Auburn School Committee Meeting Agenda

5 West Street, Auburn, Massachusetts 01501

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

Join Zoom Meeting https://auburn-k12-ma-us.zoom.us/i/85712823082

> Meeting ID: 857 1282 3082 Television: Charter Channel 194

> > YouTube: ACTVAUBURN

Reorganization of School Committee

Call to Order:

Dr. Chamberland will call the meeting 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: Dr. Chamberland: Please join me in the Pledge to the Flag.

Following the opening, Dr. Chamberland 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.

<u>Recommended motion</u>:... to appoint ______ as Chairperson of the School Committee for the time period May 18, 2022 through May 16, 2023.

The Chairperson will request nominations for Vice Chairperson.

<u>Recommended motion</u>:...to appoint ______ as Vice Chairperson of the School Committee for the time period May 18, 2022 through May 16, 2023.

Please note the following received from MASC:

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 At one point, the Superintendent in regional schools was the secretary by statute (I believe that statute was repealed in the 1960s).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

Based on the above, it is my recommendation that once again you not appoint a member of the School Committee as Secretary, instead leaving that responsibility to Mandy Williams, Confidential Secretary to the Superintendent.

INTRODUCTION OF NEW MEMBERS-WELCOME

Tonight we welcome two new members to the School Committee. I would like to provide 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. I look 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:

SPECIAL RECOGNITIONS:

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

STUDENT REPRESENTATIVES REPORT:

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.

COVID 19 Summary

UNFINISHED BUSINESS:

FY'23 Budget Update

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. As noted in your packets, I sent a letter of thanks to our Town Meeting members for their support of this year's budget as presented and I would like to thank our Town Administration, Board of Selectmen, and Finance Committee, as well, for their tremendous support.

CLEE Full Equity Report

Included in your packet is the final Equity Audit report from the Center for Leadership in Educational Equity. I have included a brief summary of the findings below, 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

Information

Information

Information

Information

- 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

I share with you 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 with you as a requirement of MGL Chapter 40 Section 4e.

Fine Arts Out of State Field Trips

Ginny Bailey is with us to present and propose a trip for the Rocket Marching Band to attend Magic Music Days in Walt Disney World, April 18 - 22, 2023.

<u>Recommended Motion</u>....to approve the proposed Rocket Marching Band Field Trip to Florida for the purpose of attending the Magic Music Days in Walt Disney World

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

<u>Recommended Motion</u>....to approve the proposed Chamber Singers Field Trip to Carnegie Hall in New York City to perform.

Updated Bullying Policy - 1st Reading	<u>Information</u>
Updated Restraint Policy- 1st Reading	Information
Updated Staff Conduct Policy - 1st Reading	<u>Information</u>

TEACHING AND LEARNING REPORT:

Action

Information

MCAS and Advanced Placement Participation

Information

Students at Auburn High School, Auburn Middle School and Swanson Road Intermediate have been participating in the MCAS tests. I am pleased to report we had 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 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

Information

Information

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

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 has provided a year to date budget report dated May 11, 2022 for your review.

Information

Budget Transfers

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

Recommended Motion.....to approve the list of Transfers dated, May 11, 2022, as presented by the Business Manager.

End of Year 2021 Auditor's Report

Mrs. Wirzbicki has 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

Action 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 Auburi High School to support a Post Prom Activity for students ...

Recommended Motion.....to accept with gratitude the \$1,000 Grant made to Auburn High School from District Attorney Early's Office.

Omnibus

Mrs. Wirzbicki has included a memo in your packet 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 you at a meeting after the fact.

Recommended Motion.....to approve the granting of Omnibus approval to make transfers through the close out of FY2022.

Revolving and Special Funds Update

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

Executive Session

Recommended 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.

Adjournment Roll Call Vote:

Action

Information

Information

Action

Auburn School Committee Executive Session

Reason for Executive Session - To discuss the physical condition of an employee

1/19/22

7:15pm

Gail Holloway motioned to go into executive session and seconded by Meg McCrillis. By way of a roll call vote, all were in favor.

- George Scobie opened the meeting by specifically stating why we needed an executive session. Clarifying that we need a clear plan in place to proceed as district, in the absence of Dr. Handfield.
- Dr. Chamberland informed the committee that she was up to the task of leading the district as acting superintendent and had already addressed oversight of the preschool. This is in an effort to allow her to concentrate on her new responsibilities. She also had a plan in place for others to cover her EL responsibilities as well as other various duties.
- The committee agreed that we need to begin the process of gathering official medical and other employment related documentation from Dr. Handfield.
- Dorothy Kauffman suggested allowing the new Human Resources person at Central to be the point of contact for Dr. Handfield, with Dr. Chamberland assisting and communicating with Dr. Handfield when necessary. This while the committee takes a step back from communications with him, so that we avoid mixed messages and allow Casev to heal.
- Gail Holloway shared her concerns about Dr. Chamberland possibly needing additional support, as she would be doing her Assistant Superintendent job as well as acting as Superintendent. Dr. Chamberland said she is working out all of the details and feels she is in a good place, as many staff have offered to help out in a variety of ways.

- Dorothy Kauffman suggested that we as a committee could help out with office tasks or help out in some way if needed.
- We discussed the messages that Dr. Handfield had already sent to the leadership team and staff. The committee agreed that they were not overly supportive of the messages that went out, but understood fully why Dr. Handfield did this and hoped that it relieved some of the pressure of his decision to take a step back. Dr. Chamberland said that she planned on sending a message to staff and families on 1/20/22, addressing her role as acting Superintendent and assuring all that APS would be in good hands. The committee asked Dr. Chamberland to speak with Dr. Handfield prior to sending out these messages and ask him to not share his own message to families.
- The committee agreed that all messages from the district should come from Dr. Chamberland as long as she is acting Superintendent. This included email messages from all stakeholders including those addressed to Dr. Handfield. The committee believes that having one point of contact will protect us from misunderstandings and mixed messages, while at the same time protecting Dr. Handfield from anything that may cause him stress or discomfort.
- George Scobie suggested that between meetings, we contact Dr. Chamberland or himself with any questions or concerns. If neither had the appropriate answers, Dr. Chamberland could seek information from a variety of sources, including the districts legal representation. While George had already begun using MASC as a resource.
- The committee assured Dr. Chamberland that she could count on their full support and confidence.

Meg McCrillis motioned to come out of executive session, and it was seconded by Gail Holloway. All were in favor.

Jessie Harrington motioned to adjourn the open session meeting. Seconded by Gail Holloway. All were in favor.

Adjourned 7:50pm

- Dorothy Kauffman suggested that we as a committee could help out with office tasks or help out in some way if needed.
- We discussed the messages that Dr. Handfield had already sent to the leadership team and staff. The committee agreed that they were not overly supportive of the messages that went out, but understood fully why Dr. Handfield did this and hoped that it relieved some of the pressure of his decision to take a step back. Dr. Chamberland said that she planned on sending a message to staff and families on 1/20/22, addressing her role as acting Superintendent and assuring all that APS would be in good hands. The committee asked Dr. Chamberland to speak with Dr. Handfield prior to sending out these messages and ask him to not share his own message to families.
- The committee agreed that all messages from the district should come from Dr. Chamberland as long as she is acting Superintendent. This included email messages from all stakeholders including those addressed to Dr. Handfield. The committee believes that having one point of contact will protect us from misunderstandings and mixed messages, while at the same time protecting Dr. Handfield from anything that may cause him stress or discomfort.
- George Scobie suggested that between meetings, we contact Dr. Chamberland or himself with any questions or concerns. If neither had the appropriate answers, Dr. Chamberland could seek information from a variety of sources, including the districts legal representation. While George had already begun using MASC as a resource.
- The committee assured Dr. Chamberland that she could count on their full support and confidence.

Meg McCrillis motioned to come out of executive session, and it was seconded by Gail Holloway. All were in favor.

Jessie Harrington motioned to adjourn the open session meeting. Seconded by Gail Holloway. All were in favor.

Adjourned 7:50pm

Auburn School Committee Executive Session

Reason for Executive Session - To discuss the bargaining position with non-union personnel that could be compromised if discussed in open session

2/16/22

7:45pm

Harrington, Scobie, Holloway, McCrillis, and Kaufman.

Gail Holloway motioned to go into executive session and was seconded by Meg McCrillis. By way of a roll call vote, all were in favor.

- George Scobie explained that the executive session was scheduled to discuss the
 possibility of additional compensation for Dr. Chamberland, based on her role as acting
 superintendent and the added responsibilities that come with that additional role.
 George explained that another member had brought this suggestion to his attention
 previously.
- Members weighed in on the fact that Dr. Chamberland had received a significant pay increase in recent years, to oversee the preschool program, then recently and understandably, delegated her preschool responsibilities to another staff member. Along with assuming the preschool responsibilities, the staff member would also receive compensation.
- Mrs. Holloway suggested that there still should be some kind of stipend or bonus for Dr. Chamberland, based on her new responsibilities. The committee agreed unanimously with Mrs. Holloway, that Dr. Chamberland's efforts, added responsibilities, and willingness to lead the district, should be recognized monetarily.
- Mrs. Kaufman suggested we wait until such time that Dr. Handfield is back in the office and can collaborate with Cecelia Wirzbicki to determine a funding mechanism and amount of available funds. At this point in time, we would also have a better idea as to the exact amount of time that Dr. Chamberland was in the position of acting superintendent.
- The committee agreed to this timeframe and the thought process behind it. The meeting ended with the understanding that there would be compensation provided to

the acting superintendent, but there were no parameters set, related to amount or exact time of issuance.

8:15pm Mrs. Holloway Motioned to adjourn, Meg McCrillis seconded. All were in favor.

Auburn School Committee Executive Session

Reason for Executive Session - To discuss the bargaining position with non-union personnel that could be compromised if discussed in open session

3/16/22

7:30pm

Harrington, Scobie, Holloway, McCrillis, and Kaufman.

Gail Holloway motioned to go into executive session and was seconded by Meg McCrillis. By way of a roll call vote, all were in favor.

- Mrs. Kaufman began the conversation regarding additional compensation for Dr. Chamberland, based on her role as acting superintendent and the added responsibilities that come with that additional role. Dorothy provided a packet with various proposals and included funding sources.
- Members discussed Beth Chamberland and Casey Handfield's salaries. Once again there was mention of Beth's responsibilities to the preschool program and her recent delegation of preschool responsibilities to other staff members. Along with \$2700 in compensation to those members.
- The committee agreed that there still should be additional compensation for Dr. Chamberland, based on her new responsibilities, her already existing responsibilities, and her continued oversight of the preschool. The committee discussed the cost that the district would have incurred if we hired an interim superintendent, had Dr. Chamberland declined to fill the role.
- Mrs. Kaufman suggested we consider additional compensation/reward pay for additional staff members, based on the likelihood that they were handling additional responsibilities in Casey's absence. This idea was not favorable to the committee, with the belief that it is outside of our purview.
- The committee ultimately agreed to pay Dr. Chamberland a onetime stipend of \$15,000.00, which is equal to the \$200 per day that she believed was fair compensation for the additional duties that she has taken on. This dollar amount covers additional compensation for the time period of 1/17/22- 5/6/22. Even if Casey returns on 4/11/22

as originally discussed, Beth will continue to be compensated for the ensuing 4 weeks, as a transitional/safeguarding measure.

- If for whatever reason Casey is unable to carry out his superintendent duties by 5/6/22, the committee will reconvene in executive session to discuss future, additional compensation for Beth Chamberland.
- The committee continues to be concerned with the unknown. There were many questions surrounding ultimate return dates, compensation mechanisms, legality of contract obligations, and the procedural steps involved in this process. It was suggested that we continue to touch base with town HR and possibly seek legal advice from our attorney as the situation develops.

8:15pm Mrs. Holloway Motioned to adjourn, Meg McCrillis seconded. All were in favor.

Auburn School Committee Executive Session

Reason for 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.

4/14/22

George Scobie, Jessie Harrington, Dorothy Kaufman, Dr. Meg McCrillis, Gail Holloway, Dr. Beth Chamberland (Briefly).

5:05 pm – 5:30

- A brief discussion took place regarding the complaint related to Casey Handfield's Doctorate degree.
- Jessie Harrington shared information from Casey's advisor at the university, along with confirmation from the university that the degree is still valid. This information along with the recent resignation letter from Casey, prompted the committee to end all discussion surrounding this issue.
- Discussion continued regarding what closure would look like from a benefit and financial standpoint, when the committee votes to accept Casey's resignation. Jessie Harrington pointed out that the district's legal counsel advised that only vacation time should be considered as a severance/payout to Casey upon acceptance of his resignation. The committee agreed to a onetime payment of \$13,665.54 to cover Casey's accrued vacation time.
- There was brief discussion regarding district provided health benefits and when those would no longer be available. With Casey currently being covered through May, the committee eventually agreed not to extend that coverage. Jessie Harrington shared that it would cost \$2600 to cover Casey's family health plan through June. Gail Holloway and George Scobie were in favor of this additional coverage, McCrillis and Kaufman were opposed. Harrington shared that the attorney advised only covering health benefits through May, as to not set precedent. The committee agreed to this with some reservation.
- Mrs. Kaufman made a motion to pay Casey \$13,665.54 to cover accrued vacation time. Seconded by Dr. McCrillis. All were in favor, except Mrs. Holloway who abstained.
- Discission began about Dr. Chamberland and the possibility of naming her interim superintendent, rather than acting superintendent, upon the acceptance of Casey's resignation. This discussion was spurred by the need to hire a curriculum director to lessen the workload of Dr. Chamberland, as she has been doing both jobs. Dr. Chamberland was called into the executive session at this point to clarify her need for additional support and confirm that she would be willing to assume the role of interim superintendent if the committee agreed to offer her that position. Dr. Chamberland shared that she could get through the school year without

the addition of an assistant/curriculum person but could not manage after June. She also shared that she would indeed accept the role of interim superintendent.

Mrs. Kaufman motioned to come out of executive session and that motion was seconded by Dr. McCrillis. All were in favor.



Superintendent Elizabeth Chamberland, Ed.D. echamberland@aubum.k12.ma.us

Business Manager Cecelia Wirzbicki cwirzbicki@aubum.k12.ma.us

Director of Pupil Services **Rosemary Reidy** rreidy@aubum.k12.ma.us

Director of Facilities & Maintenance Joseph Fahey jfahey@auburn k12.ma.us

Director of Technology Eric Bouvier ebouvier@auburn.k12.ma.us

Food Services Director Janice King iking@auburn.k12.ma.us:

Auburn High School **Daniel Delongchamp** Principal Eileen Donahue Assistant Principal

Auburn Middle School Gregg Desto Principal Matt Carlson Assistant Principal

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

Bryn Mawr School Marie Mahan Principal

Pakachoag School Jennifer Stanick Principal

School Committee George Scobie Chairperson

Jessie Harrington Vice Chairperson

Members: Gail Holloway Dorothy Kauffman Meghan McCrillis

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

May 5, 2022

Dear Town Meeting Member,

On behalf of the Auburn Public Schools team, I would like to thank you for your role in the successful passage of the FY23 school budget.

As you are aware, these are trying times and we, as a community, continue to bear the weight of COVID 19 and the many challenges that have arisen because of it. Yet I am proud to say that the administrators, teachers, and staff of the Auburn Public Schools remain committed to our students and to our community. I promise you that each and every day, the members of the Auburn Public Schools work to ensure that our students receive rigorous and engaging instruction while also having the opportunity for both remediation and extension activities.

I am so proud to be a member of a community that values the role education plays in impacting the lives of our students. Education remains the key for our students no matter what path they choose once they leave Auburn High School.

Your support of the FY23 school budget allows us to continue our work and to provide the supports students need for long term success. As a community the care you show for our students is unmatched and I am humbled by your support. Rest assured that we do not take this charge lightly and we fully recognize the fiscal responsibility we owe to each of you.

Thank you for your support of the Auburn Public Schools and I look forward to our continued work together.

Sincerely,

unlulard

Beth Chamberland, Ed.D. Superintendent of Schools



28 Lord Road, Suite 125 • Marlborough, MA 01752

P 508-460-0491 • F 508-460-0493

www.avcollaborative.org

2022-2023 Tuition and Service rates approved by AVC Board of Directors 04/29/2022

OSA & SOAR	FY23 Daily Rate	FY23 # days	FY23 Tuition
Member (Grades 5-12)	\$350.46	180	\$63,082.80
Non Member (Grades 5-12)	\$399.52	180	\$71,913.60
SOAR Member	\$341.51	45	\$15,367.95
SOAR Non Member	\$389.32	45	\$17,519.40
Summer Member		20	\$6,294.75
Summer Non Member		20	\$7,238.96

Contact Information Orchard Street Academy 57 Orchard St Marlborough, MA 01752 P 508-481-3611 F 508-481-3634 Brenda Goodreau bgoodreau@avcollaborative.org OSA DESE Program Code: 05020001

Evolution	FY23 Daily Rate	FY23 Days	FY23 Tuition
Tier 1 Member*	Eliminate Tier 1 for new students		
Tier 1 NM	Eliminate	Tier 1 for new s	tudents
Tier 2 Member	\$330.00	180	\$59,400
Tier 2 NM	\$379.50	180	\$68,310
Tier 2 Summer Member		20	\$6,378
Tier 2 Summer NM	- ANK	20	\$7,271
Tier 3 Member	\$489.17	204	99,790.68
Tier 3 NM	\$557.68	204	113,766.72

*students enrolled in Tier I during the 2021-2022 school year will remain at T1 until graduation/withdrawal. FY23 @ \$222 per day/\$39,996 annual

REACH	FY23 Daily Rate	FY23 Days	FY23 Tuition	
Member	\$489.17	204	99,790.68	
NonMember	\$557.68	204	113,766.72	

Contact Information

AVC Evolution Program 28 Lord Rd suites 267 & 285 Marlborough, MA 01752 P 774-285-3035 F 508-460-0493 Mary Sharma msharma@avcollaborative.org Evolution DESE Program Code 05020006

> Contact Information Mary Sharma msharma@avcollaborative.org

REACH Classoom Locations/Contact Information:

REACH I Albert S. Woodward School 28 Cordaville Rd Southborouh, MA 01772 P 774-249-0394 F 855-549-4024 DESE Program Code 05020002 REACH II Torttier Middle School 49 Parkerville Rd Southborouh, MA 01772 P 774-245-3078 F 508-481-1506 DESE Program Code 05020003 REACH III Algonquin High School 79 Bartlett St Northborough, MA 01532 P 508-630-5564 F 508-393-9226 DESE Program Code 05020005



28 Lord Road, Suite 125 • Marlborough, MA 01752

P 508-460-0491 • F 508-460-0493

www.avcollaborative.org

2022-2023 Tuition and Service rates approved by AVC Board of Directors 04/29/2022

Consultation and Therapy Rates	FY23 Hourly Rate
Professional Member	\$100.12
Licensed Professional NM	\$114.14
Assistants Member	\$66.73
Assistants NM	\$76.07
Tutoring Member	\$59.48
Tutoring NM	\$68.40

Facilities Rentals	Room	FY23 Rate
Room Rental Member	1	\$375
Room Rental NM	1	\$425

AVC's 28 Lord Rd location offers 3 conference rooms that accomodate up to 30 people each and can be converted into 1 large room to accomodate up to 90 people.

Contact Information

Suzanne Pomerleau

28 Lord Rd suite 125

Marlborough, MA 01752

P 508-460-0491 F 508-460-0493

spomerleau@avcollaborative.org

FSP	FY23 Caseload	FY23	
Phase (10 cases) Member	10*	\$36,750	*1-4 cases at a time
Phase (10 cases) NM	10*		*1-4 cases at a time

Contact Information

Kenia Franjul

28 Lord Rd suite 125

Marlborough, MA 01752

P 508-460-0491 F 508-460-0493

kfranjul@avcollaborative.org

Professional Development Member Rates - Educators/Consultants	1 presenter	2 presenters
Half Day (<3.5 hours)	\$740	\$1,479
Full Day (4 - 6.5 hours)	\$1,367	\$2,734
Professional Development NONMEMBER Rates - Educators/Consultants	1 presenter	2 presenters
Half Day (<3.5 hours)	\$844	\$1,687
Full Day (4 - 6.5 hours)	\$1,559	\$3,117

Contact Information

Cathy Cummins

28 Lord Rd suite 125

Marlborough, MA 01752

P 508-460-0491 F 508-460-0493

ccummins@avcollaborative.org

District Transportation Rates	Approved FY23 (4/29/2022)	1
Mini van/daily rate to AVC programs only	\$ 132	.50
Mini van/daily rate to any other program	\$ 164	.30
Wheelchair van to AVC programs only	\$ 132	.50
Wheelchair van to any other program	\$ 270	.30
Monitor: daily rate	\$ 100	.70
Supplemental additional hourly charges	\$ 42	.40
IN-DISTRICT Contracts		
Nashoba in-district	\$ 222	.60
Maynard in-district:		
Fowler/Conn program daily rate	\$ 222	.60
MHS/Green Meadow 2 tier run	\$ 222	.60
Monitor	\$ 100	.70
New McKinney Vento outside region, not already served by VP	\$ 270.	.00

AUBURN PUBLIC SCHOOLS - FIELD TRIP REQUEST FORM
School: Auburn High School Principal: Dan Delongchamp
Teacher: Virginia Bailey Date of Request: April 27, 2022
RE: FIELD TRIP PROPOSAL
Title of Field Trip: Walt Disney World Magic Music Days
Class or Grade Participating: Rocket Marching Band Number of Students: 40
Date(s): April 18-22, 2023 Times: Leave at:6am April 18 Return at :10pm April 22 Place: Walt Disney World
Place: Walt Disney World
If this day field trip is out-of-state, has it ever been approved by the School Committee: YES NO
This field trip will accomplish curriculum enhancement in the following areas (please check all that apply):
Mathematics Science English Language Arts
History/Social Studies Physical Education M The Arts
□ Technology □ Other (please explain on the reverse side)
Please list the specific standards this trip will address: By Curriculum Area/Standard: please see the attached document
Curriculum Area/Standard:
Curriculum Area/Standard:
Curriculum Area/Standard:
Please note both pre and post trip activities that will be conducted to ensure curriculum integration:
Pre-trip Activities:parade, concert festival preparation, parent meetings
Post-trip Activities:performance video shared in Spring Concert
The form must be
Signature of the building principal signifies his/her approval of the trip and its integration into the curriculum. This form must be completed in its entirety.
Principal's Signature Superintendent's Signature
[] School Nurse has reviewed medical needs of students and is coordinating nursing coverage and/or providing training for the
administration of medication to those individuals responsible. Date:
School Committee Chairperson for overnight and out-of-state day trips
Transportation by: Air/Motorcoach Name of Carrier. Suburban Tours
Adults participating (min. 10-1 ratio required; 6-1at Elementary level):
All Chaperones have been CORI checked: *Form must be approved by the Superintendent <u>AT LEAST SIX weeks prior</u> to the event. For overnight and out-of-state trips, approval must be sought from the School Committee at least three months in advance. Please attach a copy of the notice to parents, permission slip and any other pertinent accompanying documentation.

10 V. 9

Cancellation Policy: The Superintendent reserves the right to cancel an approved field trip up until the time of departure. In the event of a cancellation, the school system is not responsible for any expenses incurred. The individuals coordinating the trip need to ensure that all parties are aware of this policy. Auburn Public Schools IJOA-1 February 20152017

SUBURBAN TOURS

.. .

The Student Tour & Travel Specialist

PERFORMANCE PACKAGE AT WALT DISNEY WORLD SPRING 2023 **FIVE DAYS/FOUR NIGHTS**

Preliminary Planning Proposal Includes:

- Round trip air via regularly scheduled air carrier from Boston or Providence to Orlando, FL based on airfare allocation of \$650.00 per person. Note: Air allocation will be adjusted to reflect actual airfare once determined.
- Charter motor coach transportation in Orlando as follows:
 - Round trip airport transfers in Orlando 0
 - Use of coach on two days to transfer from 0 hotel to theme park for performance and/or workshop
- Four (4) nights accommodations at WDW All Star . resort property based on four (4) to a room, subject to availability
- Hotel taxes and gratuity
- Breakfast daily (4) including tax and gratuity
- Disney Imagination Campus Performance Ticket Package which includes:
 - Four one-day admissions to Magic Kingdom, 0 EPCOT, Hollywood Studios and Animal Kingdom
 - Full use of Disney transportation system 0
 - Parkhopping privileges (restrictions apply as 0 directed by WDW)
- One complimentary chaperone per twenty (20) paying participants based on double occupancy
- Printed itineraries and baggage tags for all participants
- Assistance of a Suburban Tours tour manager in Orlando including gratuity

RATES PER PARTICPANT:

\$1785.00 Quad Occupancy \$1982.00 Double Occupancy \$1850.00 Triple Occupancy \$2376.00 Single Occupancy

ADD ON: STRONLY RECOMMENDED FOR ALL TRAVELERS

Cancel for Any Reason Travel Protection as offered by Travel Insured for coverage up to \$2000.00 - add \$81.00 per person; for coverage up to \$2500.00 - add \$102.00 per person Note: Premium is based on 2022 pricing and is subject to change.

SUBURBAN TOURS

The Student Tour & Travel Specialist

NOTE: Group's travel dates may impact final cost.

Options:

- Round trip transfers from high school to airport: Rate upon request
- Add WDW educational workshop: Add approximately \$37.00 per person
- Upgrade park ticket to PREMIUM ticket package (details upon request): Add approximately \$12.00 per person .
- One day park to park admission to Universal Studios and Islands of Adventure: Rate to be advised .
- Two day park to park admission to Universal Studios and Islands of Adventure: Rate to be advised .

Notes:

- All rates based on tariffs in effect April 26, 2022, and could vary by departure. Increases will be passed along on a dollar-for-dollar basis.
- Rates subject to availability of services at time of booking and receipt of appropriate deposits as required.
- Rate based on a minimum of 42 paying participants per coach. Should number of paying participants fall below this level, a transportation . surcharge will apply.
- Rates based on Disney Performing package and carry certain restrictions.
- Rate based on current motorcoach pricing and subject to fuel surcharges if/as imposed by transportation carriers.
- Depending on itinerary, some moves may be scheduled as individual transfers and coach may not be held for use throughout the day. .
- Transportation to and from high school to airport not included.
- Baggage charges if and as imposed by airline not included. Additional charges for overweight, oversized, or excess baggage and . equipment subject to imposition by airline not included. Please plan accordingly.

How will this Field Trip accomplish curriculum enhancement?

A) Participation in music festivals is one of the most effective and valid methods of <u>assessment</u> for high school performing ensembles.

B) Music groups from various school districts come together to showcase and compare skills, techniques, and repertoire they have learned and rehearsed throughout the school year.

C) The out of state festival (Festival Disney) provides the added opportunities to travel, to meet and interact with students from all around the country with common talents and musical interests, and to have clinics with some of the country's finest music educators and professional musicians.

NOTE: Over the past 3 decades Auburn music students have traveled to and performed in, Washington D.C., Virginia Beach, Colonial Williamsburg, Montreal Canada, New York City, Toronto, ON, Cleveland OH, Chicago, IL as well as Orlando Florida.

D) We will participate in workshops (Disney Performing Arts) designed to educate and inspire our students.

E) We will have the opportunity to perform for international audiences in Downtown Disney and Epcot as well as march in the parades in Magic Kingdom.

F) We will discover and explore the rich performing arts legacy of the Disney organization

The Music Department recognizes the unique educational value of an out of state music festival every other year. This year we would like to attend the Magic Music Days Festival in Walt Disney World

Our proposed travel dates are Tuesday, April 18, 2023 through Saturday, April 22, 2023 with a 10pm arrival. The students will not miss any school due to school vacation week,

Estimated number of Students Participating:

- a) Approximately 40 students will participate (Concert Band and Marching Band members)
- b) Student supervision will be between a one per six and one per eight ratio depending on chaperone sign-ups

Emergency Procedures:

In the event of an emergency the Superintendent, the Principal, and the immediate family (as indicated on the emergency medical forms) will be notified immediately. There is a trained tour guide provided by Suburban Tours available 24 hours a day to assist us with any conflicts. Students will be expected to return to the Hotel immediately if they are ever separated from the group. Students will carry emergency contact numbers with them at all times and will be asked to be in small groups of which at least member will have access to a cell phone in case of emergency. In the very limited free time, students will be in small groups at all times and will be assigned to a chaperone who will be responsible for checking in with them at certain times.

.t

Through workshops and performance, we will address not only the Massachusetts State Frameworks but also the National Standards.

1. Singing. Students will sing, alone and with others, a varied repertoire of music.

Students will be given the opportunity through rehearsal and clinic techniques to use their voice in an instrumental setting

2. Reading and Notation. Students will read music written in standard notation.

Through rehearsals, clinics, and performance, we will explore and use standard music notation

- 3. Playing Instruments. Students will play instruments, alone and with others, to perform a varied repertoire of music.
- 4. Improvisation and Composition. Students will improvise, compose, and arrange music.

Disney is known for their emphasis on personal creativity in their workshops.

5. Critical Response. Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Students will have the opportunity to evaluate their performance with nationally recognized clinicians and performers as well as the performances of other student groups from around the country and world.

6. Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Disney is a perfect example of the roles music, art, architecture, and theatre play in our society. Epcot Center and MGM studios have many exhibits that showcase these arts.

7. Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Students will have the opportunity to interact with other music students, Disney music performers, as well as guest clinicians and engage in meaningful discussions

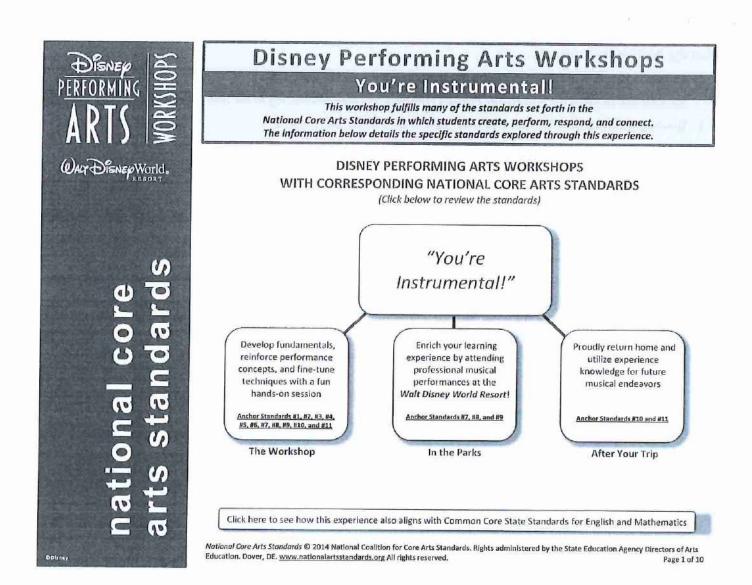
8. Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

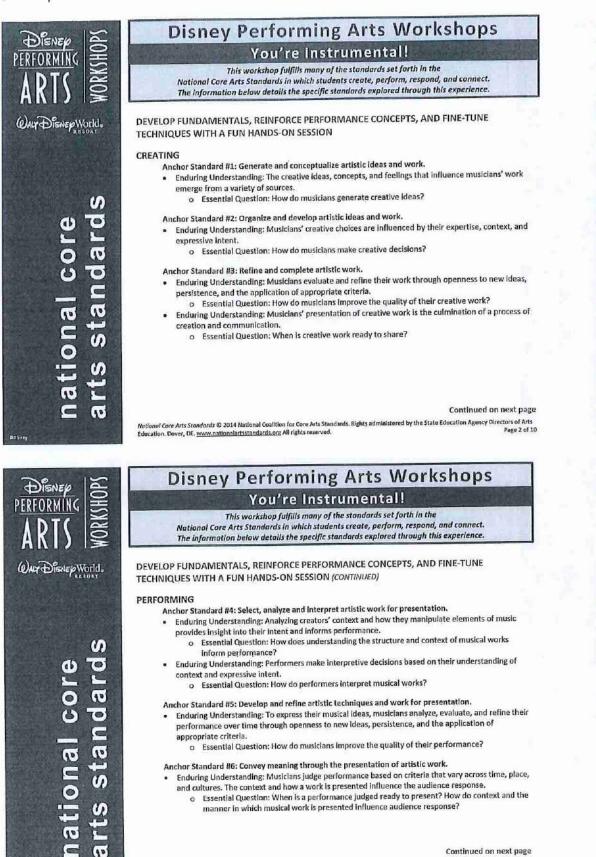
Through viewing exhibits at MGM and Epcot Center as well as the Magic Kingdom, students will be able to discuss concepts of Style, Influence, and Change, in our popular American culture as well as world cultures.

9. Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Disney prides themselves on their cutting edge technology use in their exhibits and their performances.

10. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.





Notional Care Arts Standards © 2014 National Coelition for Care Arts Standards. Rights administered by the State Education Agency Directors of Arts Education. Dover, DE. <u>www.mationalartistandards.org</u> All rights reserved. Page 3 of 10



Disney Performing Arts Workshops

You're Instrumental!

This workshop fulfills many of the standards set forth in the National Core Arts Standards in which students create, perform, respond, and connect. The information below details the specific standards explored through this experience.

DEVELOP FUNDAMENTALS, REINFORCE PERFORMANCE CONCEPTS, AND FINE-TUNE TECHNIQUES WITH A FUN HANDS-ON SESSION (CONTINUED)

RESPONDING

- Anchor Standard #7: Perceive and analyze artistic work.
 - Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
 - o Essential Question: How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work.

- Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
 - o Essential Question: How do we discern the musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work.

- Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
 - o Essential Question: How do we judge the quality of musical work(s) and performance(s)?
 - Continued on next page

National Care Arts Standards © 2014 National Coalition for Core Arts Standards, Rights administered by the State Education Agency Directors of Arts Education. Dover, DE. www.netionalartsstandards.org All rights reserved. Page 4 of 10

Disney Performing Arts Workshops You're Instrumental!

This workshop fulfills many of the standards set forth in the National Core Arts Standards in which students create, perform, respond, and connect. The information below details the specific standards explored through this experience.

DEVELOP FUNDAMENTALS, REINFORCE PERFORMANCE CONCEPTS, AND FINE-TUNE TECHNIQUES WITH A FUN HANDS-ON SESSION (CONTINUED)

CONNECTING

RKS

6

ndal

sta

rts

90

00

ONA

WALT DISNEPWorld.

Anchor Standard #10: Synthesize and relate knowledge and personal experiences

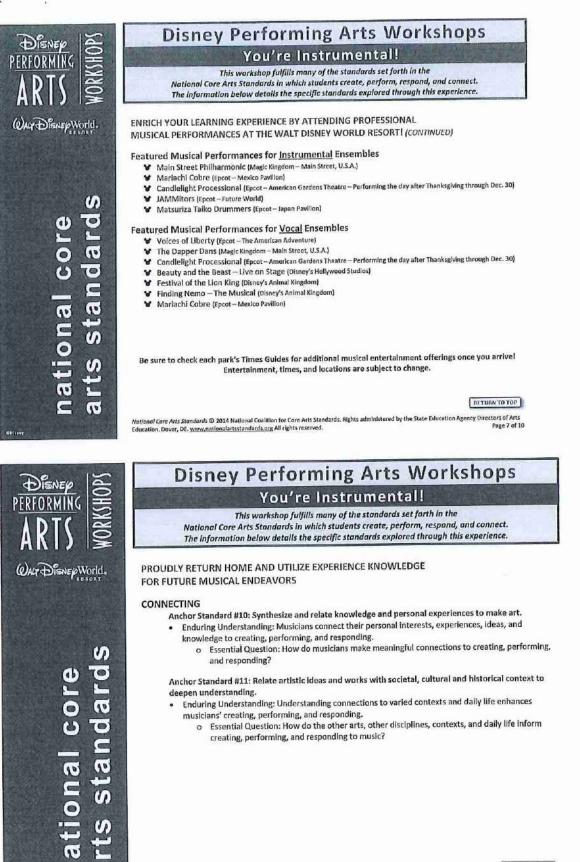
to make art.

- Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
 - o Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
 - o Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Notional Care Arts Standards © 2014 National Coalition for Core Arts Standards, Rights administered by the State Education Agency Directors of Arts Education, Dover, DE: <u>www.nationalartsstandards.org</u> All rights reserved. Page S of 1 Page 5 of 10



RETURN TO TOP

National Core Arts Standards © 2014 National Coalition for Core Arts Standards. Rights administered by the State Education Agency Directors of Arts Education. Dover, DE. <u>www.nationalartsstandards.org</u> All rights reserved. Page 8 of 10

10

	SUBURBAN TOURS
	AUBURN HIGH SCHOOL MUSIC DEPT. PERFORMING ARTS ON STAGE AT WALT DISNEY WORLD MARCH 14 – 19, 2019 SIX DAYS/FIVE NIGHTS
Itinerary:	
March 14 Thursday	
2:30 pm	Arrive Worcester airport. Proceed directly to Jet Blue Airlines ticket counter and check in for the following flight:
	Lv:Worcester, MA4:23 pmJet Blue #1887Ar:Orlando, FL7:27 pmNote:Flight schedules are subject to change by airline.
	Note: Your bags will be processed by Disney's Magical Express staff and delivered to hotel.
Upon Arrival	Take train from your gate to the main terminal. You will arrive on level 3. Proceed to Terminal B to access Disney's Magical Express located on level 1. Please note that Terminal B, Level 1 can only be accessed from Level 3 of the Airport. Follow the airport signs to Disney's Magical Express.
	Board Disney's Magical Express for Disney's Pop Century Resort
Approximately 8:30 – 9:15 pm	Arrive Pop Century Resort and check in
March 15 Friday	
7:00 am	Breakfast at hotel food court Note: Each participant will receive a Disney breakfast voucher for breakfast each day.
7:45 am	Depart for Magic Kingdom via Disney Transportation Services Note: Extra Magic Hours today from 8:00 to 9:00 am for Disney hotel guests. Note: The Performing Arts Onstage admission ticket distributed to each participant will allow up to four one-day admissions into Magic Kingdom, EPCOT, Hollywood Studios and Animal Kingdom. Be careful not to lose your passes as they are not replaceable.
7:45 am	Board Disney Transportation for Magic Kingdom Note: Marching Band performance is scheduled for today.
Upon Arrival	Enter and enjoy theme park.
	(continued on page two)

www.suburbantours.com



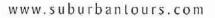
4

Land Bord)

SUBURBAN TOURS

(2)

March 15 Friday	
1:00 pm	Equipment truck arrive Disney Performing Arts in the Magic Kingdom Park 3 service area
1:00 pm	Marching Band members meet Disney PAO staff – location TBA Change into uniforms and prepare for performance.
2:30 pm	Auburn High School Rocket Marching Band performs in Disney Festival of Fantasy Pre-Parade
After performance	Return to backstage area. Return instruments and uniforms to equipment truck. Re-enter theme park
9:15 pm	Happily Ever After Nighttime Spectacular
10:00 pm	Magic Kingdom closes. Return to hotel via Disney Transportation Services
March 16 Saturday 7:45 am	Breakfast at hotel food court
8:30 am	Depart for Hollywood Studios via charter motor coach Note: Park opens at 9:00 am
Noon	All participants meet as instructed. Board coaches. Depart for Chamber Choir performance at Disney Springs. NOTE: Non-performers will be dropped off at Disney Springs. Chamber Choir performers continue to Disney performing Arts, located off the entry road of the Team Disney Building
TBA	Equipment truck instructions
1:45 pm	Auburn High School Chamber Choir performs on the Waterview Park stage, located in The Landing area of Disney Springs.
After performance	Choral performers change in area.
3:30 pm	All participants board coaches. Return to Hollywood Studios
8:30 pm 8:30 pm 9:00 pm	Park closes. Fantasmic Nighttime Spectacular Star Wars: A Galactic Spectacular
Approx. 9:45 pm	Board Disney Transportation. Return to hotel (continued on page three)





SUBURBAN TOURS THE STUDENT TRAVEL & TOUR SPECIALISTS

(3)

March 17 Sunday 7:45 am	Breakfast at hotel food court		
Choral Performers 8:30 am	Depart for EPCOT via Disney Transportation Services		
Upon arrival	Enter and enjoy park		
1:45 pm	Meet Disney staff member. Proceed as instructed to "Circle of Life Theatre" located in "The Land" pavilion of Future World area		
2:00-4:30 pm	At Disney Sings Workshop		
After workshop	Return to park		
Band Performers 9:15 am	Board coach. Depart for Convention Center at Disney's Contemporary Resort		
Upon arrival	Meet Disney staff member. Proceed to Ballroom of the America's		
10:30 - 1:00 pm	at You're Instrumental Workshop		
After workshop	Board coach. Depart for Epcot		
Upon arrival	Enter and enjoy theme park		
9:00 pm	EPCOT closes. After "IllumiNations" display, meet as instructed and return to hotel via Disney Transportation Services.		
March 18 Monday 7:00 am	Breakfast at hotel food court		
7:45 am	Depart for Animal Kingdom via Disney Transportation Services Note: Extra Magic Hours today from 8:00 to 9:00 am for Disney hotel guests		
Upon Arrival	Enter and enjoy park		
8:00 pm	Park closes. Meet as instructed for return to Pop Century Resort via Disney Transportation Services.		

Note: Instructions for baggage transport via Disney's Magical Express to be advised.

(continued on page four)



www.suburbantours.com

1250 Mineral Spring Ave., North Providence, RI 02904 ph: 800.431.3004 · 401.723.6770 · fax: 401.723.0696 · e-mail: travel@suburbantours.com

SUBURBAN TOURS

(4)

March 19 Tuesday 7:30 am	Breakfast at hotel food court		
8:15 am	Hotel check out. At this time all chaperones are requested to inspect student rooms collect room keys and return to front desk.		
TBA	Board Disney's Magical Express. Depart for Orlando International Airport.		
Upon Arrival	Proceed directly to Jet Blue Airlines ticket counter and check in for following flight:		
	 Lv.: Orlando, FL 1:00 pm Jet Blue #330 Ar.: Worcester, MA 3:48 pm Note: Flight schedules are subject to change by airline. Note: Upon arrival, proceed to baggage claim area and claim your baggage. Note: Report any lost or damaged baggage to appropriate airline personnel prior to leaving airport. 		
Note: All times and requirements	features on itinerary subject to change based on local conditions and of group.		

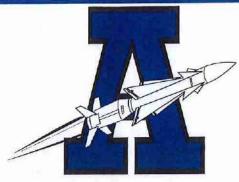
Note: Suburban Travel & Tours is not responsible for any lost, damaged or stolen articles of a personal nature. It is the responsibility of each person to take care of his or her possessions. Please DO NOT leave cash or valuables in your room.

2/4/19



AUBURN PUBLIC SCHOOLS - FIELD TRIP REQUEST FORM
School Auburn High School Principal: Dan Delongchamp
Teacher: Creare Eisenhaue Date of Request: 4/27/22
RE: FIELD TRIP PROPOSAL
Title of Field Trip: AHS Chamber Singers Carnegie Hall Tertormance
Class or Grade Participating: 9-12 Number of Students: 22
Date(s): 3/8 - 12/23 Times: Leave at: 730 Return at : TBD
Place: New York City - Carnegie Hall
If this day field trip is out-of-state, has it ever been approved by the School Committee: YES NO
This field trip will accomplish curriculum enhancement in the following areas (please check all that apply):
□ Mathematics □ Science □ English Language Arts
History/Social Studies Physical Education The Arts
Technology \Box Other (please explain on the reverse side) Please list the specific standards this trip will address:
Curriculum Area/Standard: Reheasse, Evaluate and Refine (MU: Pr. S. 3. E. Ila)
"Develop and toply appropriate rehearsal strategies"
Curriculum Area/Standard: Present (MU: Pr6. 1. E. 11a) "Accomplished"
"Demonstrate mastery of technical demands
Curriculum Area/Standard: Connecting (MU: CN'10.0.H. 11a)
"Demonstrate technical shill to connect with the audience
Please note both pre and post trip activities that will be conducted to ensure curriculum integration:
Pre-trip Activities: - Kehearse music together & indepentently-
- Rehearse of Clark University Choir & Director Cailer Manson-
-Study historical significance of "Kequien" & NIC as cultural center
Post-trip Activities: 70 For wake UCUTER highlights to
PUSOLO PUTOMANIE - Present Trip Mightinghis 10
Signature of the building principal signifies his/her approval of the trip and its integration into the curriculum. This form must be
completed in its entirety.
Principal's Signature Superintendent's Signature
School Nurse has reviewed medical needs of students and is coordinating nursing coverage and/or providing training for the
administration of medication to those individuals responsible.
Date:
School Committee Chairperson for overnight and out-of-state day trips Cost of Trip: Funding Source:
Transportation by: Name of Carrier:
Adults participating (min. 10-1 ratio required; 6-1at Elementary level):
All Chaperones have been CORI checked: *Form must be approved by the Superintendent <u>AT LEAST SIX weeks prior</u> to the event. For overnight and out-of-state trips, approval must be sought from the School Committee at least three months in advance. Please attach a copy of the notice to parents, permission slip and any other pertinent accompanying documentation.

Cancellation Policy: The Superintendent reserves the right to cancel an approved field trip up until the time of departure. In the event of a cancellation, the school system is not responsible for any expenses incurred. The individuals coordinating the trip need to ensure that all parties are aware of this policy. Auburn Public Schools IJOA-1 February 2015/2017 е. .



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 students¹ 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.

1

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. <u>Public involvement in developing the Plan</u>. As required by M.G.L. c. 71, § 370, 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, guradians and community members alike, must be actively engaged and committed to the maintenance of environments that a re 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. <u>Assessing needs and resources</u>. 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;
- 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, § 370 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. <u>Annual staff training on the Plan</u>. 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. <u>Ongoing professional development</u>. 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, § 370, the content of school-wide and district-wide professional development will be informed by research and will include information on:
 - a. developmentally (or age-) appropriate strategies to prevent bullying;
 - b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - c. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - d. 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;
 - e. information on the incidence and nature of cyberbullying; and
 - f. 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. <u>Written notice to staff</u>. 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. <u>Communication Among and Between Schools</u>: 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. <u>Identifying resources</u>. 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. <u>Counseling and other services</u>. 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 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. <u>Students with disabilities</u>. 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. <u>Referral to outside services</u>. 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 <u>https://www.doe.mass.edu/sfs/bullying/</u> including <u>social and emotional learning quidelines</u>. <u>Specific Bullying Prevention Approaches</u>: 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.

<u>General teaching approaches that support bullying prevention efforts</u>. 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 PreventionIntervention." 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. <u>Reporting bullying or retaliation</u>. 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,² 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. <u>Reporting by Staff:</u> 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. <u>Reporting by Students, Parents or Guardians, and Others:</u> 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

² 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. <u>Notice to parents or guardians</u>. 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. <u>Notice to Another School or District</u>. 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. <u>Notice to Law Enforcement</u>. 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. <u>Investigation</u> 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. <u>Determinations</u> 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. <u>Responses to Bullying</u>. 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, § 370 (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 antibullying 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 schoolsponsored 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, § 370, nothing in this Plan requires the district or school to staff any nonschool related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section370 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: <u>https://www.doe.mass.edu/prs</u>/, emails can be sent to <u>compliance@doe.mass.edu</u> or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

<u>Aggressor</u> 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, § 370, 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.

<u>Cyberbullying is</u> 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, § 370 for the legal definition of cyberbullying.

<u>Hostile environment</u>, as defined in M.G.L. c. 71, § 370, 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.

<u>Retaliation</u> 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.

<u>School Staff</u> 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)
Auburi	n High School
Auburi	n Middle School
Swans	on Road Intermediate School
Bryn N	Aawr 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	NC		NOT SURE	
7.	If you believe there were witnesses, please enter the name(s) below.				
8. *(Ma	To your be ark only one)	est knowledge, h	as there been a pro	evious incident between these student	s?
	YES	NO		NOT SURE	
9.	Are there a	any immediate s	afety concerns? * (Mark only one)	
	YES	NO		NOT SURE	
Victi	m Informatio	<u>n</u>			
10.	Name: *				
11.	Victim's Gender* (Mark only one)				
	Male	Female	Nonbinary	Prefer not to say	
12.	Victim's Gr	ade * (PreK – Po	ost Grad):		
<u>Bully</u>	Information				
13.	Bully's Nan	ne:			
14.	Bully's Gender* (mark only one)				
	Male	Female	Nonbinary	Prefer not to say	
15.	Bully's Grad	le * (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: _____

	Student	
	Parent/Guardian	
	Employee	
	Auburn Resident	
	Non-Auburn Resident	
18.	Email Address (optional):	
19.	Phone Number (optional):	
20.	Additional Information(optional):	

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

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

Investigation

Please enter the full name of the investigator:
 Please enter the full name of the Aggressor:

Please enter the date of the interview with the aggressor: _____

4. Please enter pertinent interview information from the aggressor:

Please enter the full name of the target:

Please enter the date of the interview with the target: _____

7. Please enter pertinent interview information from the target:

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

Please enter the dates of the interview(s) with the witness(es): _____

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

Concl	usions from the Investigation
14.	Please provide a brief description of the previous incidents.
	Yes No
13. one)	Did any of the previous incidents have a finding of bullying or retaliation? (mark only
	Yes No
12.	If yes, have the incidents involved the target or target group previously? (mark only one)
11.	Are there any prior documented incidents by the aggressor? Yes No

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

- No
- Yes, the incident was documented as bulling
- 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.

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

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:

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

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

Please note the date you will follow up with the Aggressor: ______

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

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 themself 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 <u>March 2022 Threat Assessment</u> <u>Protocol and Checklist.</u>(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 sent either within 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

14

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.
- 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:	Examples of Substantive 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 	 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 <i>serious assault</i> (e.g., beat up or hurt) or <i>very serious</i> (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.
- 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."
- 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:

- Respectful interactions with students, parents, colleaguescolleagues, and other constituents.
- 2. Consistency and promptness in attendance at work.
- 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.
- 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.

SOURCE: MASC September 2016

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

Reviewed, revisedrevised, and updated: November 8, 2017

Formatted: Font color: Accent 1

First Reading: May 18, 2022

Formatted: Font color: Accent 1

Auburn Public Schools

0
Š
ž
0
T
×
C
B
C
Z
Z

Siunu

er arp solution

9

-

YEAR-TO-DATE BUDGET REPORT

TLEAUT TEAUT TEAUT TEAUSTR SPECIAL TEAUSTR SPECIAL TEAUSTR FTER SUI FTER SUI FTER SUI FTER SUI FTER SUI	1123008 BYRN MAWR SPEC.EDUCATION 1123008 511170 SPED TEACHERS' 1123008 511172 BRYN MAWR SPED A 1123008 511179 SPED NSTRUCTIONA 1123008 512070 SPED SUBSTITUTE 1123008 512079 SPED SUBSTITUTE 1123008 512080 LONG TERM SUBSTI 1123008 512080 LONG TERM SUBSTI	1122011 S11160 PRINCIPAL - BM 1122011 S11160 PRINCIPAL'S SALA 1122011 S11184 SECRETARY'S SALA 1122011 S344 POSTAGE, BRYN MAWR 1122011 S421 PRINCIPAL'S SUPPLI 1122011 S422 PRINCIPAL'S SUPPLI 1122011 S734 DUES, PRINCIPAL, B 1122011 S737 PRINC. PROF DEVELO	
		-	
36,435 294,827 131,242 197,611 10,000 1,200 1,273 1,000 12,100 1,000 1,000 1,000 1,000 1,000 1,000	216,304 94,193 120,268 2,500 5,500	110,100 40,200 1,500 4,800 1,500 1,500 1,500	ORIGINAL
-196,580 -9,321 3,296 63,700 5,545 -748 -104 0 10 2,285 -748 0 10 2,285 -748 0 10 2,285 -748 0 10 2,285 -748 0 10 2,285 10 2,285 10 2,285 10 2,285 10 10 10 10 10 10 10 10 10 10 10 10 10	50,940 60,324 14,443 1,000 1,332 16,057	3,700 1,813 92 2,066 2,066 -1,052	TRANFRS/ ADJSTMTS
797,9415 227,9415 227,9415 200,9415 200,9415 227,9418 227,9418 22,000 63,750 11,996 3,558 3,558 2,000 11,996 11,996 11,996 11,996 11,996	267,244 154,517 134,711 3,000 16,832 16,057	113,800 42,012 1,592 6,866 1,485 1,485	REVISED BUDGET
31,727.16 19,119.42 141,524.1488.70 2,463.399.11 46,088.50 2,463.30 2,463.30 7,895.59 160.64 8,837.04 8,00.94 112.11	188,070.97 113,752.38 99,783.62 464.98 4,926.52 16,056.94	96,940.63 37,415.75 1,244.23 6,733.29 1,448.00	YTD EXPENDED
235,287.86 3,186.57 33,572.39 59,527.80 14,741.36 5,413.22 5,413.22 500 5,413.22 .00 .00 .00	79,173.04 26,750.96 29,976.62 .00 .00	16,859.24 5,481.78 .00 .00 .00 .00	ENCUMBRANCES
.00 .00 .00 .00 .00 .00 .00 .00 .00 .00	14,013.17 4,950.51 2,535.02 1,905.00 .00	-885.33 255.77 132.76 132.76 .00	AVATLABLE BUDGET
100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0%	100.0% 90.9% 95.3% 15.3% 72.1%	100.0% 102.1% 82.9% 98.1% 100.0%	PCT USED

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: glytdbud

Page

μ

1	-
	Ó
	Š
	ž
	0
	Ť
	D
	C
	Ξ
	Ξ
	찐
	4

loginos da alto a

4

YEAR-TO-DATE BUDGET REPORT

FOR 2022 99

1142099 5430 BLDG REPAIRS/IMPRO 18,500	1141099 511192 SALARIES CUSTODI 101,393 1141099 5211 LIGHTS/POWER BRYN 12,000 1141099 5211 HEATING FUEL, BRYN 14,500 1141099 5231 WATERM BRYN MAWR 14,500 1141099 5232 SEWER USE CHARGE, 3,500 1141099 5450 SUPPLIES CUSTODIAL 3,500 1142099 MAINT OF PLANT - BM 3,500	1132099 511185 SALARY, NURSE, B 11411099 O&P - BM	1127054 511176 GUIDANCE SALARIE 1127054 5511 GUIDANCE SUPPLIES, 1132099 HEALTH SVCS - BM	1126051 5515 SUPPLIES, AUDIOVIS 1127054 GUIDANCE - BM	1125051 511178 MEDIA TECH 1125051 5587 LIBRARY SUPPLIES, , 1, 000 1726051 AUDIO/VISUAL - BM	1124051 5513 TEXTBCOKS, BRYN MA 1125051 LIBRARY - BM	ACCOUNTS FOR: O1 GENERAL FUND APPROP 1124051 TEXTBK - BM - ELEM ED
9,359	3,900 2,000 2,000 2,075	-49,857	3,421 0	-56	250 46	-336	TRANFRS/ ADJSTMTS
27,859	105,293 16,163 5,500 3,500 5,575	79,101	76,457 550	1,644	46,897 1,046	664	REVISED BUDGET
22,485.34	89,694.02 11,692.48 14,156.46 4,112.54 1,927.20 3,481.88	56,036.59	53,803.06 521.52	1,428.39	33,001.48 1,012.56	664.44	YTD EXPENDED
5,473.61	15,598.96 4,126.52 2,343.54 1,387.46 2,700.35	23,064.88	22,653.92 .00	. 00	13,895.40 .00	.00	ENCUMBRANCES
-100.00	343.00 343.00 .00 1,572.80 -607.05	.00	28.48	216.08	33.18	.00	AVATLABLE BUDGET
100.4%	100.0% 97.9% 100.0% 55.1% 110.9%	100.0%	100.0% 94.8%	86.9%	100.0% 96.8%	100.0%	PCT USED

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: glytdbud ÷

Report generated: 05/11/2022 17:57	m	1424051 TEXTBK - PAK - ELEM ED 1424051 5513 TEXTBOOKS, PAKACHO 1425051 LIBRARY - PAK	1423051 5100 ELL TUTOR 1423051 511170 TEACHERS' SALARI 1423051 511170 TEACHERS' SALARI 1423051 511172 MATH PARAPROFESS 1423051 511179 INSTRUCTIONAL AS 1423051 512070 TEA SALARIES, SU 1423051 5126 TEACHER IN CHARGE 1423051 5126 TEACHER IN CHARGE 1423051 5128 TECHNOLOGY STIPEND 1423051 5128 TECHNOLOGY STIPEND 1423051 5129 OTHER STIPENDS PAK 1423051 5129 MUSIC SUPPLIES 1423051 5514 OHYSICAL EDUCATION 1423051 5514 S04 SUPPLIES PAKAC 1423051 5518 ART SUPPLIES PAKAC 1423051 5518 ART SUPPLIES PAKAC 1423051 5518 AFTER SCHL PROGRAM 1423051 5518 AFTER SCHL PROGRAM	PAKACHOAG SPED S11170 SPED TEACHE S11172 SPED ABA PA S11179 SPED INSTRU S12070 SPED SUB TE S12079 SPED INSTRU S12079 SPED INSTRU	511184 S 5344 POS 5421 PRI 5422 PRI 5734 DUE 5737 PRI	FOR 2022 99 ACCOUNTS FOR: 01 . GENERAL FUND	YEAR-TO-DATE BUDGET REPORT	TOWN OF AUBURN
	46,647	1,000	2000,0771 2200,0771 2000,0773 2000,0773 2000,0773 2000 22,000 12,0000 12,0000 12,0000000000	93,294 120,584 69,483 2,000 3,000	40,200 1,500 4,700 1,375 1,375	ORIGINAL		a T
	250	-536	2,285 -3,271 -3,271 2,285 -1000 -264 -264 -29 29 29	1,384 40,624 -1,315 1,000 0	1,352 -384 1,577 1,577 -1,291	TRANFRS/ ADJSTMTS		
	46,897	464	2000,900 121,423 121,423 10,300 11,0000 11,0000 11,0000 11,0000 11,0000 11,0000 11,00000000	94,678 161,208 68,168 3,000 3,000	41,551 563 1,116 6,277 1,574 2,99	REVISED BUDGET		
	33,001.67	464.29	$\begin{array}{c} 31,727.16\\ 121,980.88\\ 85,445.47\\ 1.41,378.62\\ 1.42,378.62\\ 1.45,5311.20\\ 1.4,580.53\\ 2,463.30\\ 2,463.30\\ 6,772.20\\ 6,772.20\\ 603.03\\ 39.39.39\end{array}$	66,887.04 116,278.84 47,401.07 440.97 426.00	35,832.58 562.89 801.79 5,377.03 1,574.00 209.00	YTD EXPENDED		
	13,895.40	.00	255,287.86 255,427.60 35,977.04 59,527.80 1,094.80 3,972.13 3,972.13 190.27 190.27 .00 .00	27,790.80 47,280.64 20,716.24 .00	5,481.78 .00 1,303.07 .00	ENCUMBRANCES		
Page	01	.00	$\begin{array}{c} 6,734.40 \\ -270.60 \\ 1.00 \\ 4,795.95 \\ 2,000.00 \\ 2,192.06 \\ 2,192.06 \\ 2,192.06 \\ 2,192.66 \\ 1.00 \\ 4,77.60 \\ 1.006.09 \\ 1.006.09 \\ 1.006.09 \\ 1.006.09 \\ 1.006.09 \end{array}$	-2,351.78 1 50.35 2,559.03 2,574.00	236.87 314.64 -403.07 .00	AVATLABLE BUDGET	e e e e e e e e e e e e e e e e e e e	
ω	100.0%	100.0%	100.0% 102.0% 102.0% 100.0% 10	100.0% 101.5% 199.9% 14.7%	99.4% 100.0% 71.8% 106.4% 100.0%	USED		munis' Wer are solution

Report generated: 05/11/2022 17:57 User: cwrrzbicki Program ID: glytdbud

TOWN OF AUBURN		4					munis
YEAR-TO-DATE BUDGET REPORT					and the second se		ingliar ero solution
FOR 2022 99							
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED	YTD EXPENDED	ENCIMBRANCES	AVAILABLE	PCT
1425051 5587 LIBRARY SUPPLIES,	1,000	-550	450		.00	449 63	0%
1426051 AUDIO/VISUAL - PAK						112.02	. 0/8
1426051 5515 SUPPLIES, AUDIOVIS	1,700	-200	1,500	1.500.36	00	00	%n 001
1427054 GUIDANCE - PAK							100.0/0
1427054 511176 GUIDANCE SALARIE 1427054 5511 GUIDANCE SUPPLIES,	83,607 500	3,907	87,514 500	61,583.94 184.38	25,930.08	215 .00	100.0%
1432099 HEALTH SVCS - PAK						111.04	20.2%
1432099 511185 SALARY, NURSE, P	57,058	40,846	97,904	84.547.78	17.901.60	-4 545 00	104 6%
1441099 0&P - PAK							
1441099 S11192 SALARIES CUSTODI 1441099 S211 LIGHTS/POWER PAKAC 1441099 S214 HEATING FUEL, PAKA 1441099 S731 WATED BAYACHAR	101,393 24,000 18,000	3,900 6,443 3,000	105,293 30,443 21,000	89,693.79 31,158.77 15,979.04	15,598.96 2,194.60 5.020.96	-2,910.26	100.0%
5232 5450	2,500 5,500	-1,597	2,500 3,903	2,109.45 1,492.90 2,384.37	2,390.55 .00 2,696.97	1,007.10 -1.178.56	100.0% 59.7% 130.2%
MAINT							
5430 BLDG I	25,500	-2,900	22,600	18,243.99	1,997.67	2,358.34	89.6%
PRIN							
1522011 511160 PRINCIPALS' SALA 1522011 511184 SECRETARIES' SAL 1522011 5344 POSTAGE, MIDDLE SC 1522011 5421 PRINCIPALS' SUPPLY	232,225 79,045 3,000	6,412 468	238,637 79,513 3,000	203,283.43 68,733.65 1,000.00	35,353.64 10,778.85	2,000.00	100.0% 100.0% 33.3%
5734 5737	15,000 3,000	-3,864 -1,500	11,136 1,100 1,500	5,645.72 1,100.00	437.00 .00	495.50 5,053.74	100.0%
1523008 WIDDLE SCHOOL SPED						-1,000,00	. 0/8
1523008 511170 SPED TEACHERS'	491,276	83,123	574,399	404,206.57	170,192.24	.00	100.0%
				le i			

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: glytdbud

TOWN OF AUBURN YEAR-TO-DATE BUDGET REPORT	27					198	munis: a wer are solution
FOR 2022 99							
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1523008 511172 SPED ABA MIDDLE 1523008 511179 SPED INSTRUCTION 1523008 512070 SPED SUB TEACHER 1523008 512079 SPED INSTR ASSIS	175,067 5,000 6,500	172,447 -44,633 0	236,871 130,434 5,000 6,500	167,840.12 89,344.05 2,707.50 1,349.86	77,597.76 41,089.92 .00	-8,566.56 2,292.50 5,150.14	103.6% 100.0% 54.2% 20.8%
1523052 TEACH - MS - MS ED							
S1111 S1111 S1111 S1111 S1111 S1111 S1111	2,622,399 2,622,399 542,213 33,000	-30,291 9,191 16,578 360	2,592,106 9,191 558,791 33,000 33,000	1,816,755.75 9,190.75 393,220.05 17,470.31 17,470.31	775,377.29 775,349.92 2,906.28 165,567.60 .00		100.0% 100.0% 100.0% 100.0% 52.9%
1523052 512079 LNSTRUCTLUMAL AS 1523052 512080 LONG TERM SUBSTI 1523052 5127 AFTER SCHOOL PROGR 1523052 5128 TECHNOLOGY STIPEND 1523052 5317 COMMENCEMENT MIDDL 1523052 5425 MUSIC SUPPLIES 1523052 5420 PHYSICAL EDUCATION 1523052 5440 PHYSICAL EDUCATION 1523052 5510 SUPPLIES, CLASSRM, 1523052 5514 S04 SUPPLIES MIDDL 1523052 5514 AFTER SCHL PROGRAM 1523052 5710 MILEAGE REIMB. TEA	1,500 2,416 6,153 15,062 15,062 500 500		11,30,500 5000 5000 5000 5000 5000 5000 50	30,157.25 2,111.40 10,880.51 4,732.11 147.62 5,344.05 .00 .00	3,359.40 180.42 1,077.81 .00	1,500.00 2,000.00 2,000.00 1,124.12 1,124.12 5,140.14 500.00 500.00	99.3% 100.0% 94.6% 81.4% 11.2% 55.5% .0%
1525052 LIBRARY - MS							
1525052 5587 LIBRARY SUPPLIES,	2,600	-1,144	1,456	.00	.00	1,456.22	.0%
1526052 AUDIO/VISUAL - MS							
	1,177	0	1,177	617.55	.00	559.45	52.5%
	10	n	285 000	557	272	70.00	100.0%
1527054 5111 GUIDANCE SALAKIE 1527054 5511 GUIDANCE SUPPLIES 1532099 HEALTH SVCS - MS	766	0,11,0	766	-		582.61	23.9%
1532099 511185 SALARY, NURSE, M	84,733	46,345	131,078	92,896.94	37,686.08	495.00	99.6%
Report generated: 05/11/2022 17:57 User: cwirzbicki						Page	ы С

Report generated: 05/11/2022 17:57 User: Program ID: gTytdbud

	-	4
	C	Ś
	5	5
	N	
	C)
	7	٦
	Þ	>
1	C	
	π	J
1	C	
2	λ	J
	Z	



YEAR-TO-DATE BUDGET REPORT

FUND ORIGINAL APPROP CHOOL ATHLEIICS 17,500 MIDDLE SCHOOL CO 17,500 BODV = MS = MS ED 17,300 DDLE SCHOOL OFFI AWARDS, OTHER, M 4,000 T SUPPLIES MIDDL 1,340	ADJSTMTS RE	REVISED BUDGET YTD 17,500 1 1,340 3,032	EXPENDED 7,500.00 7,500.00 4,000.00 1,736.26	ENCUMBRANCES A	AVATLABLE BUDGET .00 : 1,340.00 : 882.88	PCT USED 100.0% 100.0%
GENERAL FUND APPROP			EXPENDED		BUDGET	USED
0				.00		100.0%
5052 5300 MIDDLE SCHOOL OFFI 5052 551086 AWARDS, OTHER, M 5052 5518 ART SUPPLIES MIDDL 1099 O&P - MS		4,000 1,340 3,032	6.20		.00 340.00 882.88	100.0% .0% 70.9%
1541099 511192 SALARIES CUSTODI 1541099 5211 LIGHTS/POWER MIDDL 1541099 5214 HEATING FUEL, MIDD 1541099 5231 WATER, MIDDLE SCHO 1541099 5232 SEWER USE CHARGE, 1541099 5232 SEWER USE CHARGE, 1541099 5450 SUPPLIES CUSTODIAL 1542099 MAINT OF PLANT - MS	-19,747 23 15,000 5 7,000 5 3,730 1	233,736 250,000 6,000 11,230 11,230	199,012.28 44,510.67 5,988.21 3,121.12 7,740.02	34,723.42 16,489.33 5,578.40 2,863.73	.06 .00 11.79 378.88 625.75	100.0% 100.0% 100.0% 99.8% 89.2% 94.4%
1542099 5430 BLDG REPAIRS/IMPRO 55,000 -: 1622011 Principal - HS	28,628 2	6,372	15,372.28	2,988.90	8,011.23	69.6%
1622011 S11160 PRINCIPALS' SALA 246,975 1622011 S11184 SECRETARIES' SALA 97,601 1622011 S144 POSTAGE, HIGH SCHO 2,000 1622011 S421 PRINCIPALS SUPPLIE 2,001 1622011 S421 PRINCIPALS SUPPLIE 15,403 1622011 S734 DUES, PRINCIPALS, 15,403 1622011 S737 PRINC. PROF DEVELO 3,000 1622011 S737 PRINC. PROF DEVELO 3,000 1622011 S737 PRINC. PROF DEVELO 3,000	6,805 25 29,575 12 -6,250 -1,500	1,520 2,0000 2,0000 2,0000 2,0000 2,0000 2	216,182.98 101,522.56 1,500.00 3,283.98 5,549.00 .00	9,855.84 .000 100.00 375.00	5,797.30 500.00 994.00 5,768.89 7,99.00 1,500.00	100.0% 95.4% 75.0% 88.1% 88.1%
1623008 511170 SPED TEACHERS' 1623008 511172 SPED ABA HIGH SC 133,124 -	-9,631 12	2,756 3,492	266,080.87 12 84,860.04 3	8,632.24		100.0% 100.0%

Report generated: 05/11/2022 17:57 User: Program ID: glytdbud

TOWN OF AUBURN		±					Thunis Wer arp solution
YEAR-TO-DATE BUDGET REPORT							
FOR 2022 99 ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED		FNICI IMPERANCEC	AVATLABLE	
1623008 511179 SPED INSTRUCT AS 1623008 512070 SPED SUB TEACHER 1623008 512079 SPED INSTRUCT AS	116,118 3,000 6,000	50,929 3,500 0	167,047 6,500 6,000	28,577 5,641 584	31,016.02 .00 .00	7,452.90 858.96 5,415.57	95.5% 86.8% 9.7%
1623053 TEACH - HS - OTHER							
51117 51117 51118 51207 51207 51207	3,905,708 47,035 34,000 2,000 6,500	114,651 -109,347 15,000 0	4,020,359 47,975 383,942 2,000 2,000	2,829,327.39 40,867.55 270,181.33 50,012.67 1,800.00 1,800.00	1,178,110.64 7,107.40 113,760.56 .00		99.7% 100.0% 102.1% 3.0%
1623053 512080 LONG TERM SUBSTI 1623053 5128 TECHNOLOGY STIPEND 1623053 5128 TECHNOLOGY STIPEND 1623053 5312 OTHER STIPENDS HIG 1623053 5425 MUSIC SUPPLIES 1623053 5440 PHYSICAL EDUCATION 1623053 5510 SUPPLIES, CLASSRM, 1623053 5514 504 SUPPLIES HIGH 1623053 5518 ART SUPPLIES HIGH 1623053 5710 MILEAGE REIMB. TEA	125,434 3,675 4,597 4,595 5,197 4,595 500	68,127 3,534 5,000 5,000 0 0	68,127 18,975 3,617 4,595 5,197 4,595 500	50,394.40 15,3271.67 1,934.98 1,934.98 1,934.98 17,775.13 17,775.13 4,006.16 .00	14,741.36 2,924.32 4,115.30 1,326.29 1,106.59 35.20 35.20	2,991.33 6,680.995 4,213.95 250.00 500.00	88.00% 88.00% 88.00% 88.00% 88.00% 88.00%
1625053 LIBRARY - HS							
1625053 511178 MEDIA SPECIALIST 1625053 5587 LIBRARY SUPPLIES,	93,294 8,050	500 -750	93,794 7,300	66,003.15 6,194.13	27,790.80	1,105.87	100.0% 84.9%
1626053 AUDIO/VISUAL - HS							
1626053 5515 SUPPLIES, AUDIOVIS	1,317	-66	1,251	1,250.84	.00	.00	100.0%
1627054 GUIDANCE - HS							
1627054 511176 GUIDANCE SALARIE 1627054 511184 SECRETARY'S SALA 1627054 5511 GUIDANCE SUPPLIES,	420,074 39,603 10,450	7,558 1,527 0	427,633 41,130 10,450	301,760.79 35,729.08 7,218.91	125,391.97 5,400.42 .00	479.95 3,231.09	99.9% 100.0% 69.1%
1632099 HEALTH SVCS - HS							
1632099 511185 SALARY, NURSE, H	82,230	8,846	91,076	52,815.34	36,618.66	1,641.95	98.2%
Report generated: 05/11/2022 17:57						Page	e 7

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: glytdbud

TOWN OF AUBURN YEAR-TO-DATE BUDGET REPORT POR 2022 99 ACCOUNTS FOR: D1 DENERAL FUND 1635012 STUDENT BODY - HS - ATHLETICS 1635012 STILLSS ATHLETIC TRAINOR 1635012 STILLSS ATHLETICS TRANSP 1635012 STILLSS ATHLETICS TRANSP 1635012 STILLS 1635012 STILLSS ATHLETICS TRANSP 1635012 STILLSS 1635012 STILLSS ATHLETICS TRANSP 1635012 STILLSS 1635012 STILLSS 1704 DISTRICT ATHLETICS 1635012 STILLSS 1704 DISTRICT ATHLETICS 1635012 STILLSS 1704 DISTRICT ATHLETICS 1704 DISTRICT 1704	ORLIGINAL APPROP 5,5000 5,5000 5,5000 5,5000 5,5000 5,5000 5,500000000	TRANFRS/ ADJSTMTS 1,153 4,635 0 4,635	REVISED 800000 12,130,591 12,13000 12,1300 12,1300 12,1300 12,1300 12,1300 12,1300 12,	YTD EXPENDED ET 27,583.00 27,54,191.83 12,7583.00 61,259.50 87,491.51 87,491.51 80,000 20,000.0000000000	ENCUMBRANCES	AVAILABLE BUDGET 54,241.00 54,241.00 508.49 508.49 508.49 .00 .00 .00 .00 .00 .00 .00 .00 .00 .0	E PCT E PCT E USED 100.0% 70.1% E PCT E USED 100.0% 70.1\% 70.1\% 70
BODY - HS -							
1635012 511187 ATHLETIC TRAINOR 1635012 511188 SALARIES, COACHE 1635012 511193 TICKET TAKERS 1635012 53000 HIGH SCHOOL OFFICI 1635012 533006 ATHLETICS TRANSP 1635012 53306 ATHLETIC TRANSPORT		63 H	NHNNHO	5 500 5 500	, 398.	4,241 930	100 100 100
1635012 535019 ATHLETICS/RECOND 1635012 551016 TEAM EQUIPMENT, 1635012 551017 ATH SUPP, TRAINI 1635012 551018 ATHLETIC AWARDS 1635012 5734 DISTRICT ATHLETIC 1635012 5737 PROF DEVELOPMENT, 1635012 574006 ATHLETICS INSURA 1635012 5856 MIDDLE SCHOOL ATH	12588990000000000000000000000000000000000	, 00	00 000000	376 376	,299. 265.	970 465 365 624	100.00 94.100.00 94.100.00
1635013 STUDENT BODY - HS - FN ARTS							
1635013 551091 BAND UNIFORMS 1635013 551092 BAND EQUIPMENT 1635013 5518 WOOD TECH SUPPLIES 1635053 STUDENT BODY = HS = CURRIC	4,000 5,500 5,600	000	4,000 5,600 5,600	3,494.94 4,241.82 2,386.34		505.06 2,258.18 3,213.66	87.4% 65.3% 42.6%
1635053 551086 AWARDS, OTHER, H 1635053 5517 GRAPHIC SUPPLIES H 1635053 5526 CURRICULUM COMPETI	2,920 9,086 13,660	000	2,920 9,086 13,660	1,259.77 1,504.00 3,540.04	115.96 1.975.94	1,660.23 7,466.04 8.144.02	43.1% 17.8% 40.4%
1641099 O&P - HS							
1641099 511192 SALARIES CUSTODI 1641099 5211 LIGHTS/POWER HIGH 1641099 5214 HEATING FUEL, HIGH 1641099 5231 WATER, HIGH SCHOOL 1641099 5232 SEWER USE CHARGE, 1641099 5450 SUPPLIES CUSTODIAL	350,011 97,750 52,750 14,000 16,500	39,379 25,000 10,000 -160 5,737	389,390 122,750 62,000 14,000 7,840 22,237	331,521.95 105,404.61 61,871.11 10,385.54 2,448.32 16,161.25	57,768.50 7,397.85 3,664.46 2,700.35	9,947.54 .00 .391.39 3,375.15	100.0% 91.9% 100.0% 31.2% 84.8%
1642099 MAINT OF PLANT - HS							
1642099 5430 BLDG REPAIRS/IMPRO	70,000	-14,817	55,183	52,639.44	5,756.34	-3,212.45	105.8%

Report generated: 05/11/2022 17:57 User: Program ID: glytdbud

	3324 ANNUAL AUDLI 1250 0 1250 0 1250 0 1250 0 1250 0 1250 0 1250 0 1250 100 <	1/1/2009 SUPERINTENDENT'S 162,200 9,732 171,932 148,217.13 8,666.68 244,43 1/1/2009 511151 SUPERINTENDENT'S 5,500 0 5,500 171,932 148,217.13 8,666.68 244,43 1/1/2009 544 SUPERINTENDENT'S 5,500 0 5,500 4,355,39 130.06 1,144,61 1/1/2009 5737 SUPERINTENDENT'S 2,500 3,006 5,500 3,847,46 130.06 1,144,61 1/1/2009 5737 SUPERINTENDENT'S 1,500 6,000 7,500 4,884,54 130.06 1,353.00 1/1/2009 511154 BUSINESS ADMININ 1,500 6,000 7,500 4,884,54 185.00 2,430.46 1/1/4009 511183 AP BUSINESS ADMININ 118,103 3,545 121,738 103,702.63 18,035.24 .00 1/1/4009 51188 AP BUSINESS ADMININ 118,193 3,545 121,738 103,702.63 18,035.24 .00 .00 1/1/4009 <th>DED ENCLIMBRANCES AVAILABI .000 .000 .000 1,000.0 .000 19,044.1 .00 19,044.1 .00 1,965.0</th> <th></th>	DED ENCLIMBRANCES AVAILABI .000 .000 .000 1,000.0 .000 19,044.1 .00 19,044.1 .00 1,965.0	
--	---	---	--	--

1721099 511165 ATHLETIC DIRECTO	721013 721013 721013 721013	1721012 5344 ATHLETIC DIRECTOR 1721012 5421 ATHLETIC DIRECTOR 1721012 5732 ATHLETIC DIRECTOR 1721013 SUPERVISORY - FINE ARTS	1721010 511155 DIRECTOR OF TECH 1721010 511157 DISTRICT DATA CO 1721010 5734 DIRECTOR OF TECH D 1721010 5738 DIR.TECH PROF DEV 1721012 SUPERVISORY - ATHLEFICS	SUPERVISORY -	1721008 511184 SECRETARIES' SAL 1721008 512078 CLINICAL SERVICE 1721008 5129 BEYOND SCHOOL DAY 1721009 SUPERVISORY - CURRICULUM	ACCOUNTS FOR: 01 GENERAL FUND	DATE BUDGET	TOWN OF AUBURN
4			10 6	214 ¹ 3	52 120 10	ORI AP	REPORT	
47,035	565 525 135	300 300	104,005 61,650 1,500	H H 7H06H8 5000000000000000000000000000000000000	10,194 10,000	ORIGINAL		
940		000	2,995 1,183 0	-411,200 -411,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -415,260 -445,260 -60 -60 -60 -60 -60 -60 -60 -60 -60 -	18,300 -5,618 0	TRANFRS/ ADJSTMTS		
47,975	565 512 148	3460 00000	107,000 62,833 900 1,500	144,200 33,544 20,000 1,500 1,500 1,050 1,050 1,500 1,500	70,515 114,576 10,000	REVISED BUDGET		
40,867.55	319.40 .00 148.00	.00 .00	91,148.08 53,524.45 440.00 .00	122,837.02 30,011.20 8,899.29 483.86 199.00 1,025.00 315.00	55,922.89 80,627.64 5,589.73	YTD EXPENDED		
7,107.40			15,851.84 9,308.60 .00	16,022.22 4,351.00 2,199.56 82.60 .00 .00 .00	14,592.60 33,948.48 .00	ENCUMBRANCES		
.00	245.60 512.00 .00	300.00 460.00 190.00	.00 .00 1,500.00	5,340.74 -818.00 8,901.18 1,016.14 7,417.40 1601.00 100.00 1,185.00	.00 4,410.27	AVAILABLE BUDGET		
100.0%	56.5% .0% 100.0%	.0% 36.7%	100.0% 100.0% 48.9% .0%	102 102 102 102 103 103 103 103 103 103 103 103 103 103	100.0% 100.0% 55.9%	PCT USED		munis.

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: glytdbud

	1				100 100 100 100 100 100 100	「「「「「「「「」」」」	語を行うたち
TOWN OF AUBURN	Į.						a Wer up solution
YEAR-TO-DATE BUDGET REPORT	1					,	
FOR 2022 99	A STATE OF STATE OF STATE	N	A CONTRACTOR OF THE OWNER		and the second se		and the second
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	USED
1721099 511184 ATHLETIC DIR SEC 1721099 5300 HOMEBOUND CONTRACT	43,338 0	-17,647 10,000	25,691 10,000	22,777.25 8,217.00	2,914.00 .00	.00 1,783.00	100.0% 82.2%
1723008 SPECIAL EDUCATION TEACHERS							
S1115	247,644 164,262 40,356	80,192 -70,468 7,183	327,836 93,794 47,539	230,823.62 66,003.15 35,085.21	97,012.72 27,790.80 12,453.68 9,773.68	3888	100.0% 100.0% 100.0%
1723008 511169 INSTRUCTIONAL AS 1723008 511180 SPECTALISTS 1723008 512074 SPED HOMEBOUND 1723008 5129 OTHER STIPENDS 1723008 5300 CONTRACTED SERVICE	280,331 10,332 10,332	90,626 1,500 0	370,957 1,500 10,332 10,000		131,152.75 .00 .00	10,332.00 10,000.00	100.0% 58.5% .0%
) TEACH							
1723010 5263 COMPUTER TECH MAIN 1723010 5312 D/W COMPUTER SOFTW 1723010 5313 COMPUTER TECH HARD 1723010 5510 DISTRICT WIDE TECH	57,262 125,320 2,500	7,471 0 2,601 -2,500	64,733 125,320 2,601 0	63,919.80 128,174.14 2,601.00 .00	813.00 .00 .00	-2,854.14 .00 .00	100.0% 102.3% 100.0%
1723013 TEACH - SW - FINE ARTS							
1723013 5510 SUPPLIES, CLASSRM,	0	4,773	4,773	4,766.50	.00	6.50	99.9%
1723099 TEACH - SW - OTHER							
1723099 511170 PRESCHOOL TEACHE 1723099 511172 PRESCHOOL SPED A 1723099 511179 PRESCHOOL INSTRU 1723099 511185 PRESCHOOL INSTRU 1723009 511185 PRESCHOOL NURSE	250,027 241,887 43,811 22,947	3,717 49,118 2,805	253,744 291,005 43,811 25,752	174,412.36 199,493.62 30,830.16 22,373.26	79,331.52 91,591.80 12,981.12 3,378.97 .00	-80.30 .00 .01	100.0% 100.0% 100.0% 100.0%
3099 51207 3099 51207 3099 51207 3099 5129 3099 5120	25	4 W N	2,000 3,172 4,075 25,500	1,161.97 2,043.48 1,350.00 16,712.02	.00 1,850.00 .00	838.03 1,128.72 875.00 8,787.98	58.1% 64.4% 78.5% 65.5%
1723509 TEACH - CURR - OTHER							
1723509 512071 SUBSTITUTES-SYST	6,000	-1,252	4,748	575.00	.00	4,172.98	12.1%
					a		
Report opperated: 05/71/2022 17:57						Page	e 11

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: giytdbud

Program	Report User:
ID:	generated:
glytdbud	05/11/2022 cwirzbicki
	17:57

1735013 512070 MUSIC STAFF DUTI 1735013 551086 AWARDS, OTHER, F	1733099 5330 TRANSPORTATION OF 1733099 5335 TRANSPORTATION-COM 1735013 STUDENT BODY ~ SW = FN ARTS	1733008 5330 TRANSPORTATION OF 1733008 5333 OUT DISTRICT SPED 1733099 PUPIL TRANS - SW	1732099 512085 SALARY, NURSE, S 1732099 5307 PHYSICIAN'S STIPEN 1732099 5329 HEALTH CONTRACTED 1732099 5501 HEALTH SERVICE, SU 1732099 5710 NURSES'S MILEAGE R 1732099 5731 NURSES' CONFERENCE 1733008 PUPIL TRANS - SM	1728008 511159 BCBA 1728008 511169 SOCIAL WORKERS 1728008 511177 SCHOOL PSYCHOLOG 17392099 HEALTH SVCS ~ SM	1724099 5513 TEXTBOOKS-SYSTEM-W 1728008 PSYCHOLOGICAL SERVICES	1723509 5510 SYSTEM WIDE CLASSR 1723509 5712 SYSTEM-WIDE ADMIN 1723509 5731 SYSTEM-WIDE PROFFE 1723509 5732 COURSE REIMB.SYSTE 17224099 SYSTEMWIDE TEXTBOOKS	S FOR: GENERAL FUND	FOR 2022 99
3,000 1,200	702,930 12,000	276,881 101,402	10,000 1,000 5,000 5,000 5,000	139,785 155,836 178,327	20,000	8,000 5,000 12,000	ORIGINAL	
-105	00	57,000 20,498	9,320 0 0 -28	5,357 4,799 2,981	D	-1,500 12,335 0	TRANFRS/ ADJSTMTS	
3,000 1,095	702,930 12,000	333,881 121,900	19,320 5,000 1,000 5,000 5,000 472	145,142 160,635 181,308	20,000	6,500 4,943 12,000	REVISED BUDGET	
70.00 293.99	542,343.68 176.88	274,017.92 105,940.00	22,312.92 3,000.00 1,267.50 3,085.41 .00	102,236.01 113,039.55 127,587.09	6,065.79	4,983.22 2,094.07 18,513.37 .00	YTD EXPENDED	
75.00	160,585.92 1,842.48	60,362.88 15,960.00	8888888	42,965.06 47,595.60 53,720.88	.00	202.99 355.56 1,093.00 .00	ENCUMBRANCES	
2,930.00 725.96	9,980.64	-500.00	-2,992.92 -267.50 1,914.59 100.00 472.38	-58.99 .00 .00	13,934.21	1,313.79 2,493.58 728.27 12,000.00	AVATLABLE BUDGET	
2.3%	100.0% 16.8%	100.1% 100.0%	115.5% 60.0% 61.7% .0%	100.0% 100.0% 100.0%	30.3%	79.8% 49.6% 96.4%	PCT	

YEAR-TO-DATE BUDGET REPORT

TOWN OF AUBURN

1793008 5322 TUITION, NON-PUBLI 218,982	SPED PUBL	OTHER FIXED CHARGES	1742099 511197 MAINTENANCE MECH 1742099 511198 FACILITY DIRECTO 1742099 511291 PART-TIME MAINT 1742099 51229 OTHER STIPENDS 1742099 5263 EQUIPMENT REPAIRS 1742099 5263 EQUIP SVC CONTRACT 1742099 5264 FIRE EXTINGUISHER 1742099 5331 BUILDING SECURITY 1742099 5480 TRUCK GAS & MAINTE 1742099 5480 TRUCK GAS & MAINTE 1742099 5583 CUSTODIAL CLOTHING 000	1742099 MAINT OF PLANT - SW	1741099 511192 SALARIES CUSTODI 25,348 1741099 513092 SALARIES CUSTODI 10,000 1741099 5211 LIGHTS/POWER CENTR 7,000 1741099 5214 HEATING FUEL, CENT 19,425 1741099 5341 TELEPHONES 20,000 1741099 5450 SUPPLIES CUSTODIAL 1741099 5710 CUSTODIANS' 1,000 1741099 5710 CUSTODIANS' 1,000	1741099 O&P - SW	1735013 551087 TRANS. & REGISTR 15,000 1735013 5526 FINE ARTS' EQUIP. 5,500	ACCOUNTS FOR: 01 GENERAL FUND APPROP	FOR 2022 99	YEAR-TO-DATE BUDGET REPORT	TOWN OF AUBURN
982 -91,498	40,000 0 12,020 -11,072		$\begin{array}{cccccccccccccccccccccccccccccccccccc$		348 -25,348 0000 6,166 425 500 0000 -1,497		000 500 105	NAL TRANFRS/ OP ADJSTMTS			
127,485	40,000 948		112,950 24,893 103,378 2,404 2,404 2,404 11,585 11,585 11,585 12,990 2,990		10,000 19,425 1,000 1,000 1,000 1,000		15,000 5,605	REVISED BUDGET Y			
22,850.64	31,843.86		96,216.59 21,205.08 97,759.24 97,759.24 1,210.56 6,316.05 9,801.77 6,309.94 3,108.47		8,061.51 12,021.89 8,501.20 16,592.40 .00		8,653.05 3,785.04	YTD EXPENDED			
28,407.35	9,815,83 .00		16,733.32 3,687.84 00 8,781.70 3,800.83 2,802.80 2,802.80 2,802.80 .00		2,499.25 10,923.80 4,138.53 .00		3,291.95 1,820.01	ENCUMBRANCES			
76,226.56	-1,659.69 947.84		-3,757.38 -3,757.38 -3,123.49 16,568.36 -549.31 -549.32 -118.05		1,938.49 -1,355.64 -230.93 1,000.00 503.42		3,055.00	AVATLABLE BUDGET			
40.2%	.0%		100.0% 100.0% 103.12 103.12% 103.12% 104.78% 103.28% 104.78% 103.28%		80.0% 110.3% 101.1% .0%		79.6% 100.0%	PCT USED			A munis'

と語

Report generated: 05/11/2022 17:57 User: cwirzbicki program ID: glytdbud

YEAR-TO-DATE BUDGET REPORT						11	a this, shi so ni lot
ACCOUNTS FOR: 01 GENERAL FUND	ORTGINAL	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVATLABLE BUDGET	PCT USED
1794008 5321 TUITION, SPED COLL	295,424	2	295,425	247,761.02	45,994.46	1,669.94	99.4%
1799008 SPEC. EDUC. STABILIZATION FUND							
1799008 5399 SPED.STABILIZATION 1822011 PRINCIPAL - SR	D	14,000	14,000	14,000.00	.00	.00	100.0%
1822011 511160 PRINCIPALS' SALA 1822011 511184 SECRETARIES' SAL 1822011 5344 POSTAGE, SWANSON R 1822011 5421 PRINCIPALS' SUPPLI 1822011 5421 PRINTING SUPPLIES 1822011 5422 PRINTING SUPPLIES 1822011 5734 DUES, PRINCIPALS, 1822011 5737 PRINC.PROF.DEVELOP	235,875 79,416 600 11,500 2,250 3,000	6,503 -961 0 -3,500 -1,330	242,378 78,454 3,000 8,000 2,250 1,670	206,470.31 67,940.93 500.00 276.25 6,668.28 1,388.00 1,564.00	35,907.88 10,440.21 .00 8.28 584.27 .00	73.25 2,715.47 2,715.47 747.45 861.00 106.00	100.0% 99.9% 83.3% 90.7% 90.7% 93.7%
1823008 SWANSON RD SCHOOL SPED							
1823008 511170 SPED TEACHERS' S 1823008 511172 SPED ABA SWANSON 1823008 511179 SPED INSTR ASST. 1823008 512070 SPED SUB TEACHER 1823008 512079 SPED INSTR ASSIT 1823051 TEACH - SR - ELEM ED	437,055 258,381 189,924 5,000 5,000	-141,025 -232,770 -93,350 7,698	296,030 25,611 96,574 6,500 12,698	216,878.45 17,044.09 66,470.21 730.19 10,867.04	79,151.12 8,566.56 27,085.28 .00	.00 3,018.60 5,769.81 1,830.53	100.0% 106.9% 11.2% 85.6%
1823051 S100 ELL TUTOR 1823051 S11170 TEACHERS' SALARI 1823051 S11172 MATH PARAPROFESS 1823051 S11173 VISUALLY IMPAIRE 1823051 S11179 INSTRUCTIONAL AS 1823051 S12180 SPECIALISTS SWAN 1823051 S12070 TEA. SALARIES, SUB 1823051 S12079 INSTR. ASST. SUB 1823051 S12080 LONG TERM SUBSTI	1,975,618 26,635 26,635 671,635 9,600 9,600 9,600	-6,662 -23,872 -23,872 -23,872 -3,961 -12,770 12,770 9,429	2,039,652 2,039,652 18,872 18,872 647,141 647,141 22,370 22,370 9,429	1,434,351.60 1,434,351.60 15,636.08 .00 .00 .00 .11,148.90 .12,148.90 .12,145.05 .13,475.51	3,277.56 3,253.86 1,99,252.72 199,252.72 955.22	-2,660.00 1,25,00 -17,00 1,27,00 1,27,00 1,22,14 1,22,14 1,22 1,24,6 2,25 2,25 2,25 2,25 2,25 2,25 2,25 2,	106.8% 109.1% 100.1% 199.7% 100.0% 146.0%
1823051 5126 TEACHER IN CHARGE	4,880	0 1 1 0	4,880				142.9% .0%

TOWN OF AUBURN

nunis

HOF

Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: glytdbud

Report generated: 05/11/2022 17:57 User: Program ID: glytdbud	1842099 FAINT OF PLANT - SK 1842099 5430 BLDG REPAIRS/IMPRO 23,000 18,549 41,549 :	2 SALARIES CUSTODI 152,090 10,900 162,990 1 LIGHTS/POWER SWANS 53,000 9,609 66,609 62,609 10,000 11,120 11,	1832099 511185 SALARY, NURSE, S 141,230 63,838 205,068 19 18341099 O&P - SR	1827054 511176 GUIDANCE SALARIE 1827054 5511 GUIDANCE SUPPLIES, 197,600 6,684 204,284 14 2,250 0 2,250 14 1832099 HEALTH SVCS - SR	1826051 5515 SUPPLIES, AUDIOVIS 4,000 -2,355 1,645 1822/054 GUHDANCE = SR	1825051 5587 LIBRARY SUPPLIES S 3,500 -2,000 1,500 1826051 AUDIO/VISUAL - SR	1823051 5129 OTHER STIPENDS SWA 21,449 7,069 28,518 1 1823051 5420 PHYSICAL ED SUPPLIT 2,000 0 2,000 1	FOR: ORIGINAL TRANFRS/ REVISED GENERAL FUND APPROP ADJSTMTS BUDGET YTD S127 AFTER SCHOOL PROGR 11,000 -1,542 9,458 S128 TECHNOLOGY STIPEND 2,068 0 2,068	YEAR-TO-DATE BUDGET REPORT	TOWN OF AUBURN
	49 39,139.01	139,591.26 50 59,395.49 27,708.91 3,857.04 20 3,332.44 20 7,437.15	80	141,247.10 50 1,132.89	435.68	.00	18,270.45 14 2,094.51 14 13,593.67 10 1,974.92 10 1,974.92 10 2,004 13,593.62 10 1,974.92 10 1,974.92	YTD EXPEN		
	2,787.98	23,398.44 7,770.89 3,573.30 6,142.96 3,278.85	54,013.76	63,037.04 .00	483.61	.00	6,045.55 127.60 1,009.09 76.45 .00			
Page	-378.00	-4,557.23 5,467.79 1,167.56 1,404.04	-290.00	1,117.11	725.71	1,500.00	4,202.16 933.89 2,651.67 682.03 1,500.00 1,500.00	AVATLABLE BUDGET 9,458.40 1,034.00		
e 15	100.9%	100.0% 107.3% 85.1% 74.1% 96.4%	100.1%	100.0% 50.4%	55.9%	.0%	100.0% 84.6% .0% .0%	PCT USED		- munis

5

TOWN OF AUBURN	se.				um -	munis.
YEAR-TO-DATE BUDGET REPORT						
FOR 2022 99	相思考。 新聞 大同 新聞 教授 特 新 教 特 特 特 大同 新聞 教授 特 特 特 特 特 特 特 特 特 特 特 特 特					
ACCOUNTS FOR: 01 GENERAL FUND	ORIGINAL TRAI APPROP ADJ	TRANFRS/ REVISED ADJSTMTS BUDGET	YTD EXPENDED	ENCUMBRANCES	AVATLABLE BUDGET	PCT
TOTAL GENERAL FUND		27	20,480,677.97	6,872,482.55		97.7%
TOTAL EXPENSES	27,988,540	0 27,988,540	20,480,677.97	6,872,482.55		
×						
2						
¢.						
Report generated: 05/11/2022 17:57 User: cwirzbicki Program ID: alvtabud					Page	16

Report generated: 05/11/2022 17:57 User: Program ID: glytdbud			FUX 2022 33	TOWN OF AUBURN
2022 17:57 nicki ud	*	GRAND TOTAL		BURN
	END OF REPORT	27,988,540	ORIGINAL TI APPROP AI	2
	** END OF REPORT - Generated by Cecelia wirzbicki	0 27,988,540 20,4	TRANFRS/ REVISED ADJSTMTS BUDGET YTD	
		7.97	YTD EXPENDED ENCUMB	
		6,872,482.55 635,379.48	AVAILABLE BUDGET	
Page 17		19.48 97.7%	ABLE PCT VGET USED	. munis

Auburn Public Schools FY22 Budget Transfers - For SC Information and Approval May 11, 2022

	Function	Transfers Between Same Series			
Account Number	Code	Name	From	To	Rationale - Comment
1123008-511172	2000	Bryn Mawr Sped ABA	1,571.57		
1122011-511184		Bryn Mawr Secretary Salary		1,571.57	To cover cost of substitute coverage for secretary
423051-511170	2000	Pakachoag Teacher Salaries	3,024.85		
1422011-5442		Pakachoag Printing Supplies		403.07	To cover cost of additional printing costs
423008-511172		Pakachoag Sped ABA		2,351.78	To cover a contractual obligation
423051-511172		Pakachoag Math Paraprofessional		270.00	To cover a contractual obligation
123008-511172	2000	Bryn Mawr Sped ABA	12,441.60		
523008-511172		AMS Sped ABA		8,566.56	To cover a contractual obligation
1523082-511179		AMS Instructional Assistant		3,875.04	To cover a contractual obligation
622011-511184	2000	AHS Secretaries Salaries	1,012.67		
623053-512070		AHS Teacher Salaries Subs		1,012.67	To cover cost of necessary Teacher Substitute coverage
721009-5510	2000	ELL Teaching Supplies	2,854.14		
1723010-5312		D/W Computer Software		2,854.14	To cover renewal cost of needed software for District
723099-5129	2000	Preschool Stipends	80.32		*.
723099-511172		Preschool Sped ABA		80.32	To cover a contractual obligation
222008 5120	2000	SBED Other Stinends	58.99		
723008-5129 728008-511159		SPED Other Stipends BCBA	50.77	58.99	To cover a contractual obligation
			2/7 60		
1732099-5731		Nurse Conferences Health Contracted Services	267.50	267 50	To cover a contractual obligation
732099-5329	5000	Health Contracted Services		201.00	
1733099-5335		Transp. Community Learning	500.00		m
1733008-5330	3000	Transp. Special Education in Distr.		500.00	To cover overage in line
823051-511170	2000	SWIS Teachers' Salaries	1,295.00		
721009-5510		ELL Teaching Supplies	1,365.00		
823051-5100	2000	SWIS ELL Tutor		2,660.00	To cover a contractual obligation
823008-511179	2000) SWIS Sped Instructional Asst	3,018.62		
823051-5127	2000	SWIS After School Program Sal.	1,046.19		
823051-511172	2000	SWIS Math Paraprofessional			To cover a contractual obligation
823051-512080	2000) SWIS Long Term Substitute		4,046.84	To cover the cost of a necessary long term substitute
742099-5331	4000) D/W Building Security	7,608.06		
742099-5262	4000) D/W Equipment Repairs		3,757.38	
742099-5263	4000	D/W Equipment Service Contracts			To cover the increase in cost for Service Contracts
742099-5430	4000	Building Repairs and Improve			To cover costs of additional building repairs
742099-5583		D/W Custodial Clothing		118.05	To cover contractual obligations
841099-5214	4000) SWIS Heating Fuel	4,935.23		
841099-5211) SWIS Lights and Power		4,557.23	To cover additional electrical costs for the building
1842099-5430) SWIS Building Repairs			To cover overage in line

.

Auburn Public Schools FY22 Budget Transfers - For SC Information and Approval May 11, 2022

	Function	Transfers B	etween Different Series			
Account Number	Code	Name	345	From	To	Rationale - Comment
	1000		814) C	11064.69		
1714099-5127			e Site Managers	11,254.58	607.05	To cover costs of additional supplies
1141099-5450			Custodial Supplies			
1142099-5430			Building Repairs			To cover overage in line
1441099-5211			ights and Power			To cover additional electrical costs for the building
1441099-5450			custodial Supplies			To cover costs of additional supplies
1642099-5430		AHS Buildir				To cover costs of additional building repairs
1741099-5211	4000	Central Ligh	ts and Power		1. Contract (1. Contract)	To cover additional electrical costs for the building
1741099-5341	4000	District Wide	e Telephones			To cover cost increases for the District
1755099-511190	5000	Crossing Gu	ards	2	1,659.69	To cover cost of new hire for Swanson Road
1622011-511184	2000	AHS Secreta	ries Salaries	818.18	×.	
1721009-511184	1000	Secretary to	Asst Superintendent	-	818.18	To cover contractual obligation
1632099-511185	3000	AHS Nurse S	Salary	1,641.95		
1532099-511185	3000	AMS Nurse	Salary	495.00		
1793008-5322	9000	Tuition Non	Public Schools	5,690.97		
1432099-511185	3000	Pakachoag N	furse Salary		4,545.00	To cover cost for Nurse needed on Special Ed Bus
1732099-512085	3000	D/W Nurse S	Sub Salaries		2,992.92	To cover cost of Nurse Substitutes in the District
1832099-511185	3000	SWIS Nurse	Salary		290.00	To cover cost for Nurse needed on Special Ed Bus

TOWN OF AUBURN, MASSACHUSETTS

Massachusetts Department of Elementary and Secondary Education End-of-Year Financial Report

Independent Accountant's Report on Applying Agreed-Upon Procedures over Compliance

Year Ended June 30, 2021

TOWN OF AUBURN, MASSACHUSETTS

Massachusetts Department of Elementary and Secondary Education End-of-Year Financial Report

Independent Accountant's Report on Applying Agreed-Upon Procedures over Compliance

Year Ended June 30, 2021

TABLE OF CONTENTS

Page

TABLE OF C	ONTENTS
TRANSMITT	AL LETTER
GENERAL R	EQUIREMENTS
2021-1	General Requirement #1.A.a
2021-2	General Requirement #1.C.a

SPECIFIC REQUIREMENTS

	2021-3	Specific Requirement #1	. 4
	2021-4	Specific Requirement #2	. 5
	2021-5	Specific Requirement #12.a	. 5
	2021-6	Specific Requirement #12.b	. 5
	2021-7	Specific Requirement #14.a	. 6
	2021-8	Specific Requirement #14.e	. 6
	2021-9	Specific Requirement #15	. 6
	2021-10	Specific Requirement #21	, 6
٨		INFORMATION	
m	DUITONAL	IN VINET IVITATION STATEMENT AND	1.16



SCANLON & ASSOCIATES, LLC, 8 Tina Drive, S. Deerfield, MA 01373 413.665.4(9)1 (t) 413.665.0593 (t)

Independent Accountant's Report on Applying Agreed-Upon Procedures Over Compliance Applicable to Massachusetts School Districts' End-Of-Year Financial Report

To the School Committee and Board of Selectmen Town of Auburn, Massachusetts

We have performed the procedures specified in the Massachusetts Department of Elementary and Secondary Education's (DESE) Compliance Supplement applicable to Massachusetts School Districts' to the End-of-Year Financial Report prepared by the School Department of the Town of Auburn for the fiscal year ended June 30, 2021. We performed these procedures solely to assist the School Department and the Massachusetts Department of Elementary and Secondary Education evaluate the School Department's assertion that it has complied with the Massachusetts Department of Elementary and Secondary Education's requirements applicable to the preparation and filing of a Massachusetts School Districts' End-of-Year Financial Report. This agreed-upon procedures engagement was performed in accordance with standards established by the American Institute of Certified Public Accountants.

The sufficiency of these procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures specified in the Massachusetts Department of Elementary and Secondary Education's Compliance Supplement applicable to Massachusetts School Districts' End-of-Year Financial Report for the purpose for which this report has been requested or for any other purpose.

We have listed noncompliance with the agreed-upon procedures in the accompanying Schedule of Findings.

We were not engaged to, and did not, perform an examination, the objective of which would be the expression of an opinion on the End-of-Year Financial Report. Accordingly, we do not express such an opinion. Had we performed additional procedures; other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Town of Auburn and the Massachusetts Department of Elementary and Secondary Education and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. However, this report is a matter of public record and its distribution is not limited.

Scantus Assored LUL

Scanlon & Associates, LLC South Deerfield, Massachusetts

April 27, 2022

End-Of-Year Financial Report

Schedule of Findings

For the Year Ended June 30, 2021

GENERAL REQUIREMENTS

2021-1 General Requirement #1.A.a

Expenditures reported on Schedule 1 (Revenue and Expenditure Summary) C.2. Expenditures from Federal Grants, State Grants and Special Funds are not properly reported for State Grants and Revolving & Special Funds.

- State Grants
 - o DESE Administered is over reported by \$9,402
 - o Other is under reported by \$11,566
- Revolving and Special Funds
 - o Private Grants & Gifts are over reported by \$2,409
 - o Other Local Receipts are under reported by \$3,575

This may affect Schedule 3 Individual School Expenditures.

Management's Response:

The School Department filed an amendment with the Massachusetts Department of Elementary and Secondary Education on April 26, 2022 to correct the above finding. This will not affect Schedule 3 as changes have been made to reflect the correct amounts in the individual school expenditure lines.

2021-2 General Requirement #1.C.a

The School Department's chart of accounts does not meet the DESE requirement that 1) it provides for the reporting of all instructional costs by school location and 2) is in accordance with 603 CMR 10.03 (3)(a).

Management's Response:

The School Department's Chart of Accounts was established in the MUNIS Accounting System several years ago and it has always worked when completing the End of Year Report by using cross walks to complete the report. The Department of Elementary and Secondary Education want the Chart of Accounts to reflect reporting without use of any cross-walk methodology. The Business Manager will work in conjunction with the Town Accountant on addressing the requirements missing in the present Chart of Accounts.

SPECIFIC REQUIREMENTS

2021-3 Specific Requirement #1

Revenue reported on Schedule 1 Revenue and Expenditure Summary - A. Revenue from Local Sources for Other Revenue is under reported by \$18,894.

Management's Response:

The Business Manager was not aware that the interest earned on the Sped Stabilization Account each year must be reported here as revenue, but has made a note to do so in the future. The School Department has filed an amendment with the Massachusetts Department of Elementary and Secondary Education on April 26, 2022 to correct the above finding.

End-Of-Year Financial Report

Schedule of Findings

For the Year Ended June 30, 2021

SPECIFIC REQUIREMENTS (Continued)

2021-4 Specific Requirement #2

Revenue reported on Schedule 1 Revenue and Expenditure Summary - D. Revenue from State Grants and E. Revenue – Revolving & Special Funds are not reported properly.

- Revenue from State Grants
 - o Other State Grants are under reported by \$3,500
- Revenue Revolving and Special Funds
 - o Other Local Receipts are under reported by \$6,456
 - o Private Grants are over reported by \$3,500

Management's Response:

The School Department has filed an amendment with the Massachusetts Department of Elementary and Secondary Education on April 26, 2022 to correct the above finding.

2021-5 Specific Requirement #12.a

The School Committee has an agreement with the Town regarding the agreed upon methodologies to be used when allocating, distributing or assigning municipal expenditures dated September 2010. We recommend a review of the agreement be made to ascertain the allocation of expenditures is adequate for current needs.

Management's Response:

The School Department will collaborate with the Town to develop a new agreement between the School Department and the Town regarding agreed upon methodologies to be used in allocating, distributing or assigning Municipal expenditures.

2021-6 Specific Requirement #12.b

Municipal costs allocated to the School Department on Schedule 1 (Revenue and Expenditure Summary) B. By City/Town for Short-Term BAN Interest – BAN's (5450) is over reported by \$3,072.

Management's Response:

The Business Manager reported the data received from the Town Accountant's Office for the Short-Term BAN Interest. The School Department has filed an amendment with the Massachusetts Department of Elementary and Secondary Education on April 20, 2022 to correct the above finding.

End-Of-Year Financial Report

Schedule of Findings

For the Year Ended June 30, 2021

SPECIFIC REQUIREMENTS (Continued)

2021-7 Specific Requirement #14.a

The School Department's accounting system does not provide the school location code for expenditures made from Federal Grants, State Grants and Special Funds.

Management's Response:

The Business Manager will work in conjunction with the Town Accountant to begin addressing the accounting system to provide the school location code for Federal and State Grants as well as Special Funds.

2021-8 Specific Requirement #14.e

Some expenditures reported on Schedule 3 Districtwide could be assigned to a specific school.

Management's Response:

Since the School Department's accounting system does not address the school location codes on grants it is not easy to allocate expenditures to specific school as recommended above. The School Department will file an amendment with the Massachusetts Department of Elementary and Secondary Education to correct the above finding.

2021-9 Specific Requirement #15

Expenditures reported on Schedule 4 Special Education Expenditures by Placement as Expenditures from Grants, Revolving Funds (Not CB) (2000, 6800 and 9000 only) include expenditures from DESE Functions (3200, 3300 and 5100). Expenditures are over reported.

Management's Response:

The School Department has filed an amendment with the Massachusetts Department of Elementary and Secondary Education on April 26, 2022 to correct the above finding.

2021-10 Specific Requirement #21

Estimated expenditures reported on Schedule 19 (Annual School Budget 2021-2022) A.2 Estimated Expenditures by City/Town for Regional School Assessments are under reported by \$69,000.

Management's Response:

The Business Manager did not include the amount for the Norfolk Agricultural Tuition on the line with the Bay Path Regional Assessment for Schedule 19, as had been done on Schedule 1. The School Department has filed an amendment with the Massachusetts Department of Elementary and Secondary Education on April 20, 2022 to correct the above finding.

Ÿ.

End-Of-Year Financial Report

Additional Information

For the Year Ended June 30, 2021

ADDITIONAL INFORMATION

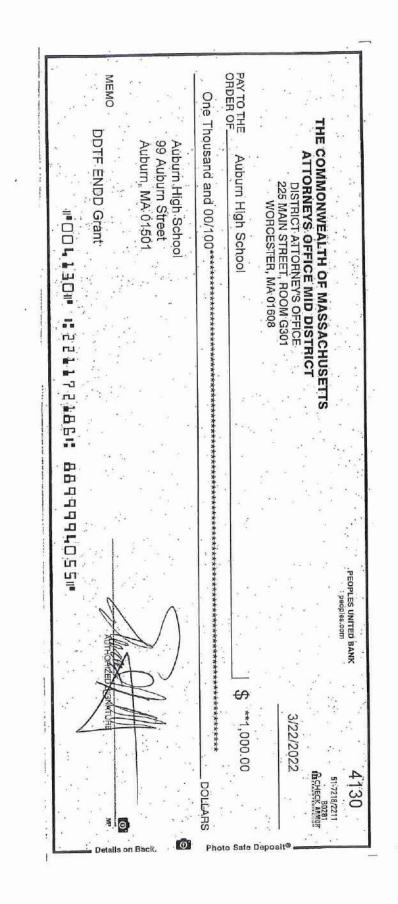
Specific Requirement #13.b

Per inquiry of School Department personnel and review of grant documents it was determined that the School Department does not charge a restricted indirect rate to grants.

Management's Response:

Historically, the School Department has never charged a restricted indirect rate to grants.





COMMONWEALTH OF MASSACHUSETTS

Office of



District Attorney Joseph D. Early, Jr.

Worcester County (Middle District) (508)-755-8601

Worcester Trial Court 225 Main St. G301 Worcester, MA 01608 www.worcesterda.com

#TheEndd 2022

Teens Helping to Educate about the Effects and Negligence of Drunk Driving

School Application Form Name of School: Aburn Hitt Schoo, Address: 99 Aburn Street, Aburn, MA Contact: DANIEL Delowschamp Telephone: Anticipated Number of Students Participating: 200-500 Do you currently have an after prom/graduation program: After prom After graduation None How much funding will be needed for the program: \$./600.Please briefly provide a description of your program: Please briefly describe what these funds will specifically support: DJ, Hypnotist, INFlateable Please complete this application and return it and your W9 form to: Office of District Attorney Joseph D. Early, Jr. Email: Ellen.Miller@mass.gov

For any questions, call 774-317-2159.

You will receive a confirmation email when application is received.

Please indicate specifically, if approved, who check should be made payable to.





"STRIVE FOR EXCELLENCE"

Cecelia F. Wirzbicki School Business Manager

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

Date: May 12, 2022

To: Elizabeth Chamberland, Superintendent Auburn School Committee Members

From: Cecelia Wirzbicki

RE: Request of Omnibus Approval for Budget Transfers

As is customarily done when approaching the end of the school year, I would like to request the permission of the School Committee, to allow me to make Omnibus Transfers pertaining to the FY22 appropriated budget. All transfers will continue to be made with input from Dr. Chamberland and the Leadership Team as we collaborate to meet the needs of our District, while expending the funds we have been entrusted in the most beneficial and cost-effective manner.

If approved, I will document all Omnibus Transfers made from this point forward and report them at each of the remaining school committee meetings for this Fiscal Year. I thank you in advance for your support of the FY22 Budget closeout process and your unwavering support of the Auburn Public Schools.

Thank you.

AUBURN PUBLIC SCHOOLS REVOLVING ACCOUNTS AND OTHER SPECIAL FUNDS Balances as of May 11, 2022

Account #	Account Description	Fiscal Y	ear 2022 Balance	Notes
Account #	. Account Description			
School Lunch				
221	School Lunch	\$	849,069.91	
Athletic Receipts		t.		
성 문서, 영상, 실험, 이상, 영상, 영상, 영상, 영상, 영상, 영상, 영상, 영상, 영상, 영	Athletics	\$	48,224.45	
Tuition Receipts-Other				
· · · · · · · · · · · · · · · · · · ·	AHS Summer	\$	992.88	
2405	AMS Summer/Stem Camp	\$	1,761.76	
2408	Pre K Tuition Revolving	\$	306,584.38	
24303	Non Resident Tution	\$	73,939.63	
2440	School Choice	\$	1,078,557.39	
	AHS Remedial	\$	160.00	
and the second	Teacher's Choice	\$	10,258.46	
	ENCORE	\$	1,615.51	
Student Activities Acco	unts			
2402	High School Student Activity	\$	59,141.73	
	Bryn Mawr Student Activity	\$	1,167.72	
	Swanson Road Student Activity	\$	619.54	
	Pakachoag Student Activity	\$	3,227.46	
	Auburn Middle School Student Activity	\$	10,236.94	

1

AUBURN PUBLIC SCHOOLS REVOLVING ACCOUNTS AND OTHER SPECIAL FUNDS Balances as of May 11, 2022

Account #	Account Description	Fiscal Ye	ear 2022 Balance	
Other Local Receipts				
2427 A	APS Bus Transp.	\$	126,953.26	
	/lusic / Art	\$	14,424.93	
2430 E	Building Use	\$		
2445 0	Galaxy - Swanson	\$	154,626.42	
2449 A	HS Field Usage	\$	7,411.36	
	HS Field Utilities	\$	10,665.91	
2451 S	Satellite - BM	\$	59,488.31	
2452 S	Satellite - PAK	\$	69,069.55	
2453.D	WW Lost Textbooks	\$	899.64	
	steroid - AMS	\$	35.88	
2457 0	Braphic Arts	\$	899.97	
2459 Y	ong Shing Parking Rental	\$	6,667.93	
2465 iF	Pad Ins. AMS & AHS	\$	74,199.94	
2472 U	nified Sports	\$	2,605.00	
263003:S	chool Insurance	\$	3,448.90	
263004 Y	outh Opioid	\$	450.00	
	chool Insurance	\$	10,129.20	
263216 A	HS Rental	\$		
263218 P	AK Rental	\$	1677	
263221 S	wanson Road Rental	\$	11,291.45	
263222 B	M Rental	\$	13 8 -3	
263243 N	ew Middle School Rental	\$	21,728.51	

AUBURN PUBLIC SCHOOLS REVOLVING ACCOUNTS AND OTHER SPECIAL FUNDS Balances as of May 11, 2022

	8				
Account#	Account Description	Fiscal Y	ear 2022 Balance		
Private Grants/Gifts	. Account Description				
• • • • • • • • • • • • • • • • • • •	School Lunch Debt - Gift Acct.	\$	697.00		
		\$	995.86		
	French River Gift	\$	2,567.68		
	AHS Gift Account	\$	1,518.61		
	AHS Athletic Gift Account	ф Ф	933.70		
	Auburn Chamber of Commerce	\$	-		
	Auburn Education Foundation	\$			
	Systemwide Gift Account	\$	680.05		
	Ohiopyle Gift	\$ \$	832.54		
	AMS Gift Account	\$	981.98		
263239	Auburn High School Library Gift	\$	200.00		
263240) E.L.I.	\$	479.78		
263245	i Helping Our Own Fund	\$ \$	11,647.86		
263248	Pakachoag Gift Account	\$	1,642.15		
263249	Swanson Road Gift Account	\$ \$	4,320.97		
263250	Bryn Mawr Gift Account	\$	2,988.74		
	PBIS at AMS	\$	343.92		
Circuit Breaker					
263224	Circuit Breaker	\$	280,154.39		
Other Funds			10 M		
000000 500000	Madianid EV20 ETM 10	\$	112,740.06		
	Medicaid FY20 FTM 19	\$ \$	78,383.11		
	Medicaid FY21 ATM20	\$ \$	100,000.00	14. V	
023002-582242	2 Medicaid FY22 FTM 21	Ψ	100,000,000		
063002-582138	AHS Gym Trust ATM20	\$	6,221.55		
023002-582243	AHS Gym Trust ATM21	\$	22,070.64		
023002-582240	Tax Levy - Field Turf AHS	\$	19,078.41		
023002-582241	Tax Levy - D/W Equipment	\$	32,920.31		
		¢	3,872.00		
023002-582244	McKinney Vento FTM21	\$	4,200.00		
023002-582245	Foster Care Reimbursement ATM 21	φ	4,200,00		
		¢	E45 540 00		
8340-4831	Sped Stabilization Reserve Account	\$	515,540.00		



Collaborative Equity Audit Report

Auburn, MA School District



Prepared by:

Tiffany Cozzolino, Dr. Edna Attias, and Joe Pirraglia

The Center for Leadership and Educational Equity¹ (CLEE)

March 2022

The Center for Leadership and Educational Equity would like to thank the administrators, staff, teachers, students, and parents of the Auburn Public School District. Your voices, insights, visions, and honesty are deeply appreciated.

The Center for Leadership and Educational Equity (CLEE)¹ <u>clee@clee ri.org</u> | <u>http://clee ri.org</u> * 40 ½ Rice Street, Providence, RI 02907

Table of Contents

List of Tables and Figures	4
Data Dashboards	4
Executive Summary	5
The Center for Leadership and Educational Equity (CLEE)	9
The Rationale for the Equity Audit	9
Auburn Public Schools' Impetus	9
About CLEE's Collaborative Equity Audit	10
The Auburn Equity Audit Committee	12
The District's Mission and Goals	13
The District's Essential Question	14
The Current Reality in Auburn Public School District (APS)	14
Student Demographics in Auburn Public Schools	15
MCAS	16
SAT	16
Advanced Course Placement	17
Summary	17
Root Cause Analysis	18
Summary of Root-Cause Analysis Findings and Barriers	19
Equity Indicators	20
Compiled Data Aligned to the Equity Indicators and Best Practices	20
Key Indicators to Increase Programmatic and Systematic Equity	22
Key Indicators to Increase Educator Capacity	27
Focus Question - Addressed	29
Next Steps	30
Areas of Strength	30
High Priority Recommendations	32

1

High Priority Areas to Address	32
The Rationale for Recommendations	33
High Priority Action Steps	33
The Path Forward	40
References	42
Appendix A - Learning Community Survey Data Collection and Analysis	49
Appendix B - Detailed Qualitative Data Collection and Analysis	50
Qualitative Data Collection	50
Focus Groups	50
Educator Focus Group Questions	50
Families Focus Group Questions	51
Student Focus Group Questions	52
Qualitative Data Analysis	53
Appendix C - Data Collection and Analysis	54
Data Collection	54
Process	54
Data Gathered	55
Data Analysis	56
Appendix D - Theoretical Frameworks	58
Skrla et al., Equity Audit Framework	59
Student Outcomes Equity	60
Educator Capacity Equity	60
Programmatic and Systemic Equity	62
Core Leadership Practices Framework	64
Appendix E - Data Sources for the Root-Cause Analysis	66
Reasons for the Current Reality - Part 1	66
Staff at Auburn Public Schools	66
The CLEE Learning Community Survey (LCS)	68
Reasons for the Current Reality - Part 2	71
Focus Groups Interview Data	71
Emerging Themes	71
Themes	73

2

Theme 1 - Relationships	73
Theme 2 - Inclusiveness and Sense of Belonging	76
Theme 3 - Educator Capacity to Teach All Students	78
Theme 4 - Culturally Conscious Practices	80
Student Attendance Data	83
Student Discipline Data	83
VOCAL Survey Data	84
Appendix F - Glossary of Terms	86

List of Tables and Figures

Linked Figures/ Tables	Title
<u>Figure 1</u>	The Center for Leadership and Educational Equity's (CLEE) Integrated Theoretical Framework
Figure 2	CLEE's Modified Formula to Increase Equitable Outcomes for Students
<u>Table 1</u>	Auburn Public Schools Equity Audit Committee Members
<u>Table 2</u>	Key Indicators to Evaluate Programmatic and Systemic Equity and Increase Racial Equity for Students
<u>Table 3</u>	Key Indicators to Evaluate Educator Equity and Increase Racial Equity for Students
<u>Table 4</u>	Results of the Auburn Public Schools' Learning Community Survey (LCS) (2021)
<u>Table 5</u>	Coded Focus Group Interviews Data in Auburn Public Schools
<u>Table 6</u>	Summary of Main Themes that Emerged from the Focus Group Interviews

Data Dashboards

Data Studio Dashboard #1	Visualization of Student Outcome Data
Data Studio Dashboard #2	Visualization of Educator, Staff, Professional Development Data, and the Learning Community Survey (LCS)
Data Studio Dashboard #3	Visualization of Student Attendance, Discipline, Focus Group Interviews, and VOCAL Data
Auburn Public Schools - LCS	Visualization of the Learning Community Survey (LCS)

4

Executive Summary

This equity audit of Auburn Public Schools (APS) was a **collaborative effort** led and facilitated by the Center for Leadership and Educational Equity (CLEE). CLEE engaged 23 stakeholders from APS in a process to analyze data to identify the district's strengths, reveal inequities, the reasons for the inequities, the high priority areas for improvement, and research-based action steps to address identified inequities.

The **essential question** that APS generated and that guided the audit inquiry was: "What factors should Auburn Public Schools consider in creating a roadmap for strategic implementation of equitable academic and cultural practices that will improve inclusivity, safety, accessibility, and rigor for each and every student?"

Overall, **APS is in the initial stages of implementation** of research-based equity-centered practices. While there is evidence of strong relationship practices, there is a need for the district to strengthen culturally conscious practices, inclusiveness and sense of belonging, and educators' capacity to teach each and every student in order to achieve high and equitable outcomes across all subgroups.

Priority Reasons for Inequities

The action steps recommendations below are to address the prioritized reasons for inequities determined by the APS Equity Audit Committee:

- 1. The understanding and implementation of student-centered engagement strategies by educators are lacking and/or inconsistently implemented.
- 2. The mindsets, biases, and expectations of some educators impact the opportunities of historically underrepresented students.
- 3. 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.

Action Steps Recommendations

The recommendations in this report are designed to increase equity for underrepresented students through improving programmatic,systemic, and educator equity. They are aligned and organized by the high priority reasons for inequities listed above and include specific action steps (measurements are located in the full report).

Action Steps to Address Prioritized Root Cause 1:

- 1. Ensure that curricular materials meet criteria for high quality as defined and rated by <u>EdReports</u> or <u>Curate</u>. This will ensure that:
 - a. All instructional material is aligned to the common core standards.
 - b. All standards are present and treated with the appropriate depth and quality required to support student learning.
 - c. The material is user-friendly for both students and teachers.
- 2. Create a short and long-term plan with specific goals and measurable outcomes to ensure evidence and fidelity of curricular implementation.
- 3. Create a classroom culture in which students have the necessary tools and opportunities and feel safe to:
 - a. Exercise critical voice through which they can question the pedagogy, teacher, each other, and content.
 - b. Collaborate with educators in order to explain and justify ideas to help plan what and how they are going to learn.
 - c. Share ownership that emphasizes equitable student voices and redefines student participation.
- 4. Engage educators in vetting instructional material for culturally-conscious practices by using a tool such as the <u>Culturally Responsive Curriculum Scoreboard</u> to ensure positive representation of historically underrepresented groups.
- 5. Provide ongoing professional development to develop educators' knowledge and skills to leverage high-quality material and solicit higher-order thinking, prior knowledge, inquiry, real-world connections, and multiple perspectives.
- 6. Create the structures and processes for a professional learning community to share and collaborate with colleagues around practices related to instruction in order to:
 - Increase educator capacity to teach students with diverse needs by using research-based strategies effectively (e.g., constructivist pedagogy, UDL, culturally responsive/conscious practices, social-emotional support, modifying, scaffolding, using gradual release).
 - b. Strengthen educators' ability to support the academic success of students with low academic performance by engaging educators in improvement work.

Action Steps to Address Prioritized Root Cause 2:

1. Collaboratively expand educators' understanding of what high expectations and academic success for each and every student means, and how teacher expectations play

a role in providing equitable opportunities.

- 2. Increase advanced course enrollment and persistence for certain subgroups in certain subject areas by:
 - a. Reevaluating policies for student enrollment in Honors/AP classes and consider systems that allow student self-selection in addition to educator counsel.
 - b. Providing middle and high school counselors training on mindsets and how to use College Board data and encourage students to try new classes.
- 3. Provide professional learning experiences for educators to continuously improve their cultural competence to impact school-specific inequities.
- 4. Increase the capacity of educators to:
 - a. Observe each other, coach, and use professional learning time to lead discussions and address with colleagues culturally responsive conversations, dilemmas, and practices.
 - b. Use professional learning time to discuss and address with colleagues practices related to instruction, engage in assets-based conversations about student outcomes, and students' feedback of teacher instruction.
 - c. Give and receive collegial feedback to increase educator capacity to change assumptions about students and improve outcomes for all.
- 5. Implement continuous cycles of improvement to increase the data analysis capacity of educators and to lead improvement work.

Action Steps to Address Prioritized Root Cause 3

- 1. Include student voice in the development of instructional practices, accommodations, lesson planning, and classroom and school-wide expectations.
- 2. Recognize positive behavior by providing specific feedback using language from the classroom/school-wide expectations.
- 3. Implement restorative practices including restorative conferences, circles, family-group conferences/family-group decision making, and informal restorative practices.
- 4. Consistently utilize screening assessment data to differentiate instruction and identify appropriate learning progressions.
- 5. Develop and administer student interest and learning surveys to help teachers personalize instruction.

Auburn Public Schools' Areas of Strength

Lastly, the following areas of strength, identified by the committee, can be leveraged in implementing recommendations. The following are the identified strengths of APS:

- Overall student academic achievement and growth
- Setting direction for a safe and inclusive culture within the learning environment 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

By focusing on increasing equity for the most underrepresented in a system, a community learns to collaborate better and improve faster. The community can apply these new skills and dispositions across the entire district to serve each and every student equitably.

The Center for Leadership and Educational Equity (CLEE)

The Center for Leadership and Educational Equity (CLEE) is a nonprofit organization located in Providence, RI. CLEE's mission is to provide leaders with professional learning and support to create equitable outcomes for students. We believe the best way to learn is together, and the best way to lead is by example. Therefore, our programs engage leaders in professional learning communities that model best practices for staff development in schools.

The Rationale for the Equity Audit

Auburn Public Schools' Impetus

Auburn Public Schools (APS) contracted with the Center for Leadership and Educational Equity to lead this equity audit after high school alumni, community members, and educators came together to inquire into how the district was addressing issues of equity. The district's data revealed inequities in the areas of discipline and student achievement. Recognizing that the student population was becoming increasingly diverse, district leaders felt an urgency to address issues of equity and inclusion.

Collectively, the Equity Audit Committee established a shared vision for equity in the district through a World Cafe protocol. Its vision is centered around the three indicators for equity that drove the work of the audit:

Student Outcomes

- All students would be able to experience success
- All students would feel connected to the school and experience a sense of belonging and community

Educator Capacity

- A staff that provides the best academic, behavioral, and social-emotional support to all students
- A staff that works together as a team with other educators to help give students the tools they need to succeed
- A staff that looks at student and school data together with open minds and engages in honest conversations
- Ongoing Professional Development (PD) for ALL staff for continued growth and clear implementation plan
- A staff that isn't afraid to be uncomfortable

Systemic and Programmatic Equity

- All students have access to grade-level education and opportunities that will help them be successful in school regardless of special education status, socio-economic status, race, religion, culture, language, gender, gender identity, or sexual identity
- Ensuring that all students' needs are met, differences are celebrated, and inclusivity is at the forefront of our work
- A school culture where all members of the community are engaged, feel supported, and have a voice

This report serves as a roadmap to realize a vision of educational equity and disrupt oppressive systems, policies, and practices that create achievement and opportunity gaps for our students who currently are and have been underrepresented. It also summarizes the districts' goals, focus question, current reality, identified reasons for the inequities, equity rating, strengths, next steps, and recommendations grounded in research-based practices.

About CLEE's Collaborative Equity Audit

At first glance, equity may seem synonymous with equality. Both terms reflect the goal for ALL students to harness their unique, unlimited potential to learn and to achieve. But this aim cannot be reached by merely giving learners an "equal," or same, education. Equal access to resources does not always translate to equal educational outcomes in systems and a society that have disadvantaged many groups over others.

Educational equity means that each and every child gets what they need to reach high and equitable outcomes. A critical part of addressing educational equity involves strengthening educators' capacity and mindsets needed to identify and eliminate practices rooted in low expectations (e.g. tracking, below grade-level instruction, and ableist expressions) and replacing them with transformative, culturally sustaining practices (Johnson & Avelar-LaSalle, 2010). To do so involves an ongoing journey for educators to learn and work collaboratively to use research-based practices that dismantle inequities while using data to monitor the impact, learn, and further evolve practices to increase equity. This equity audit represents one way to engage in this practice.

Assessing educational equity is a cyclical process that requires personal courage, strategic reflection, and goal-driven action of educators and school leaders. However, this process can be a challenge if schools do not have effective ways to self-examine their practices. Equity audits, therefore, are a powerful tool as they constitute a systematic way for schools and districts to assess the extent to which equity exists in their setting and to what degree.

While there are many approaches for conducting equity audits, CLEE's approach is unique for two reasons. For one, the process of conducting the equity audit is a collaborative one. Delpit's (1988) assertion that "people are experts on their own lives" is an underlying assumption at play. Audits are, therefore, more effective when done with the community, rather than to the community. By understanding their world and themselves in their worlds, participants can identify their reality and shift the meaning to transform their conditions (Saavedra, 1996). Another unique quality of this equity audit is its theoretical foundation. Multiple high leverage theoretical frameworks (see <u>Appendix D</u>) are integrated in order to structure this study and align it with two main demands of the educational field: the instructional core and effective leadership.

The Auburn Equity Audit Committee

The Equity Audit Committee members listed in Table 1 were instrumental collaborators in this equity audit. Their perspectives and voices, along with the parents, students, and educators who participated in focus group interviews, represented the APS community. The Equity Audit Committee included district leadership, school leadership, educators, staff, school committee members, students, and parents. This group analyzed the data that was collected throughout the process. With the support of CLEE facilitators, the group provided input that narrowed the focus of the equity audit toward the most pressing equity issues.

Table 1

Auburn's Equity Audit Committee Members

Name		Role	Grade Level
1.	Beth Chamberland	Assistant Superintendent	District
2.	Casey Handfield	Superintendent	District
3.	Rosemary Reidy	Director of Pupil Services	District
4.	Dan Delongchamp	Principal	High School
5.	Jessica Pitsillides	Assistant Principal	Grades 3-5
6.	Greg Walton	Team Chair	High School
7.	Jessica Harrington	School Committee Member	District
8.	Jack Generelli	Parent	Middle School
9.	Tricia Doane	Parent	Middle School
10.	Kim Wells-Dufresne	Parent	Grades 3-5
11.	Judith Young	Parent	High School
12.	Isabel Zukowski	Student	Middle School

13.	Liana Adina	Student	Middle School
14.	Kweku Akese	Student	High School
15.	Hulla El-Gaderi	Student	High School
16.	Eileen Tarini	Teacher	Grades K-2
17.	Terri O'Donnell	Guidance Counselor	Grades 3-5
18.	Wendy Dziemian	Special Education Teacher	Middle School
19.	Jennifer McMenemy	Special Education Teacher	Grades K-2
20.	Tessa Fritze	Teacher	Grades k-2
21.	Tess Jarvis	Guidance Counselor	High School
22.	Sherrie Watson	Guidance Counselor	Middle School
23.	Melissa LaBeaume	Teacher	High School

The District's Mission and Goals

APS contracted the Center for Leadership and Educational Equity (CLEE) to facilitate a Collaborative Equity Audit that began in September 2021. The process drew on multiple data sources, including student outcome data, policy documents, a staff survey, interviews, and focus groups, as well as the perspectives of a group of 23 Equity Audit Committee members. These data sources included student outcome data, policy documents, a staff survey, interviews, and focus groups, as well as the perspectives of a group of 23 stakeholders (Table 1).

According to its <u>website</u>, APS's mission is "Strengthening Connections through Rigor, Relevance, and Relationships." The district's vision "is to educate and prepare students for the opportunities and challenges of a changing world."

According to Auburn's most recent strategic plan, the goals of the district are:

• TEACHING AND LEARNING: Further Advance Rigorous and Relevant Teaching & Learning

- TECHNOLOGY: Support Learning, Communications and Operations
- COMMUNITY PARTNERSHIPS: Strengthen and Create Collaborative Partnerships
- HEALTH, WELLNESS, & SAFETY: Promote a Positive, Safe Learning Environment
- TRANSITIONS: Build and Strengthen Supportive Transitions

The district also expresses a commitment to the following core values, as expressed by the acronym **SHARED**:

- Student-Centered Decision Making
- High Expectations for All
- All Environments are Safe and Respectful
- Responding to Needs Based on Data
- Equitable Opportunities for All
- Dedicated to Continuous Improvements

The District's Essential Question

In order to set the direction for the audit, the district leadership steering committee generated the following focus question: *What factors should Auburn Public Schools (APS) consider in creating a roadmap for strategic implementation of equitable academic and cultural practices that will improve inclusivity, safety, accessibility, and rigor for each and every student?*

The Current Reality in Auburn Public School District (APS)

The Auburn Public School district is located in Central Massachusetts and is a Title 1 district. APS serves about 2500 students in grades PreK-12. The system is composed of five schools; one (9-12) high school, one (6-8) middle school, and three elementary

schools (two for grades K-2 and one for grades 3-5). The preschool program is located in the high school.

The Massachusetts' accountability index (2020) indicates that APS is making substantial progress towards most targets (59%¹). This means that APS is not in need of assistance or intervention from the Massachusetts Department of Education (<u>Massachusetts Department of Elementary and Secondary Education, 2020</u>). Student achievement data was visualized by CLEE and explored interactively by Equity Audit Committee in the <u>Google Studio Dashboard</u>. The data can be filtered by various variables; more detail can be accessed by hovering over the charts, and one can access all the pages by clicking on the top left-hand arrow.

The following is a summary of student outcomes data analysis:

Student Demographics in Auburn Public Schools

As of 2020-2021 school year data (data and terminology are derived from <u>Massachusetts Department of Elementary and Secondary Education, 2021</u>), there are 2,518 students that are served by APS. Of those:

- 80.1% (*n* = 2017) students identify as White
- 2.5% (*n* = 63) students identify as African American
- 4.6% (*n* = 116) students identify as Asian
- 9.5% (*n* = 239) students identify as Hispanic
- 0.1% (*n* = 3) students identify as Native American
- 0% (*n* = 0) students identify as Native Hawaiian/Pacific Islander
- 3.2% (*n* = 81) students identify as multi-race/Non-Hispanic
- 6.9% (*n* = 174) Multilingual students who do not receive MLL services

¹ Note this data represents results from 2019. The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19.

- 2.2% (*n* = 55) students receiving Multi-Language Learners (MLL) services
- 10.8% (*n* = 272) students with disabilities
- 22.2% (*n* = 559) students are considered economically disadvantaged
- 32.3% (*n* = 814) students are considered High Needs

MCAS

The state of Massachusetts uses annual information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion to determine an accountability rating for schools and districts. The Massachusetts Department of Elementary and Secondary Education did not administer Spring 2020 MCAS for the 2019-2020 school year due to the school closures related to COVID-19. Therefore, the assessment data reported here is reflective of the 2018-19 school year.

The 2019 <u>MCAS assessment</u> demonstrates gaps in achievement between peer and subgroups in English/Language Arts (ELA), Mathematics, and Science/Technology/Engineering (STE). For example, in all subject areas, a greater percentage of students characterized as non-disabled reached proficiency in grades 3-10 compared to students with disabilities. In addition, a greater percentage of students who identify as White reached proficiency compared to students who identify as White reached proficiency compared to students who identify as Hispanic/Latino. Students considered non-economically disadvantaged scored higher on the 2019 MCAS in all subjects compared to students considered proficiency at greater rates than students receiving Title 1 services. Specific data is listed in the <u>Auburn Data Dashboard #1</u>.

SAT

The 2020-21 SAT performance scores reveal that the average score for ELA is 564 for and 547 for Math. The performance of economically disadvantaged students, students with disabilities, and students with high needs is 10-40 points lower than their peers on average. Additionally, a difference in the performance of males and females on the SAT can be seen in the Math assessment with 49% of female students meeting benchmark/proficiency compared to 70% of male students.

Advanced Course Placement

Analysis of advanced course completion data indicates that the average percentage of Advanced Placement coursework completion of all students is 64.4%; however, when disaggregated for underrepresented subgroups, the completion rate ranges between 75% (students who identify as Asian) and 41.4% (students who identify as Hispanic/Latino). Further, male students are outperforming female students in Math and Computer Science (72.2% of males earned a score of 3-5 compared to 46.7% of females) and Science and Technology (67.6% of males earned a score of 3-5 compared to 52.5% of females).

Summary

The data analyzed reflects both the strengths and needs of APS. There is evidence of commitment, resources, an advanced course placement infrastructure, and initial steps to support and include each and every student. These need to be leveraged fully in order to align the districts' goal of high and equitable academic outcomes for all.

The data examined reflects that inequities are apparent. Below is a summary of the seven primary disproportionalities that surfaced from the data analysis of the student outcome data:

- 1. The majority of the student body identifies as White (80.1%), speaks English as a first language (90.9%), and is economically advantaged (77.8%).
- 2. Students receiving Individual Education Plan (IEP) services and Title 1 services scored significantly lower than their peers on the MCAS assessment (all grades/all subjects).
- 3. The completion rate of AP courses for students who identify as

Hispanic/Latino is 23% lower than the average percentage of Advanced Placement coursework completion of all students.

- 4. SAT data indicates the performance of economically disadvantaged students, students with disabilities, and students with high needs is 10-40 points lower than their peers on average.
- Female students are scoring lower than male students on the Math SAT assessment, and Math and Computer Science, and the Science and Technology Advanced Placement courses.
- 6. Student demographic data includes student subgroups that are less than 3% of the student population. As a result, districts must develop internal systems to analyze potential inequities among subgroups that are not included in standardized test reporting.
- 7. Students identifying as White score higher on student achievement tests than students identifying as Hispanic/Latino.

This student learning outcome data was analyzed to create the following problem statement: *There are academic inequities between APS students in certain* <u>underrepresented</u> students and their peers. There are also academic inequities between males and females. Furthermore, there is a lack of racial diversity as reflected in student demographic data. As a result, some underrepresented groups are too small to be a reported category in the data.

When groups are too small to be represented in data due to privacy, it prevents analysts from using this group's data to derive decisions, instruction, and progress monitoring. This issue in itself poses an inequity.

Root Cause Analysis

After the identification of the primary inequities found in the student learning outcomes, the equity audit group unearthed the possible root causes of the inequities (see problem statement above). The root cause analysis was conducted in two parts. Both parts combined the Equity Audit Committee members' experiences and perspectives and varied data sources to understand the causes for the problem statement.

In the first part of the root cause analysis, the examined data sources included staff data at APS and the Learning Community Survey results (LCS). This survey measured the degree to which staff perceived that they and their colleagues engaged in practices of a learning community driving to increase equity. Both sources of data were visualized in a <u>Google Studio dashboard</u>. In the second part of the root cause analysis, the Equity Audit Committee examined both qualitative and quantitative data to help tune and validate the root causes. Data included focus group qualitative interview data, SurveyWorks data, student attendance, and student discipline data. This data expanded the committee's understanding of the reasons for the inequities by providing multiple perspectives of students, families, and educators. See <u>Appendix E</u> for a detailed analysis of all data sources used to unearth the root causes.

Summary of Root-Cause Analysis Findings and Barriers

Using the Learning Community Survey (LCS) results, staff and educator data, focus group interviews, student attendance, student discipline, and VOCAL data, the Equity Audit Committee engaged in expanding its understanding of the root cause analysis. As a result of this tuning, the committee identified the following possible six reasons or root causes for the inequities at APS:

- 1. The understanding and implementation of student-centered engagement strategies by educators is lacking and/or inconsistently implemented
- 2. The mindsets, biases, and expectations of some educators impact the opportunities of historically underrepresented students
- 3. 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
- 4. The voices and perspectives of all stakeholders in the district are not heard or

represented (e.g., curricular materials, extracurricular opportunities, forums, etc.)

- 5. There is a lack of staff diversity
- 6. There is a lack of processes and structures in place to test different ideas for improvement

The evidence of these causes or reasons for the inequities is reflected in the ratings of the specific indicators and best practices that were used by the Equity Audit Committee to understand equity in the district.

Equity Indicators

Compiled Data Aligned to the Equity Indicators and Best Practices

All of the data collected during the equity audit (quantitative and qualitative) was used to assess APS's degree of implementation of the three indicators and their best practices for **educator capacity equity** (see <u>Appendix C</u> for a detailed explanation of data collection and analysis):

- 1. High-quality teaching skills
- 2. Educator's equity consciousness
- 3. Staff development and retention

The various data was also used to assess the implementation of the indicators for **programmatic and systemic equity**:

- 1. Set the tone for a safe and inclusive culture
- 2. Staff recruitment and hiring policies
- 3. Programs and materials

A total of 40 best practices for equity were assessed across educator and programmatic and systemic areas (see <u>Appendix D</u> for a comprehensive list). These best practices are research-based, and identified by various bodies of literature,

including: Redding, McCauley, Jackson, and Dunn (2018) from the WestEd Center on School Turnaround, and Padamsee & Crowe (2017) from the Foundation Working Group. Other peer-reviewed practices are based on the work of Lisa Delpit (2006), Gloria Ladson-Billings (1995), Elena Aguillar (2020), Kathryn McKenzie & Linda Skrla, (2011), and Christine Sleeter (2008).

Each best practice was assessed for its degree of implementation. The initial ratings of these practices were conducted by a team of CLEE researchers and underwent three tuning stages. In the first stage, the CLEE facilitators used the volume of data reviewed by the Equity Audit Committee to produce the initial ratings. In the second stage, the draft ratings were shared with the districts' steering committee and adjusted through discussion and review of additional sources of data. Lastly, in the third stage, the Equity Audit Committee provided further feedback to adjust the ratings. Each of the best practices was rated for degree of implementation according to this scale:

- A rating of **0** = No evidence of implementation of effective practices
- A rating of **1** = Initial stage of implementation
- A rating of **2** = Approaching effective implementation
- A rating of **3** = Effective implementation
- A rating of **4** = Transformational implementation

<u>Table 2</u> and <u>Table 3</u> display the ratings for each best practice and the data sources used to determine the rating. Also included in the tables is the alignment of the indicators and best practices to CLEE's six Core Leadership Practices. None of the best practices received a rating of 4 or 3; 13 descriptors were rated as 2; 16 were rated as 1; 11 were rated as zero.

Key Indicators to Increase Programmatic and Systematic Equity

Table 2

Key Indicators to Evaluate Programmatic and Systematic Equity and Increase Equity for All Students

	Indicator	Best Practices	Core Leadership Practice	Data Source	Degree of Implementation
1	Set the Tone a Safe and Inclusive Culture	Evidence of statements of definitions, benefits of and commitment to diversity, equity, and inclusion in the mission, vision, strategic planning, etc.	Setting Direction	 <u>District's mission</u> and vision <u>District's</u> <u>Strategic plan</u> <u>2021-2022</u> <u>Auburn High</u> <u>School Program</u> of Studies 	1
2		Clearly defined and specific equity goals and strategies	Setting Direction	• <u>District's</u> <u>Strategic plan</u>	1
3		A safe and inclusive culture for each and every student, and especially for students from marginalized groups.	Monitoring Progress	 <u>Auburn MS PBIS</u> <u>SIS Handbook</u> <u>Auburn HS</u> <u>Handbook</u> <u>VOCAL Data</u> 	2
4		All students have opportunities for: Being recognized for being a positive contributor to the school community.		 Bryn Mawr Handbook Pakachoag Handbook SWIS Handbook AHS Students for 	2
5		All students have opportunities to take leadership roles in the classroom.		<u>Diversity Charter</u> <u>& 5 Year Plan</u> • <u>Rocket to Rocket</u> <u>Program (unified</u> <u>sports)</u>	1
6		Families are seen as partners and are welcomed to be included in dialogue, their knowledge is tapped into, and have a voice.	Reorganizing Systems	 <u>Auburn</u> <u>Parenting</u> <u>Partnership?</u> <u>District's</u> 	2

22

			•	Education Advisory Council (SEPAC) Virtual Mental Health Support for Families	
7		Members of underrepresented communities on the board and key leadership positions	Reorganizing Systems •	Team	0
8		Short and long-term measurable indicators of the degree to which reaching goals	Monitoring Progress	Strategic plan Auburn HS SIP Auburn MS SIP Swanson Rd Intermediate SIP	0
9		Have a regular forum to update stakeholders on progress	Monitoring Progress	Auburn Parenting Partnership? School Committee Schedule APS Update Center APS Students and Families Informational Services AHS FAOs AHS News SIS News BMES News BMES News BMES News PES News PES News Power School Portal School Councils	2
10	Staff Recruitment and Hiring Policies	Job descriptions reflect the goals of increasing diversity, equity, and inclusion in the district.	Reorganizing • Systems •	<u>LTS AHS English</u> <u>Teacher</u> <u>LTS BMES Grade</u> <u>2 Teacher</u>	Ο
11		Job description reflects	Reorganizing •	LTS AHS English	0

Special

٠

23

	the district's clear understanding of the knowledge, skills, and dispositions that are key to a role in order to lead/teach for more equitable outcomes.	Systems Building Capacity to Teach Building Capacity to Lead	<u>Teacher</u> <u>LTS BMES Grade</u> <u>2 Teacher</u>	
12	Teachers and leaders reflect diverse gender expressions, orientations, racial and ethnic cultural composition.	 Reorganizing Systems Building Capacity to Teach Building Capacity to Lead 	<u>Staff</u> <u>Demographic</u> <u>Data</u>	1
13	The district utilizes external partners (i.e. preparation programs and community org from underrepresented groups) to recruit candidates from diverse backgrounds and those with competencies to increase equity in their roles.	Reorganizing Systems Building Capacity to Teach Building Capacity to Lead	School Committee Policy GCE District Leader Communication	0
14	Utilizes hiring tools to identify strong candidates	Reorganizing Systems •	School Committee Policy GA-E School Committee Policy GCE School Committee Policy GCE	0
15	Use of multiple measures and data sources to assess candidates	Reorganizing • Systems	<u>School</u> <u>Committee</u> Policy GA-E	0
16	Practices to eliminate selection bias	Reorganizing Systems •	<u>School</u> <u>Committee</u> <u>Policy GA-E</u> <u>School</u> <u>Committee</u> <u>School</u> <u>Committee</u>	0

24

				<u>Folicy OCT</u>	
17		Interviewers from underrepresented groups		 School Committee Policy GA-E School Committee Policy GCE School Committee Policy GCE 	0
18	Programs and Materials	Financial resources are allotted for the school's equity plans, goals, and initiatives. The school's budget reflects the prioritization of this commitment	Reorganizing Systems	 <u>FY22 School</u> <u>Budget</u> <u>APS Strategic</u> <u>Plan (2018)</u> 	2
19		Advanced course placement, enrollment, and student outcomes.	Progress	 <u>Auburn Data</u> <u>Dashboard #1</u> Focus Group Interviews District Leader Communication 	1
20		There is availability and clear communication of college prerequisite courses for college, and these courses are available for all.	Systems	 <u>2021-2022</u> <u>Auburn High</u> <u>School Program</u> <u>of Studies</u> Focus Group Interviews 	2
21		Access to high-quality instructional materials	Monitoring Progress	 <u>2021-2022</u> <u>Auburn High</u> <u>School Program</u> 	1
22		Instructional material emphasizes higher-order thinking, inquiry approach	•	of Studies APS Strategic Plan (2018) Auburn Data Dashboard #3	2
23		Instructional material integrates real-world connections, includes literature of diverse authors, integrates the experiences of historically underserved groups that are not limited or reduced to experiences of suffering	•	Focus Group InterviewsVocal Data	1
24		Instructional material			

Policy GCF

25

	emphasizes elicits prior knowledge, allows for discourse and collaboration, multiple perspectives, and student ownership and learning).			1
25	Teachers, coaches, and administration disaggregate data according to race, ethnicity, home language, gender to see evidence of disproportionality and determine the allocation of resources accordingly.	Setting Direction • Monitoring Progress • Building Capacity to Teach	Learning Community Survey <u>Auburn Data</u> <u>Dashboard #2</u>	1
26	Special Education Program placement and supports that build inclusive of learning and lead to equitable learning outcomes	Monitoring • Progress	Focus Group Interviews	1
27	MLL Education Program placement and supports that build inclusive of learning and lead to equitable learning outcomes	Monitoring • Progress	Focus Group Interviews	0
28	Disciplinary practices that build an inclusive culture of learning and lead to equitable outcomes	Monitoring Progress	Disaggregated student discipline data Auburn Data Dashboard #3 Grades K-2 Student Handbook Grades 3-4 Student Handbook Grades 6-8 Student Handbook Grades 9-12 Student Handbook VOCAL Survey Focus Group Interviews Auburn Dashboard #3	1

26

Aguilar, E. (2020); Redding, McCauley, Jackson, and Dunn (2018); Padamsee & Crowe (2017); Delipit (2006); Ladson-Billings (1995); McKenzie & Skrla, (2011), and Sleeter (2008).

Key Indicators to Increase Educator Capacity

Table 3

Key Indicators to Evaluate Educator Equity and Increase Equity for All Students

	Indicator	Best Practice	Core Leadership Practice	Data Source	Degree of Implementation
29	High-Quality Teaching Skills	Educators' belief that all students are capable of academic success	Setting Direction	 Learning Community Survey VOCAL Survey <u>Auburn Data</u> Dashboard #2 <u>Auburn</u> Dashboard #3 	1
30		Educators see self as members of the student's community	Setting Direction Build Capacity to Lead	 Learning Community Survey <u>Auburn Data</u> Dashboard #2 	2
31		Educators maintain a flexible inquiry-based learning environment in which students' knowledge, experience, wisdom, and background are valued and seen as resources for and incorporated authentically into learning.	Build Capacity to Teach	 Focus Group Interviews VOCAL Survey Learning Community Survey <u>Auburn Data</u> Dashboard #2 <u>Auburn</u> Dashboard #3 	1
32		Educators monitor and assess students' needs and then address them with a wealth of diverse strategies with the understanding that success is defined and measured in many ways.	Monitoring Progress	 Learning Community Survey Focus Group Interviews VOCAL Survey Auburn Data Dashboard #2 	2

27

			•	<u>Auburn</u> Dashboard #3	
33		Educators know students well enough to adapt my practices to meet their needs and offer many opportunities to develop cognitive skills and habits of mind that prepare them for advanced tasks.	Build Capacity to Teach • •	Learning Community Survey Focus Group Interviews VOCAL Survey <u>Auburn Data</u> <u>Dashboard #2</u> <u>Auburn</u> <u>Dashboard #3</u>	2
34	Educators' Equity Consciousness	Educators have a clear picture of how various sub-groups are achieving with attention towards children from historically underrepresented groups compared to their peer group	Monitoring Progress • •	Learning Community Survey Focus Group Interviews VOCAL Survey <u>Auburn Data</u> Dashboard #2 <u>Auburn</u> Dashboard #3	2
35		Educators are aware of their own biases, privilege, and are able to change assumptions about student learning through conversations with other adults at the school	Build Capacity to Collaborate	Learning Community Survey Focus Group Interviews VOCAL Survey <u>Auburn Data</u> <u>Dashboard #2</u> <u>Auburn</u> <u>Dashboard #3</u>	1
36	Staff Development and Retention	Use data to identify the professional learning needs of educators and rapidly respond with professional learning opportunities aligned with increasing equitable practices.	Monitoring Progress •	Focus Group Interviews Learning Community survey <u>Auburn Data</u> <u>Dashboard #2</u> <u>Auburn</u> <u>Dashboard #3</u>	2
37		Onboarding for new educators, with personalized support for educators of color, including mentor	Reorganizing • System		0

28

	programs, affinity groups and/or buddy programs.			
38	Professional learning experiences for educators to continuously improve their cultural competence and culturally sustaining practices to meet school-specific inequities	Building Capacity to Teach	 Focus Group Interviews Professional Development Offerings <u>Auburn Data</u> <u>Dashboard #2</u> 	ı
39	Professional learning experiences for educators to deepen pedagogical content knowledge to support student learning, especially if children are not successful or are below grade-level	Building Capacity to Teach	 Professional Development Offerings <u>Auburn Data</u> <u>Dashboard #2</u> 	2
40	Leverage the effectiveness of culturally responsive/ conscious and sustaining teachers, coaches, and leaders by using them as models and coaches	Building Capacity to Collaborate	 Focus Group Interviews 	1

.....

Aguilar, E. (2020); Redding, McCauley, Jackson, and Dunn (2018); Padamsee & Crowe (2017); Delpit (2006); Ladson-Billings (1995); McKenzie & Skrla, (2011), and Sleeter (2008).

Focus Question - Addressed

The focus question that was defined to guide this inquiry was: "What factors should Auburn Public Schools (APS) consider in creating a roadmap for strategic implementation of equitable academic and cultural practices that will improve inclusivity, safety, accessibility, and rigor for each and every student?"

As evident from Tables 2 and 3, APS is mainly at the initial stage or approaching implementation of the identified indicators when looking at specific and effective research-based equity practices. This discovery means that staff, students from underrepresented groups, and their families feel that they are not always valued and that their academic and social needs are not served equitably. Furthermore, in creating a roadmap for strategic implementation of equitable practices that will

improve inclusivity, safety, accessibility, and rigor for each and every student, APS should consider the specific areas that revealed disproportionalities as well as the six barriers identified during the root cause analysis.

Next Steps

As a result of the collaborative work and data analysis, the Equity Audit Committee identified the following areas of strength, priority areas, and action step recommendations for improving equity in APS. These action steps are essential for APS to consider in order to tap into a high-leverage improvement plan to address equity.

Areas of Strength

The following are the identified strengths of APS:

- Overall student academic achievement and growth. Analysis of MCAS scores for SY2019, PSAT/SAT scores, and Advanced Placement assessments demonstrate the following strengths:
 - Overall scores in state assessments (MCAS) are higher than the state average.
 - SAT Outcomes for 2019 indicate that 79% of test-takers met the benchmark for English Reading/Writing and 59% met the benchmark for Math.
 - A majority of AP Score Outcomes (2019-2020) for all students were within the range of 3-5 with a significant percentage of students (71.13) scoring between 3-5 in English/Language Arts, World History: Modern (91.45), and History: US (83.83).

- Setting the direction for a safe and inclusive culture within the learning environment to improve outcomes for each and every student. APS has taken initial steps to foster a safe and inclusive culture within the learning environment. A Positive Behavior Intervention and Supports framework is in place in each school within the district evidenced by detailed descriptions in Student Handbooks for each school. Families are also offered opportunities to provide input on district initiatives and school planning including the development of the District Strategic Plan, School Improvement Plans, and Special Education through the Special Education Advisory Council. In addition, APS is taking the following steps to further develop a safe and inclusive culture:
 - Partnering with the CLEE to engage a multi-stakeholder group in a collaborative equity audit with the goals of identifying inequities within the APS learning community, opening doors to understanding, and motivating change.
 - Allotting financial resources for the district's equity plans, goals, and initiatives.
 - Having a regular forum to update stakeholders on progress.
- Educators' equity consciousness and commitment to creating a transformative learning culture. Overall, educators at APS have a keen awareness that there is more work to be done in reaching high and equitable outcomes for students. In focus group interviews, educators cited a need for more collaborative opportunities for general and special education teachers to effectively support students. Educators also noted the importance of building the capacity of all stakeholders to promote diversity and inclusivity to develop a more inclusive culture within the district. Finally, as evidenced in focus group interviews, educators understand the importance of strong relationships with students and families and acknowledge that some staff members have fixed mindsets that create barriers to forming productive relationships with

stakeholders. APS has recognized the need for building the capacity of staff and is currently working with external partners to implement the Universal Design for Learning framework that improves and optimizes teaching and learning by accommodating for the needs and abilities of all learners and eliminating unnecessary barriers in the learning process. APS is in the process of developing coaches to support the implementation of the UDL framework within district schools.

• Educators' awareness of the need for equity-oriented data practices.

According to the Learning Community Survey results, educators recognize the importance of using data to understand the needs of students and change practices after discussing data with colleagues. Furthermore, setting the groundwork for this transformative culture has begun across the district, as can be seen in isolated instances of educators who engaged in data analysis, relevant professional development to grow their practice and pedagogy, the Equity Audit Committee's ongoing work, and the work of this equity audit.

High Priority Recommendations

High Priority Areas to Address

Auburn's Equity Audit Committee prioritized addressing the following three root causes as the highest priority areas:

- 1. The understanding and implementation of student-centered engagement strategies by educators are lacking and/or inconsistently implemented.
- 2. The mindsets, biases, and expectations of some educators impact the opportunities of historically underrepresented students.
- 3. 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 Rationale for Recommendations

The recommendations and action steps are based on CLEE's research-based leadership framework (Braun et al., 2017). Implementing the six Core Leadership Practices provides a starting point for addressing the highlighted areas of inequities in APS. Doing so will guide Auburn to leverage a research-based framework proved effective to lead improvements for increasing equity. This includes setting the direction for the work, monitoring progress, increasing capacity in various areas, and reorganizing the systems that, despite the best intentions, have resulted in inequities.

The following high-priority recommendations and action steps are designed to build on the groundwork already laid out in APS. They are aligned to the best practices referenced in <u>Table 2</u> and <u>Table 3</u>. While the prioritized root causes to address are numbered, these numbers do not indicate a priority of importance or the order in which the action steps should be taken.

High Priority Action Steps

Prioritized Root Cause to Address 1: The understanding and implementation of student-centered engagement strategies by educators are lacking and/or inconsistently implemented.

Research-Based Action Steps

- Ensure that curricular materials meet criteria for high quality as defined and rated by <u>EdReports</u> or <u>Curate</u>. This will ensure that:
 - a. All instructional material is aligned to the common core standards.
 - b. All standards are present and treated with the appropriate depth and

quality required to support student learning.

- c. The material is user-friendly for both students and teachers.
- 2. Create a short and long-term plan with specific goals and measurable outcomes to ensure evidence and fidelity of curricular implementation.
- 3. Create a classroom culture in which students have the necessary tools and opportunities and feel safe to:
 - a. Exercise critical voice through which they can question the pedagogy, teacher, each other, and content.
 - b. Collaborate with educators in order to explain and justify ideas to help plan what and how they are going to learn.
 - c. Share ownership that emphasizes equitable student voices and redefines student participation.
- Engage educators in vetting instructional material for culturally-conscious practices by using a tool such as the <u>Culturally Responsive Curriculum</u> <u>Scoreboard</u> to ensure positive representation of historically underrepresented groups.
- 5. Provide ongoing professional development to develop educators' knowledge and skills to leverage high-quality material and solicit higher-order thinking, prior knowledge, inquiry, real-world connections, and multiple perspectives.
- Create the structures and processes for a professional learning community to share and collaborate with colleagues around practices related to instruction in order to:
 - Increase educator capacity to teach students with diverse needs by using research-based strategies effectively (e.g., constructivist pedagogy, UDL, culturally responsive/conscious practices, social-emotional support, modifying, scaffolding, using gradual release).

 b. Strengthen educators' ability to support the academic success of students with low academic performance by engaging educators in improvement work.

Measured by

- Documentation of curricular material and audit for the three EdReports criteria (alignment to standards, presence of all standards, and usability).
- Documentation of a clear short and long-term plan, including timelines, measures, and benchmarks as evidence for consistent implementation of high-quality curricular material.
- Increased capacity of educators of their understanding and implementation of critical constructivist pedagogy, as measured by a survey such as Constructivist Learning Environment Survey, to measure aspects such as critical voice, shared control, and shared ownership, and the VOCAL survey.
- Increased capacity of educators to experiment with different practices and implement them for the first time, as measured by improvement data.
- A positive change in the perceptions of historically underrepresented students as it relates to their academic experiences and the above-mentioned pedagogical and culturally-conscious practices as revealed by empathy interview data.
- An increase in the number of students from specific underrepresented groups enrolled in and achieving in advanced courses.
- Consistent and sustained increases in academic performance as measured by validated screening and progress-monitoring tools.

Prioritized Root Cause to Address 2:

The mindsets, biases, and expectations of some educators impact the opportunities of historically underrepresented students.

Research-Based Action Steps

- Collaboratively expand educators' understanding of what high expectations and academic success for each and every student means, and how teacher expectations play a role in providing equitable opportunities.
- 2. Increase advanced course enrollment and persistence for certain subgroups in certain subject areas by:
 - a. Reevaluating policies for student enrollment in Honors/AP classes and consider systems that allow student self-selection in addition to educator counsel.
 - Providing middle and high school counselors training on mindsets and how to use College Board data and encourage students to try new classes.
- 3. Provide professional learning experiences for educators to continuously improve their cultural competence to impact school-specific inequities.
- 4. Increase the capacity of educators to:
 - Observe each other, coach, and use professional learning time to lead discussions and address with colleagues culturally responsive conversations, dilemmas, and practices.
 - b. Use professional learning time to discuss and address with colleagues practices related to instruction, engage in assets-based conversations

about student outcomes, and students' feedback of teacher instruction.

- c. Give and receive collegial feedback to increase educator capacity to change assumptions about students and improve outcomes for all.
- 5. Implement continuous cycles of improvement to increase the data analysis capacity of educators and to lead improvement work.

Measured by

- Documentation of a clear multi-year plan, including timelines and benchmarks using the recommendations detailed in the roadmap.
- Disaggregated district-identified survey (such as CLEE Learning Community Survey), to monitor progress in educators' perceptions as they relate their capacity to teach students from all cultures, races, identities, learning differences, economic backgrounds, and languages.
- Disaggregated district-identified survey (such as VOCAL) to monitor progress in stakeholder perceptions of educators' mindsets, biases, and expectations of all students.
- An increase in the number of students from specific underrepresented groups enrolled in and achieving in advanced courses.
- Consistent and sustained increases in academic performance as measured by validated screening and progress-monitoring tools.

Prioritized Root Cause to Address 3:

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.

Research-Based Action Steps

- Include student voice in the development of instructional practices, accommodations, lesson planning, and classroom and school-wide expectations.
- 2. Recognize positive behavior by providing specific feedback using language from the classroom/school-wide expectations.
- Implement restorative practices including restorative conferences, circles, family-group conferences/family-group decision making, and informal restorative practices.
- 4. Consistently utilize screening assessment data to differentiate instruction and identify appropriate learning progressions.
- 5. Develop and administer student interest and learning surveys to help teachers personalize instruction.

Measured by

- VOCAL survey data reflects an increase in student voice and ownership of learning. See examples below:
 - "In at least two of my academic classes, I can work on assignments that interest me personally."

- "In at least two of my academic classes, students are asked to teach a lesson or part of a lesson."
- "My teachers use my ideas to help my classmates learn."
- Disaggregated student discipline data from Aspen/X2 or equivalent management system, as well as state reporting data, that demonstrate equitable disciplinary outcomes for students.
- VOCAL survey data demonstrate equitable disciplinary outcomes for students and student voice in developing rules/expectations. See examples below:
 - "Fair disciplinary practices" score (currently 82.75% of students believe disciplinary practices are fair and equitable) increases.
 - "Students have a voice in deciding school rules" score (currently 32.5% of students believe they have a voice in deciding the rules) increases.
- VOCAL survey data demonstrate an increase in teachers activating student interests. See the example below:
 - "When I need help, my teachers use my interests to help me learn/what I am learning is relevant to me" score (currently 68.5% of students) increases.
- Survey data, from a survey such as the Learning Community Survey, reflects an increase in teachers' capacity to teach all students.

The Path Forward

"I feel like I gained a wider view of our district as a whole, not just my own school. It was helpful to see the 'big' picture. I was also heartened that we have a direction to move in with action steps."

"It is always impactful to hear feedback from members of our community, especially our students."

"I gained a lot more understanding as to why many problems happen in schools and even things that I as a student can do to help fix them."

"I think this is an amazing experience, and I'm glad I got to be a part of it."

- Collaborative Equity Audit Participants

We offer the above recommendations to address the findings outlined in this report and improve outcomes for underrepresented students in APS. Further, the improvements made to improve services and outcomes for the groups of students currently least well-served will improve learning and services for all students. By focusing on increasing equity for the most underrepresented in a system, a community learns to collaborate better and improve faster. It can apply these new skills and dispositions across the entire district to serve each and every student equitably.

The recommendations include action steps that APS can implement to build upon the work it is presently doing to improve continuously. Using a validated, systematic approach to implement and monitor these recommendations will lead to the efficient and effective use of resources, greater adherence and coherence to the established processes, and—most importantly—sustained improvement in high and equitable student learning outcomes. Although implementing each

recommendation on its own is possible, we strongly suggest a comprehensive approach to system change that integrates the recommendations to maximize outcomes and opportunities for underrepresented students.

The recommendations in this report are aligned with conversations and initiatives that have already begun in APS. With continued commitment on the part of leadership and meaningful engagement from families and educators throughout the system, Auburn is well-positioned to see inequities decrease and ensure that each and *every* student will have their unlimited and unknowable potential unleashed.

References

Aguilar, E. (2020). Coaching for equity. Hoboken, NJ: Jossey Bass.

- Allison, R. (2011). The lived experiences of general and special education teachers in inclusion classrooms: A phenomenological study. (Doctoral Dissertation, Walden University).
- Balfanz, R.; Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools; Everyone Graduates Center Johns Hopkins University: Baltimore, MD, USA, 2012; Retrieved From: http://new.every1graduates.org/the-importance-of-being-in-school/
- Basu, O. N., Dirsmith, M. W., & Gupta, P. P. (1999). The coupling of the symbolic and the technical in an institutionalized context: The negotiated order of the GAO's audit reporting process. *American Sociological Review*, 506-526.
- Braun, D., Billups, F. D., & Gable, R. K. (2017). Leadership Practices to Increase Equity through Closing Intra-School Achievement Gaps. *Journal of Educational Leadership and Policy Studies*, 1(1), 44-62.
- Braun, D., Gable, R., & Billups, F. (2015). Learning Community Survey Validity and Reliability Study. Retrieved from: https://docs.google.com/document/d/ 1dyr6_p6gNSNpDq3bAREehBmqy_276EjLNpvl9WZe2qQ/edit
- Braun, D., Gable, R., & Kite, S. (2011). Relationship Among Essential Leadership
 Preparation Practices and Leader, School, and Student Outcomes in K-8
 Schools. *The International Journal of Educational Leadership Preparation*, 6(2).
- Center for Data-Driven Reform in Education, Johns Hopkins University (2011). The Best Evidence Encyclopedia. Retrieved from: www.bestevidence.org/index.cfm.

Cipkin, G., & Rizza, F. T. (2010). The attitude of teachers on inclusion. Retrieved from: nummarius.com/The_Attitude_of_Teachers_on_Inclusion.pdf

Coelho, R.; Fischer, S.; McKnight, F.; Matteson, S.; Schwartz, T. (2015). The Effects of Early Chronic Absenteeism on Third-Grade Academic Achievement Measures;

Workshop in Public Affairs, Madison, WI. Retrieved from: http://www.lafollette.wisc.

edu/images/publications/workshops/2015-dpi-absenteeism.pdf

- Collaborative for Academic, Social, and Emotional Learning (CASEL) (2015). Social and emotional learning core competencies. Chicago, IL.
- Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education, 3*6(1), 7-27.
- Creswell, J. (2014). Educational research planning, conducting, and evaluating quantitative and qualitative research (4th ed). Boston, MA: Pearson.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed). Thousand Oaks, CA: Sage Publication, Inc.
- Cronin, C. (2014). Using case study research as a rigorous form of inquiry. *Nurse Researcher, 21*(5), 19–27. doi:10.7748/ nr.21.5.19.e1240
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review, 58*(3), 280-299.

Delpit, L. (2006). Lessons from teachers. Journal of Teacher Education, 57(3), 220-231.

Evans, C., Williams, J. B., King, L., & Metcalf, D. (2010). Modeling, guided instruction, and application of UDL in a rural special education teacher preparation program. *Rural Special Education Quarterly, 29*(4), 41-48.

Frazier-Raynor, A. (2015). For These Are All Our Children": Equity, Agency, and Action to Create Positive School Discipline. *Voices in Urban Education, 42*, 43-49.

- Fuchs, W. W. (2009). Examining teachers' perceived barriers associated with inclusion. Journal of Southeastern Regional Association of Teacher Education, 19(1), 30- 35. Retrieved from: http://apbrwww5.apsu.edu/SRATE/index.html
- Gottfried, M. A. (2019). Chronic absenteeism in the classroom context: Effects on achievement. *Urban Education*, *54*(1), 3-34.
- Glazzard, J. (2011). Perceptions of the barriers of effective inclusion in one primary school: Voices of teachers and teaching assistants. *Support for Learning, 26*(2), 56-63. doi:10.1111/j.1467-9604.2011.01478.x

Grabill, D. & Rhim, L. M. (2017). Assessing and improving special education: A program review tool for schools and districts engaged in rapid school improvement. San Francisco, CA: The Center on School Turnaround, WestEd. Retrieved from:

https://www.wested.org/resources/assessing-and-improving-special-education

- Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-95. *Educational Administration Quarterly,* 32(1), 5-44.
- Jacobson, S., Johnson, L., Ylimaki, R., & Giles, C. (2005). Successful leadership in challenging US schools: Enabling principles, enabling schools. *Journal of Educational Administration, 43*(6), 607-618.
- Jencks, C. (1988). Whom must we treat equally for educational opportunity to be equal? *Ethics*, 98(3), 518-533.
- Johnson, B. & McClure, R. (2004). Validity and reliability of the shortened revised version of the constructivist learning environment survey (CLES). *Learning Environments Research*, 7, 65-80.
- Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher, 42*(6), 304-316. http://dx.doi.org/10.3102/0013189X13495087
- Klar, H. W., & Brewer, C. A. (2013). Successful leadership in high-needs schools: An examination of core leadership practices enacted in challenging contexts. *Educational Administration Quarterly, 49*(5), 768-808.
- Klar, H. W., Brewer, C. A., & Whitehouse, M. L. (2013). AVIDizing a high poverty community school to increase engagement and achievement for all students: The case of Magnolia Grove Middle School. *Engage: The International Journal* of Research and Practice on Student Engagement, 1, 9-23.
- Koski, W.S., & Reich, R. (2006). When "adequate" isn't: The retreat from equity in educational law and policy and why it matters. *Emory Law Journal, 56*(1), 547-617.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465-491.

Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology & Education Quarterly*, *37*(2), 104–109.

Leithwood, K., & Riehl, C. (2005). What we know about successful school leadership. In W. Firestone & C. Riehl (Eds.), *A new agenda: Directions for research on educational leadership* (pp. 22-47). New York: Teachers College Press.

Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: Wallace Foundation.

Lewin, T. (2000). <u>Growing Up, Growing Apart.</u> The New York Times.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Aurora, CO: Mid-Continent Research for Education and Learning.

Massachusetts Department of Elementary and Secondary Education (2017). *Educator effectiveness guidebook for inclusive practice*. Retrieved from: http://www.doe.mass.edu/edeval/guidebook/Guidebook.pdf

McKenzie, K. B. & Skrla, L. (2011). Using equity audits in the classroom to reach and teach all students. Thousand Oaks, CA: Corwin Press, Sage Publications.

- Mickelson, R. A. (2001). Subverting Swann: First-and second-generation segregation in the Charlotte Mecklenburg schools. *American Educational Research Journal*, 38, 215-252. <u>http://dx.doi.org/10.3102/00028312038002215</u>
- Mickelson, R. A. (2015). The cumulative disadvantages of first- and second-generation segregation for middle school achievement. *American Educational Research Journal, 52*(4), 657-692. http://dx.doi.org/10.3102/0002831215587933
- Meier, K. J., Stewart, J., & England, R. E. (1989). *Race, Class, and Education: The Politics* of Second Generation Discrimination. Madison, WI: University of Wisconsin Press.

- Meo, G. (2008). Curriculum planning for all learners: Applying universal design for learning (UDL) to a high school reading comprehension program. *Preventing School Failure: Alternative Education for Children and Youth*, *52*(2), 21-30.
- Muniz, H. (2017, May 19). SAT / ACT Prep Online Guides and Tips. What's a Good SAT Score for 2017? *PrepScholar*. Retrieved from: https://blog.prepscholar.com/good-sat-scores-2017#targetText=As%20vou%20li

kely%20know%2C%20the,close%20to%20the%2050th%20percentile.

- National Equity Project (2020). *Why Equity*? Retrieved from: <u>https://nationalequityproject.org/about/equity</u>
- Orr, A. C. (2009). New special educators reflect about inclusion: Preparation and K-12 current practice. *Journal of Ethnographic & Qualitative Research*, 3, 228-239. Retrieved from: <u>http://www.cedarville.edu/event/eqrc/journal/journal.htm</u>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publication.
- Padamsee, X., & Crowe, B. (2017). <u>Unrealized Impact: The Case for Diversity, Equity and</u> <u>Inclusion</u>. Foundation Working Group.
- Ready, D. (2010). Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure. *Sociol. Educ (83)*271–286.
- Redding, S., McCauley, C., Jackson, C.R., & Dunn, L. (2018). <u>Four Domains for Rapid</u> <u>School Improvement: Indicators of Effective Practice</u>. The Center on School Turnaround, WestEd.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635-674.
- Saavedra, E. (1996). Teachers study groups: Contexts for transformative learning and action. *Theory into Practice*, *35*(4), 271-277.
- Secada, W. (1989) Educational equity versus equality of education: an alternative conception, in: W. Secada (Ed.) Equity and education (New York, Falmer), 68–88.

- Skrla, L, McKenzie, K & Scheurich, J. (2009). Using equity audits to create equitable and excellent schools. Thousand Oaks, CA: Corwin Press, Sage Publications.
- Sleeter, C. (2008). Equity, democracy, and neoliberal assaults on teacher education. *Teaching and Teacher Education, 24*(8), 1947-1957.
- Taylor, P. C., Fraser, B. J., & Fisher, D. L. (1993). Monitoring the development of a constructivist learning environment. Paper presented at the annual convention of the National Teachers Association, Kansas City, MO.
- Taylor, P. C. (1996). Mythmaking and mythbreaking in the mathematics classroom. *Educational studies in Mathematics, 31*(1-2), 151-173.
- Taylor, P. C., Fraser, B. J., & Fisher, D. L. (1997). Monitoring constructivist classroom learning environments. *International journal of educational research, 27*(4), 293-302.
- Tyson, K. (Ed.). (2011). Integration interrupted: Tracking, Black students, and acting White after Brown. New York, NY: Oxford University Press. <u>http://dx.doi.org/10.1093/acprof:oso/9780199736447.001.0001</u>
- U.S. Department of Education (2016). Chronic Absenteeism in the Nation's Schools: An unprecedented look at a hidden educational crisis. Retrieved from: https://www2. ed.gov/datastory/chronicabsenteeism.html#one
- Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. Retrieved from Mid-continent Research for Education and Learning: <u>http://www.mcrel.org/our_work/topics/Leadership/products/144/</u>.
- Welner, K. G., & Oakes, J. (1996). (Li)Ability grouping: The new susceptibility of school tracking systems to legal challenges. *Harvard Educational Review*, 66(3), 451-471. http://dx.doi.org/10.17763/haer.66.3.p92775298646n342
- Werts, A., Green, E., Della Salla, M., Knoeppel, R., & Lindle, J. C. (2012). *Knowledge from successful schools: The ethical foundation of whole school initiatives.* Paper presented at the South Carolina Educators for the Practical Use of Research Annual Conference, Columbia, South Carolina.

Yin, R. K. (1994, 2003, 2017). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.

48

Appendix A - Learning Community Survey Data Collection and Analysis

The Learning Community Survey was administered digitally to all staff. The survey is a validated research tool that measures perceptions of leadership within schools (Braun, Gable, & Billups, 2015). The survey measures the six core practices that educators use when leading and facilitating work with colleagues:

- 1. Reorganizing Systems to accelerate equity in your learning community
- 2. Setting Direction/Vision for your learning community
- 3. Monitoring Progress and sustaining the momentum of your efforts
- 4. Building Capacity to Teach so all students have their needs met
- 5. Building Capacity to Collaborate as a learning community
- 6. Building Capacity to Lead for everyone in your school community

Research shows that there is a correlation between the implementation of these leadership practices and improved student learning and increased equity in schools (Braun, Gable, & Kite, 2011).

The responses of the survey were anonymous. They were analyzed and visualized at the school level. The items were also disaggregated into the six validated domains outlined above. All data was then visualized on Google Data Studio to allow for an interactive sharing process. The results of the analysis can be explored <u>interactively at this digital link</u>.

Appendix B - Detailed Qualitative Data Collection and Analysis

Qualitative Data Collection

Focus Groups

CLEE investigators conducted four separate focus group interviews. To ensure equitable representation, children ranged in age from middle to high school, parents consisted of those with children in elementary, intermediary, middle, and high school, and educators represented elementary, intermediary, middle, and high school.

There were two student focus groups, one with 10 students in grades 6-8, one with nine students in grades 9-12, consisting of 19 students total. A total of nine family members/guardians participated in the Family/Guardians focus group. In the Educator Focus Group, there were 13 participants. This group consisted of classroom teachers as well as staff and personnel who provide specialized services for students.

District administrators recruited participants for the focus groups. However, educator participation was completely voluntary. CLEE briefed participants from all focus groups at the beginning of the interview about the purpose of the interview, confidentiality guidelines, how the responses would be shared, and that there would be an audio recording of the interviews for transcription purposes. Once informed consent forms were signed, CLEE asked various open-ended questions. These aimed to get feedback about teacher capacity, programmatic quality, and student academic outcomes.

Educator Focus Group Questions

1. Please share your name, pronouns, role, what you value most about being an educator at your school/district.

- 2. How would you describe teacher-student-family relationships in your school? To what extent do you feel that your school is safe and inclusive?
- 3. Explain to what extent do you feel you have been provided with opportunities to grow and improve your skills to support and teach each and every student, including differently-abled or multilingual learners?
- 4. In what ways do the curriculum and instructional materials challenge and engage students from all backgrounds?
- 5. What do you see as strengths and areas of need when it comes to teacher collaboration in your learning community (SPED, MLL)? To what extent is there a shared sense of ownership for teaching all students?
- 6. To what extent do you feel that most educators implement IEPs and 504s with fidelity?
- 7. What demographic patterns do you notice about the enrollment of students in advanced level classes(race, ethnicity, religion, SES, gender, IEP, ...)? What can explain these patterns?
- 8. How do you feel about facilitating conversations about race and bias with colleagues? With students?
- 9. If you could be granted one wish to improve student outcomes, what would it be?
- 10. Is there anything you want to tell us that I didn't ask you?

Families Focus Group Questions

- 1. Please share your name, pronouns, what grade your child is in, and what you value most about your school/district.
- 2. How would you describe teacher-student-family relationships in your child's/children's school/s? To what extent do you feel that your child's/children's school is safe and inclusive?

- 3. Explain to what extent do you feel that the educators at your school prepare your child to learn rigorous content? To what extent do educators expect your child to learn challenging material/courses?
- 4. To what extent do you feel teachers use practices that are affirming and responsive to students' cultural backgrounds, sexual orientation or gender identity?
- 5. To what extent do you feel teachers support the social-emotional needs of each and every student?
- 6. Explain to what extent are the **policies** at your child's/children's school fair for all students? For example: when it comes to discipline, grading, special education, enrollment criteria for AP courses, enrichment, etc?
- 7. What is your understanding of enrichment, honors, AP class opportunities? How much communication is there from the school about your child's eligibility to participate in these opportunities?
- 8. To what extent do you think the educators at your child's school value families of all backgrounds? (multilingual learners, race, religion, gender expression, sexual orientation, income, urban/suburban/rural, family structure)
 - a. PROBE: In what ways do you feel that you are treated as a partner in your child's education? (Do you have a voice? Is your perspective taken under consideration? Are you involved in decision-making?)
- 9. If you could be granted one wish to improve student outcomes, what would it be?
- 10. Is there anything you want to tell us that I didn't ask you?

Student Focus Group Questions

- How would you describe teacher-student-family relationships in your school? To what extent do you feel that your school is safe and inclusive?
- Tell us about a time when you felt successful at school. What happened? What do you think contributed to your success?

- Tell us about a time when you struggled at school. What happened? Why did you struggle? What do you wish would have happened differently?
- Tell us about a time when you felt like a teacher or educator was helpful or NOT helpful to you in your learning. What did that look like, feel like, sound like?
- How interesting and relevant/important do you find the things you learn in your classes? To what extent do you read/learn about people from different races and ethnicities? Can you share some examples?
- Explain to what extent are the policies at your school fair for all students? Example when it comes to discipline and grading?
- If we were to walk into an honors/AP class, what demographic group (such as race, ethnicity, etc.) am I likely to see in the class? Why do you think this is so?
- Suppose you could have one wish to make your experience at school better. What would it be?
- Is there anything you want to tell us that I didn't ask you?

Qualitative Data Analysis

The use of multiple sources of evidence broadens the range of issues and the ability to develop a converging line of inquiry (Yin, 2017). The triangulation of the data can help see the intersection of various data points and can be more convincing than a single source of information (Basu, Dirsmith, & Gupta, 1999; Cronin, 2014). The process suggested by Creswell (2014) was adopted to code and analyze the data gathered from different sources. This qualitative data coding process consisted of six steps:

- 1. Data collection (survey/interviews)
- 2. Prepare data for analysis (transcriptions, videos, notes)
- 3. Read, critically, through the data
- 4. Code the data (located/identified text segments)
- 5. Code the text for description to be used in the research report

6. Code the text for themes to be used in the research report

CLEE considered all data sources to identify categories and patterns of responses. Yin (2003) argued that the danger associated with the analysis phase is if we treat each data source independently, and report the findings separately. In order to avoid taking information out of context, the data was triangulated and integrated to create a chain of evidence, build explanations, and gain a holistic understanding.

Furthermore, following the initial data review, the descriptors were created for various statements, or codes, in the margins of the transcripts. The codes were recorded in a table that displayed the data in a way that helped identify patterns (Table 6). These codes were later grouped into "larger units of information called meaning units or themes" (Creswell, 2013, p. 193). Lastly, since multiple sources of evidence were incorporated into this audit, data triangulation was used during the data analysis process as well (Patton, 2002). During data triangulation, the comparison of the findings across the data sources was made, including the identification of key findings that were supported by more than one data source.

Appendix C - Data Collection and Analysis

Data Collection

Process

Some data collection and analysis were conducted in parallel to the CLEE's facilitated work of the Equity Audit Committee. CLEE gathered evidence that illuminated strengths and needs around the three key areas of equity that allow for a "straightforward, delimited audit of equity." These areas are student outcomes, educator capacity, and systems and programs in place.

CLEE facilitated four two-hour virtual sessions with the Equity Audit Committee.

During these sessions, the group utilized specific protocols designed to maintain equity of voices, depth of insights, and minimize bias. Specifically, the Equity Audit Committee engaged in the following processes:

- Analyzed various qualitative and quantitative data to uncover the most critical area of inequity.
- Conducted a root-cause analysis to determine the reasons for the inequity.
- Compiled the reasons for the inequities into statements that describe the causes or barriers to equity (i.e., barrier statements).
- Prioritized the highest leverage barriers to address as next steps
- Began to plan next steps to share the results of the audit with the rest of the community

Data Gathered

CLEE gathered the following data from June 2021 through March 2022:

Existing data: The CLEE team reviewed publicly available existing data, as well as data provided by the APS central office data team and administration. Publicly available data at the <u>Massachusetts Department of Education</u> included data of the district profile, demographics, enrollment, graduation rate, dropout rate, advanced course placement and completion, discipline, and accountability data, including MCAS achievement results. Other data sources included the Views of Climate and Learning (VOCAL) Survey, PSAT scores, and teacher evaluations.

Documents: CLEE collected and analyzed records made available by the school district including policy guidance documents and forms, lists of professional development course offerings, results of CLEE-administered learning community survey, job descriptions, applicant screening tools, and strategic plans.

Learning Community Survey to staff: The Learning Community Survey (LCS) is a short survey that was given to all school-level staff at the district, including

instructional assistants, teachers, support staff, and administrators. Staff was invited to complete this brief online survey, developed by CLEE, consisting of 35 Likert-scale items aligned with the indicators of the six core leadership practices identified in the theoretical framework section of this report.

This survey is designed to measure the perceptions and degree of shared leadership of all educators, rather than only of the positional leaders at the district. Research shows that there is a correlation between the implementation of these leadership practices and improved student learning and increased equity in schools (Braun, Billups, & Gable, 2017). (See <u>Data Dashboard</u> for visualization of the results).

Focus groups and interviews: CLEE conducted virtual focus group interviews with APS' students, parents, and staff. The focus group size ranged between 8-12 people. Participants' identities are anonymous for the protection of privacy and confidentiality. However, their profile included students who have active 504 plans or Individual Education Plans (IEPs), are MLL, and whose religion and race varied. The parent focus group included parents whose children were characterized by one of the above criteria. Lastly, the educators in the focus groups were teachers from across the different schools, grade levels, and content areas. (See <u>Appendix B</u> for a detailed description of the qualitative data collection and analysis).

Data Analysis

Using the various qualitative and quantitative data sources, the research team triangulated the data through the following process:

- Facilitating the Equity Audit Committee through a process to analyze the student achievement data. In conjunction with district leadership interviews, this led to focus on the highest equity need with the education received by students.
- Facilitating the Equity Audit Committee through a process to analyze the Learning Community Survey data, staff data, and qualitative data to inform

their understanding of the inequities and their recommendations to address the root causes of the inequities uncovered.

- Conducting detailed coding of the focus groups and interviews. Following the initial data review, descriptors were created for various statements, or codes, in the margins of the transcripts. The codes were recorded in a table that displayed the data in a way that helped identify patterns (<u>Table 6</u>). These codes were later grouped into "larger units of information called meaning units or themes" (Creswell, 2013, p. 193).
- Using all available data discovered through the audit, including the perspectives of the Equity Audit Committee, to identify evidence pertinent to the three critical areas for equitable practice.
- Identifying preliminary findings based on emerging patterns where data illuminated strengths and challenges related to the indicators.
- Aligning findings to a research-based set of sub-indicators (<u>Table 3</u> and <u>Table</u>
 <u>4</u>).
- Finalizing findings statements and associated supporting evidence.

A team of CLEE facilitators and researchers, all of whom have a background in education research, practice, and policy, conducted this analysis process collaboratively.

Appendix D - Theoretical Frameworks

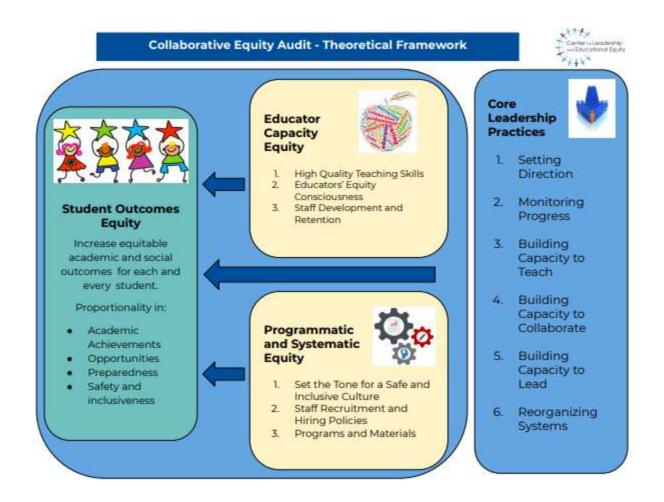
Theoretical Frameworks

The two main theoretical frameworks that are integrated for this audit study are represented in <u>Figure 1</u>:

- 1. The equity audit framework used by (Skrla et al., 2009)
- 2. The core leadership practices adopted by CLEE.

Figure 1

CLEE's Integrated Theoretical Framework



58

Skrla et al., Equity Audit Framework

Skrla and her colleagues (Skrla, McKenzie & Scheurich, 2009; McKenzie & Skrla, 2011) developed a model for conducting equity audits. This model is based on the assumption that patterns of inequity are systemic. In order to identify internal patterns of inequity, one must have a concrete model to do so. Their model identified three areas of equity that form a simple equation that can guide the overwhelming task of understanding and acting to increase equity:

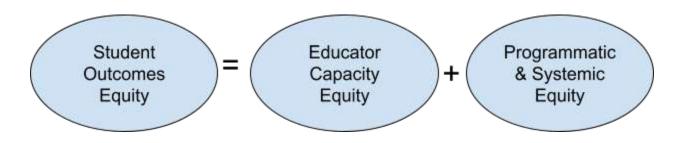
<u>Teacher Quality Equity + Programmatic Equity = Achievement Equity</u>

For each of these areas, Skrla et al. (2009, 2011) also developed four specific indicators to measure each of these areas.

While the simplicity and practicality of this model are very appealing, CLEE expanded on it. This expansion aimed to capture a bigger picture, integrate other pertinent indicators, and align with the instructional core, which is at the heart of teaching and learning (City, Elmore, Fiarman, & Teitel, 2018). The instructional core is the relationship between the teacher, student, and the content that determines instructional practices. Therefore, it is crucial to consider the instructional core when measuring the degree of equity present in the practices of educators and school systems, as well as student outcomes. CLEE's modified equity areas are educator capacity equity, programmatic and systemic equity, and student achievement outcomes equity. The modified equation for the equity audit can be seen in Figure 2 below.

Figure 2

CLEE's Modified Formula to Increase Equitable Outcomes for Students. It is Adapted from McKenzie & Skrla (2011) and Skrla et al., (2009, p. 24).



Student Outcomes Equity

The last summative area of the Skrla et al. (2009) equity audit is achievement equity. The indicators used to measure it include state achievement tests, dropout rates, high school graduation tracks, and SAT/ACT/AP/IB results. Skrla et al. (2009) use these indicators to measure equity as the end goal. CLEE, on the other hand, uses this area of equity at the start of the process to launch the audit and help narrow down a specific area of inequity to delve deeper into. Hence, the reversal in the order in the equity equation. Student outcome data is the highest indicator for disproportionality between one group of students when compared to its peer group. Once the Equity Audit Committee identifies this area, the audit focuses on other sources of data that can tell and explain the entire story.

Educator Capacity Equity

CLEE expanded Skrla's area of teacher quality equity to educator capacity equity. Quality is not necessarily seen only by examining teachers' education, experience, mobility, and certification, as suggested by Skrla et al. (2009). Instead, educator capacity extends to every teacher, staff, and administrator who provides services for students. Further, we divided educator capacity into three sub-areas, namely (1) high-quality teaching skills, (2) educators' equity consciousness, and (3) staff development and retention, and aligned them with specific best practice descriptors to measure them. These equity areas and indicators are influenced by Skrla's subsequent work and the work of Elena Aguilar (2020), Lisa Delpit (2006), Gloria Ladson-Billings (1995), and Christine Sleeter (2008). They have identified research-based, high-quality teaching skills. There are 12 specific best practice descriptors that CLEE developed to measure educator capacity equity. These are:

- 1. Educators' belief that all students are capable of academic success.
- 2. Educators see themselves as members of their students' community.
- 3. Educators maintain a flexible inquiry-based learning environment in which students' knowledge, experience, wisdom, and backgrounds are valued and seen as resources for and incorporated authentically into learning.
- Educators monitor and assess students' needs and then address them with a wealth of diverse strategies with the understanding that success is defined and measured in many ways.
- 5. Educators know students well enough to adapt practices to meet their needs and offer many opportunities to develop cognitive skills and habits of mind that prepare them for advanced tasks.
- 6. Educators have a clear picture of how various sub-groups are achieving with attention towards children from underrepresented communities comparable to their peer group.
- 7. Educators are aware of their own biases, privilege, and are able to change assumptions about student learning through conversations with other adults at the school.
- Use data to identify the professional learning needs of educators and rapidly respond with professional learning opportunities aligned with increasing equitable practices.
- 9. Onboarding for new educators, with personalized support for educators of color, including mentor programs, affinity groups, and, or buddy programs.

- 10. There are professional learning experiences for educators to continuously improve their cultural competence and culturally sustaining practices to meet school-specific inequities.
- There are professional learning experiences for educators to deepen pedagogical content knowledge to support student learning, especially if children are not successful or are performing below grade-level expectations.
- 12. Leverage the effectiveness of culturally responsive/conscious and sustaining teachers, coaches, and leaders by using them as models and peer coaches.

Programmatic and Systemic Equity

Skrla's second area of equity audit is programmatic equity. CLEE modified this to include systemic and programmatic equity. Initially, Skrla et al. (2009) measured this equity area by focusing on educational programs such as special education, gifted and talented, bilingual education, and student discipline. While these programmatic indicators are essential, CLEE expanded on this equity area to include policies and practices that are used programmatically and systemically to design the conditions for the current reality. These are not limited only to the four areas identified by Skrla et al., (2009); instead, they are expanded to include the following three sub-areas: (1) Setting the tone for a safe and inclusive culture, (2) Staff recruitment and hiring policies, (3) Programs and materials, and 26 best practice descriptors and sub descriptors:

- 1. Evidence of statements of definitions, benefits of and commitment to diversity, equity, and inclusion in the mission, vision, strategic planning, etc.
- 2. Clearly defined and specific equity goals and strategies.
- 3. Safe and inclusive culture for each and every student, especially those from historically underrepresented groups.
- 4. All students have opportunities for being recognized for being a positive contributor to the school community

- 5. All students have opportunities to take a leadership role in the classroom
- 6. Families of historically underrepresented groups are seen as partners and are welcomed to be included in the dialogue, their knowledge is tapped into, and have a voice.
- 7. Members of underrepresented communities on the board and key leadership positions.
- 8. There are short and long-term measurable indicators of the degree to which reaching goals.
- 9. Have a regular forum to update stakeholders on progress.
- 10. Job descriptions reflect the goals of increasing diversity, equity, and inclusion in the district.
- Job description reflects the district's clear understanding of the knowledge, skills, and dispositions that are key to a role in order to lead/teach for more equitable outcomes.
- 12. Teachers and leaders reflect a diverse racial and ethnic cultural composition.
- 13. The district utilizes external partners (i.e. preparation programs and community organizations from underrepresented groups) to recruit candidates from diverse backgrounds and those with competencies to increase equity in their roles.
- 14. Utilizes hiring tools to identify strong candidates.
- 15. Use of multiple measures and data sources to assess candidates.
- 16. Practices to eliminate selection bias.
- 17. Interviewers from underrepresented groups
- Financial resources are allotted for the school's equity plan, goals, and initiatives. The school's budget reflects the prioritization of this commitment.
- 19. Advanced course placement, enrollment, and outcomes.
- 20. There is availability and clear communication of college prerequisite courses, and these courses are available to all.
- 21. Access to high-quality instructional materials.
- 22. Instructional material integrates higher-order thinking, inquiry approach

- 23. Instructional material emphaizes real-world connections, including literature of diverse authors, integrates the experiences of historically underserved groups that are not limited to reduced experiences of suffering.
- 24. Instructional material elicits prior knowledge, allows for discourse and collaboration, multiple perspectives, and student ownership and learning.
- 25. Teachers, coaches, and administration disaggregate data according to race, ethnicity, home language, gender, etc. to see evidence of disproportionality and determine allocation of resources accordingly.
- 26. Special Education Program placement and support that build inclusive learning and lead to equitable learning outcomes.
- 27. MLL Education Program placement and supports that build inclusive learning and lead to equitable learning outcomes.
- 28. Disciplinary practices that build inclusive culture and lead to equitable outcomes.

Core Leadership Practices Framework

The second theoretical framework, integrated into this equity audit is leadership theory. It asserts that effective leadership is the key to increased student achievement, particularly in underperforming schools and that serve low-income communities (Jacobson, Johnson, Ylimaki, & Giles, 2005; Klar, Brewer, & Whitehouse, 2013; Werts, Green, Della Salla, Knoeppel, & Lindle, 2012). Many have argued that the principal's leadership can have a significant effect on students' learning (Hallinger & Heck, 1996; Marzano, Waters, & McNulty, 2005; Robinson, Lloyd, & Rowe, 2008). This notion was expanded by other researchers beyond focusing on the local school principal to determine core categories of specific practices vital for successful school leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Riehl, 2005). Doing so shifts the leader's role from managerial and hierarchical to someone who collaborates and builds the capacity of others to lead improvement efforts (Brown, 2005; Elmore, 2006). While the methods may be labeled and categorized differently, the identified effective practices remain consistent (Klar & Brewer, 2013). CLEE has adopted six core leadership practices defined in leading for equitable outcomes and reducing inequities in student learning (Braun, Gable, & Billups, 2015):

- Setting Direction and Vision Continuously engage self and others in developing a shared understanding of the current reality and why inequities exist. Cultivate a vision that holds up belief in high and equitable outcomes for all and research-based action steps for improvements.
- 2. Monitoring Progress and sustaining the momentum of efforts Guide teams, teachers, and students using relevant data in cycles of improvement to monitor and celebrate efforts and growth toward the vision.
- 3. Building Capacity to Teach so all students have their needs met Engage educators in learning experiences and structures that promote the improvement of craft aimed at increasing equity.
- 4. Building Capacity to Collaborate as a community Develop a climate of belonging, interdependence, and respect as engaging educators in collaborative learning. This climate will help facilitate adult learning, give and receive collegial feedback, and create a receptive space where assumptions are questioned.
- 5. Building Capacity to Lead for everyone at the school community Model and make space for others (educators, parents, students) to take responsibility to reach the vision.
- 6. *Reorganizing Systems to accelerate equity* Build shared commitment, not just compliance, to clear, evolving systems and structures that ensure high and equitable outcomes.

To summarize, two theoretical frameworks of equity audit and core leadership practices contextualize this audit. These frameworks integrate specific indicators for each of the equity areas and align with particular core leadership practices (see <u>Table</u> <u>5</u>). The leadership practices will be proven helpful and practical, especially when forming the next steps.

Appendix E - Data Sources for the Root-Cause Analysis Reasons for the Current Reality - Part 1

Staff at Auburn Public Schools

In the 2020-21 school year, APS had a total of 335 staff members, 179 of which are teachers, and the rest are support professionals and administrators. Out of 335 staff members, the vast majority 319 identify as White, while 10.5 identify as Hispanic, 2.5 as Asian, 0 as Native Americans and Native Hawaiian/Pacific Islander, 1 as multirace, and 2 as African Americans. Gender demographic data of staff members indicate that 285 are females and 50 are males. The visualization of this data can be seen on the <u>data dashboard linked here</u>. Lastly, teacher to student ratio at the APS is 14:1, and 100% of the teachers are certified.

The state of Massachusetts adopted the Educator Evaluation Framework to assess educator performance. It is based on the Classroom Teacher Rubric, which describes teaching practices. This rubric supports the evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to evaluate general education teachers from pre-K through Advanced Placement. This rubric also applies to teachers with specialized classes or knowledge, such as teachers of English Language Learners and special education teachers. Districts may also choose to use this rubric for educators in other roles, such as specialists. There are four broad categories, or standards, of effective practice detailed in the regulations:

- 1. Standard 1: Curriculum, Planning, and Assessment
- 2. Standard 2: Teaching All Students
- 3. Standard 3: Family and Community Engagement
- 4. Standard 4: Professional Culture

66

Each standard has specific indicators, which are specific knowledge and skills. There are 17 indicators in total for teachers. Teachers' level of performance falls in one of four categories: Unsatisfactory, Needs Improvement, Proficient, or Exemplary. According to the APS educator evaluation performance rating data of 195 evaluated teachers in 2019-20, 0% received a rating of unsatisfactory, 2.1% needed improvement, 90.3% were proficient, and 7.7% were exemplary. Further, out of the 12 administrators evaluated, 0% received a rating of unsatisfactory, 0% needed improvement, 75% were proficient, and 25% were exemplary (see DESE- Educator Evaluation Data).

Standards 2 and 3 of educator evaluation are particularly relevant to assessing equitable practices since they have cultural proficiency indicators:

Standard 2

- Indicator II-A Instruction Measures the degree to which the educator uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- Indicator II-D Cultural proficiency Measures the degree to which the educator actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

Standard 3

 Indicator III-A - Family Engagement - Measures the degree to which the educator uses a variety of culturally responsive practices to welcome and encourage every family to become active participants in the classroom and school community.

For standard 2 - When looking specifically at teachers' ratings based on the Classroom Teacher Rubric, 0% of teachers were rated as "Unsatisfactory" and 1.4% of teachers were rated as "needs improvement." For standard 4 - 0% of teachers were rated as "Unsatisfactory" and 0.7% of teachers were rated as "needs improvement" (see <u>Data dashboard linked here</u>).

The CLEE Learning Community Survey (LCS)

The Learning Community Survey (LCS) was administered to all 335 staff members at APS between June 14 and June 18, 2021. One hundred and seventy-six individuals took the survey, representing 53% of all staff. The survey uses a Likert scale for respondents to answer each question on the LCS which is converted to a numerical scale (strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 1) for the analysis. Survey items are shown as averages, where "1" is the lowest and "4" is the highest (see Data dashboard).

The survey examines the perception of leadership and school culture within six domains of the Core Leadership Practices: (1) Reorganizing Systems, (2) Setting Direction, (3) Monitoring Progress, (4) Building Capacity to Teach, (5) Building Capacity to Collaborate, and (6) Building Capacity to Lead.

Participants' perceptions of "Building Capacity to Teach" had the highest average responses among the six domains, whereas "Monitoring Progress" and "Building Capacity to Lead" had the lowest averages. The lowest and highest responses from each category revealed the following narrative: (See <u>Table 5</u>):

• On average, staff felt that **adult collaboration** was an integral part to impact student learning (3.39). They also reported that they do not have consistent use of collaborative time (2.66), consistent and protected time for adults to engage in group conversation (3.48) and group conversations are often unstructured (2.61). Additionally, educators reported that group conversations with adults enable them to better meet students' needs and change their practices (3.14) and problem solve (3.03), yet, they do not get much feedback from other adults (2.98).

- Evidence for collaborative practices was also seen in the high score of the core leadership practice "Building Capacity to Collaborate" (3.48).
- On average, staff reported that they **use do not consistently use data** to understand students' needs (2.74) or to monitor students' progress (2.44). Also, data practices are not implemented by students to understand their progress and needs (2.41). Nevertheless, educators reported that they know their students well enough to adapt their practices to meet their needs (3.31).
- Not all staff perceive that all students can learn at high levels (2.99).
- On average, staff reported that they are more likely to model the attitudes and practices they hope to see other adults enact (3.4). However, they are less likely to address adults who are not upholding the **norms** (2.29), or re-focus conversations with adults if they begin to stray away from the purpose or goal (2.73).
- Lastly, on average, staff reported that they do not have a **voice** in deciding the school goals (2.96), in prioritizing the actions the school takes to reach the goals (2.51), or in creating the systems and processes used to ensure all students' needs are met (2.7). Staff also felt as though they are part of a school community that works to find solutions to its most challenging problems (3.13).

Table 4

Results of the Auburn Public Schools' Learning Community Survey (LCS) (2021)

	Average Score	Lowest Scoring Response	Highest Scoring Response
Reorganizing Systems	2.73	There are processes in place to ensure all students' needs are met.	There is consistent and protected time for the adults in the school to engage in group discussions and collaboration
Setting	2.96	l influence the achievement of	I have a voice in deciding

Direction		students	the school goals
			I have a voice in prioritizing the actions my school takes to reach our goals
Monitoring Progress	2.73	l use data to understand the needs of students	Students use data to understand their progress and needs
Building Capacity to Teach	3.31	I know students well enough to adapt my practices to meet their needs	Group conversations with adults at my school enable me to better meet students needs
Building Capacity to Collaborate	3.01	I am willing to discuss data and work from my students with the adults in my school	Group conversations with adults in my school are structured and facilitated to ensure everyone contributes and learns
Building Capacity to Lead	2.78	I model the attitude and practices I hope to see in the adults in my school	I address adults who are not upholding the practices or norms agreed upon by the staff

*Note: See <u>Appendix A</u> for detailed description of the LCS scale descriptions. The LCS visualized results can be found at this <u>linked interactive Google Studio document</u>. The results can also be filtered by schools by clicking on the top right corner icon of the linked document.

Reasons for the Current Reality - Part 2

Focus Groups Interview Data

CLEE investigators conducted four separate focus group interviews:

• **Two student focus groups:** One group consisted of students ranging from 6th to 8th grade. The other group consisted of students ranging from 9th to 12th grade.

- One family/guardian focus group: The parent/guardian group had families with children in APS. CLEE offered a time slot in the afternoon/early evening to accommodate families' busy schedules.
- One educator focus group: The group consisted of educators, including school support professionals and teachers representing elementary, middle, and high school grade levels, who provide instructional expertise and educators' perspectives.

To ensure equitable representation, these groups were balanced for various demographic factors, such as social-economic status, race, ethnicity, regular education, special education, services received, gender, and identity. For further information on focus groups, see <u>Appendix B</u>).

Emerging Themes

<u>Table 6</u> shows the number of times the various identified codes were mentioned during the focus group interviews. Overall, there are 15 topics, or codes, that surfaced. Further, groups identified a topic that was of high relevance to them as determined by code frequency. Four main themes were then created from the codes. These themes, summarized in <u>Table 7</u>, support the equity focus and the highest leverage barriers identified by the Equity Audit Committee.

Table 5

Coded Focus Group Interviews Data in Auburn Public Schools

				F	
Code	Total	Code Weight Mean	Students	Families/ Guardians	Educators
Academic rigor of curriculum and instruction	19	1.73	12	4	3
Communication	12	2.25	1	7	4
Culturally-conscious practices*	78	1.60	17	23	38
Educator capacity to improve practice	12	1.33	2	0	10
Educator capacity to teach ALL students*	80	1.6	35	10	35

Expectations	11	2.09	10	0	1
Inclusiveness and sense of belonging*	96	1.84	12	54	30
Opportunities (for students, educators, and families)	35	1.55	17	8	9
Policies (Assessment, grading, and discipline)	29	2	21	8	9
Relationships*	100	2.13	30	40	30
Relevance of the Curriculum	21	1.80	21	0	0
Safety	11	1.81	2	8	1
Social-Emotional Learning/Support	10	2.3	5	1	4
Staff diversity	9	1.55	0	3	6
Student engagement	15	1.6	15	0	0

Note: The number of times the above codes/descriptors came up during the interviews. The * indicates codes with the highest frequency of occurrences.

Table 6

Summary of Main Themes that Emerged from the Focus Group Interviews

Theme		Theme Summary
1.	Relationships	This theme is defined as the ability to form and sustain meaningful student-to-student, student-educator, and educator-family relationships.
2.	Inclusiveness and sense of belonging	This theme is defined as the extent to which all students are included and feel that they are part of the community.
3.	Educator Capacity to Teach ALL Students	This theme is defined as an educator's skills and expertise to academically support each student, regardless of ability, by differentiating curriculum, instruction, and assessment.

72

4. Culturally Conscious Practices This theme is defined as an educator's set of knowledge, skills, and dispositions that develop and expand one's own and others' awareness and understandings of culture, with the goal of affirming and creating high and equitable outcomes for students and families, especially those from non-dominant groups.

<u>Themes</u>

Theme 1 - Relationships

The theme of Relationships was the most frequent theme that surfaced in the focal group interviews. This theme is defined as the ability to form and sustain meaningful student-to-student, student-educator, and educator-family relationships.

The theme of Relationships seemed to be most notable with families/guardians, followed by educators and students.

The focal group interviews revealed that educators understand the importance of forming strong relationships with students: "I do the best that I can [with developing relationships with students], but I, I always want to do better." Another educator shared their perspective on the value of collaborative relationships among colleagues: "I feel like I always have someone to bounce ideas off and talk to. So I really appreciate the people in my building who helped me get through the day and are really here for the kids." However, one educator shared their perspective on an area of growth for APS regarding the negative impact closed-minded thinking can have on developing relationships with students:

I still find we have some adults who, you know, their opinions are formed and their opinions are what their opinions are. Or we also have some adults that

like they just come out and say some things and they don't really even realize the impact that it can have or has on students and adults.

One educator highlighted difficulty forming a relationship with a student because of the student's background, "I had a student one year who came from Iraq and they came here because of their safety, but, you know, to have a conversation with them, it was difficult because I couldn't relate." Another educator reflected on a lack of systems to communicate with families/guardians, "[We] don't have a clear line of who's responsible for communicating with the parent. So I think that we're developing it, but it is in the beginning stages." An educator agreed that there is a recent focus on building relationships with families, "I think what I value most is the connections that we're able to make with the families. I think especially the past couple of years, there's been a huge emphasis on that."

In the families/guardians focal group interviews, participants expressed gratitude for a focus on educating the whole child and its impact. One family member remarked, "I have to highlight both AMS and AHS recently for their proactive approach to working with the whole child. [I] have seen very positive results, improved academics, and behavior, as a result." Another family member commented on feeling valued and a partner in their child's education because of two-way communication between the school and family:

In our experience, we have felt very valued. I will say that we have been proactive from the start—approaching the schools with information about our children and what works best for them. The school teams have been very receptive and appreciative. We often share what is going on with them at home in order to help with best directing them at school. We do feel we have a voice and that our perspective is taken under consideration. When it comes to important decision-making, we do feel involved as needed.

However, families noted that relationships between families and schools can vary based on grade level. A family member commented, "Moving through the grades

establishes a great relationship in the younger grades. But, I feel, we've lost that as my child has grown older." Another family member surveyed related stating:

That's the nature of the beast [when] you get into middle school, you get into high school, you have a bunch of different teachers. They change every trimester. So it's harder and it's a shorter time to establish that relationship. But even though having a [accommodation] plan, it's like, you feel like you're doing the same thing every four months with new teachers trying to get everyone on board.

Students provided specific insight on relationships with teachers. One student commented on the support received from teachers during a difficult time:

All my teachers knew what was going on and they really helped me. They gave me extra time if I needed and they were really supportive. They were just very nice and made me feel safe, like a sense of security in school that if I didn't have that at home, I had that at school.

Another student commented on how a strong relationship with a teacher was impactful, "My teacher was like, she knew I was sensitive. So she would usually help me try to stay calm and not get frustrated with my work." However, a student in the focal group interviews also expressed a lack of personalization from school educators, saying:

I feel like the administration and some teachers forgot that they're dealing with people and students who have lives. And I feel like they treat us like numbers on a spreadsheet sometimes. I wish they would take a step back and imagine that we were their children.

The structure of the secondary level in comparison to elementary presents additional considerations for relationship development. Instead of having one teacher for a majority of the school day, students at the secondary level have multiple teachers throughout the day and the school year. This results in fewer opportunities for

teacher-student interaction at the secondary level. As noted in focus group interviews, this structure can prove difficult to navigate for families and students and should be a consideration for next steps for secondary schools in APS.

Theme 2 - Inclusiveness and Sense of Belonging

Inclusiveness and Sense of Belonging was another top theme that surfaced in the focal group interviews. This theme is defined as the extent to which all students are included and feel that they are part of the community.

Inclusiveness and Sense of Belonging was the most prominent theme surfaced by families and guardians. Educators also noted this as a concern based on the frequency in which this theme emerged, followed by students.

Positive examples of an inclusive culture and a sense of belonging were noted by families and guardians, specifically as partners in their children's education. A family member stated, "With regards to my children's IEPs and 504 plan we have always been able to be involved to include the student's voice as well." In addition, a family shared their similar experience, "Throughout the years of my son being on a 504 plan I do feel I have been part of the decision making."

However, families and guardians surfaced instances of inconsistencies regarding establishing an inclusive culture. For example, a family member stated:

Some teachers are super accepting. Their rooms are safe spaces for my child. Others are absolutely not safe places. My child has been told when they were running for student council in middle school and the platform was going to be starting a Gay Student Alliance, that this isn't the place for that, that we don't talk about that here. So that shut my child down.

Another family member shared their perspective of the inconsistencies existing in the district specific to inclusivity and creating a sense of belonging, "I think in the lower grades, there are a lot more opportunities for parents to be involved." Students voiced examples of inclusivity in their interview including this statement from a student: "I've always felt included here at Auburn. I mean this is a high school, so everybody has their own cliques and whatnot, but I don't, I've never really seen a problem with including people. I feel like we do a good job of that here." Another student echoed that sentiment stating, "I do feel that there's a good majority of accepting people at the school." However, students also surfaced negative examples from their experience in regards to inclusivity and a sense of belonging. One student discussed feeling patronized based on their background, stating:

I would say being a minority is difficult in a mostly Caucasian school. I've felt at times like I was given opportunities not because I had earned it, although I was well qualified, but more so that I could be a poster child and make the school system look better.

Another student mentioned potential bias from teachers impacting inclusivity, stating, "I think that some teachers' views get in the way of just accepting the students for who they are."

Educators do believe that APS is inclusive but that more work needs to be done. This is evidenced by the following statement from an educator: "I do think that we do a good job of being inclusive, but I think that we could do better." Another educator agreed that a better understanding of inclusivity is needed from both educators and students, stating, "I would wish that teachers and students have a better understanding of how to promote diversity and inclusivity in our schools."

Theme 3 - Educator Capacity to Teach All Students

Educator Capacity to Teach All Students was the third most frequent theme that surfaced in the focal group interviews. This theme is defined as an educator's ability to support all students academically, regardless of ability and background. In order to support all students academically, an educator must have the capacity to

differentiate curriculum, instruction, and assessment in regards to each student's ability and background.

Educator Capacity to Teach All Students was a common theme shared by both students and educators. Families and guardians also noted this theme but at a lower frequency.

Students shared positive experiences specific to receiving support from teachers when struggling. For example, a student stated:

I was struggling with school, classes a lot, and I had gotten close to failing but never did. I had gotten pretty close and one of my teachers, I would talk to her and she would make [an] appointment and we would meet after school and during our free period and stuff to our activity and we would talk and she really helped me get through that.

Similar sentiments were voiced by additional students regarding receiving support including, "Luckily I had a really nice teacher, and she helped me when I was having a hard time. I'm glad I made it through last year," and "It usually takes a little time for the teachers to understand the problem but when they do they do everything they can to make sure that you can get the answers that you can understand."

Students recognize the importance of personalizing instruction based on need as evidenced by the following quote:

[I wish that all teachers understood] that everyone's on a different learning level and not everyone gets a subject once it's been explained [or that] once people do, [they] would like to go a little deeper before they really understand that. I feel like a lot of teachers are really good with that.

However, a student shared that not all teachers take the time to be cognizant of all students' needs explaining:

I feel like [teachers] don't take time to really understand their students. They see us up to like eight hours a day at school and they just don't care and don't really understand students. I feel like they should understand and take the time to understand their students and make the environment better for them. So students could be successful. They can't do that without their teacher really understanding where they're coming from.

The educator focal group interviews revealed a lack of collaborative systems between and amongst teachers to learn from each other and grow their capacities to meet the needs of all learners. One educator explained the need for both additional training and teacher collaboration:

It's just really hard to try to meet the needs of all the kids and make sure and get in everyone who comes in with a different skill set. Some teachers are more easily able to do it. And some teachers need a lot more help and finding that time, not only for the collaboration, but also the training for those who need it.

In addition, educators described a differentiation between general education teachers and special education teachers impacting opportunities for collaboration to address the needs of all learners stating, "I hear it all the time from the special education teachers that they feel like they are a different entity in the building. They don't get to collaborate with the general education teachers as much as they want to."

Families and guardians shared opinions on the importance of teaching all learners and meeting the needs of all students noting the myriad learning levels of students in classrooms. A family member stated:

I think [it] is important for educators to understand that not everybody learns at the same pace. I do understand that there is a curriculum and they have to meet the requirements of the state and all of that. But at the same time, you know education is changing and you cannot expect that everybody's going to be as fast as their classmates.

Theme 4 - Culturally Conscious Practices

Culturally Conscious Practices was the fourth most frequent theme that surfaced in the focal group interviews. This theme is defined as an educator's set of knowledge, skills, and dispositions that develop and expand one's own and others' awareness and understandings of culture, with the goal of affirming and creating high and equitable outcomes for students and families, especially those from non-dominant groups.

The theme of Culturally Conscious Practices is the most prominent with the educators who were interviewed, followed by families/guardians, and then students.

Based on interview data, APS is at the formative stages of integrating culturally conscious practices into the curriculum. Educators noted that new curricular materials included diverse perspectives, stating, "Our new Wonders program does a good job of representing many people. There are stories from many different cultures which include different languages in the text." However, at some levels, there is a hesitation to incorporate materials including diverse perspectives based on how they may be received. An educator commented, "[Teachers] have those same concerns when implementing the new and diverse texts. We believe in what we're doing, but are unsure of how it will be received." Educators are in support of incorporating more diverse curricular materials and acknowledge that more training and support are needed to effectively implement culturally conscious practices in the curriculum. An educator noted:

I don't think that people know what to do. I think people want to know, [but] they don't think they necessarily know what to do. And that's a problem. Kids are more diverse than the staff are. And so it makes it really hard for people to

relate to what the kids are going through or to empathize with them even though we try the best that we can. That's kind of where we are.

Families/guardians concur with educators and support more training for educators. During the interviews, a family member commented:

If I had one wish to improve student outcomes, it would be that the teachers receive training regarding diversity, inclusion, cultures, etc. Furthermore, teachers need to learn how to truly be inclusive and how to understand and show empathy for kids and families who are of different backgrounds, not just the traditional white New Englander family with a mom and a dad.

Families/guardians also provided insight into what culturally conscious practices would look like when integrated into the school environment. A family member offered, "I'd love to see a district-wide approach to being more inclusive (culturally, ability-wise, family structure) and the whole team (every single staff, coach, teacher, etc) expected to operate with compassion and an open mind."

In addition, families/guardians acknowledged the need for collaboration between educators and families to promote culturally conscious practices. A family member discussed the importance of family involvement but also cited challenges, stating:

We've talked about it, how to get parents involved, how to diversify and things. It's a challenge. It's a challenge because something as simple as the Columbus Day holiday. How do you navigate that and how do you do it in an appropriate way, in an inclusive way? I think there's still a lot of work to be done.

Students echoed both educators' and families' concerns for more training and integration of culturally conscious practices in the curriculum. Students recognize this need based on traditional instruction in the classroom and a lack of diverse perspectives presented. During the interviews, a student noted:

I feel like they continuously choose to teach things and materials that they've taught forever just because that's what you do. But I don't think it would be worthless to go out and try to teach things that actually pertain to what's going on in society right now. I don't think we've ever learned about or read Asian Asian American literature or anything like that. I mean, we've read a couple of things with African-Americans, but I sometimes feel like when it comes to race or different ethnicities, I mean, obviously, we're a predominantly white county or, like, town and school system. So I feel like there are times when they teach something not because they believe it necessarily has value, but more because they just want to say that they've done it.

Students also raised a concern that current events specific to culture are not discussed consistently or included in the curriculum. Specifically, a student commented that certain topics are included in classroom instruction when novel and are discussed superficially. A student commented:

With Black Lives Matter and things like that going on, I felt like everyone was talking about it, but now no one even remembers it. It's not that it's no longer relevant, but it's not popular, so let's not talk about it. When we teach things about race at school, it's not even because they want to, it's just so that they can say at school committee meetings, "Oh yeah, we're, we're doing this." But it has almost no weight to it. Like they just gave it at face value almost to check off a box and say, "Oh, we've done it." But really I feel like it's not going anywhere.

Student Attendance Data

The Equity Audit Committee reviewed and analyzed attendance data in order to widen the understanding of the inequities. The visualization of this data can be seen in <u>Data Dashboard 3</u> and disaggregated for various student subgroups. Overall, percentages of students with lower attendance, who were absent for 10+ days or more of the academic year, were as follows:

- All students 13%
- Students with disabilities 23.3%
- Students with high needs 18.5
- Economically disadvantaged 19.8%
- English Language Learners 13.8
- Race & Ethnicity Multi race 14.3%, Black 9.1% Hispanic/Latinx, white students 12.7%
- Gender Males were absent 12.5% compared to females 13.4%

Summary: There are lower school attendance rates for students with disabilities, economically disadvantaged, high needs, and Hispanic/Latinx. These students also have the highest chronic absenteeism rates. According to research, missing 10% of school days is associated with lower academic performance (Gottfried, 2019), the likelihood of dropping out (U.S. Department of Education, 2016; Ready, 2010), increased risk of entering the criminal justice system, and lower persistence in college (Coelho et al., 2015; Balfanz & Byrnes, 2012).

Student Discipline Data

Another identified source of data that the collaborative team analyzed was disciplinary data, visualized in <u>Data Dashboard 3</u>. APS student discipline data indicates that 69 out of 2,681 students were disciplined in 2019-2020, constituting 2.57% of the student body. When disaggregated, Black/African American students received the most disciplinary action (11.86%), followed by students with disabilities (7.77%), Hispanic/Latinx students (4.3%), and economically disadvantaged students (4.3%). Other subgroups with higher percentage rates of disciplinary action when compared with the student body average include students with high needs (4.22%), and males (3.89%).

Summary: Students from the above sub-groups show evidence for disproportional discipline when compared to their peer group. This data pattern is similar to student attendance data. It helps shed light on the root causes for the disproportionality since it adds to the understanding of the experiences and engagement of various students in The Auburn Public School system.

VOCAL Survey Data

The last source of data used to expand the committee's perspective of the reasons for the inequities was the 2021 Views of Climate and Learning Survey (VOCAL). This survey is an annual state-wide survey administered to all schools in Massachusetts by the Department of Elementary and Secondary Education. It solicits responses from students and provides schools with valuable feedback that is helpful to improve public education for all students. This survey measures three dimensions of school culture and climate: engagement, safety, and environment. These dimensions are further divided into nine topics: cultural competence, relationships, participation, emotional safety, physical safety, bullying, instructional environment, mental health environment, and discipline environment. The Equity Audit Committee's analysis of the VOCAL survey data revealed the following trends: (See Data Dashboard 3)

- Overall school experience of students is positive. Nevertheless, as students advance through the grade levels, they feel less safe or supported. This is particularly true for economically disadvantaged students.
- As students advance through the grade levels, they do not see themselves reflected in the curricular materials. This is particularly true for males, Hispanic/Latinx students, students with an economic disadvantage, and students with disabilities.
- Older students are less engaged and enthusiastic about school and see it as less relevant.
- Boys experience more bullying than girls and report being less happy in school.

It is noteworthy that no data were reported for African American students and lacking for English Language Learners and Asian students in higher grades. This is because the number of students in these subgroups is too small to be a reporting category. This lack of data availability raises questions of equity for these groups as there is no data to measure their perceptions and include their voices.

Summary: Overall perceptions of school engagement, safety, and environment indicate that students have positive experiences in lower grades, but as they advance to higher grades, they feel less engaged and safe. They also have less favorable views of the instructional and mental health environment. Particular attention should be devoted to improvement efforts to the experiences of economically disadvantaged students, students with disabilities, males, and Hispanic/Latinx students.

Appendix F - Glossary of Terms

Term	Definition
A 504 Plan	A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment.
Access/WIDA Assessment	A test that is given to multilingual students to measure their language proficiency in English.
Advanced Placement (AP)	High school classes that offer college-level learning and examinations.
AIMS Web	A test that measures K-12 reading, math, spelling, and writing skills. Performance levels scale: • Well-Below Average: 1st–10th percentiles • Below Average: 11th–25th percentiles • Average: 26th–74th percentiles • Above Average: 75th–89th percentiles • Well-Above Average: 90th–99th percentiles.
Asset-Based	An approach that focuses on strengths. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack.
Assumption	When we jump to conclusions based on a piece of information that is accepted as true or as certain to happen, without proof.
Bias	Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
BIPOC	The acronym stands for "black, Indigenous and people of color"
Circles/Realm of Influence and Concern	The "Circle of Concern" includes the wide range of concerns you have. Your "Circle of Influence" are the things that concern you that you can do something about. This protocol refers to a narrowing of the events we worry about

86

	so we can do something about – either directly or indirectly.
Common Core State teaching Standards (CCSS)	The Common Core State Standards detail what K–12 students throughout the United States should know in English Language Arts and mathematics at the conclusion of each school level.
Continuous Improvement Science	A body of knowledge that describes how to improve safely and consistently. Improvement methodology has a cyclical pattern consisting of four stages: Plan, Do, Study, Act (PDSA).
Core Leadership Practices (CLP)	 Six research-based leadership skills that are associated with improved student learning and increased equity in schools. Reorganizing Systems to accelerate equity in your learning community: Setting Direction/Vision (SD) for your learning community Monitoring Progress (MP) and sustaining the momentum of your efforts Building Capacity to Teach (BCT) so all students have their needs met Building Capacity to Collaborate (BCC) as a learning community Building Capacity to Lead (BCL) for everyone in your school community Reorganizing Systems (RS) to accelerate equity in your learning community
Culturally Conscious/ Proficient Practices	Culturally Conscious - An awareness and deeper understanding of different cultures, with the ability to accept differences without judgments about right and wrong.
Curriculum/ Curricula	Course/s of study.
Data Dig	The process of analyzing data.
Deficit Thinking	Deficit thinking' refers to the notion that students (particularly those of low income, racial/ethnic minority background) fail in school because such students and their families have internal defects (deficits) that thwart the learning process (for example, limited educability, unmotivated; inadequate family support).
Differentiation	Tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
Disaggregated	Data organized by demographic and school-labeled groups, such

87

Data	as students with special education, students without special education services, racial/ethnic groups, MLL, non-MLL students, gender, socioeconomic status, students with disabilities, and/or other categories that are meaningful to the school community.
Disproportionality	When the outcome of one group is much higher or lower than the other.
Economically Disadvantaged	Students from historically under-resourced neighborhoods.
Educational Inequity	When a group's demographic characteristics (e.g. race, gender, income level, language) determine their educational experiences and outcomes because of the unfair way they are treated by educators and the educational system. Equity (each learner getting what they need) is not the same as equality (each learner getting the same thing).
ELA	The subject of English Language Arts, which includes reading, writing, and speaking skills.
Free and Reduced Lunch (FRL)	A national program that determines student eligibility to receive a free or reduced lunch cost based on family income.
Growth Mindset	The belief that most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and resilience that is essential for great accomplishment.
Historically Underrepresented Groups	Groups that have historically been denied opportunities to be involved in economic, political, cultural, and social activities. Groups can be characterized by race, culture, ethnicity, gender, sexual orientation, socio-economic status, age, or ability.
Individualized Educational Plan (IEP)	A plan or program developed to ensure that a child who has a learning difference receives specialized instruction and related services to ensure their academic success and access to the learning environment.
Instructional Core (IC)	The relationship between three elements: the teacher and student in the presence of content. It is the relationship, and not the qualities of any one element that determine the nature of the instructional practice.

	At the heart of this trinity is the Instructional Task: what students are being asked to do in the classroom.
iReady	A standardized test that measures reading and math skills. The scores are scaled and range from 0 to 800. The default passing threshold for i-Ready lessons is 67 percent.
Ladder of Inference	A framework that describes how our values, assumptions, and beliefs can be reflected in the data we choose to focus on. However, using the ladder of inference can help us to question our assumptions about the data we focus on and avoid taking action based on those assumptions.
Learning Agreements	A set of guidelines that enables everyone in the group to assume responsibility for their learning, ensures that the group interaction is focused, and fair.
Learning Community Survey (LCS)	The Learning Community Survey is a short survey given to all educators of a school community (e.g. instructional assistants, teachers, support staff, administrators). The survey measures the six core practices that educators use when leading and facilitating work with colleagues.
Multilingual Learner (MLL)	Students who speak more than one language, and their primary language is other than English.
Problem Statement	An expression of a current issue or problem that requires timely action to improve the situation
Proficiency	Degree of expected expertise and competence in a particular subject area.
Proficiency Index	Degree of expertise and competence in a particular subject area. It is often expressed as a percentage.
PSAT	The P reliminary S cholastic A ptitude T est (PSAT) is a standardized test given to high school students to help them prepare for the SAT. Each section of the PSAT has a range score of 160–760 points, adding up to a maximum score of 1520.
Qualitative Data	Qualitative - Data that describes qualities or characteristics. It is collected using questionnaires, interviews, or observations, and frequently appears in narrative form.

Quantitative Data	Quantitative - Type of data whose value is measured in the form of numbers or counts.
RICAS	The R hode-Island C omprehensive A ssessment S ystem (RICAS)- The RICAS tests in math and English Language Arts are aligned to the Common Core State Standards (CCSS), and measures students' understanding of the concepts, skills, and content in the Common Core State Standards for ELA and Mathematics in grades 3-8.
RIDE Report Card	An Interactive online information system that reports state and schools' data.
Root Cause Analysis	The process of discovering the reasons for a specific problem in order to identify appropriate solutions.
SAT	S cholastic A ptitude T est (SAT). The SAT measures a student's college-readiness skills in reading, writing, and math. Each section of the SAT has a range score of 200–800, adding up to a maximum score of 1600.
Special Education (SPED)	The practice of educating students in a way that provides accommodations that address their individual differences, and special needs.
Stakeholders	In education, anyone who is invested in the welfare and success of a school and its students. This can include anyone in the community such as administrators, educators, staff members, students, parents, families, community members, local business leaders, and local elected officials.
STAR	A standardized test that measures reading and math skills. STAR Reading and STAR Math scaled scores range from 0–1400.
	STAR Early Literacy scaled scores range from 300–900. For the Spanish versions: STAR Reading Spanish and Star Math Spanish scaled scores range from 600–1400 STAR Early Literacy Spanish scaled scores range from 200–1100.
Student Outcome Data	Data that shows student academic learning proficiencies and or wellbeing.
SurveyWorks	An annual survey that the Rhode Island Department of

Elementary and Secondary Education (RIDE) sends to students, parents, teachers/staff, and administrators to measure school climate and culture. This survey is part of a coordinated effort to improve schools.
 Zones of Comfort, Risk, Danger
 A framework to help us check in with ourselves on how we experience things and also gives us shared language on how we each experience things differently.
 Comfort Zone: easy, happy, comfortable, needs harder work.
 Risk Zone: challenging, growing, excited, trying your best... this is the optimal place of learning.

• Danger Zone: nervous, too hard, embarrassed, shut down.