerican for a fixed cost of \$0.12383 per KWH, while continuing to work with Freedom Energy to procure better pricing for the long term. Gail Holloway seconded the motion, it was unanimously approved.

### **Year to Date Budget Report**

Mrs. Wirzbicki provided a year to date budget report dated April 19, 2022.

### **Budget Transfers**

Mrs. Wirzbicki provided a listing of Budget Transfers dated April 19, 2022 between the same series for information, along with a listing of transfers between different series for which she sought approval.



***Recommended Motion.....to approve the list of Transfers dated April 19, 2022 as presented by the Business Manager.***

George Scobie entertained a motion to approve the list of Transfers dated April 19, 2022 as presented by the Business Manager.

Meghan McCrillis made a motion to approve the list of Transfers dated April 19, 2022 as presented by the Business Manager. Gail Holloway seconded the motion, it was unanimously approved.

Jessie Harrington made mention that this would be the last meeting for George Scobie and Dottie Kauffman. George has been a member for 10years and Dottie 8. She thanked them both for their hard work and said they would be missed.

Beth Cahmberland said on behalf of the students and staff we thank you. You make it look easy and it's hard work.

At 7:46pm George Scobie entertained the motion to adjourn into executive session to discuss the bargaining position with non-union personnel that could be compromised if discussed in open session. We will not return to open session.

Gail Holloway made the motion to adjourn into executive session to discuss the bargaining position with non-union personnel that could be compromised if discussed in open session. We will not return to open session. Meghan MCCRillis seconded the motion, it was unanimously approved.

Meeting adjourned into executive session at 7:46pm.

**Adjournment**  
***Roll Call Vote***

Respectfully submitted,

Mandy Williams

Recording Secretary

**Referenced Documents:**

Meeting Minutes for 4/6/22

CIMP Report

Electrical Supplier Contract

Year to Date Report Dated 4/19/22

Budget Transfers Dated 4/19/22

**MINUTES**

**SCHOOL COMMITTEE MEETING**

**Location: 99 Auburn Street Auburn High School - Guidance Conference Room**

**May 3, 2022 5:30 p.m.**

**In Attendance:**

**Absent**

**Zoom**

George Scobie - arrived at 5:36pm

Jessie Harrington

Gail Holloway

Meghan McCrillis

Dorothy Kauffman

Beth Chamberland

Cecelia Wirzbicki

Brad Petrishen - Telegram & Gazette

**CALL TO ORDER:**

Jessie Harrington called the meeting to order at 5:31 p.m.

**CITIZENS' COMMENTS:** None

**SPECIAL RECOGNITIONS:** None

**Minutes:** None

**STUDENT REPRESENTATIVES REPORT:** None

**SUPERINTENDENT'S REPORT:** None

**UNFINISHED BUSINESS:** None

## **NEW BUSINESS:**

### **AHS Ski & Snowboard Club Field Trip Proposal**

The committee was provided a packet proposal for the Auburn High School Ski and Snowboard Club. They are requesting permission to travel to Park City, Utah on Tuesday, March 14, 2023 through Sunday, March 19, 2023.

**Recommended Motion**....to approve the Auburn High School Ski and Snowboard Club Field Trip to Park City, Utah.

Jessie Harrington entertained the motion to approve the Auburn High School Ski and Snowboard Club Field Trip to Park City, Utah.

Dottie Kauffman made the motion to approve the Auburn High School Ski and Snowboard Club Field Trip to Park City, Utah. Gail Holloway seconded the motion, all members present approved. George Scobie arrived after the vote.

### **Team Chair Job Description Revision**

A revised job description for the AHS Team Chair position at Auburn High School was presented by Dr. Chamberland. The position will now be titled Team Chair/School Psychologist. This change will allow the new person to not only serve as the Special Education Team Chair, but will also allow the person to complete some of the psychological testing of students.

**Recommended Motion**....to approve the revised Team Chair/School Psychologist Job Description.

Jessie Harrington entertained the motion to approve the revised Team Chair/School Psychologist Job Description.

Meghan McCrillis made the motion to approve the revised Team Chair/School Psychologist Job Description. Dottie Kauffman seconded the motion, it was unanimously approved.

## **BUSINESS/FINANCIAL REPORT:** None

Before adjourning for the evening, Dottie Kauffman read a formal statement from the school committee.

On April 5, 2022, a former Auburn High School teacher emailed School Committee members with allegations regarding Mr. Handfield's academic credentials. Pursuant to the Massachusetts Open Meeting Law, the Committee is prohibited from discussing matters within its jurisdiction outside of an officially posted meeting. Thus, after receiving the email, the Committee scheduled a meeting for April 14, at which time it intended to discuss the complaint and determine its next steps. However, prior to that meeting, on April 11, Mr. Handfield submitted his resignation, which was accepted by the Committee at its meeting on April 14. At no time was



the Committee contacted by Johns Hopkins University regarding any investigation conducted by that institution.

There was no discussion.

Jessie Harrington entertained the motion to adjourn for the evening.

Meghan McCrillis made the motion to adjourn for the evening. Dottie Kauffman seconded the motion, it was unanimously approved.

Meeting adjourned at 5:40pm.

**Adjournment**

***Roll Call Vote***

Respectfully submitted,

Mandy Williams

Recording Secretary

**Referenced Documents:**

**Team Chair Job Description**

**School Committee Statement**



**MINUTES**

**SCHOOL COMMITTEE MEETING**

**Location: 5 West Street, School Committee Room**

**May 18, 2022 6:30 p.m.**

**In Attendance:**

Jessie Harrington

Gail Holloway

Meghan McCrillis

Samanth Raphael

Brooke Wrenn

Beth Chamberland

Cecelia Wirzbicki

Karen Ballway

Susan Lopez

The Njuguna Family - 323 Oxford Street North

Lisah, Lianna, Raphael, Gertrude, Samuel

The Majkut Family - 68 Pakachoag Street

Nicole, Adam, Hunter, Alex

**Absent**

**Zoom**

Alli McGrill

Jasmyn Gates

**CALL TO ORDER:**

Jessie Harrington called the meeting to order at 6:30 p.m.

Dr. Chamberland opened the meeting by announcing 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 **Jessie Harrington** as Chairperson of the School Committee for the time period May 18, 2022 through May 16, 2023.

Gail Holloway made a motion to appoint Jessie Harrington as Chairperson of the School Committee for the time period May 18, 2022 through May 16, 2023. Meghan McCrillis seconded the motion, it was unanimously approved.

Jessie Harrington accepted the nomination and is honored and privileged to serve.

Jessie Harrington entertained a motion to appoint a Vice Chairperson.

**Recommended motion:**...to appoint **Meghan McCrillis** as Vice Chairperson of the School Committee for the time period May 18, 2022 through May 16, 2023.

Gail Holloway made a motion to appoint Meghan McCrillis as Vice Chairperson of the School Committee for the time period May 18, 2022 through May 16, 2023. Samantha Raphael seconded the motion, it was unanimously approved.

**Beth Chamberland made the following statement:**

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."*

Beth said 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 Mandy Williams, Confidential Secretary to the Superintendent.



Jessie Harrington entertained a motion to appoint Mandy Williams as School Committee Secretary.

Gail Holloway made a motion to appoint Mandy Williams of the School Committee for the time period May 18, 2022 through May 16, 2023. Brooke Wrenn seconded the motion, it was unanimously approved.

### **INTRODUCTION OF NEW MEMBERS-WELCOME**

Dr. Chamberland welcomed two new members to the School Committee. She provided the Committee and the Community with a brief introduction.

**Samantha Raphael:** Samantha and her husband moved to Auburn over 6 years ago. She is the mother of two girls, Fraya and Sydney. Fraya is in 3rd grade at SWIS and Sydney is in Kindergarten at Pakachoag. She has a Masters degree in Teaching and has been a Middle School Social Studies teacher for the past 15 years in Spencer, MA. Education has been, is and always will be a huge part of her life and a priority. She looks forward to working with the current committee, the parents, teachers and staff in the district.

**Brooke Wrenn:** Brooke and her husband Scott have lived in Auburn for close to 20 years. She is the mother of two girls, Madison and Kennedy. Brooke's husband grew up in Auburn, it was clear to them both that they wanted to raise their family here. Brooke worked as an ABA assistant at the Mary D. Stone School for 9 years prior to having her daughter Madison. Brooke's mother-in-law, Beth Johnson, worked for the Auburn Public Schools for many years and retired in 2008 as the principal of the Mary D. Stone School. Mrs. Johnson instilled the saying, "Practice Kindness Everyday", into her staff and students and this is a saying that her family strives for every day. Brooke was a member of the Auburn Rotary Club from 2000-2008 and served as secretary, Vice President and President during her time as a member. Brooke received the Paul Harris award from the Auburn Rotary Club in 2007 and also served on the scholarship committee. Brooke was the founder of the Elizabeth Johnson Memorial Scholarship in 2017. After taking time off to spend with her family, Brooke went back to work in real estate and last year she made the decision to buying into Emerson Realtors here in Auburn

**CITIZENS' COMMENTS:** None

**SPECIAL RECOGNITIONS:**

Dr. Chamberland announced that the High School Production of Newsies has been nominated for several TAMY awards. The TAMYs are modeled after the TONY awards and recognize exceptional accomplishments in the production and performance of musical theater in area high schools. There were 20 productions from schools across the state entered this year including productions from Bancroft, Chelmsford, Hudson, Shrewsbury, Wachusett, and Worcester Academy. Awards will be announced at the gala on June 12. This is an incredible accomplishment and I am unbelievably proud of these amazing students.

They have been nominated in the following categories

Best Overall Production: Small School Division

Best Supporting Actor: Kweku Akese

Best Featured Actress: Zoey Brouillette

Best Chorus

Best Production Number: Seize the Day

Best Stage Crew

Technical Excellence: Lighting

Best Costumes, Hair, and Makeup

Visual Excellence

Best House Experience

Rising Star Award: Naomi Durost

Not Your Average Chorus Member: Ashlie Pelletier

**Minutes:** Executive Session Minutes 1/19/22, 2/16/22, 3/16/22,4/14/22

Jessie Harrington entertained a motion to accept the executive session minutes from 1/19/22, 2/16/22, 3/16/22, 4/14/22.

Meghan McCrillis made a motion to accept the executive session minutes from 1/19/22, 2/16/22, 3/16/22, 4/14/22. Gail Holloway seconded the motion, it was unanimously approved.

### **STUDENT REPRESENTATIVES REPORT:**

Ally McGill and Jasmyn Gates

- MCAS
- Prom
- Sports
- Senior Events

This will be Jasmyn's last meeting due to Senior events and graduation. The committee thanked her for her commitment and for bringing life and laughter to the meetings. They wished her well in college.



## **SUPERINTENDENT'S REPORT:**

### **Spotlight on Students**

In response to hearing and seeing the suffering occurring in Ukraine, Lisah Njuguna, a 5th grade student at SWIS and Hunter Majkut, a 3rd grade student at SWIS were compelled to 'do something'. They approached the administration separately, with the idea to have a school-wide community service project to help the people of Ukraine. This was the beginning of what became a community collection of hundreds of medical supplies, over the course of a month, that was sent directly to people in need. Dr. Chamberland invited Lisah, Hunter and their families to the meeting. Hunter and Lisah spoke to the committee and the committee thanked and praised them for their efforts.

### **COVID 19 Summary**

Dr. Chamberland stated we have reported an increase in positive cases. But we are staying the course and being vigilant.

## **UNFINISHED BUSINESS:**

### **FY'23 Budget Update**

Dr. Chamberland reported that on Tuesday, May 3rd, we passed our FY '23 budget of \$28,870,214.33. This represents a 3.15% increase over the FY22 budget of \$27,988,540.45. She stated she sent a letter of thanks to Town Meeting members for their support of this year's budget as presented and thanked our Town Administration, Board of Selectmen, and Finance Committee, as well, for their tremendous support.

Jessie Harrington also thanked the town for their support.

### **CLEE Full Equity Report**

Dr. Chamberland shared the final Equity Audit report from the Center for Leadership in Educational Equity. She also gave a brief summary of the findings. These being compiled after extensive data analysis, surveys, and focus group interviews. This item will be on the next School Committee agenda to allow time for the members to review the findings and ask questions. This report will play a large role in the Strategic Plan Update that will begin on May 24th to ensure that every student receives what he or she needs to be successful.

- Summary of Root-Cause Analysis Findings and Barriers
  - The understanding and implementation of student-centered engagement strategies by educators is lacking and/or inconsistently implemented

- The mindsets, biases, and expectations of some educators impact the opportunities of historically underrepresented students
- There is a lack of shared responsibility among all adults in the district to engage in culturally conscious and social-emotional practices that support the well-being and safety of each and every student
- The voices and perspectives of all stakeholders in the district are not heard or represented (curricular material, extracurricular opportunities, forums, etc.)
- There is a lack of staff diversity
- There is a lack of processes and structures in place to test different ideas for improvement
- Areas of Strength
  - Overall student academic achievement and growth
  - Setting direction for a safe and inclusive culture within the learning environments to improve outcomes for each and every student
  - Educators' equity consciousness and commitment to creating a transformative learning culture
  - Educators' awareness of the need for equity-centered data practices

## **NEW BUSINESS:**

### **Assabet Valley Collaborative Financial Report**

Dr Chamberland shared the approved tuition and fees for the Assabet Valley Collaborative that were approved by the Board of Directors on Friday, April 29, 2022. This is shared as a requirement of MGL Chapter 40 Section 4e.

### **Fine Arts Out of State Field Trips**

Ginny Bailey presented a proposed trip for the Rocket Marching Band to attend Magic Music Days in Walt Disney World, April 18 - 22, 2023.

Jessie Harrington entertained a motion to approve the proposed Rocket Marching Band Field Trip to Florida for the purpose of attending the Magic Music Days in Walt Disney World

Gail Holloway made a motion to approve the proposed Rocket Marching Band Field Trip to Florida for the purpose of attending the Magic Music Days in Walt Disney World. Samantha Raphael seconded the motion, it was unanimously approved.



Ginny Bailey presented a proposed field trip to Carnegie Hall in New Your City for the High School Chamber Singers to perform, March 8 -12, 2023.

Jessie Harrington entertained a motion to approve the proposed field trip to Carnegie Hall in New Your City for the High School Chamber Singers to perform, March 8 -12, 2023.

Meghan McCrillis made a motion to approve the proposed field trip to Carnegie Hall in New Your City for the High School Chamber Singers to perform, March 8 -12, 2023. Gail Holloway seconded the motion, it was unanimously approved.

The following policies were presented with changes for their first reading.

**Updated Bullying Policy - 1st Reading**  
**Information**

**Updated Restraint Policy- 1st Reading**  
**Information**

**Updated Staff Conduct Policy - 1st Reading**  
**Information**

**TEACHING AND LEARNING REPORT:**

**MCAS and Advanced Placement Participation**

Dr. Chamberland shared the following information:

- Students at Auburn High School, Auburn Middle School and Swanson Road Intermediate have been participating in the MCAS tests. Very few technology related issues and students were encouraged to try their best. DESE reports there will be some relief with the accountability related to growth calculations and chronic absenteeism metrics. DESE will be forthcoming with more information on both of those items.
- AP Participation at Auburn High School is robust. We have 197 students taking 300 exams this year. Below is a breakdown of the coursework our students are participating in. Additionally, we have 94 students taking 2 or more AP classes.

Portfolios:

AP 2-D Art & Design = 6

AP Drawing = 1

Exams:

AP Biology = 25  
AP Calculus AB = 8  
AP Calculus BC = 7  
AP Computer Science A = 9  
AP English Language & Composition = 28  
AP Environmental Science = 18  
AP French Language and Culture = 8  
AP Music Theory = 5  
AP Physics 1 = 29  
AP Physics 2 = 5  
AP Psychology = 44  
AP Spanish Language and Culture = 8  
AP Statistics = 23  
AP United States Government and Politics = 38  
AP United States History = 38

**Pre-k and Kindergarten Registration**

Dr. Chamberland reported Preschool and Kindergarten registration for the 2022-2023 school year is now open. The Auburn Integrated Preschool already has 68 four year old students and 28 three year old students registered for next year. Pakachoag currently has 64 students enrolled for kindergarten with Bryn Mawr having 84 students. We will continue to monitor these numbers and we encourage anyone who will be registering their child for preschool or kindergarten to do so as soon as possible as we will begin class placement soon.

**Class of 2022 Commencement**

Dr. Chamberland shared Graduation for the Class of 2022 will take place on June 10, 2022, at 6:30pm on Memorial Field. We are excited to celebrate approximately 170 graduates who will cross the stage for their diploma that evening after many years of hard work, dedication and having made it through a pandemic. There is a scheduled rain date of June 11, 2022.

**BUSINESS/FINANCIAL REPORT:**

**Year to Date Budget Report**

Mrs. Wirzbicki provided a year to date budget report dated May 11, 2022 for review.

**Budget Transfers**

Mrs. Wirzbicki provided a listing of Budget Transfers dated May 11, 2022, between the same series for information, along with a listing of transfers between different series for which she sought approval.

Jessie Harrington entertained a motion to approve the list of Transfers dated, May 11, 2022, as presented by the Business Manager.

*Meghan McCrillis made a motion to approve the list of Transfers dated, May 11, 2022, as presented by the Business Manager. Brooke Wrenn seconded the motion, it was unanimously approved.*

### **End of Year 2021 Auditor's Report**

Mrs. Wirzbicki provided a copy of the 2021 End of Year Audit Report. There were a few minor findings but she is happy to report that the necessary amendments have been posted with the Department of Elementary and Secondary Education. The Audit also addressed issues pertaining to the Chart of Accounts and the Indirect Cost Agreement, which have been brought forward to the Town Accountant. The School Department will work in conjunction with the Town to address these matters.

### **Grant Acceptance**

District Attorney Joseph D. Early, Jr's Office has awarded a grant entitled "#The Endd 2022" (Teens Helping to Educate about the Effects and Negligence of Drunk Driving) in the amount of \$1,000 to Auburn High School to support a Post Prom Activity for students..

*Jessie Harrington entertained a motion to accept with gratitude the \$1,000 Grant made to Auburn High School from District Attorney Early's Office.*

*Gail Holloway made a motion to accept with gratitude the \$1,000 Grant made to Auburn High School from District Attorney Early's Office. Samantha Raphael seconded the motion, it was unanimously approved.*

### **Omnibus**

Mrs. Wirzbicki included a memo requesting omnibus approval. As has become practice, this approval allows the Business Manager and Superintendent to work on closing out the FY2022 Appropriated Budget and then to bring the transfers to the committee at a meeting after the fact.

*Jessie Harrington entertained a motion to approve the granting of Omnibus approval to make transfers through the close out of FY2022.*

*Gail Holloway made the motion to approve the granting of Omnibus approval to make transfers through the close out of FY2022. Brooke Wrenn seconded the motion, it was unanimously approved.*

### **Revolving and Special Funds Update**

Mrs. Wirzbicki provided an updated listing of Revolving and Special Fund balance for information.

**Executive Session:**

To discuss the bargaining position with non-union personnel that could be compromised if discussed in open session. We will not return to open session.

At 7:30pm Jessie Harrington entertained the motion to enter executive session to discuss the bargaining position with non-union personnel that could be compromised if discussed in open session. We will not return to open session.

Gail Holloway made the motion to enter executive session to discuss the bargaining position with non-union personnel that could be compromised if discussed in open session. We will not return to open session. Samantha Raphael seconded the motion, it was unanimously approved.

**Adjournment*****Roll Call Vote***

Respectfully submitted,

Mandy Williams

Recording Secretary

**Referenced Documents:**

Executive Session Meeting Minutes for 1/19/22, 2/16/22, 3/16/22, 4/14/22

CLEE Full Equity Report

Assabet Valley Collaborative Financial Report

Updated Bullying Policy

Updated Restraint Policy

Updated Staff Conduct Policy

Year to Date Report Dated 5/11/22

End of Year 2021 Auditor's Report

Revolving and Special Funds Update

Budget Transfers Dated 5/11/22



## **Auburn School Committee Executive Session**

**Reason for Executive Session – a.** To discuss bargaining with nonunion personnel.

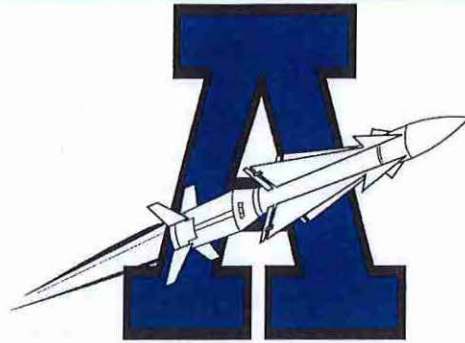
**5/18/22**

**Jessie Harrington, Dr. Meg McCrillis, Gail Holloway, Samantha Raphael, Brooke Wrenn, Dr. Beth Chamberland**

7:30 pm – 8:04pm

- Jessie Harrington shared a draft contract for Dr. Chamberland with the group to read over and discuss
- Discussion continued regarding the effective start date which is 4/18/22. As written the contract is for a 14-month period. The salary will not decrease should the contract be extended beyond this year and the base salary agreed upon will cover a 12-month period and it will be used as the basis for a salary increase. Also, if Dr. Chamberland is not renewed, it is written in this contract that she can return to her role as Assistant Superintendent.
- There was brief discussion regarding a question Meg McCrillis brought up regarding the district paying \$50 per month to defray her cell phone cost without the provision of a voucher. Dr. Chamberland stated that during her discussion with the attorney, it was advised for legal purposes regarding public record requests, it is recommended that her and district administrators, as well as school committee members have district phones. The committee agreed and will have further discussion regarding the matter.
- There was a brief discussion regarding the 30 days of vacation time in the contract. Dr. Chamberland said she will be hard pressed to use all 30 days. Jessie Harrington and committee agreed it will stay in the contract and be revisited if renewed.
- Gail Holloway questioned the wording regarding a leave of absence due to a physical illness or mental incapacity. She felt it should all be the same. Meg McCrillis questioned the wording as well. Jessie Harrington explained due to the high intensity of the position and after what the district just endured; the wording makes sense. Dr. Chamberland expanded on the topic stating the 90 days of leave covers the FMLA. Discussion ensued, agreed to leave the wording intact.
- Meg McCrillis made the motion to accept the Superintendents Contract prepared for Dr. Chamberland. Gail Holloway seconded the motion; it was unanimously approved.
- Meg McCrillis motioned to come out of executive session at 8:03pm and that motion was seconded by Gail Holloway. All were in favor.
- Gail Holloway made a motion to adjourn for the evening at 8:04pm, Samantha Raphael seconded the motion. All were in favor.





# **AUBURN PUBLIC SCHOOLS**

## **Bullying Prevention and Intervention Plan**

### **MAY 2022**

#### **Statement of Non-Discrimination**

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

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

Dr. Elizabeth Chamberland  
echamberland@auburn.k12.ma.us  
508-832-7755

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

Dr. Elizabeth Chamberland  
echamberland@auburn.k12.ma.us  
508-832-7755

#### **Section 504 of the Rehabilitation Act of 1973 (Disability discrimination)**

Mrs. Rosemary Reidy  
rreidy@auburn.k12.ma.us  
508-832-7755

## **INTRODUCTION**

In accordance with the current School Committee Policy, JICFB “Bullying Prevention and Intervention,” the Auburn Public School District is committed to maintaining a safe school environment in which all members are treated with respect. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying, cyberbullying and other harmful and disruptive behaviors that can impede the learning process.

The definition of bullying, as defined in M.G.L. c. 71 § 370 is, “The repeated use by one or more students or member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this definition, bullying includes cyberbullying.”

The Auburn Public Schools’ Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In addition, this plan is intended to promote tolerance and respect for differences and to reaffirm the commitment of the citizens of our school community to basic human rights and dignity. This plan meets the requirements of M.G.L. c. 71, § 370 and as amended by sections 72-74 of Chapter 38 of the Acts of 2013 and the updates of Chapter 86 of the Acts of 2014 and is modeled after the Massachusetts Department of Elementary and Secondary Education’s Model Plan for dealing with bullying behaviors in our schools. The plan includes strategies for identifying, reporting and responding to bullying behaviors.

## **PROHIBITION AGAINST BULLYING AND RETALIATION**

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

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program (whether on or off school grounds), as students are walking to or from school, at a school bus stop, on a school bus or other vehicle owned or leased or used by a school district or school or through use of technology or an electronic device owned, leased, or used by a school district or school; and
- at a location, activity, function or program that is not school-related, or through use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.



Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

It should be clear that this plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

This Plan also serves to reflect the update to Chapter 86 of the Acts of 2014, <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86>, which amended G.L. c. 71, §370, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §370. This law and the staff of the Auburn Public Schools recognize that certain enumerated categories of students<sup>1</sup> may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics. The Auburn Public School district has and will continue to promote programs that are embedded during the school day, including but not limited to Positive Behavioral Interventions and Supports (PBIS), Second Step, Social Skills training, Gay-Straight Alliance, Unified Classes and Sports, and Students for Diversity to educate students regarding tolerance and take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

## **LINKED TABLE OF CONTENTS**

- I. [LEADERSHIP](#)
- II. [TRAINING AND PROFESSIONAL DEVELOPMENT](#)
- III. [ACCESS TO RESOURCES AND SERVICES](#)
- IV. [ACADEMIC AND NON-ACADEMIC ACTIVITIES](#)
- V. [POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION](#)
- VI. [COLLABORATION WITH FAMILIES](#)
- VII. [PROHIBITION AGAINST BULLYING AND RETALIATION](#)
- VIII. [PROBLEM RESOLUTION SYSTEM](#)
- IX. [DEFINITIONS](#)
- X. [RELATIONSHIP TO OTHER LAWS](#)

[APPENDIX A-Bullying Incident Reporting Form](#)

[Auburn Public Schools](#)

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

[Auburn Public Schools](#)

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



## I. LEADERSHIP

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

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Auburn Public Schools Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. This process included an in-depth review and revision of the draft Plan followed by a period of public comment prior to adoption by the APS School Committee. In order to effectively address this societal issue, all constituents, including students, staff, parents, guardians and community members alike, must be actively engaged and committed to the maintenance of environments that are free from discrimination, harassment and bullying of any kind and instead characterized by tolerance and respect. We invited all interested community members to provide public comment relative to the proposed plan before adoption via our website. The Plan was carefully reviewed by a subcommittee of students, teachers, administrators, parents/guardians and community members along with the Auburn Public Schools Leadership Team, the Bullying Prevention and Intervention Subcommittee and each building principal shared it with its School Council.
- B. Assessing needs and resources. The Auburn Public Schools' Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The Plan includes the following actions to ensure the Plan remains current, includes a system for monitoring bullying within each of the schools, surveys families and students to assess school climate and the prevalence, nature and severity of bullying in our schools. Included in the Plan will be opportunities for training, a review of available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.
  - a. at least once every four years the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.
  - b. a yearly survey of students, on school climate and school safety issues;
  - c. collection and analysis of building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses).
  - d. data related to bullying in the Auburn Public Schools will be reported to DESE on a yearly basis. Data collection will include:
    - i. the number of reported allegations of bullying or retaliation;
    - ii. the number and nature of substantiated incidents of bullying and retaliation;
    - iii. the number of students disciplined for engaging in bullying or retaliation



- iv. other information required by the Department.

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

C. Planning and oversight.

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

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

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

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

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



sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.

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

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

#### D. Developing priority statements

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

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

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

## II. TRAINING AND PROFESSIONAL DEVELOPMENT

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

- A. Annual staff training on the Plan. Annual training for all staff of the Auburn Public Schools on the Bullying Intervention and Prevention Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula and/or expectations to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
- developmentally (or age-) appropriate strategies to prevent bullying;
  - developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
  - research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - information on the incidence and nature of cyberbullying; and
  - Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- maintaining a safe and caring classroom for all students.
- promoting and modeling the use of respectful language;
- using positive behavioral intervention strategies (PBIS);
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.



- applying constructive disciplinary practices;
- C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct. The Bullying Prevention-Intervention Plan will be posted to the District's website.
- D. Communication Among and Between Schools: As students transfer from one school to the next, communication between staff members, to include the guidance counselors, school nurse and/or principal, will take place to ensure that the receiving school is aware of any "history" between students to further ensure that safe environments are provided for all.

### III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. These students include targets, aggressors or bystanders of bullying or cyberbullying. Schools will also address the emotional needs of these students' families. The Auburn Public Schools' Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, student aggressors and bystanders. The schools provide counseling or referral to appropriate services for students who are student aggressors, targets, and family members of those students.

- A. Identifying resources. School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, student aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. Currently, at the elementary schools, Second Step and Steps to Respect, both research based programs, are implemented. In addition, the Positive Behavior Intervention System (PBIS) is embedded in grades K-8 of the Auburn Public Schools and Restorative Justice Practices at Auburn High School.
- B. Counseling and other services. School counselors, school social workers, nurses, school psychologists and special educators provide a variety of skill-based services to students within the education setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors and school social workers maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school social workers, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skills weaknesses. In addition, school counselors, school social workers, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- One-on-one and small group counseling
- Case management services
- Crisis intervention
- Facilitating classroom meetings to resolve problems
- Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning from one district school to the next
- Parent guidance
- Behavioral plan development
- Classroom observations
- Teacher consultation

The Auburn Public School district has and will continue to promote programs that are embedded during the school day, including but not limited to Positive Behavioral Interventions and Supports (PBIS), Second Step, Social Skills training, Gay-Straight Alliance, Unified Classes and Sports, and Students for Diversity to educate students regarding tolerance and take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. The Auburn Public Schools has established a referral protocol for referring students and families to outside services, most notably Auburn Youth and Family Services. School counselors and other specialists will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

#### **IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

The Auburn Public Schools provide age-appropriate instruction on bullying prevention in each grade that is incorporated into each school's evidence-based curricula, the goal of which is to establish and maintain a positive school culture in which all students feel safe and respected. Currently, at the elementary schools, Second Step and Steps to Respect, both research-based programs, are implemented. In addition, the Positive Behavior Intervention System (PBIS) is embedded in grades K-8 of the Auburn Public Schools. Auburn High School staff utilize a Restorative Justice approach. A listing of anti-bullying events, activities, and initiatives, by school, is posted annually to the website of the Auburn Public Schools.

*Other resources are currently available on the Department's website at <https://www.doe.mass.edu/sfs/bullying/> including [social and emotional learning guidelines](#).*



Specific Bullying Prevention Approaches: Bullying prevention curricula is informed by current research which, among other things, may emphasize the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance and its effects on other students;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula.

Student-related sections of the Auburn Public Schools' Bullying Prevention and Intervention Plan will be annually addressed through school assemblies and/or small group meetings at the beginning of each school year. Teachers will review and apply the District Curriculum Accommodation Plan(DCAP) each school year to ensure all students receive the accommodations needed to be successful in the classroom and may mitigate or eliminate bullying.

General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

To support efforts to respond promptly and effectively to bullying and retaliation, the Auburn Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation, most notably "Policy JICFB, Bullying Prevention Intervention." These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will happen when incidents of bullying occur.

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,<sup>2</sup> a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff: A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. Such a report will be documented to include all pertinent details, including targets, aggressors, and bystanders. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. Failure to report incidents of bullying, cyberbullying, or retaliation may result in disciplinary action, up to and including dismissal.

2. Reporting by Students, Parents or Guardians, and Others: The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged

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<sup>2</sup> See Appendix A for Incident Reporting Form.



aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

1. **Safety:** Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.) The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school’s obligation to investigate the matter.

2. **Obligations to Notify Others**

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local

law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, the superintendent of schools and other individuals the principal or designee deems appropriate.

- C. Investigation The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations and for possible disciplinary action. If necessary, the principal or designee will consult with the Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

- D. Determinations The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with



applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

- E. Responses to Bullying. The Auburn Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidents of bullying and/or retaliation.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

#### **F. Responding to a Report of Bullying by School Staff**

As is the case with reports of students bullying others, if any allegations are made, by a student, against a staff member, all of the above procedures/guidelines will be strictly adhered to. The appropriate parties will be notified, a thorough investigation will be conducted, parents/ guardians will be notified, a determination will be made and an appropriate response will be developed. In keeping with the procedures outlined above when a student is alleged to have bullied another, all parties involved in the reporting and investigation of an alleged instance of bullying by a staff member must be truthful. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action, up to and including suspension and termination.

1. Reports of bullying by a member of the support staff or a teacher should be made to the building principal or designee.
2. Reports of bullying by the principal or assistant principal should be made to the superintendent.
3. Reports of bullying by the superintendent should be made to the school committee.

## **VI. COLLABORATION WITH FAMILIES**

The Auburn Public Schools is committed to engaging and collaborating with students' families in order to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. We believe that communication with them is an essential aspect of effective collaboration. We will inform parents and guardians about the bullying prevention and intervention curricula used by the schools and how they can reinforce the curricula at home and support the school or district plan; the dynamics of bullying; and online safety and cyberbullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Auburn Public Schools Bullying Prevention and Intervention Plan as well as the Internet Acceptable Use Policy, requiring their signature annually to indicate such receipt. Schools will work with their local school councils, PBIS Teams, Special Education Advisory Council and/or Bullying Prevention teams to ensure that communication with parents remains open and collaborative. In addition, the District will maintain a Bullying Prevention-Intervention subcommittee, a subsidiary of the District's Safety Committee. This group will be responsible for overseeing the District's efforts to promote a positive school culture, free from bullying and cyberbullying, in which all children feel safe and can excel academically. A listing of anti-bullying events, activities, and initiatives, by school, is posted annually to the website of the Auburn Public Schools.

All notices and information made available to parents or guardians will be in hard copy and electronic



formats, and will be available in the language(s) most prevalent among parents or guardians. The Auburn Public Schools' Bullying Prevention and Intervention Plan and related information will also be posted on the website.

## **VII. PROHIBITION AGAINST BULLYING AND RETALIATION**

The Auburn Public Schools prohibits any acts of bullying, which includes cyberbullying:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

## **VIII. PROBLEM RESOLUTION SYSTEM**

Chapter 86 of the Acts of 2014 amended Section 37O of Chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance of filing a claim through the problem resolution system. The information will be made available on both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

## **IX. DEFINITIONS**

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination

thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

## **X. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L. c. 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## **APPENDIX A-Bullying Incident Reporting Form**



**Auburn Public Schools**  
**Bullying Incident Form (hard copy)**

Please complete this form to report a bullying incident

\*Required

Submitting a false report of bullying against someone is prohibited and may require intervention from school administration and/or Auburn Police.

1. First and last name of the person completing this form. This question is optional. Reports can be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

\_\_\_\_\_

2. Date of Incident\* \_\_\_\_\_

3. Time of Incident\* \_\_\_\_\_

4. Location of Incident\* (mark only one)

Auburn High School

Auburn Middle School

Swanson Road Intermediate School

Bryn Mawr Elementary School

Pakachoag Elementary School

Preschool

Online

Outside of School

5. Incident Description\*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

6. Do you know if there were any witnesses? \* (mark only one)

YES

NO

NOT SURE

7. If you believe there were witnesses, please enter the name(s) below.

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8. To your best knowledge, has there been a previous incident between these students?  
\*(Mark only one)

YES

NO

NOT SURE

9. Are there any immediate safety concerns? \* (Mark only one)

YES

NO

NOT SURE

**Victim Information**

10. Name: \*

11. Victim's Gender\* (Mark only one)

Male

Female

Nonbinary

Prefer not to say

12. Victim's Grade \* (PreK – Post Grad):

**Bully Information**

13. Bully's Name:

14. Bully's Gender\* (mark only one)

Male

Female

Nonbinary

Prefer not to say

15. Bully's Grade \* (PreK-Post Grad):

**Contact Information: You are not required to complete this section as this form can be submitted anonymously.**

However, if there is not enough actionable information included, without contact information for follow-up, there may be no way to resolve the issue presented in your report.

If you would like direct follow-up, regarding report resolution, we recommend submitting (at least) your first name and an email or phone number where you can be reached.

16. Name: \_\_\_\_\_

17. Your affiliation to Auburn Public Schools (mark only one)

Student

Parent/Guardian

Employee

Auburn Resident

Non-Auburn Resident

18. Email Address (optional): \_\_\_\_\_

19. Phone Number (optional): \_\_\_\_\_

20. Additional Information(optional):

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**Auburn Public Schools**  
**Bullying Incident Follow Up Form(for school administration)**

**Investigation**

1. Please enter the full name of the investigator: \_\_\_\_\_

2. Please enter the full name of the Aggressor: \_\_\_\_\_

3. Please enter the date of the interview with the aggressor: \_\_\_\_\_

4. Please enter pertinent interview information from the aggressor:

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5. Please enter the full name of the target: \_\_\_\_\_

6. Please enter the date of the interview with the target: \_\_\_\_\_

7. Please enter pertinent interview information from the target:

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8. Please enter the full name(s) of witness(es):

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9. Please enter the dates of the interview(s) with the witness(es): \_\_\_\_\_

10. Please enter pertinent interview information from the witness(es):

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11. Are there any prior documented incidents by the aggressor? Yes No

12. If yes, have the incidents involved the target or target group previously? (mark only one)

Yes No

13. Did any of the previous incidents have a finding of bullying or retaliation? (mark only one)

Yes No

14. Please provide a brief description of the previous incidents.

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### Conclusions from the Investigation

15. Was there a finding of bullying or retaliation? (circle only one)

- No
- Yes, the incident was documented as bullying
- Yes the incident was documented as retaliation
- Yes, the incident was documented as "other". Please provide descriptions in the next box.
- The incident resulted in a discipline referral only.

16. If the incident was documented as "other" in the previous question, please provide a description below.

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17. Indicate the full name of and date on which you contacted the Target's parent/guardian.

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18. Indicate the full name of and the date on which you contacted the Aggressor's parent/guardian.

---

19. Indicate action taken in response to this report. (circle all that apply)

- Education
- Community Services
- Detention
- Loss of Privileges
- Suspension
- Notified School Resource Officer (note name and date below)
- Notified Law Enforcement Personnel (note name and date below)

20. Note name and date of contact with School Resource Officer or Law Enforcement below:

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21. Describe the safety planning that has been established if appropriate:

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22. Please note the date you plan to follow up with the Target:

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23. Please note the date you will follow up with the Aggressor: 

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24. Please note the name of the person completing this form and the date it was completed.

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25. If the principal did not complete this form, please note the date this form was shared



with the principal: \_\_\_\_\_

26. Please note the date this information was shared with the Superintendent:

\_\_\_\_\_



## Auburn Public Schools

### Physical Restraint Policies and Procedures pursuant to [603 CMR 46.00](#)

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Auburn School District. Further, students of the district are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less-intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student.

The following definitions appear at 603CMR 46.02: (Code of Massachusetts Regulations)

**Mechanical restraint** shall mean the use of any physical device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

**Medication restraint** shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

**Physical escort** shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

**Prone restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

**Seclusion** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

**Time-out** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out



must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

**Physical restraint** shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

### **Use of Restraint**

Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) As a means of discipline or punishment;

- (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:

- (a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- (c) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

## **Policy and Procedures**

- (a) Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;

### **Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide**

#### **Prevention/De-Escalation Techniques**

Prevention includes using positive steps taken before a behavioral crisis occurs.

##### **a. Interrupting**

Interrupting is the first thing to do when trying to break a chain of behaviors, distracting the individual to another topic or something in the environment.

##### **b. Ignoring**

Ignoring is used during the early stages of negative behavior to which the behavior is not visibly responded to, in order to avoid inadvertently reinforcing it. It does not mean that early danger signs are truly ignored and does not mean that dangerous behaviors are ever ignored.

##### **c. Redirecting**

Redirecting is used to manage a potentially dangerous behavior by deflecting or redirecting the behavior, and then reinforcing a more appropriate behavior by rewarding the individual for displaying the more appropriate behavior.

Prevention also involves ensuring staff have training; appropriate staffing; policies/procedures in place including behavioral support plans; appropriate programming; ability to recognize individuals strengths, weaknesses and triggers.

### **Crisis Planning:**

#### **1. Follow-up Response to Threats of Violence Or Suicide**

Threats of violence or self-injury, made by a student or group of student(s) should be reported to the school principal and reviewed with the school psychologist or school crisis team, regardless of whether a student's behavior resulted in the use of physical restraint. Based on the situation, the school psychologist or school crisis team may recommend or require that the student(s) undergo a Threat and/or Risk Assessment, or if the student is in obvious crisis, a referral to the local hospital will be made.

#### **Protocol for Student Suicidality:**

When a teacher or staff member becomes aware of any student experiencing at-risk behavior of self harm (verbal statements, writing, report from peers, parents etc.) they will report immediately to the building administrator. The school social worker will conduct a Risk Assessment. Please refer to the [March 2022 Risk Assessment Protocol and Checklist](#).(Appendix A)

At risk for self-injury/suicide is defined as: Any student who indicates through actions speech or writings that they may be at risk of harming themselves physically.

#### **Protocol for the Threat of Violence to Others:**

When a teacher or staff member becomes aware of any student experiencing at-risk behavior that threatens the safety of others, they will report immediately to the building administrator. The school psychologist will conduct a Threat Assessment. Please refer to the [March 2022 Threat Assessment Protocol and Checklist](#).(Appendix B)

**SCT: Student Crisis Team.** A predefined group of district staff who will be familiar with response guidelines for students in crisis. The SCT includes:

Principal

Assistant Principal (when appropriate)

School Psychologist

School Nurse

School Adjustment Counselor

Guidance Counselor

### **De-escalation of potentially dangerous behavior:**

General guidelines for de-escalating potentially dangerous behavior include:

1. Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.



2. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

4. Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.

5. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

### **Methods for Engaging Parents and Students**

Auburn Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council (SEPAC), the parent-teacher organization (PTO), and other relevant community groups.

Any parent/guardian with concerns about the use of physical restraint at any school within Auburn Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

### **Alternatives to Physical Restraint in emergency situations**

There are a variety of appropriate responses or interventions that should be used first when seeking to prevent challenging behaviors, student violence, self-injurious behaviors, or to de-escalate potentially dangerous or disruptive behavior among groups of students or with an individual student.

The following are examples of strategies that the district uses to support students prior to exhibiting challenging behaviors or as alternative to physical restraint when students begin exhibiting agitation:

**Positive behavioral interventions:** The district employs a variety of services and strategies to address the social, emotional and behavioral well-being of all our students.

- a. Anti-bullying curriculum is provided throughout the district utilizing developmentally appropriate lessons and activities
- b. Positive Behavioral Intervention Supports (PBIS™) is implemented at the Bryn Mawr School, Pakachoag School, Swanson Road Intermediate and Auburn Middle School..
- c. Social Skills curricula is provided to students through classroom, small group and individualized instruction
- d. Counseling services are available for all students across the district and provided by licensed, certified staff including school psychologists, licensed mental health clinicians, school adjustment counselors, social workers, guidance counselors. Counseling is provided in small group and individualized settings
- e. Counselors receive training in signs of suicide and self-injurious behaviors

- f. BRYT program is available to students re-entering the school from psychiatric hospital programs or long term hospitalizations at Swanson Road Intermediate, Auburn Middle School and Auburn High School.
- g. Reentry meetings are scheduled for all students returning to school from psychiatric hospital programs
- h. Enterprise Program and BRYT at Auburn High School are available to ensure that students continue to receive instruction while addressing any social/emotional/behavioral needs that may prevent a student from accessing the general education setting
- i. District has established a working relationship with several community agencies including Auburn Youth and Family Services and YOU Inc.

### **Verbal redirection**

- 1. Active listening
- 2. Use of calm, non-threatening tones and language
- 3. Offering the student(s) a choice
- 4. Discussing options or possible resolutions with the student(s)
- 5. Verbal directive to cease behavior

### **Opportunity for a break**

### **Loss of earned tokens/rewards/privileges**

### **Opportunity for time-out**

Time-outs are a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. Any timeouts over thirty (30) minutes must obtain principal approval.

### **Physical Escort**

A physical escort is a temporary touch or holding, without the use of force, of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is agitated or upset to walk to a safe location. Physical Escorts must be brief in nature.

### **Staff Training Requirements**

All staff will be trained on the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.

Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;



- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

### **In-Depth Training Requirements**

At the beginning of the school year, the building Principal or their designee will identify those designated staff who will participate in in-depth training(CPI) and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.

In-depth training will include:

- a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e. Demonstration by participants of proficiency in administering physical restraint; and
- f. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

### **Proper Administration of Physical Restraint**

(1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

(2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.



(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

(4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

### **Follow-Up Procedures**

After a student is released from a physical restraint, staff shall implement follow-up procedures, including:

- 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
- 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

### **Physical Restraint Reporting Requirements**

Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

*Informing the principal:* The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

*Informing parents.* The principal or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

*Contents of report.* The written report, generated from the DESE reporting site, required by 603 CMR 46.06(2) and (3) shall include:

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

*Reporting to Department of Elementary and Secondary Education:*

Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

**Periodic review of data and documentation**

*Individual student review.* The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall



convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- (a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
- (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

*Administrative review.* The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

### **Grievance Procedures**

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

- i.** The complaint must be submitted in writing or on audiotape to the Director of Pupil Services.
- ii.** The Director of Pupil Services will meet with the complainant within ten (10) school days of receipt of the complaint.
- iii.** A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Pupil Services and the Department of Elementary and Secondary Education.
- iv.** A written report will be developed by the Director of Pupil Services and provided to the complainant.



## APPENDIX A

### **Auburn Public Schools Risk Assessment Procedure**



#### ***Risk Assessment***

A Risk Assessment is a service that is available to children and adults that is completed for any person who is experiencing emotional distress resulting in a question of whether or not they pose a safety risk to themselves or others.

#### ***Warning Signs for Suicide***

There is no definitive list of warning signs for suicide.

- ***Ideation*** - Thoughts of Suicide Expressing suicidal feelings through talking, gesturing, writing, or drawing. Desire to die.
- ***Suicide Plan***-Having a plan for suicide and/or obtaining the means to follow through on a suicidal attempt.
- ***Unbearable Pain***-Often as the result of a loss/crisis. Expressing they are suffering a great deal and feel there is no hope.
- ***Displaying Signs of Depression*** Such as a loss of pleasure in activities they used to enjoy, prolonged sad mood, changes in eating or sleeping patterns.
- ***Making Final Arrangements***-Saying good-bye as if they won't be seeing someone again. Giving away favorite possessions.
- ***Self-Destructive Behavior***-Such as the start of or increase in alcohol or drug use, risky sexual behavior, reckless driving.
- ***Changes in Behavior***-Such as pulling away from family, friends, or social groups; anger or hostility.

#### ***Imminent Danger***

Imminent danger is defined as putting the student or others at risk for physical harm.

#### **In the event of imminent danger;**

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual at risk
- Take immediate action to move others away from harm
- Initiate lockdown procedures as warranted

If warning signs are observed or reported and there is **no imminent danger** please complete the checklist below:

## RISK ASSESSMENT CHECKLIST

DATE: \_\_\_\_\_

STUDENT NAME \_\_\_\_\_

LEAD STAFF FOR CHECKLIST COMPLETION \_\_\_\_\_

\_\_\_\_\_ In the event that a suicidal risk is recognized (attempt, gesture or thoughts) heard by, observed or reported to a member of the staff, the staff member will notify the building administrator immediately.

Name of person referring to the office: \_\_\_\_\_

\_\_\_\_\_ The student will be brought to an administrator or designee. The student will remain with a staff member until the assessment is completed.

Name of person student was brought to: \_\_\_\_\_

\_\_\_\_\_ Principal or their designee will conduct a record review and collect current information regarding the incident.

\_\_\_\_\_ Guidance staff will interview the student based upon recommended district interview questions(next page).

\_\_\_\_\_ The building principal shall call the student's parent or guardian for verbal consent for an assessment and contact the school psychologist/social worker for immediate consultation and/or risk assessment.

Name of administrator who called parent or guardian for consent to  
assess: \_\_\_\_\_

Name of person providing consent: \_\_\_\_\_

\_\_\_\_\_ Assessment has been completed the school psychologist/social worker will consult with the team to devise a course of action based upon the level of risk assessment.

School Psychologist/Social Worker completing the  
assessment: \_\_\_\_\_

Based upon school history and interview information, the school psychologist/social worker will consult with the family and team with recommendations regarding further interventions and assessments for the student. When necessary, the team should include the school nurse and/or other appropriate staff related to the case.

With parental consent, the team will implement the recommended treatment plan with follow up to the parents/guardians on the day of the assessment. A written plan will be shared with both the school and parents.

\_\_\_\_\_ The incident is recorded in the [Threat/Risk Assessment Log](#)

\_\_\_\_\_ Complete assessment, report and recommendations will be an uploaded document to the student's Powerschool account. A brief statement noting the completion of a risk assessment should be in Log Entries. The actual report should be uploaded under 'documents'.

**Brief Interview Outline  
For Individual Under Concern  
Revised: 4-8-19**



Name Of Student:

Date:

Interview Completed by:

When interviewing an individual about safety concerns, one method is to ask questions which move from general introduction, to fact finding, to recognition of concerns, to assessing support networks, to developing an outline for next steps. The following questions are not intended to be a scripted interview, but provide a sample structure for the kinds of questions which may need to be asked. Individuals using this outline are encouraged to use their professional judgment and experience, and to broaden or alter the questions.

1. "Seems like you've been having a hard time lately, what's going on?" (to establish a rapport and trust and to open dialog in a non-threatening way)
2. "What is your understanding of why you have been asked to come to the office?"
3. "What is your understanding of why school staff are concerned?"
4. "What has been going on recently with you at school?" I have a hard time paying attention
5. "How are things going with your family?"
6. "What else is going on with you?"
7. "Who do you have to talk to or assist you with this situation?"
8. "Given (Whatever is going on), what are you planning to do?" or, "What are you thinking about doing?"
9. Close with a statement that describes short term next steps (Ex: "I will need to contact your parents to talk about..." or, "You will be suspended for two days, then we'll...". Try to determine student's affect or mood prior to his/her departure, and alert others necessary.

This information is to be immediately shared, in written form, with the school psychologist/social worker who will complete the risk assessment.



### **ADDITIONAL INFORMATION**

1. The parent may opt to have the student assessed by a licensed clinician of their choice. A written report outlining level of risk should be made available prior to re-entrance to school by the private therapist.
2. The District reserves the right to have our own clinicians conduct a risk assessment, in addition to an outside one, if the level of detail provided is not sufficient to adequately ensure the student is appropriate to be in school.
3. If, because of parental refusal to consent to assessment and/or treatment, or if the student cannot be controlled by school personnel and the student continues to be at risk for suicidal or aggressive acts, appropriate actions will be taken to refer the matter to social services agencies for emergency intervention or to place the student in the protective custody of the Auburn Police Department.
4. The building administrator will be given a written report from the team/outside therapist that will be filed according to record keeping procedures. In the case of a threat assessment being conducted, a "Student Safety and Supervision" and/or "No Harm Agreement" will be developed by the team. A re-entry meeting will be scheduled at which time, team members and the student will sign the "No Harm Agreement."
5. The student, along with his/her parent or guardian, may return to school following the completion of an assessment and/or treatment plan based upon the written recommendation of the team and/or the licensed clinician.
6. The team will monitor the progress of the student until, in the judgment of the team, the student is no longer considered at risk. A follow-up meeting will be scheduled to debrief the team including teachers and other pertinent school staff within 1 to 2 school days. All school staff who interact with students are advised to contact a member of the team if the student continues to show warning signs of stress or additional threats towards themselves or others.
7. Follow up and collaboration with local mental health agencies may be advisable when developing treatment plans.

## APPENDIX B

### Auburn Public Schools Threat Assessment Procedure



#### *Threat Assessment*

A method of identifying, assessing, and managing persons who pose a risk for violence that includes personal history, mental status, coping style and recent life events.

#### *Types of Threats*

A threat is an expression of intent to do harm or act out violently against someone or something. It may be spoken, written, or symbolic. Threats can be expressed directly or indirectly to the victim or to others, and threats may be explicit or implied. Threats sometimes, but rarely, actually involve guns or explosive devices. Many students who make a threat will never carry it out. Conversely, others who pose a real danger may not make an explicit threat. Threats may be communicated to the intended victim or related to a third party. A threat to harm others can be **transient** (i.e., expression of anger or frustration that can be quickly or easily resolved) or **substantive** (i.e., serious intent to harm others that involves a detailed plan and means):

#### **Examples of Transient Threats:**

- Non-genuine expression
- Non-enduring intent to harm
- Temporary feelings of anger
- Tactic in argument
- Intended as joke or figure of speech
- Resolved on scene or in office(time limited)
- Ends with apology, retraction, or clarification

#### **Examples of Substantive Threats:**

- Specific plausible details such as a specific victim, time, place and method
- Repeated over time or conveyed to different individuals
- Involves planning, substantial thought or preparatory steps
- Recruitment or involvement of accomplices
- Invitation for an audience to observe the threat being carried out
- Physical evidence of intent to carry out threat(e.g., lists, drawings, written plan)

Substantive threats can be *serious assault* (e.g., beat up or hurt) or *very serious* (e.g., kill, rape, inflict severe injury, or involves the use of weapons).

#### ***Imminent Danger***

Imminent danger is defined as putting the student or others at risk for physical harm.

#### **In the event of imminent danger;**

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual posing threat
- Take immediate action to move others away from harm
- Initiate lockdown procedures as warranted

If warning signs are observed or reported and there is **no imminent danger** please complete the checklist below:

## THREAT ASSESSMENT CHECKLIST

**DATE:** \_\_\_\_\_

**STUDENT NAME** \_\_\_\_\_

**LEAD STAFF FOR CHECKLIST COMPLETION** \_\_\_\_\_

**BUILDING PRINCIPAL NOTIFIES THE SUPERINTENDENT (DATE & TIME)** \_\_\_\_\_

\_\_\_\_\_ In the event that a verbal or written threat/gesture or homicidal threat is heard by, observed or reported to a member of the staff, the staff member will notify the building administrator immediately.

Name of person referring to the office: \_\_\_\_\_

\_\_\_\_\_ The student will be brought to an administrator or designee. The student will remain with a staff member until this procedure is completed.

Name of person student was brought to: \_\_\_\_\_

\_\_\_\_\_ Principal or their designee will conduct a record review and collect current information regarding the incident.

\_\_\_\_\_ Guidance staff will interview the student based upon recommended district interview questions.

\_\_\_\_\_ The building principal shall call the student's parent or guardian for verbal consent for an assessment and contact the school psychologist for immediate consultation and/or threat assessment.

Name of administrator who called parent or guardian for consent to  
assess: \_\_\_\_\_

Name of person providing consent: \_\_\_\_\_

\_\_\_\_\_ Assessment has been completed, clinical interviews and/or rating scales, the school psychologist will consult with the team to devise a course of action based upon the level of threat determined by the assessment.

School Psychologist completing the assessment: \_\_\_\_\_

Based upon school history and interview information, the school psychologist will consult with the team with recommendations regarding further interventions and assessments for the student. When necessary, the team should include the school nurse and community resource officer and/or other appropriate staff related to the case. With parental consent, the team will implement the recommended treatment plan with follow up to the parents/guardians on the day of the assessment. A written plan will be shared with both the school and parents.

\_\_\_\_\_ Complete assessment, report and recommendations will be an uploaded document to the student's Powerschool account.



### **ADDITIONAL INFORMATION**

1. The parent may opt to have the student assessed by a licensed clinician of their choice. A written report outlining level of risk should be made available prior to re-entrance to school by the private therapist.
2. The District reserves the right to have our own clinicians conduct a threat assessment, in addition to an outside one, if the level of detail provided is not sufficient to adequately ensure the student is appropriate to be in school.
3. If, because of parental refusal to consent to assessment and/or treatment, or if the student cannot be controlled by school personnel and the student continues to be at risk for suicidal or aggressive acts, appropriate actions will be taken to refer the matter to social services agencies for emergency intervention or to place the student in the protective custody of the Auburn Police Department.
4. The building administrator will be given a written report from the team/outside therapist that will be filed according to record keeping procedures. In the case of a threat assessment being conducted, a "Student Safety and Supervision" and/or "No Harm Agreement" will be developed by the team. A re-entry meeting will be scheduled at which time, team members and the student will sign the "No Harm Agreement."
5. The student, along with his/her parent or guardian, may return to school following the completion of an assessment and/or treatment plan based upon the written recommendation of the team and/or the licensed clinician.
6. The team will monitor the progress of the student until, in the judgment of the team, the student is no longer considered at risk. A follow-up meeting will be scheduled to debrief the team including teachers and other pertinent school staff within 1 to 2 school days. All school staff who interact with students are advised to contact a member of the team if the student continues to show warning signs of stress or additional threats towards themselves or others.
7. Follow up and collaboration with local mental health agencies may be advisable when developing treatment plans.



File: GBEB

## STAFF CONDUCT AND PROFESSIONALISM

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct and professional dress, the Committee expects that teachers and others will present themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Respectful interactions with students, parents, ~~colleagues~~colleagues, and other constituents.
2. Consistency and promptness in attendance at work.
3. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students.
4. Diligence in submitting required reports promptly at the times specified.
5. Care and protection of school property.
6. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.
7. Review of the District Bullying Prevention and Intervention Plan (2022) understanding that the Plan applies to students and members of a school staff, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to any extracurricular activity and paraprofessionals.

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SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

Reviewed, ~~revised~~revised, and updated: November 8, 2017



First Reading: May 18, 2022

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*Auburn Public Schools*

**AUBURN PUBLIC SCHOOLS FACILITY RENTAL RATES, GROUP CLASSIFICATIONS & FEES**

GROUP A	Recognized school or civic group based in Auburn.			
Group B	Auburn Non-Profit Groups classified under section 501(c)3 of the IRS tax code, with a majority of the participants residing in Auburn.			
Group C	Auburn and Non-Auburn For-Profit groups			
Group D	For-Profit Camps-In addition to the specific fees noted below, a fee of 15% of gross revenue collected by the camp operator will be collected. A projection of anticipated gross revenue may be requested prior to approval along with roster of participants.			
	GROUP B	GROUP C	GROUP D	GROUP A
CAFETERIA (NO KITCHEN USE)	\$ 50.00/hour	\$ 100.00/hour	\$ 100.00/hour	NO FEE
AHS PRESENTATION ROOM	\$ 25.00/hour	\$ 50.00/hour	\$ 50.00/hour	
AUDITORIUM	\$ 125.00/hour	\$400/hour	\$400/hour	
CLASSROOM	\$ 25.00/hour	\$ 50.00/hour	\$ 50.00/hour	
PARKING LOT	\$ 25.00/hour	\$ 100.00/hour	\$ 100.00/hour	
AHS GYMNASIUM	N/A	\$75/hour	\$75/hour	
AMS GYMNASIUM	\$ 50.00/hour	\$75/hour	\$75/hour	
SWIS GYMNASIUM	\$ 50.00/hour	\$75/hour	\$75/hour	
TENNIS COURTS	\$ 12.50/hour	\$ 20.00/hour/court	\$ 20.00/hour/court	
		\$ 12.50/hour for lighting	\$ 12.50/hour for lighting	
		\$ 30.00/hour site mgt fee including 30 min before and after the event-minimum of 3 hours	\$ 30.00/hour site mgt fee including 30 min before and after the event-minimum of 3 hours	
OUTDOOR BASKETBALL COURTS	\$ 7.00/hour	\$ 20.00/hour/court	\$ 20.00/hour/court	
		\$ 7.00/hour for lighting	\$ 7.00/hour for lighting	
		\$ 30.00/hour site mgt fee including 30 min before and after the event-minimum of 3 hours	\$ 30.00/hour site mgt fee including 30 min before and after the event-minimum of 3 hours	
CUSTODIAL SERVICES	\$ 40.00/hour	\$ 40.00/hour	\$ 40.00/hour	
SITE MANAGER	\$ 20.00/hour	\$ 40.00/hour	\$ 40.00/hour	
AHS BASEBALL FIELD, AHS SOFTBALL FIELD, AHS ALL PURPOSE FIELD, AHS OR AMS FOOTBALL FIELD AND TRACK	\$ 50.00/hour for lighting	\$ 50.00/hour for lighting	\$ 50.00/hour for lighting	
<b>*ALL FIELDS ARE TO BE LEFT IN THE CONDITION IN WHICH THEY WERE FOUND. IF NOT, THE SCHOOL DEPARTMENT RESERVES THE RIGHT TO ASSESS AN ADDITIONAL FEE AND/OR REVOKE PERMISSION TO USE THE PROPERTY. FEES FOR ADDITIONAL MAINTENANCE TO REPAIR A FIELD WILL BE DETERMINED BASED ON THE DAMAGE.</b>	Police Detail if required-fee set by town	\$ 30.00/hour site mgt fee including 30 min before and after the event-minimum of 3 hours *AHS Softball Field-\$150 field prep	\$ 30.00/hour site mgt fee including 30 min before and after the event-minimum of 3 hours *AHS Softball Field-\$150 field prep	
		\$ 250.00/hour TURF field use	\$ 250.00/hour TURF field use	
		\$150/hour NON-TURF field use	\$150/hour NON-TURF field use	
		Police Detail if required-fee set by town	Police Detail if required-fee set by town	





## **FACILITY USE PROCEDURES**

In order to effectively track the use of our facilities, ensure that all groups are in compliance with our regulations and are charged accordingly, please follow the procedures below.

- A group wishing to utilize a portion of one of our school buildings, completes the APS Use of Facilities and Grounds google form found on our website.
- The designated secretary(ies) at each building must monitor submissions to this form. You can establish an alert on the form so that as entries are made, you can review
- The designated school secretary checks the building activities calendar to determine if the facility area is available AND if the requested time falls within the hours in which the building is open. If not available, the applicant should be immediately notified of such.
- The secretary should review the submission to determine the cost based on the new fee schedule.
- The secretary should notify the party of the amount that will be due for the use of the facility and confirm that the party wishes to continue with the reservation
- The applicant should also be notified that a 25% deposit is due 7 days prior to the event.
- The secretary will process an invoice to the appropriate party for payment. All payments should be sent to 5 West Street, Attn: Business Office
- If the facility is available, the secretary will note in the column in the Google Sheet-"Yes"- (Facility available column)
- The secretary will 'tentatively' enter the event into the school activities calendar
- The secretary will email the principal and athletic director for the next approval to be noted in the appropriate column. Each approver should enter his/her initials in the appropriate column if approval is given. If not, the principal/athletic director should work with the secretary to contact the applicant.
- The athletic director will determine how many site managers are required and once arranged, the names of the site managers should be entered into the spreadsheet
- The secretary should monitor the form and once all approvers have approved the event, it should be noted as 'approved' in the school activities calendar
- Remind that any event over.....requires the applicant to obtain a police detail
- Custodians should have access to the calendar for their building.
- If an event is canceled, the building secretary should remove the event from the event calendar and email the building custodian, athletic director, Director of Facilities and building administrator if appropriate.
- The secretary should also note that the event was canceled in the final column of the google sheet to ensure we do not bill the party if funds are involved.
- Once an event has ended, the secretary should move it to the 'completed' tab. This will allow us to have a record, all in one place, of the events that take place in each building.

### IMPORTANT NOTES

- ALL scheduled school based athletic events(games and practices) and fine arts events must be placed in the calendar to avoid overbooking and scheduling conflicts
- Site Managers must be in the building for set up, tear down and for the entirety of the event



## **REGULATIONS GOVERNING USE OF SCHOOL FACILITIES & GROUNDS**

In order to provide for the efficient and judicious use of school facilities, the following regulations will apply to all who are approved to use the facilities or grounds of the Auburn Public Schools. All users of APS facilities and/or grounds agree and ensure that:

1. 25% of required fees shall be paid seven days in advance of use and the balance will be paid upon billing.
2. No unauthorized third party shall be granted permission to use the facility without approval from the Superintendent of Schools.
3. Participants shall not be restricted from participation for reasons of race, color, sex, religion, national origin, sexual orientation, gender identity, homelessness, limited English proficiency and disability.
4. The representative(s) specified in the contract as responsible for school facilities shall be present at the scheduled event(s).
5. No signs, banners or pennants shall be erected without prior approval.
6. No school supplies shall be used. (paper, cleaning materials)
7. School Department equipment shall not be used (e.g. computers, copy machines, projection equipment) without the express approval of the Superintendent of Schools.
8. The number of attendees at any event shall not exceed that authorized capacity of the facility.
9. Vehicles of participants shall be parked only in the school parking lots.
10. Participants shall be restricted to the assigned area for which permission use was obtained.
11. Food and drink shall be restricted to authorized areas.
12. No nails, screws, hooks, or any fixture shall be attached to any part of the building.
13. There shall be no defacing or misuse of property.
14. Activities shall be orderly and when necessary in the opinion of the Auburn Public Schools, police will be hired to ensure public and property safety.
15. There shall be no smoking, use of tobacco or vaping in any school building or on school grounds.
16. No alcoholic beverages shall be served or consumed on school grounds.
17. Animals shall not be permitted inside buildings (except in the case of guide dogs) without express permission from the Superintendent of Schools.
18. Contracted time limits shall be observed and the building left in a neat and orderly condition. Reimbursement shall be made for damages during use.
19. User groups shall hold harmless and indemnify the Auburn Public Schools with respect to any claim of loss, injury, or damage because of negligence of the user or user's employees or agents, including damage to school property. User groups are required to produce a current certificate of insurance for each application for use of the facilities/grounds.
20. The user shall comply with all federal, state and local laws, regulations and licensing requirements, including but not limited to the Americans with Disabilities Act.





# APS Application for Use of Facilities & Grounds

Thank you for your interest in using the Auburn Public Schools Facilities/Fields. THIS FORM MUST BE COMPLETED IN FULL AND SUBMITTED AT LEAST TEN(10) DAYS PRIOR TO ANY EVENT. THE EVENT CANNOT BE HELD WITHOUT PRIOR APPROVAL OF THE SUPERINTENDENT. Please complete the requested information and we will contact you to confirm your request. You will also receive a summary of charges due.

The respondent's email (null) was recorded on submission of this form.

\* Required

1. Email \*

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2. Name of Organization \*

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3. Name or names of person(s) responsible for compliance with the Regulations Governing Use of APS Grounds & Facilities. \*

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4. Email address of person responsible for compliance with the Regulations Governing Use of APS Grounds & Facilities. \*

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5. Phone number of person responsible for compliance with the Regulations Governing Use of APS Grounds & Facilities. \*

---

6. Address of Organization or Lead Person \*

---

7. APS School being requested \*

*Mark only one oval.*

☐ Auburn High School

☐ Auburn Middle School

☐ Swanson Road Intermediate School

8. Date(s) being requested, please enter month/day/year \*

---

9. Enter Start Time \*

---

*Example: 8:30 AM*

10. Enter End Time \*

---

*Example: 8:30 AM*

11. Purpose of this event \*

---

12. Number of people expected at the event \*

---



13. Area(s) in the requested school to be used. \*

*Check all that apply.*

- ☐ Cafeteria-no kitchen use
- ☐ AHS Presentation Room
- ☐ Auditorium
- ☐ Classroom
- ☐ Parking Lot
- ☐ Gymnasium
- ☐ Tennis Courts
- ☐ AHS Outdoor Basketball Courts
- ☐ AHS Baseball Field
- ☐ AHS Softball Field
- ☐ AHS All Purpose Field
- ☐ AHS Football Field and Track
- ☐ AMS Football/Lacrosse Field

14. If you are using the auditorium, please select below if lights or sound system are needed. \*

*Mark only one oval.*

- ☐ Lights will be needed for this event
- ☐ Sound system will be needed for this event
- ☐ N/A

15. Will food be served at this event? \*

*Mark only one oval.*

- ☐ Yes-A certificate from the Auburn Board of Health will be required on file with the APS
- ☐ No

16. Will you require use of the internet? \*

*Mark only one oval.*

☐ Yes

☐ No

17. Are there specific set-up requirements? Please be specific.

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18. I attest that all volunteers and workers will have completed CORI checks on file prior to the use of the facility. \*

*Mark only one oval.*

☐ Yes

☐ No

19. I attest that I will provide the school department with a certificate of insurance prior to the event. \*

*Mark only one oval.*

☐ Yes

☐ No

20. I confirm that I or a designee will be the CPR/AED trained representative for this use of facilities. \*

*Check all that apply.*

☐ Yes

☐ No

21. Please enter the first and last name of the CPR/AED designated person. \*

---

22. I, as the official representative of the organization named above, have read the policy governing the use of school facilities and grounds, and I am empowered to guarantee that this organization will comply with it in full. I understand further that should the Policy not be adhered to, permission for further use of school grounds or facilities may be denied. I also understand that should the fields or grounds not be left in the condition in which they were found, a fee of \$200, at minimum, and any amount determined as needed for repair to be assessed and will be due in full prior to any subsequent approvals. The building principal reserves the right to deny or rescind approval of a school facility use based on good cause. I have received a copy of the Auburn Public Schools Facilities Policy and understand the guidelines of this rental.

*Mark only one oval.*

☐ Yes

☐ No

23. Enter the first and last name of person completing this form. Doing so confirms the attestation of all of the statements above. \*

---

24. Enter the title of the person completing this form. \*

---



25. Enter the phone number of the person completing this form. \*

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26. Enter the email address of the person completing this form. \*

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This content is neither created nor endorsed by Google.

Google Forms

# 3RD QUARTER REPORT



Southern Worcester County Educational  
Collaborative

January 1, 2022 through March 31, 2022

# 3rd QUARTER REPORT

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### SWCEC AT A GLANCE

Dear SWCEC Community,

This third quarter report spans from January 1 through March 31, 2022

Southern Worcester County Educational Collaborative (SWCEC) wishes all its member districts and those reading this report a wonderful New Year. We have been busy during the winter months that included three professional development sessions. One was a full day of teaching and learning with specialists from Firefly Consulting regarding best practices regarding the Common Core State Standards of Reading and Writing. That session was held in January and our two half day sessions in March included work regarding our Applied Non-Violence recertification process.

You will find updates here regarding programming and fiscal updates to the Collaborative. The Third Quarter of the 2021-2022 school year included continued work regarding the Strategic Planning initiative. The Strategic Planning Committee developed three over-arching goals: (1) Student Outcomes/Achievement, (2) Professional Development, and (3) Marketing/Community Outreach. The next steps will be to benchmark the next one through three years for each of these goals to develop a working and living document for the Collaborative to share with stakeholders and those in charge of implementing the work to be done to improve the services we provide to our students and families.

I do hope you are able to take a moment to review our Third Quarter Report. Should you have any questions, please do not hesitate to contact me.

Yours in education,

Arnold D. Lundwall,

Executive Director



# 3rd QUARTER REPORT

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### DEVELOPMENTAL PROGRAM – MEDICALLY FRAGILE

The Unique Learning Systems curriculum, incorporated across all programs this year, continues to be an effective tool allowing teachers to tailor lessons to every student's unique learning needs. The curriculum is comprehensive and aligned to Massachusetts Learning Standards in all subjects making it conducive for the work needed for students completing the MCAS-Alt assessment this year.

Some of the themes explored this quarter with the medically fragile students included the differences between hot and cold and the three phase changes that matter goes through. Students participated in several different fun Science experiments to make these concepts more meaningful for them.

The Medically Fragile program welcomed one new student, as well as the addition of one tutor.

**Enrollment as of 3/31/2022 - 10**

### DEVELOPMENTAL PROGRAM – AUTISM

Upon turning 22, a long-time student aged out of programming over this quarter. Transition activities were coordinated between the Collaborative and Venture Community Services in Sturbridge, Massachusetts. Collaborative staff and the student ventured to Venture and spent a morning orienting to the new routines and SWCEC staff were present to answer any questions the Venture staff may have had. Alternately, SWCEC staff welcomed Venture employees to the Developmental Program on two occasions through the transition period. The purpose of these visits was to observe the student here at SWCEC so Venture staff could familiarize themselves with the unique skills and unique needs of the student. Collaborative staff, the student and her family, and the receiving adult service agency, Venture were all very pleased with this successfully executed transition plan.

In addition to the core academic, theme-based curriculum that has current from the start of the year, students continue to participate in life skills with a focus on skill building exercises related to money, general math, and reading charts, and pre-vocational skills.

**Enrollment as of 3/31/2022 - 5**

# 3rd QUARTER REPORT

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### GROW ELEMENTARY SCHOOL

Grow Elementary School continued their focus on PBIS as a strategy to support student growth. During this quarter, qualities and expectations such as "honesty", "reliability" were promoted. Students who exemplify these characteristics were recognized and presented with certificates.

Students were treated to two guest-reader opportunities this quarter. The Head Librarian from the Dudley Public Library came to GES during the Read Across America Week and read a selection of books to our students. GES also hosted a nationally recognized child author, Emily Bastien, and Grow Middle School author Emily G. Each of these young authors read selections from their published stories.

At the end of February, the Elementary School welcomed Ms. Jennifer Murray as their 3rd School Adjustment Counselor on the team.

**Enrollment as of 3/31/2022 – GES – 43**

### GROW MIDDLE HIGH SCHOOL

The Middle High School teachers have been applying best writing practices discussed at the January 14<sup>th</sup> Professional Development on rigorous writing into their classrooms. Giving students the tools to successfully write in a positive atmospheres, regular opportunity to write and collaboration with other peers has seen positive results. Twelve writing pieces were chosen to be published in the Young Writers annual publication. Middle School students got hands on learning outside with pond environmental studies and garden prep for spring planting.

Grow Middle High School welcomed the addition of 3 tutors and 1 educational assistant.

**Enrollment as of 3/31/2022 - Grow Middle – 21; Grow High - 38 RISE - 1**

# 3rd QUARTER REPORT

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### CAREER DEVELOPMENT PROGRAM

The Grow Career Development Program (GCDP) continues its programs and partnerships, including but not limited to Sturbridge Host Hotel and Meals on Wheels. During March, the students built planter boxes. While shopping for SWCEC needs at Big Bunny they sharpen their functional math skills with real life tasks.

High School Seniors started their pre-employment transition service visits. Students interested in attending Quinsigamond Community College had the opportunity to visit and speak with an admissions representative from the college to discuss programs of interest.

<b>Enrollment as of 3/31/2022 - CDP – 8</b>
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# 3rd QUARTER REPORT

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### PROFESSIONAL DEVELOPMENT

The goal of SWCEC Professional Development is to present a variety of opportunities to member and non-member districts that are of high quality, timely, engaging as well as informative. Some of the Collaborative focus areas include: restraint training, surface behavior management, therapy programming in the school system, adapted physical education, special education law, and much more.

Member District (includes SWCEC)	Professional Development	Dates
Tantasqua Regional School District	Behavior Training	1/14/2022
SWCEC Professional Staff	Common Core State Standards of Reading and Writing	1/14/2022
Sutton Public Schools	Behavior Coaching and Consultation	1/14/2022
SWCEC Staff	Applied Non-Violence Recertification	3/8/2022 & 3/15/2022

### THERAPEUTIC AND CONTRACTED SERVICES

SWCEC provides consultation, direct services, assessment and program evaluation services to member districts. These services support districts in building skills and programs that serve students in their home school.

District Served	Therapeutic and Contracted Service Provided
Auburn Public Schools	Orientation & Mobility Occupational Therapy
Dudley Charlton Regional School District	Assistive Technology, Augmentative Alternative Communication, Deaf Services, Music Therapy, Orientation & Mobility, Speech Therapy, Tutoring, Vision Services
Grafton Public Schools	Deaf Services, Orientation & Mobility
Leicester Public Schools	Occupational Therapy
North Brookfield Public Schools	Augmentative Alternative Communication, Physical Therapy, Deaf Services
Northbridge Public Schools	Orientation & Mobility, Vision Services
Oxford Public Schools	Deaf Services
Quaboag Regional School District	Orientation & Mobility, Speech Therapy, Vision Services
Southbridge Public Schools	Orientation & Mobility, Vision Services
Spencer East Brookfield Regional School District	Adapted Physical Education, Assistive Technology, Music Therapy, Orientation & Mobility, Tutoring, Vision Services
Sutton Public Schools	Orientation & Mobility
Tantasqua Regional School District	Augmentative Alternative Communication, Deaf Services, Orientation & Mobility, Vision Services
Uxbridge Public Schools	Vision Services

Webster Public Schools	Adapted Physical Education, Assistive Technology, Orientation & Mobility, Vision Services
West Boylston Public Schools	Orientation & Mobility, Deaf Services

## ASSESSMENT/EVALUATION SERVICES

Member Districts Served	Evaluations / Assessments	Conducted
Auburn Public Schools	Orientation and Mobility	1
Bellingham Public Schools	Assistive Technology Evaluation	1
Douglas Public Schools	Orientation and Mobility Evaluation	1
Dudley Charlton Regional School District	Speech & Language Evaluation	4
	Vision Assessment	3
	Orientation & Mobility Evaluation	2
Grafton Public Schools	Teacher of Deaf Evaluation	1
	Transition Assessment	1
Mendon-Upton Regional School District	Transition Assessment	1
Milford Public Schools	Assistive Technology Evaluation	1
Northbridge Public Schools	Functional Behavior Assessment	3
Old Sturbridge Academy	Functional Behavior Assessment	1
Quaboag Regional School District	Transition Assessment	2
Spencer East Brookfield Regional School District	Vision Assessment	2
Southbridge Public Schools	Vision Assessment	3
Tantasqua Regional School District	AAC Evaluation	1
Uxbridge Public Schools	AAC Evaluation	1
Ware Public Schools	Orientation & Mobility Evaluation	1
Warren Public Schools	Orientation & Mobility Evaluation	1
Webster Public Schools	AAC Evaluation	4
	Functional Behavior Assessment	1
West Brookfield Regional School District	Orientation & Mobility Evaluation	1

# 3rd QUARTER REPORT

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### FINANCIAL UPDATE

SWCEC strives to be good stewards on all funds received. It is the goal to remain fiscally strong while supporting the needs of students, staff, member districts and the Board of Directors.

#### January 1, 2022 – March 31, 2022

FY 2022 Adopted Budget by the Board	\$7,750,784
2 <sup>nd</sup> Quarter Anticipated Revenue at 25% of Budget	\$1,937,696
2 <sup>nd</sup> Quarter Earned Revenue	\$2,478,326 <sup>1</sup>
2 <sup>nd</sup> Quarter Anticipated Expenditures at 25% of Budget	\$1,937,696
2 <sup>nd</sup> Quarter Actual Expenditures	\$1,603,779
FY 2022 3 <sup>rd</sup> Quarter Income	\$ 874,547
YTP Income (Loss)	\$ 779,928 <sup>2</sup>

#### Footnote

<sup>1</sup>3<sup>rd</sup> quarter revenue increased \$180,000 due to one-time funds

<sup>2</sup> YTP Income does not reflect accrued wage expense calculation of \$325,000 as of 3/31/2022



The Auburn Public School District is working to eliminate practices, policies and processes that impede our ability to be a diverse and inclusive employer of choice. We are committed to identifying areas of underrepresentation and working to develop strategies that will remedy underrepresentation and/or demonstrate good faith efforts toward a remedy. For this reason, we strongly encourage applications from candidates with diverse backgrounds to apply.

POSITION: Confidential Secretary - Full Year

LOCATION: Auburn Public Schools Central Office

HOURS: Full-time, year-round (8:00am-4:00pm)

Provide specialized secretarial support to the Assistant Superintendent and Business Manager.

- Performs a wide variety of clerical and secretarial work, including but not limited to, word processing, data entry, proofreading, filing, checking and recording information.
- Prepare, copy, maintain and file accurate and up-to-date records, files, and documents such as correspondence, reports, purchase orders, notices, memos, etc.
- Accurately enters, updates and maintains up-to-date student records in the student information system (SIS) when required
- Collaborates with other office staff and families to facilitate student registration, transportation, and families to enroll and fully process new students to the building and/or District.
- Establishes, maintains and insures proper use of confidential files, which may include but is not limited to, student, personnel and payroll records.
- Composes independently or in accordance with general instruction, correspondence on a wide range of subjects requiring a knowledge of procedures and policies of the school, district and assigned area.
- Exercises diplomacy in answering questions and resolves situations involving students, parents, public, district personnel through knowledge of school policies and general district rules and regulations.
- Prepares and submits purchase orders via electronic means.
- Assists with budget preparation as instructed by the Assistant Superintendent or Business Manager.
- Processes attendance/payroll for building staff (i.e. timesheets, spreadsheet summary, etc.).

- Works with Assistant Superintendent on preparing for District Professional Development opportunities, tracks professional learning for staff, and maintains attendance records
- Maintains all files for EL students including testing, progress reports and report cards
- Assists in obtaining translation services for meetings and specific documents when needed
- Answers telephone calls, receives visitors, and responds appropriately to inquiries and requests.
- Sorts and distributes mail
- Completes all outlined tasks while maintaining complete confidentiality
- Other duties as assigned by the Assistant Superintendent or Business Manager
- The employee may need to lift and/or move up to 25 pounds.

**AUBURN PUBLIC SCHOOLS  
2022-2023 HANDBOOKS: UPDATES/CHANGES**

**SCHOOL NAME:** Auburn High School

**PRINCIPAL:** Daniel Delongchamp

**Assistant Principal:** Eileen Donahue/Melissa LaBeaume

<b><u>DESCRIPTION</u></b>	<b><u>EXPLANATION OF CHANGE</u></b>
<b>Title Page</b>	Updated to 2022-2023 & addition of school contact information
<b>Translation Directions</b>	DEI/Culturally responsive practices
<b>Table of Contents</b>	Updated pagination & sections/subsections
<b>Reorganization of sections</b> <ul style="list-style-type: none"> <li>- “Daily Operations” &amp; “Student Services” folded into “General Information” (section 1)</li> </ul> <b>Renaming of sections</b> <ul style="list-style-type: none"> <li>- Section 2: Academic Information</li> <li>- Section 3: Student Activities &amp; Athletics</li> <li>- Section 4: Student Expectations</li> </ul>	Easier navigation of document
<b>Updated in Section 1: General Information</b> <ul style="list-style-type: none"> <li>- Principal’s Welcome Letter</li> <li>- School Administration List</li> <li>- School Enrollment</li> <li>- District Calendar</li> <li>- School Time, Cancellations &amp; Delays</li> <li>- Daily Bell Schedules</li> <li>- Fire Drills/Emergency -- Added A.L.I.C.E.</li> <li>- Educational Support Team</li> </ul>	<ul style="list-style-type: none"> <li>- Updated letterhead new admin &amp; added school values</li> <li>- Updated to reflect personnel changes</li> <li>- Updated to reflect 2022-2023 enrollment</li> <li>- Updated to 2022-2023</li> <li>- Added district FB page/removed Twitter for weather announcements</li> <li>- Updated to reflect the current bell schedule &amp; added alternate scheds.</li> <li>- Updated to reflect current school/district safety protocols</li> <li>- Was not previously included in handbook</li> </ul>
<b>Updated in Section 2: Academic Information</b> <ul style="list-style-type: none"> <li>- <b>Moved to this section:</b> <ul style="list-style-type: none"> <li>- Accreditation (from beginning of handbook)</li> <li>- Plagiarism (from discipline section)</li> <li>- Student concerns about work (from discipline section)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Reorganized for easier navigation</li> </ul>



<ul style="list-style-type: none"> <li>- <b>Added the following subsections</b> <ul style="list-style-type: none"> <li>- Graduation Requirements (from POS)</li> <li>- Graduation Policy (POS)</li> <li>- Grading Reporting (POS)</li> <li>- Academic Support (POS)</li> <li>- Summer School Grading Policy (POS)</li> <li>- Honor Roll (POS)</li> <li>- NHS eligibility requirements &amp; application process (from AHS page)</li> <li>- Student production periods</li> <li>- BRYT (POS)</li> <li>- Activity/Advisory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Added academic information that was previously missing from document</li> </ul>
<b>Updated in Section 3: Student Activities &amp; Athletics</b> <ul style="list-style-type: none"> <li>- Extracurricular Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Sub-sections reorganized for easier navigation</li> <li>- Updated to reflect current offerings</li> </ul>
<b>Updated in Section 4: Student Expectations</b> <ul style="list-style-type: none"> <li>- <b>Moved to this section:</b> <ul style="list-style-type: none"> <li>- “Personal Responsibility Statement”</li> </ul> </li> <li>- <b>Updated policies:</b> <ul style="list-style-type: none"> <li>- Bullying/harassment protocols</li> <li>- Electronic devices</li> <li>- Dress code</li> <li>- Food &amp; drink in classrooms</li> <li>- Progressive Discipline Structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Sub-sections reorganized for easier navigation</li> <li>- Aligns best with this section</li> <li>- Updated to reflect current district/school policies</li> <li>- Updated to specify/include phones, watches, airpods</li> <li>- Updated to reflect current needs</li> <li>- Rewording of policy to include “teacher discretion” in classrooms</li> <li>- Creation of a more progressive discipline structure with a range of consequences</li> </ul>
<b>Created new section:</b> <ul style="list-style-type: none"> <li>- Section 5: District Policies &amp; Federal/State Laws”</li> </ul>	<ul style="list-style-type: none"> <li>- Created for easier navigation of Discipline/Student Expectations section &amp; to organize many policies/laws</li> </ul>
<b>Signed Receipt of Student Handbook</b>	<ul style="list-style-type: none"> <li>- Update to 2022-2023</li> </ul>

**Update discipline policies -pg. 12-16**

- Working in conjunction with the high school in summer of 2022, we will rewrite the school discipline policy / code of conduct to reflect more modern methods. The policies will be written with clarity and multiple methods of consequence will be added to suit the individual situations that can occur.
- Our intention is to provide alternatives to traditional consequences such as suspensions – each major infraction will include a restorative justice option and an educational component so that we can keep students in school and increase the likelihood of them learning important life lessons from their mistakes.





Auburn Middle School  
Proposed Changes to Student Handbook  
2022-2023

Auburn Middle School is respectfully requesting school committee approval to make the following changes to our Student Handbook for the 2022-2023 school year:

- Change dates -cover
- Update school calendar - pg. 5
- Update personnel listing - pg. 6
- Update school time and schedules to reflect accurate information - pg. 7
- Update discipline policies -pg. 12-16
  - Working in conjunction with the high school in summer of 2022, we will rewrite the school discipline policy / code of conduct to reflect more modern methods. The policies will be written with clarity and multiple methods of consequence will be added to suit the individual situations that can occur.
  - Our intention is to provide alternatives to traditional consequences such as suspensions – each major infraction will include a restorative justice option and an educational component so that we can keep students in school and increase the likelihood of them learning important life lessons from their mistakes.
- Update clubs and activities

Thank you for your consideration.

**AUBURN PUBLIC SCHOOLS  
2022-2023 HANDBOOKS: UPDATES/CHANGES**

**SCHOOL NAME: Swanson Road Intermediate School**

**PRINCIPAL: Susan Lopez**

<b><u>DESCRIPTION</u></b>	<b><u>EXPLANATION OF CHANGE</u></b>
Title Page	Change date; Edit Staff names
Table of Contents	Update pagination for accuracy
Principal's Letter	Update
Central Office & District Information	Update with current staffing
Faculty and Staff Directory	Update with current staffing
MCAS Calendar	Update
Lunch, Snack and Breakfast	Update cost for lunch and snack
Signed Receipt of SWIS Handbook	Change school year to 2022-2023
Auburn Public Schools Calendar	Update to approved 2022-2023 Auburn Public Schools calendar
PBIS School-Wide Behaviors	Edit and update
Student Arrivals and Dismissals	Updates
Birthday Party Invitations	Updates and edits
Discipline/Code of Conduct	Update to reflect proactive approaches and restorative additions
Cell phones and smart watches	Updates and edits
Dress Code	Updates and edits
Attendance/Tardies/Dismissals	Updates and edits





## AUBURN PUBLIC SCHOOLS

### 2022-2023 HANDBOOKS: UPDATES/CHANGES

**SCHOOL NAME:** Pakachoag Elementary School

**PRINCIPAL:** Jennifer Stanick

<u>DESCRIPTION</u>	<u>EXPLANATION OF CHANGE</u>
Title Page	Change date to 2022-2023
Table of Contents	Update pagination for accuracy
Principal's Letter	Update
Central Office & District Information	Update with current staffing
Faculty and Staff Directory	Update with current staffing
Lunch, Snack, and Breakfast	Update cost for lunch and snack if needed
Signed Receipt of Pakachoag Elementary School Handbook	Change school year to 2022-2023
Additional Information Letter-AHERA	Change date to September 2022
Auburn Public Schools calendar	Update to approved 2022-2023 Auburn Public Schools calendar
Student Arrival & Dismissal	Update as needed
Discipline	Review and update with current expectations
Appendix	Update District Policy sections as needed



## AUBURN PUBLIC SCHOOLS

### 2022-2023 HANDBOOKS: UPDATES/CHANGES

**SCHOOL NAME:** Bryn Mawr Elementary School

**PRINCIPAL:** Marie Mahan

<u>DESCRIPTION</u>	<u>EXPLANATION OF CHANGE</u>
Title Page	Change date to 2022-2023
Table of Contents	Update pagination for accuracy
Principal's Letter	Update
Central Office & District Information	Update with current staffing
Faculty and Staff Directory	Update with current staffing
Lunch, Snack, and Breakfast	Update cost for lunch and snack if needed
Signed Receipt of Pakachoag Elementary School Handbook	Change school year to 2022-2023
Additional Information Letter-AHERA	Change date to September 2022
Auburn Public Schools calendar	Update to approved 2022-2023 Auburn Public Schools calendar
Student Arrival & Dismissal	Update as needed
Discipline	Review and update with current expectations
Appendix	Update District Policy sections as needed





**AUBURN PUBLIC SCHOOLS**  
**SCHOOL COMMITTEE MEETINGS**

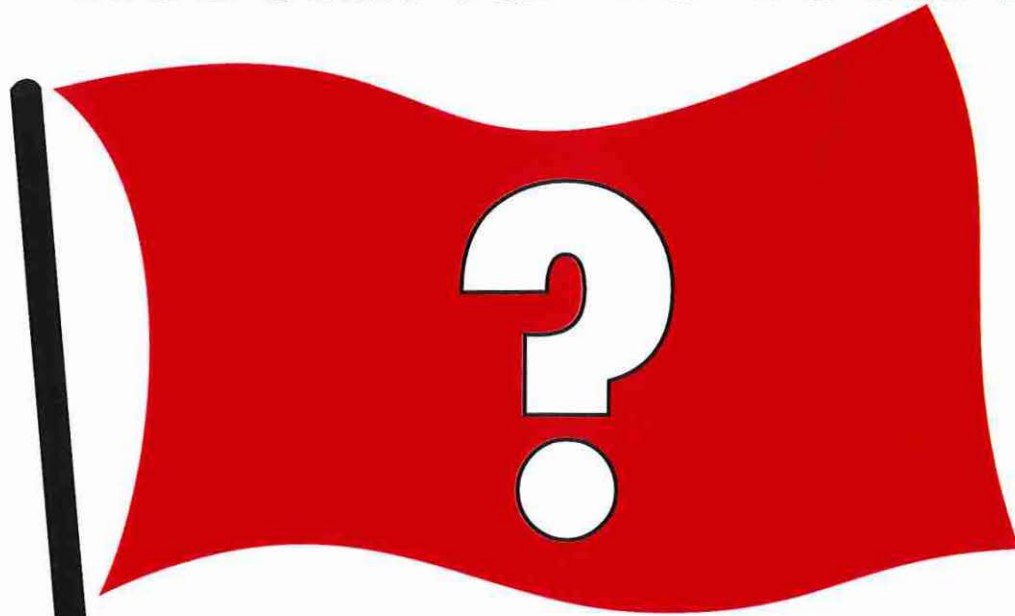
**DATES FOR 2022-2023**  
**All Meetings Begin at 6:00 or 6:30 p.m.?**

<b>JUNE:</b>	Wednesday, June 29 <sup>th</sup> (if needed)
<b>AUGUST:</b>	Wednesday, August 24 <sup>th</sup> (if needed)
<b>SEPTEMBER:</b>	Wednesday, September 7, 2022. (New Hires) Wednesday, September 21, 2022
<b>OCTOBER:</b>	Wednesday, October 12, 2022 Wednesday, October 26, 2022
<b>NOVEMBER:</b>	Wednesday, November 9, 2022 Wednesday, November 30, 2022
<b>DECEMBER:</b>	Wednesday, December 14, 2022
<b>JANUARY:</b>	Wednesday, January 4, 2023 (vote to send the budget forward) Wednesday, January 18, 2023
<b>FEBRUARY:</b>	Wednesday, February 1, 2023 Wednesday, February 15, 2023
<b>MARCH:</b>	Wednesday, March 1, 2023 Wednesday, March 15, 2023
<b>APRIL:</b>	Wednesday, April 5, 2023 (Public Hearing on FY 24 Budget) Wednesday, April 26, 2023
<b>MAY:</b>	Tuesday, May 2, 2023 at 6:30 p.m. prior to Annual Town Meeting (if needed) Wednesday May 17, 2023 – Regular and Reorganizational Meeting (Town Elections are May 16, 2023)
<b>JUNE:</b>	Wednesday, June 7, 2023 Wednesday, June 21, 2023

*As of May 23, 2022*



# **A Modern Flag For Modern Times AUBURN NEEDS YOUR IDEAS**



## **The Auburn Flag Redesign Committee Is Seeking Submissions For A New Flag Design For The Town**

**Deadline: June 29, 2022**

**Multiple Submissions Accepted**

**Submit via e-mail or at Library,  
Senior Center or Historical Society.**

**Open to Everyone**



**See Website For Guidelines:**

**<https://tinyurl.com/AuburnFlag>**

**[EMAIL: FLAGCOMMITTEE@TOWN.AUBURN.MA.US](mailto:FLAGCOMMITTEE@TOWN.AUBURN.MA.US)**





# TOWN OF AUBURN



## YEAR-TO-DATE BUDGET REPORT

FOR 2022 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<b>1122011 PRINCIPAL - BM</b>							
1122011 511160 PRINCIPAL'S SALA	110,100	3,700	113,800	101,155.44	12,644.43	.00	100.0%
1122011 511184 SECRETARY'S SALA	40,200	3,384	43,584	39,366.28	3,654.52	562.97	98.7%
1122011 5344 POSTAGE, BRYN MAWR	500	92	592	551.82	.00	39.71	93.3%
1122011 5421 PRINCIPAL'S SUPPLI	1,500	0	1,500	1,244.23	.00	255.77	82.9%
1122011 5442 PRINTING SUPPLIES	4,800	2,066	6,866	6,939.43	.00	-73.38	101.1%
1122011 5734 DUES, PRINCIPAL, B	1,375	110	1,485	1,485.00	.00	.00	100.0%
1122011 5737 PRINC. PROF DEVELO	1,500	-1,052	448	448.00	.00	.00	100.0%
<b>1123008 BYRN MAWR SPEC. EDUCATION</b>							
1123008 511170 SPED TEACHERS'	216,304	50,940	267,244	197,967.60	65,802.56	3,473.85	98.7%
1123008 511172 BRYN MAWR SPED A	94,193	46,311	140,503	118,516.27	35,077.21	-13,090.14	109.3%
1123008 511179 SPED NSTRUCTIONA	120,268	14,443	134,711	104,756.67	32,351.13	-2,397.05	101.8%
1123008 512070 SPED SUBSTITUTE	2,000	1,000	3,000	1,060.02	.00	1,939.98	35.3%
1123008 512079 SPED INSTR. ASSI	5,500	1,332	6,832	4,926.52	.00	1,905.06	72.1%
1123008 512080 LONG TERM SUBSTI	0	16,057	16,057	16,056.94	.00	.00	100.0%
<b>1123051 TEACH - BM - ELEM ED</b>							
1123051 5100 ELL TUTOR	36,435	580	37,015	33,489.78	3,525.24	.00	100.0%
1123051 511170 TEACHERS' SALARI	994,827	-196,887	797,940	590,402.69	207,537.05	.00	100.0%
1123051 511172 MATH PARAPROFESS	21,888	418	22,306	20,181.61	2,124.38	.00	100.0%
1123051 511179 INSTRUCTIONAL AS	131,242	-9,324	121,918	93,083.47	28,834.26	.00	100.0%
1123051 511180 SPECIALISTS BRYN	197,611	3,296	200,906	148,819.40	52,086.82	.09	100.0%
1123051 512070 TEA SALARIES/SUB	10,000	5,000	15,000	13,143.41	.00	1,856.59	87.6%
1123051 512079 INSTRUCTIONAL AS	1,500	10,000	11,500	8,968.66	.00	2,531.34	78.0%
1123051 512080 LONG TERM SUBSTI	0	63,706	63,706	55,707.20	12,898.69	-4,899.77	107.7%
1123051 5126 TEACHER IN CHARGE	1,273	2,285	3,558	2,600.15	957.95	.00	100.0%
1123051 5127 AFTER SCHOOL PROGR	2,000	0	2,000	.00	.00	2,000.00	.0%
1123051 5128 TECHNOLOGY STIPEND	1,034	0	1,034	755.63	278.39	.00	100.0%
1123051 5129 OTHER STIPENDS BRY	8,789	5,545	14,334	8,253.57	5,055.25	1,025.37	92.8%
1123051 5425 MUSIC SUPPLIES	750	-748	2	.00	.00	2.00	.0%
1123051 5440 PHYSICAL EDUCATION	750	0	750	673.38	.00	76.62	89.8%
1123051 5510 SUPPLIES, CLASSRM,	12,100	-104	11,996	8,837.04	59.96	3,099.07	74.2%
1123051 5514 504 SUPPLIES BRYN	250	0	250	160.64	.00	89.36	64.3%
1123051 5518 ART SUPPLIES BRYN	1,000	0	1,000	800.94	.00	199.06	80.1%
1123051 5521 AFTER SCHL PROGRAM	1,000	0	1,000	.00	.00	1,000.00	.0%
1123051 5710 MILEAGE REIMB. TEA	100	12	112	112.11	.00	.00	100.0%



# TOWN OF AUBURN



## YEAR-TO-DATE BUDGET REPORT

FOR 2022 99								
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
<b>1124051 TEXTBK - BM - ELEM ED</b>								
1124051 5513 TEXTBOOKS, BRYN MA	1,000	-336	664	664.44	.00	.00	100.0%	
<b>1125051 LIBRARY - BM</b>								
1125051 511178 MEDIA TECH	46,647	250	46,897	34,738.40	10,421.55	1,737.01	96.3%	
1125051 5587 LIBRARY SUPPLIES,	1,000	46	1,046	1,012.56	.00	33.18	96.8%	
<b>1126051 AUDIO/VISUAL - BM</b>								
1126051 5515 SUPPLIES, AUDIOVIS	1,700	-56	1,644	1,428.39	.00	216.08	86.9%	
<b>1127054 GUIDANCE - BM</b>								
1127054 511176 GUIDANCE SALARIE	73,036	3,421	76,457	56,634.80	19,822.18	.00	100.0%	
1127054 5511 GUIDANCE SUPPLIES,	550	0	550	521.52	.00	28.48	94.8%	
<b>1132099 HEALTH SVCS - BM</b>								
1132099 511185 SALARY, NURSE, B	128,958	-49,857	79,101	58,919.70	20,181.77	.00	100.0%	
<b>1141099 O&amp;P - BM</b>								
1141099 511192 SALARIES CUSTODI	101,393	3,900	105,293	93,593.76	11,699.22	.00	100.0%	
1141099 5211 LIGHTS/POWER BRYN	12,000	4,163	16,163	11,899.45	3,919.55	343.73	97.9%	
1141099 5214 HEATING FUEL, BRYN	14,500	2,000	16,500	14,156.46	2,343.54	.00	100.0%	
1141099 5231 WATERM BRYN MAWR	5,500	0	5,500	5,798.22	.00	-298.22	105.4%	
1141099 5232 SEWER USE CHARGE,	3,500	0	3,500	1,927.20	.00	1,572.80	55.1%	
1141099 5450 SUPPLIES CUSTODIAL	3,500	2,682	6,182	3,481.88	4,000.88	-1,300.53	121.0%	
<b>1142099 MAINT OF PLANT - BM</b>								
1142099 5430 BLDG REPAIRS/IMPRO	18,500	9,459	27,959	23,311.35	16,219.21	-11,571.61	141.4%	
<b>1422011 PRINCIPAL - PAK</b>								
1422011 511160 PRINCIPAL'S SALA	110,225	3,675	113,900	101,244.48	12,655.56	.00	100.0%	





# TOWN OF AUBURN

## YEAR-TO-DATE BUDGET REPORT

FOR 2022 99								
ACCOUNTS 01	FOR: GENERAL FUND	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1422011	511184 SECRETARY'S SALA	40,200	1,352	41,551	37,684.77	3,654.52	211.94	99.5%
1422011	5344 POSTAGE, PAKACHOAG	400	163	563	562.89	.00	.00	100.0%
1422011	5421 PRINCIPAL'S SUPPLI	1,500	-384	1,116	801.79	.00	314.64	71.8%
1422011	5442 PRINTING SUPPLIES	4,700	1,980	6,680	5,485.53	1,200.00	-5.43	100.1%
1422011	5734 DUES, PRINCIPAL, P	1,375	199	1,574	1,574.00	.00	.00	100.0%
1422011	5737 PRINC. PROF DEVELO	1,500	-1,291	209	209.00	.00	.00	100.0%
<b>1423008 PAKACHOAG SPED</b>								
1423008	511170 SPED TEACHERS' S	93,294	1,384	94,678	70,360.89	20,843.10	3,473.85	96.3%
1423008	511172 SPED ABA PAKACHO	120,584	42,976	163,559	123,630.55	41,370.56	-1,441.63	100.9%
1423008	511179 SPED INSTRUCTION	69,483	-1,315	68,168	49,990.60	18,126.71	50.35	99.9%
1423008	512070 SPED SUB TEACHER	2,000	1,000	3,000	440.97	.00	2,559.03	14.7%
1423008	512079 SPED INSTRUCT AS	3,000	0	3,000	426.00	.00	2,574.00	14.2%
<b>1423051 TEACH - PAK - ELEM ED</b>								
1423051	5100 ELL TUTOR	36,435	580	37,015	33,489.78	3,525.24	.00	100.0%
1423051	511170 TEACHERS' SALARI	880,271	788	881,059	653,850.61	223,499.15	3,709.56	99.6%
1423051	511172 MATH PARAPROFESS	22,041	-8,001	14,039	12,980.88	1,059.19	-60	100.0%
1423051	511179 INSTRUCTIONAL AS	125,373	-3,950	121,423	89,942.60	31,479.91	.00	100.0%
1423051	511180 SPECIALISTS PAKA	200,079	828	200,906	148,819.60	52,086.83	-.02	100.0%
1423051	512070 TEA SALARIES, SU	10,000	0	10,000	6,112.63	.00	3,887.37	61.1%
1423051	512079 INSTRUCTIONAL AS	2,000	17,376	19,376	15,972.29	.00	3,404.19	82.4%
1423051	5126 TEACHER IN CHARGE	1,273	2,285	3,558	2,600.15	957.95	.00	100.0%
1423051	5127 AFTER SCHOOL PROGR	2,000	0	2,000	.00	.00	2,000.00	.0%
1423051	5128 TECHNOLOGY STIPEND	1,034	0	1,034	755.63	278.39	.00	100.0%
1423051	5129 OTHER STIPENDS PAK	12,059	3,000	15,059	9,326.89	3,540.03	2,192.08	85.4%
1423051	5425 MUSIC SUPPLIES	750	-100	650	212.53	.00	437.47	32.7%
1423051	5440 PHYSICAL EDUCATION	750	-264	486	485.65	.00	.00	100.0%
1423051	5510 SUPPLIES, CLASSRM,	11,084	0	11,084	6,962.47	.00	4,121.53	62.8%
1423051	5514 504 SUPPLIES PAKAC	250	0	250	72.40	.00	177.60	29.0%
1423051	5518 ART SUPPLIES PAKAC	1,000	0	1,000	603.03	.00	396.97	60.3%
1423051	5521 AFTER SCHL PROGRAM	1,000	0	1,000	.00	.00	1,000.00	.0%
1423051	5710 MILEGAE REIMB. TEA	100	29	129	39.39	.00	89.89	30.5%
<b>1424051 TEXTBK - PAK - ELEM ED</b>								
1424051	5513 TEXTBOOKS, PAKACHO	1,000	-536	464	464.29	.00	.00	100.0%
<b>1425051 LIBRARY - PAK</b>								
1425051	511178 MEDIA TECH	46,647	250	46,897	34,738.60	10,421.55	1,736.91	96.3%



# TOWN OF AUBURN



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FOR 2022 99								
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
1425051 5587 LIBRARY SUPPLIES,	1,000	-550	450	.00	.00	449.63	.0%	
<b>1426051 AUDIO/VISUAL - PAK</b>								
1426051 5515 SUPPLIES, AUDIOVIS	1,700	-200	1,500	1,500.36	.00	.00	100.0%	
<b>1427054 GUIDANCE - PAK</b>								
1427054 511176 GUIDANCE SALARIE	83,607	3,907	87,514	64,825.20	22,688.82	.00	100.0%	
1427054 5511 GUIDANCE SUPPLIES,	500	0	500	184.38	.00	315.62	36.9%	
<b>1432099 HEALTH SVCS - PAK</b>								
1432099 511185 SALARY, NURSE, P	57,058	45,391	102,449	89,072.98	15,663.90	-2,287.50	102.2%	
<b>1441099 O&amp;P - PAK</b>								
1441099 511192 SALARIES CUSTODI	101,393	3,900	105,293	93,593.52	11,699.21	.14	100.0%	
1441099 5211 LIGHTS/POWER PAKAC	24,000	9,353	33,353	31,472.80	1,880.57	.00	100.0%	
1441099 5214 HEATING FUEL, PAKA	18,000	3,000	21,000	17,143.51	3,856.49	.00	100.0%	
1441099 5231 WATER, PAKACHOAG	4,500	0	4,500	2,159.45	2,340.55	.00	100.0%	
1441099 5232 SEWER USE CHARGE,	2,500	0	2,500	1,492.90	.00	1,007.10	59.7%	
1441099 5450 SUPPLIES CUSTODIAL	5,500	-419	5,081	2,384.37	4,569.52	-1,872.55	136.9%	
<b>1442099 MAINT OF PLANT - PAK</b>								
1442099 5430 BLDG REPAIRS/IMPRO	25,500	-2,900	22,600	18,631.57	2,817.57	1,150.86	94.9%	
<b>1522011 PRINCIPAL - MS</b>								
1522011 511160 PRINCIPALS' SALA	232,225	6,412	238,637	212,121.84	26,515.23	.00	100.0%	
1522011 511184 SECRETARIES' SAL	79,045	468	79,513	72,326.60	7,185.90	.00	100.0%	
1522011 5344 POSTAGE, MIDDLE SC	3,000	0	3,000	1,000.00	.00	2,000.00	33.3%	
1522011 5421 PRINCIPALS' SUPPLI	500	0	500	.00	4.50	495.50	.9%	
1522011 5422 PRINTING SUPPLIES	15,000	-3,864	11,136	6,024.39	437.00	4,675.07	58.0%	
1522011 5734 DUES, PRINCIPALS,	1,100	0	1,100	1,100.00	.00	.00	100.0%	
1522011 5737 PRINC. PROF DEVELO	3,000	-1,500	1,500	.00	.00	1,500.00	.0%	
<b>1523008 MIDDLE SCHOOL SPED</b>								
1523008 511170 SPED TEACHERS'	491,276	83,123	574,399	425,480.60	145,444.36	3,473.85	99.4%	





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ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
1523008 511172 SPED ABA MIDDLE	64,424	181,014	245,438	177,539.84	67,898.04	.00	100.0%	
1523008 511179 SPED INSTRUCTION	175,067	-44,633	130,434	94,480.29	35,953.68	.00	100.0%	
1523008 512070 SPED SUB TEACHER	5,000	0	5,000	2,707.50	.00	2,292.50	54.2%	
1523008 512079 SPED INSTR ASSIS	6,500	0	6,500	1,349.86	.00	5,150.14	20.8%	
<b>1523052 TEACH - MS - MS ED</b>								
1523052 5100 ELL TUTOR	37,050	591	37,641	34,056.17	3,584.86	.00	100.0%	
1523052 511170 TEACHERS' SALARI	2,622,399	-30,293	2,592,106	1,912,959.09	666,130.11	13,016.47	99.5%	
1523052 511172 MATH PARAPROFESS	0	9,191	9,191	9,190.75	.00	.00	100.0%	
1523052 511179 INSTRUCTIONAL AS	0	3,875	3,875	1,937.52	1,937.52	.00	100.0%	
1523052 511180 SPECIALISTS MIDD	542,213	16,578	558,791	413,919.00	144,871.65	.00	100.0%	
1523052 512070 TEA SALARIES SUB	33,000	0	33,000	18,441.66	.00	14,558.34	55.9%	
1523052 512079 INSTRUCTIONAL AS	0	360	360	303.03	.00	56.97	84.2%	
1523052 512080 LONG TERM SUBSTI	0	30,357	30,357	30,157.25	.00	200.00	99.3%	
1523052 5127 AFTER SCHOOL PROGR	1,500	0	1,500	.00	.00	1,500.00	.0%	
1523052 5128 TECHNOLOGY STIPEND	3,050	0	3,050	2,228.70	821.10	.20	100.0%	
1523052 5129 OTHER STIPENDS MID	12,416	2,639	15,055	11,285.26	2,954.66	815.06	94.6%	
1523052 5317 COMMENCEMENT MIDDL	2,000	0	2,000	.00	.00	2,000.00	.0%	
1523052 5425 MUSIC SUPPLIES	6,153	-116	6,037	4,732.11	180.46	1,124.12	81.4%	
1523052 5440 PHYSICAL EDUCATION	1,819	-500	1,319	147.62	.00	1,171.38	11.2%	
1523052 5510 SUPPLIES, CLASSRM,	15,062	-3,500	11,562	5,344.05	1,077.81	5,140.14	55.5%	
1523052 5514 504 SUPPLIES MIDDL	500	0	500	.00	.00	500.00	.0%	
1523052 5521 AFTER SCHL PROGRAM	500	0	500	.00	.00	500.00	.0%	
1523052 5710 MILEAGE REIMB. TEA	500	0	500	.00	.00	500.00	.0%	
<b>1525052 LIBRARY - MS</b>								
1525052 5587 LIBRARY SUPPLIES,	2,600	-1,144	1,456	.00	.00	1,456.22	.0%	
<b>1526052 AUDIO/VISUAL - MS</b>								
1526052 5515 SUPPLIES, AUDIOVIS	1,177	0	1,177	617.55	.00	559.45	52.5%	
<b>1527054 GUIDANCE - MS</b>								
1527054 511176 GUIDANCE SALARIE	279,882	6,117	285,999	212,978.62	66,003.15	7,017.70	97.5%	
1527054 5511 GUIDANCE SUPPLIES	766	0	766	94.89	88.50	582.61	23.9%	
<b>1532099 HEALTH SVCS - MS</b>								
1532099 511185 SALARY, NURSE, M	84,733	45,850	130,583	97,607.70	32,975.32	.00	100.0%	



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FOR 2022 99								
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
<b>1535012 MIDDLE SCHOOL ATHLETICS</b>								
1535012 511188 MIDDLE SCHOOL CO	17,500	0	17,500	17,500.00	.00	.00	100.0%	
<b>1535052 STUDENT BODY - MS - MS ED</b>								
1535052 5300 MIDDLE SCHOOL OFFI	4,000	0	4,000	4,000.00	.00	.00	100.0%	
1535052 551086 AWARDS, OTHER, M	1,340	0	1,340	.00	.00	1,340.00	.0%	
1535052 5518 ART SUPPLIES MIDDLE	3,032	0	3,032	1,736.26	412.86	882.88	70.9%	
<b>1541099 O&amp;P - MS</b>								
1541099 511192 SALARIES CUSTODI	253,483	-19,747	233,736	207,693.13	26,042.56	.07	100.0%	
1541099 5211 LIGHTS/POWER MIDDLE	35,000	15,000	50,000	38,668.85	11,331.15	.00	100.0%	
1541099 5214 HEATING FUEL, MIDDLE	43,000	7,000	50,000	44,421.60	5,578.40	.00	100.0%	
1541099 5231 WATER, MIDDLE SCHOOL	6,000	0	6,000	5,988.21	.00	11.79	99.8%	
1541099 5232 SEWER USE CHARGE,	3,500	0	3,500	3,121.12	.00	378.88	89.2%	
1541099 5450 SUPPLIES CUSTODIAL	7,500	3,730	11,230	7,740.02	11,487.46	-7,997.98	171.2%	
<b>1542099 MAINT OF PLANT - MS</b>								
1542099 5430 BLDG REPAIRS/IMPRO	55,000	-28,628	26,372	16,066.55	2,504.63	7,801.23	70.4%	
<b>1622011 PRINCIPAL - HS</b>								
1622011 511160 PRINCIPALS' SALA	246,975	6,805	253,780	225,582.24	28,197.78	.00	100.0%	
1622011 511184 SECRETARIES' SAL	97,601	27,744	125,345	106,936.22	14,442.18	3,966.47	96.8%	
1622011 5344 POSTAGE, HIGH SCHOOL	2,000	0	2,000	1,500.00	.00	500.00	75.0%	
1622011 5421 PRINCIPALS SUPPLIE	994	0	994	.00	.00	994.00	.0%	
1622011 5422 PRINTING SUPPLIES	15,403	-6,250	9,153	3,283.98	100.00	5,768.89	37.0%	
1622011 5734 DUES, PRINCIPALS,	6,723	0	6,723	5,549.00	375.00	799.00	88.1%	
1622011 5737 PRINC. PROF DEVELO	3,000	-1,500	1,500	.00	.00	1,500.00	.0%	
<b>1623008 HIGH SCHOOL SPED</b>								
1623008 511170 SPED TEACHERS'	378,902	13,854	392,756	277,837.79	114,918.40	.00	100.0%	
1623008 511172 SPED ABA HIGH SC	133,124	-9,631	123,492	89,689.07	33,803.21	.00	100.0%	





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ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1623008 511179 SPED INSTRUCT AS	116,118	50,929	167,047	135,752.04	35,126.91	-3,832.26	102.3%
1623008 512070 SPED SUB TEACHER	3,000	3,500	6,500	7,072.84	.00	-572.84	108.8%
1623008 512079 SPED INSTRUCT AS	6,000	0	6,000	584.43	.00	5,415.57	9.7%
<b>1623053 TEACH - HS - OTHER</b>							
1623053 511170 TEACHERS' SALARI	3,905,708	114,651	4,020,359	2,977,955.95	1,024,444.00	17,959.32	99.6%
1623053 511175 IN HOUSE SUSPENS	47,035	940	47,975	42,644.40	5,330.55	.00	100.0%
1623053 511180 SPECIALISTS HIGH	493,289	-109,347	383,942	284,401.40	99,540.49	.00	100.0%
1623053 512070 TEA SALARIES SUB	34,000	16,013	50,013	53,872.67	.00	-3,860.00	107.7%
1623053 512072 SUBS-SAT.MORNING	2,000	0	2,000	2,000.00	.00	.00	100.0%
1623053 512076 SUPPLEMENTAL INS	6,500	0	6,500	316.30	.00	6,183.70	4.9%
1623053 512080 LONG TERM SUBSTI	0	68,127	68,127	56,809.52	12,898.69	-1,581.12	102.3%
1623053 5128 TECHNOLOGY STIPEND	2,068	80	2,148	1,551.21	556.78	39.95	98.1%
1623053 5129 OTHER STIPENDS HIG	15,434	3,534	18,968	15,861.54	2,390.28	715.89	96.2%
1623053 5317 COMMENCEMENT HIGH	15,975	0	15,975	5,178.80	7,447.65	3,348.55	79.0%
1623053 5425 MUSIC SUPPLIES	3,617	0	3,617	2,628.03	1,253.09	-264.12	107.3%
1623053 5440 PHYSICAL EDUCATION	5,197	0	5,197	4,518.75	569.00	109.25	97.9%
1623053 5510 SUPPLIES, CLASSRM,	18,095	5,000	23,095	17,775.13	1,106.59	4,213.28	81.8%
1623053 5514 504 SUPPLIES HIGH	250	0	250	.00	.00	250.00	.0%
1623053 5518 ART SUPPLIES HIGH	4,595	0	4,595	4,006.16	35.20	553.64	88.0%
1623053 5710 MILEAGE REIMB. TEA	500	0	500	.00	.00	500.00	.0%
<b>1625053 LIBRARY - HS</b>							
1625053 511178 MEDIA SPECIALIST	93,294	500	93,794	69,477.00	24,316.95	.00	100.0%
1625053 5587 LIBRARY SUPPLIES,	8,050	-750	7,300	6,194.13	.00	1,105.87	84.9%
<b>1626053 AUDIO/VISUAL - HS</b>							
1626053 5515 SUPPLIES, AUDIOVIS	1,317	-66	1,251	1,250.84	.00	.00	100.0%
<b>1627054 GUIDANCE - HS</b>							
1627054 511176 GUIDANCE SALARIE	420,074	7,558	427,633	317,434.79	109,717.97	479.95	99.9%
1627054 511184 SECRETARY'S SALA	39,603	1,527	41,130	37,529.22	3,600.28	.00	100.0%
1627054 5511 GUIDANCE SUPPLIES,	10,450	0	10,450	7,218.91	.00	3,231.09	69.1%
<b>1632099 HEALTH SVCS - HS</b>							
1632099 511185 SALARY, NURSE, H	82,230	7,204	89,434	54,835.68	35,355.95	-757.63	100.8%



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ACCOUNTS FOR: 01	GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<b>1635012 STUDENT BODY - HS - ATHLETICS</b>								
1635012	511187	ATHLETIC TRAINOR	38,438	1,153	39,591	35,991.40	3,599.14	.00 100.0%
1635012	511188	SALARIES, COACHE	181,524	0	181,524	127,283.00	.00	54,241.00 70.1%
1635012	511193	TICKET TAKERS	3,500	0	3,500	2,569.50	.00	930.50 73.4%
1635012	5300	HIGH SCHOOL OFFICI	7,500	4,635	12,135	12,135.00	.00	.00 100.0%
1635012	533006	ATHLETICS TRANSP	61,500	0	61,500	61,500.00	.00	.00 100.0%
1635012	5336	ATHLETIC TRANSPORT	5,500	0	5,500	5,500.00	.00	.00 100.0%
1635012	535007	GAME MGNT, ICE T	28,000	0	28,000	27,491.51	.00	508.49 98.2%
1635012	535019	ATHLETICS/RECOND	15,000	0	15,000	8,700.20	6,299.80	.00 100.0%
1635012	551016	TEAM EQUIPMENT,	3,000	0	3,000	3,000.00	.00	.00 100.0%
1635012	551017	ATH SUPP, TRAINI	5,500	0	5,500	3,263.69	265.63	1,970.68 64.2%
1635012	551018	ATHLETIC AWARDS	8,500	-3,000	5,500	2,035.00	.00	3,465.00 37.0%
1635012	5734	DISTRICT ATHLETIC	5,000	0	5,000	5,000.00	.00	.00 100.0%
1635012	5737	PROF DEVELOPMENT,	2,000	-1,635	365	.00	.00	365.00 .0%
1635012	574006	ATHLETICS INSURA	10,500	0	10,500	9,876.00	.00	624.00 94.1%
1635012	5856	MIDDLE SCHOOL ATH	3,000	0	3,000	.00	.00	3,000.00 .0%
<b>1635013 STUDENT BODY - HS - FN ARTS</b>								
1635013	551091	BAND UNIFORMS	4,000	0	4,000	3,494.94	.00	505.06 87.4%
1635013	551092	BAND EQUIPMENT	6,500	0	6,500	4,241.82	1,075.80	1,182.38 81.8%
1635013	5518	WOOD TECH SUPPLIES	5,600	0	5,600	2,386.34	.00	3,213.66 42.6%
<b>1635053 STUDENT BODY - HS - CURRIC</b>								
1635053	551086	AWARDS, OTHER, H	2,920	0	2,920	1,259.77	147.32	1,512.91 48.2%
1635053	5517	GRAPHIC SUPPLIES H	9,086	0	9,086	1,504.00	115.96	7,466.04 17.8%
1635053	5526	CURRICULUM COMPETI	13,660	0	13,660	4,121.75	1,394.23	8,144.02 40.4%
<b>1641099 O&amp;P - HS</b>								
1641099	511192	SALARIES CUSTODI	350,011	39,379	389,390	345,593.21	43,326.39	470.79 99.9%
1641099	5211	LIGHTS/POWER HIGH	97,750	25,000	122,750	109,244.04	3,558.42	9,947.54 91.9%
1641099	5214	HEATING FUEL, HIGH	52,000	10,000	62,000	61,871.11	128.89	.00 100.0%
1641099	5231	WATER, HIGH SCHOOL	14,000	0	14,000	10,335.54	3,664.46	.00 100.0%
1641099	5232	SEWER USE CHARGE,	8,000	-160	7,840	2,448.32	.00	5,391.39 31.2%
1641099	5450	SUPPLIES CUSTODIAL	16,500	5,737	22,237	16,161.25	7,787.88	-1,712.38 107.7%
<b>1642099 MAINT OF PLANT - HS</b>								
1642099	5430	BLDG REPAIRS/IMPRO	70,000	-11,604	58,396	58,131.96	8,248.80	-7,984.98 113.7%





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ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED	YTD EXPENDED	ENCUMBRANCES	AVAILABLE	PCT
01 GENERAL FUND	APPROP	ADJUSTMTS	BUDGET			BUDGET	USED
<b>1711099 SCHOOL COMMITTEE</b>							
1711099 5301 LEGAL NOTICES	1,000	0	1,000	.00	.00	1,000.00	.0%
1711099 5304 CENSUS	750	0	750	750.00	.00	.00	100.0%
1711099 5306 LEGAL SERVICES	20,000	0	20,000	1,984.50	.00	18,015.50	9.9%
1711099 5732 SCHOOL COMMITTEE D	12,500	3,930	16,430	14,465.00	.00	1,965.00	88.0%
<b>1712099 SUPERINTENDENT'S OFFICE</b>							
1712099 511151 SUPERINTENDENT'S	162,200	9,732	171,932	148,217.13	.00	23,714.82	86.2%
1712099 511181 SECY TO SUPT.& S	67,980	3,744	71,724	65,127.96	6,500.01	96.32	99.9%
1712099 5344 SUPERINTENDENT'S P	5,500	0	5,500	4,355.39	.00	1,144.61	79.2%
1712099 5421 SUPERINTENDENT'S S	5,500	0	5,500	3,977.52	118.80	1,403.68	74.5%
1712099 5732 SUPERINTENDENT'S D	2,000	3,006	5,006	3,693.00	.00	1,313.00	73.8%
1712099 5733 SUPERINTENDENT'S P	350	0	350	125.11	3,500.00	-3,275.11	1035.7%
1712099 5737 SUPERINTENDENT PRO	1,500	6,000	7,500	4,884.54	185.00	2,430.46	67.6%
<b>1714099 ADMINISTRATION SUPPORT</b>							
1714099 511154 BUSINESS ADMININ	118,193	3,545	121,738	108,211.44	13,526.43	.00	100.0%
1714099 511182 PAYROLL BUSINESS	59,895	7,521	67,416	61,360.29	6,055.56	.00	100.0%
1714099 511183 AP BUSINESS ASSI	59,895	3,105	63,000	55,999.92	6,999.99	.00	100.0%
1714099 5127 DISTRICTWIDE SITE	22,000	-19,077	2,923	4,426.10	.00	-1,503.42	151.4%
1714099 5129 OTHER STIPENDS	27,514	0	27,514	22,004.28	2,322.23	3,187.49	88.4%
1714099 5304 ANNUAL AUDIT	4,000	0	4,000	4,000.00	.00	.00	100.0%
1714099 5421 OFFICE SUPPLIES	250	0	250	236.86	.00	13.14	94.7%
1714099 5424 COMPUTER SUPPLIES	100	0	100	.00	.00	100.00	.0%
1714099 5710 BUSINESS ADMINISTR	100	0	100	.00	.00	100.00	.0%
1714099 5732 BUSINESS ADMINISTR	850	0	850	850.00	.00	.00	100.0%
1714099 5786 BUS MGR. PROF.DEVE	1,500	0	1,500	735.00	.00	765.00	49.0%
<b>1714510 ADMINISTRATIVE TECHNOLOGY</b>							
1714510 511191 TECH SUPPORT/MAI	164,731	11,850	176,581	156,960.96	19,620.12	.00	100.0%
1714510 5711 NETWORK TECH TRAVE	664	0	664	.00	.00	664.00	.0%
<b>1721008 SUPERVISORY - SPECIAL ED</b>							
1721008 511152 DIR. OF PUPIL SE	120,815	3,322	124,137	110,344.08	13,793.01	.00	100.0%



# TOWN OF AUBURN



## YEAR-TO-DATE BUDGET REPORT

FOR 2022 99

ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1721008 511184 SECRETARIES' SAL	52,215	18,300	70,515	59,571.04	10,944.45	.00	100.0%
1721008 512078 CLINICAL SERVICE	120,194	-5,618	114,576	84,871.20	29,704.92	.00	100.0%
1721008 5129 BEYOND SCHOOL DAY	10,000	0	10,000	6,562.59	.00	3,437.41	65.6%
<b>1721009 SUPERVISORY - CURRICULUM</b>							
1721009 511153 ASST. SUPERINTEN	133,000	11,200	144,200	128,177.76	5,340.74	10,681.48	92.6%
1721009 511172 MATH COACH	41,563	-41,563	0	.00	.00	.00	.0%
1721009 511184 SECRETARY TO ASS	16,800	17,562	34,362	30,523.53	4,351.04	-512.33	101.5%
1721009 5323 ELE TRANSLATORS	20,000	0	20,000	9,276.46	1,903.12	8,820.42	55.9%
1721009 5421 ASST. SUPERINTENDE	1,500	0	1,500	483.86	.00	1,016.14	32.3%
1721009 5510 ELL TEACHING SUPPL	7,500	-4,219	3,281	82.60	.00	3,198.26	2.5%
1721009 5520 ELL TESTING SUPPLI	800	0	800	199.00	.00	601.00	24.9%
1721009 5713 ELL STAFF TRAVEL	100	0	100	.00	.00	100.00	.0%
1721009 5732 ASST. SUPERINTENDE	1,000	50	1,050	1,025.00	.00	25.00	97.6%
1721009 5733 ASST. SUPER. PUBLI	500	-50	450	.00	.00	450.00	.0%
1721009 5738 ASST. SUPER PROF D	1,500	0	1,500	315.00	.00	1,185.00	21.0%
<b>1721010 SUPERVISORY - TECHNOLOGY</b>							
1721010 511155 DIRECTOR OF TECH	104,005	2,995	107,000	95,111.04	11,888.88	.00	100.0%
1721010 511157 DISTRICT DATA CO	61,650	1,183	62,833	55,851.60	6,981.45	.00	100.0%
1721010 5734 DIRECTOR OF TECH D	900	0	900	440.00	.00	460.00	48.9%
1721010 5738 DIR.TECH PROF DEV	1,500	0	1,500	.00	.00	1,500.00	.0%
<b>1721012 SUPERVISORY - ATHLETICS</b>							
1721012 5344 ATHLETIC DIRECTOR'	300	0	300	.00	.00	300.00	.0%
1721012 5421 ATHLETIC DIRECTOR'	460	0	460	.00	.00	460.00	.0%
1721012 5732 ATHLETIC DIRECTOR'	300	0	300	110.00	.00	190.00	36.7%
<b>1721013 SUPERVISORY - FINE ARTS</b>							
1721013 5421 FINE ARTS DIRECTOR	565	0	565	319.40	.00	245.60	56.5%
1721013 5710 FINE ARTS DIRETOR'	525	-13	512	.00	.00	512.00	.0%
1721013 5732 FINE ARTS DIRECTOR	135	13	148	148.00	.00	.00	100.0%
<b>1721099 SUPERVISORY - CENTRAL ADM</b>							
1721099 511165 ATHLETIC DIRECTO	47,035	940	47,975	42,644.40	5,330.55	.00	100.0%





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ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1721099 511184 ATHLETIC DIR SEC	43,338	-17,647	25,691	22,777.25	2,914.00	.00	100.0%
1721099 5300 HOMEBOUND CONTRACT	0	10,000	10,000	10,012.00	.00	-12.00	100.1%
<b>1723008 SPECIAL EDUCATION TEACHERS</b>							
1723008 511158 TEAM CHAIRPERSON	247,644	80,192	327,836	242,950.21	81,412.28	3,473.85	98.9%
1723008 511170 TEACHERS SALARIE	164,262	-70,468	93,794	69,477.00	24,316.95	.00	100.0%
1723008 511172 SPED ABA	40,356	7,183	47,539	36,641.92	10,896.97	.00	100.0%
1723008 511179 INSTRUCTIONAL AS	32,880	103	32,983	24,431.60	8,551.06	.00	100.0%
1723008 511180 SPECIALISTS	280,331	90,626	370,957	253,618.51	117,338.97	.00	100.0%
1723008 512074 SPED HOMEBOUND	0	1,500	1,500	967.50	.00	532.50	64.5%
1723008 5129 OTHER STIPENDS	10,332	-59	10,273	.00	.00	10,273.01	.0%
1723008 5300 CONTRACTED SERVICE	10,000	0	10,000	.00	700.00	9,300.00	7.0%
<b>1723010 TEACH - TECH - OTHER</b>							
1723010 5263 COMPUTER TECH MAIN	57,262	7,471	64,733	63,919.80	813.00	.00	100.0%
1723010 5312 D/W COMPUTER SOFTW	125,320	2,854	128,174	128,174.14	7,863.90	-7,863.90	106.1%
1723010 5313 COMPUTER TECH HARD	0	2,601	2,601	2,601.00	1,675.34	-1,675.34	164.4%
1723010 5510 DISTRICT WIDE TECH	2,500	-2,500	0	.00	.00	.00	.0%
<b>1723013 TEACH - SW - FINE ARTS</b>							
1723013 5510 SUPPLIES, CLASSRM,	0	4,773	4,773	4,766.50	.00	6.50	99.9%
<b>1723099 TEACH - SW - OTHER</b>							
1723099 511170 PRESCHOOL TEACHE	250,027	3,717	253,744	244,256.89	69,415.08	-59,927.79	123.6%
1723099 511172 PRESCHOOL SPED A	241,887	49,199	291,085	211,377.14	79,708.28	.00	100.0%
1723099 511179 PRESCHOOL INSTRU	43,811	0	43,811	82,345.66	11,358.48	-49,892.86	213.9%
1723099 511185 PRESCHOOL NURSE	22,947	2,805	25,752	23,499.58	2,252.65	.01	100.0%
1723099 5119 SALARIES'RESERVE/P	560,697	-560,697	0	.00	.00	.00	.0%
1723099 512070 PRESCHOOL SUBSTI	0	2,000	2,000	1,221.97	.00	778.03	61.1%
1723099 512079 PRESCHOOL SUBS I	0	3,172	3,172	2,313.38	.00	858.82	72.9%
1723099 5129 PRESCHOOL STIPENDS	0	3,995	3,995	1,552.50	1,850.00	592.18	85.2%
1723099 517007 TEACHERS' SAL.AC	25,500	0	25,500	16,712.02	.00	8,787.98	65.5%
<b>1723509 TEACH - CURR - OTHER</b>							
1723509 512071 SUBSTITUTES-SYST	6,000	-1,252	4,748	575.00	.00	4,172.98	12.1%



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FOR 2022 99								
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
1723509 5510 SYSTEM WIDE CLASSR	8,000	-1,500	6,500	4,983.22	202.99	1,313.79	79.8%	
1723509 5712 SYSTEM-WIDE ADMIN	5,000	-57	4,943	2,182.96	266.67	2,493.58	49.6%	
1723509 5731 SYSTEM-WIDE PROFPE	8,000	12,335	20,335	18,970.08	1,093.00	271.56	98.7%	
1723509 5732 COURSE REIMB.SYSTE	12,000	0	12,000	.00	.00	12,000.00	.0%	
<b>1724099 SYSTEMWIDE TEXTBOOKS</b>								
1724099 5513 TEXTBOOKS-SYSTEM-W	20,000	0	20,000	6,065.79	24,221.60	-10,287.39	151.4%	
<b>1728008 PSYCHOLOGICAL SERVICES</b>								
1728008 511159 BCBA	139,785	5,416	145,201	121,680.70	37,594.43	-14,074.06	109.7%	
1728008 511160 BCABA	0	0	0	15,036.53	.00	-15,036.53	100.0%	
1728008 511169 SOCIAL WORKERS	155,836	4,799	160,635	118,989.00	38,697.22	2,948.93	98.2%	
1728008 511177 SCHOOL PSYCHOLOG	178,327	2,981	181,308	134,302.20	47,005.77	.00	100.0%	
<b>1732099 HEALTH SVCS - SW</b>								
1732099 512085 SALARY, NURSE, S	10,000	12,313	22,313	22,537.92	.00	-225.00	101.0%	
1732099 5307 PHYSICIAN'S STIPEN	5,000	0	5,000	3,000.00	.00	2,000.00	60.0%	
1732099 5329 HEALTH CONTRACTED	1,000	268	1,268	1,267.50	.00	.00	100.0%	
1732099 5501 HEALTH SERVICE, SU	5,000	0	5,000	3,305.64	5,387.76	-3,693.40	173.9%	
1732099 5710 NURSES'S MILEAGE R	100	0	100	.00	.00	100.00	.0%	
1732099 5731 NURSES' CONFERENCE	500	-295	205	.00	.00	204.88	.0%	
<b>1733008 PUPIL TRANS - SW</b>								
1733008 5330 TRANSPORTATION OF	276,881	57,500	334,381	321,926.00	32,254.80	-19,800.00	105.9%	
1733008 5333 OUT DISTRICT SPED	101,402	20,498	121,900	105,940.00	15,960.00	.00	100.0%	
<b>1733099 PUPIL TRANS - SW</b>								
1733099 5330 TRANSPORTATION OF	702,930	0	702,930	622,636.64	80,292.96	.00	100.0%	
1733099 5335 TRANSPORTATION-COM	12,000	-500	11,500	176.88	1,842.48	9,480.64	17.6%	
<b>1735013 STUDENT BODY - SW - FN ARTS</b>								
1735013 512070 MUSIC STAFF DUTI	3,000	0	3,000	70.00	.00	2,930.00	2.3%	





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ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1735013 551086 AWARDS, OTHER, F	1,200	-105	1,095	293.99	529.45	271.51	75.2%
1735013 551087 TRANS. & REGISTR	15,000	0	15,000	9,653.57	2,291.43	3,055.00	79.6%
1735013 5526 FINE ARTS' EQUIP.	5,500	105	5,605	3,785.04	1,820.01	.00	100.0%
<b>1741099 O&amp;P - SW</b>							
1741099 511192 SALARIES CUSTODI	25,348	-25,348	0	.00	.00	.00	.0%
1741099 513092 SALARIES CUSTODI	10,000	0	10,000	8,280.03	.00	1,719.97	82.8%
1741099 5211 LIGHTS/POWER CENTR	7,000	7,521	14,521	12,214.59	2,306.55	.00	100.0%
1741099 5214 HEATING FUEL, CENT	19,425	0	19,425	8,501.20	10,923.80	.00	100.0%
1741099 5341 TELEPHONES	20,000	731	20,731	17,355.29	3,476.07	-100.43	100.5%
1741099 5450 SUPPLIES CUSTODIAL	1,000	0	1,000	.00	.00	1,000.00	.0%
1741099 5710 CUSTODIANS' MILEAG	2,000	-1,497	503	.00	.00	503.42	.0%
<b>1742099 MAINT OF PLANT - SW</b>							
1742099 511197 MAINTENANCE MECH	24,405	-24,405	0	.00	.00	.00	.0%
1742099 511198 FACILITY DIRECTO	109,450	3,500	112,950	100,399.92	12,549.99	.00	100.0%
1742099 511291 PART-TIME MAINT	0	24,893	24,893	22,127.04	2,765.88	.00	100.0%
1742099 5129 OTHER STIPENDS	2,400	-2,363	37	.00	.00	37.40	.0%
1742099 5262 EQUIPMENT REPAIRS	10,000	-9,943	57	57.44	.00	.00	100.0%
1742099 5263 EQUIP SVC CONTRACT	75,000	31,541	106,541	100,789.07	4,469.20	1,282.67	98.8%
1742099 5264 FIRE EXTINGUISHER	3,000	-596	2,404	1,210.56	.00	1,193.49	50.4%
1742099 5331 BUILDING SECURITY	30,000	-10,923	19,077	7,396.05	784.83	10,896.30	42.9%
1742099 5430 BLDG REPAIRS/IMPRO	10,000	2,134	12,134	9,952.24	4,436.70	-2,254.77	118.6%
1742099 5480 TRUCK GAS & MAINT	15,000	0	15,000	6,983.94	2,128.80	5,887.26	60.8%
1742099 5509 BUILDING SECURITY	0	0	0	.00	398.18	-398.18	100.0%
1742099 5583 CUSTODIAL CLOTHING	0	3,108	3,108	3,108.47	.00	.00	100.0%
<b>1755099 OTHER FIXED CHARGES</b>							
1755099 511190 CROSSING GUARDS	40,000	1,660	41,660	33,852.93	7,806.76	.00	100.0%
<b>1791008 PROGRAM W/MA PUBLIC SPED</b>							
1791008 5320 TUITION MASS. PUBL	12,020	-11,072	948	.00	.00	947.84	.0%
<b>1793008 PROGRAM W/NON-PUBLIC SPED</b>							
1793008 5322 TUITION, NON-PUBLI	218,982	-97,189	121,794	22,850.64	.00	98,942.94	18.8%



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ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<b>1794008 COLLABORATIVE PAYMENTS SPED</b>							
1794008 5321 TUITION, SPED COLL	295,424	2	295,425	269,866.52	23,888.96	1,669.94	99.4%
<b>1799008 SPEC. EDUC. STABILIZATION FUND</b>							
1799008 5399 SPED.STABILIZATION	0	14,000	14,000	14,000.00	.00	.00	100.0%
<b>1822011 PRINCIPAL - SR</b>							
1822011 511160 PRINCIPALS' SALA	235,875	6,503	242,378	215,447.28	26,930.91	.00	100.0%
1822011 511184 SECRETARIES' SAL	79,416	-961	78,454	71,469.64	6,960.14	24.61	100.0%
1822011 5344 POSTAGE, SWANSON R	600	0	600	500.00	.00	100.00	83.3%
1822011 5421 PRINCIPALS' SUPPLI	3,000	0	3,000	284.47	.00	2,715.53	9.5%
1822011 5422 PRINTING SUPPLIES	11,500	-3,500	8,000	6,952.55	517.00	530.45	93.4%
1822011 5734 DUES, PRINCIPALS,	2,250	0	2,250	1,389.00	.00	861.00	61.7%
1822011 5737 PRINC.PROF.DEVELOP	3,000	-1,330	1,670	1,564.00	.00	106.00	93.7%
<b>1823008 SWANSON RD SCHOOL SPED</b>							
1823008 511170 SPED TEACHERS' S	437,055	-141,025	296,030	226,772.34	66,445.86	2,811.37	99.1%
1823008 511172 SPED ABA SWANSON	258,381	-232,770	25,611	17,044.09	8,566.56	.00	100.0%
1823008 511179 SPED INSTR ASST.	189,924	-96,369	93,555	70,973.60	25,229.17	-2,647.28	102.8%
1823008 512070 SPED SUB TEACHER	6,500	0	6,500	773.29	.00	5,726.71	11.9%
1823008 512079 SPED INSTR ASSIT	5,000	7,698	12,698	10,867.04	.00	1,830.53	85.6%
1823008 512080 LONG TERM SUBSTI	0	0	0	622.20	.00	-622.20	100.0%
<b>1823051 TEACH - SR - ELEM ED</b>							
1823051 5100 ELL TUTOR	45,618	-4,002	41,616	40,761.07	2,185.04	-1,330.00	103.2%
1823051 511170 TEACHERS' SALARI	1,975,475	62,922	2,038,397	1,509,857.28	518,803.73	9,736.03	99.5%
1823051 511172 MATH PARAPROFESS	42,744	-23,854	18,890	16,487.08	2,169.24	233.62	98.8%
1823051 511173 VISUALLY IMPAIRE	26,635	-26,635	0	.00	.00	.00	.0%
1823051 511179 INSTRUCTIONAL AS-	46,769	-3,961	42,808	32,287.40	10,969.49	-449.29	101.0%
1823051 511180 SPECIALISTS SWAN	671,632	-24,491	647,141	471,276.17	171,308.98	4,555.73	99.3%
1823051 512070 TEA. SALARIES, S	38,000	-12,770	25,230	12,720.64	.00	12,509.84	50.4%
1823051 512079 INSTR. ASST. SUB	9,600	12,770	22,370	13,886.01	955.22	7,528.29	66.3%
1823051 512080 LONG TERM SUBSTI	0	13,476	13,476	13,475.51	.00	.00	100.0%





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ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1823051 5126 TEACHER IN CHARGE	4,880	0	4,880	.00	.00	4,880.00	.0%
1823051 5127 AFTER SCHOOL PROGR	11,000	-2,588	8,412	.00	.00	8,412.21	.0%
1823051 5128 TECHNOLOGY STIPEND	2,068	0	2,068	744.48	289.52	1,034.00	50.0%
1823051 5129 OTHER STIPENDS SWA	21,449	7,069	28,518	19,085.78	5,230.21	4,202.17	85.3%
1823051 5425 MUSIC SUPPLIES SWA	2,000	0	2,000	938.51	127.60	933.89	53.3%
1823051 5440 PHYSICAL ED SUPPLI	2,000	94	2,094	2,094.25	.00	.00	100.0%
1823051 5510 SUPPLIES, CLASSRM,	13,900	3,354	17,254	13,593.62	1,009.09	2,651.67	84.6%
1823051 5514 504 SUPPLIES SWANS	750	0	750	67.97	.00	682.03	9.1%
1823051 5518 ART SUPPLIES SWANS	2,000	51	2,051	1,974.92	76.45	.00	100.0%
1823051 5521 AFTER SCHL PROGRAM	1,500	0	1,500	.00	.00	1,500.00	.0%
1823051 5710 MILEGAE REIMB, TEA	100	0	100	.00	.00	100.00	.0%
<b>1825051 LIBRARY - SR</b>							
1825051 5587 LIBRARY SUPPLIES S	3,500	-2,000	1,500	.00	.00	1,500.00	.0%
<b>1826051 AUDIO/VISUAL - SR</b>							
1826051 5515 SUPPLIES, AUDIOVIS	4,000	-2,355	1,645	904.29	.00	740.71	55.0%
<b>1827054 GUIDANCE - SR</b>							
1827054 511176 GUIDANCE SALARIE	197,600	6,684	204,284	149,126.73	52,277.67	2,879.74	98.6%
1827054 5511 GUIDANCE SUPPLIES,	2,250	0	2,250	1,132.89	.00	1,117.11	50.4%
<b>1832099 HEALTH SVCS - SR</b>							
1832099 511185 SALARY, NURSE, S	141,230	64,128	205,358	161,028.48	46,077.44	-1,747.50	100.9%
<b>1841099 O&amp;P - SR</b>							
1841099 511192 SALARIES CUSTODI	152,090	10,900	162,990	145,440.87	17,548.83	.00	100.0%
1841099 5211 LIGHTS/POWER SWANS	53,000	14,166	67,166	59,852.26	7,314.12	.00	100.0%
1841099 5214 HEATING FUEL, SWAN	30,750	1,065	31,815	27,708.91	3,573.30	532.56	98.3%
1841099 5231 WATER, SWANSON ROA	10,000	0	10,000	5,313.75	.00	4,686.25	53.1%
1841099 5232 SEWER USE CHARGE S	4,500	0	4,500	3,332.44	.00	1,167.56	74.1%
1841099 5450 SUPPLIES CUSTODIAL	8,500	2,620	11,120	7,437.15	5,792.96	-2,110.07	119.0%
<b>1842099 MAINT OF PLANT - SR</b>							
1842099 5430 BLDG REPAIRS/IMPRO	23,000	18,927	41,927	42,550.06	3,000.51	-3,623.58	108.6%



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ACCOUNTS FOR: 01	GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
	TOTAL GENERAL FUND	27,988,540	0	27,988,540	21,726,409.72	5,857,160.23	404,970.05	98.6%
	TOTAL EXPENSES	27,988,540	0	27,988,540	21,726,409.72	5,857,160.23	404,970.05	





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FOR 2022 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	27,988,540	0	27,988,540	21,726,409.72	5,857,160.23	404,970.05	98.6%

\*\* END OF REPORT - Generated by Cecelia Wirzbicki \*\*



MAJOR  
**DAVID BRODEUR**  
**MEMORIAL**  
**FOUNDATION**



Major David Brodeur Memorial Foundation  
P.O. Box 124  
Auburn, MA 01501  
www.brodeurfoundation.org

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