

AUBURN SCHOOL BOARD MEETING
Tuesday, October 8, 2019 at 6:00 p.m.
LOCATION OF MEETING: Auburn Village School Media Center

- I. **CALL TO ORDER** – Alan Villeneuve, Board Chair
- II. **PLEDGE OF ALLEGIANCE** – Cody Bernier and Cole Eaton, Grade 6
- III. **PROOF OF POSTING** – William Rearick, Superintendent of Schools
- IV. **PINKERTON LIAISON** - Kyle Walker
- V. **APPROVAL OF MINUTES**
 - A. Minutes of the Auburn School Board Meeting on September 10, 2019*
(action required)
 - B. Non-Public SEALED Minutes of the Auburn School Board Meeting on September 10, 2019* **(action required)**
- VI. **OPPORTUNITY FOR PUBLIC TO ADDRESS THE BOARD**
- VII. **SUPERINTENDENT’S UPDATES*** – William Rearick
- VIII. **REPORTS**
 - A. Reports of Administrators*
 - B. Standing Committees
 - Budget
 - NHSBA
 - Policy
 - Building
 - Sick Leave
 - Technology
 - PTA
 - AEA Negotiations
 - Transportation
- IX. **PERSONNEL**
 - A. Co-Curricular Nomination*
- X. **OLD BUSINESS**
 - A. Renovation Discussion -Construction Dashboard*
 - B. Goals*
- XI. **NEW BUSINESS**
 - A. Superintendent Evaluation Process*

XII. POLICIES

- A. First Reading*-AC, Non-Discrimination Policy Notice-GCCBC, Family Medical Leave-JLDBB, Suicide Policy-DBJ, Transfer of Appropriation-JICDD, Student Discipline/Out of School Actions-JICK, Pupil Safety and Violence Prevention/Bullying-GBEA, Staff Ethics-GBEAB, Mandatory Code of Conduct Reporting/All Employees- and GBEB, Staff Conduct

XIII. FINANCIAL

- A. October 8, 2019 Manifest (**action required**)
- B. October 8, 2019 Construction Manifest (**action required**)

XIV. INFORMATIONAL ITEMS AND CORRESPONDENCE

Enrollment Reports

XV. NON-PUBLIC SESSION: RSA 91-A:3 Section II (a-k) (if necessary)

XVI. ADJOURNMENT (action required)

The next regularly scheduled meeting of the Auburn School Board will be on Tuesday, November 12, 2019 at 6:00 p.m. at the Auburn Village School Media Center.

There will be an SAU Board Meeting on Wednesday, October 16, 2019 at 6:30 p.m. at the Henry W. Moore Media Center.

**Materials provided in packet*

**AUBURN SCHOOL BOARD MEETING
SEPTEMBER 10, 2019 AT 6:00 P.M.
AUBURN VILLAGE MEDIA CENTER**

These minutes have not been approved.

Alan Villeneuve, Chair, called the meeting to order at 6:04 p.m. Those in attendance were Board members, Samantha Belcourt, Jason Tyburski, Barbara Carpenter, and Janice Baker; Principal, Lori Collins; Assistant Principal, Lindsay Murray; Director of Student Services, Deena Jensen; Curriculum Coordinator, Cheryl Violette; Technology Director, Bob Strobel; Maintenance Director, Scott Dube; Superintendent William (Bill) Rearick; Assistant Superintendent, Marge Polak; and Business Administrator, Amy Ransom.

PLEDGE OF ALLEGIANCE

8th graders Alannah Whiting and Alexis Heiser led the attendees in the Pledge of Allegiance.

PROOF OF POSTING

Superintendent Rearick provided proof of posting.

APPROVAL OF MINUTES

Motion by Samantha Belcourt, seconded by Barbara Carpenter, to approve the meeting minutes of August 13, 2019 with the following amendment. Page 2, under 'February 11, 2020 NH Primary Discussion' strike ~~it will be discussed at the September meeting~~, and add **'The board asked administration to make a proposal'**, and the motion carried unanimously.

Motion by Samantha Belcourt, seconded by Janice Baker, to seal the non-public meeting minutes of August 13, 2019 in perpetuity because divulgence of the information would likely adversely affect the reputation of any person, other than a member of the board itself, and the motion carried unanimously.

Motion by Samantha Belcourt, seconded by Janice Baker, to approve the sealed, non-public meeting minutes of August 13, 2019, and the motion carried unanimously.

OPPORTUNITY FOR PUBLIC TO ADDRESS THE BOARD

Resident Allison Welch asked for an update on full-day kindergarten, and if it might be implemented by next fall. Alan Villeneuve stated that the board decided to move forward to study the feasibility of having full-day kindergarten. He said the board will need information garnered from the study to make their decision. Alan said the recommendation will be brought to the board in January, and if approved by the board, would put it in the 2021/2022 budget. Voters have final approval of the budget.

Resident Jen Strabone stated her concern with the 3rd grade class size. She said there are 'a sea of desks' in the classroom. She asked if the classroom paraprofessionals are certified in education, to which Alan Villeneuve stated that each met the criteria of being hired. Bill Rearick stated that they are not teachers.

Resident Amy Matte stated her impression that the qualification for paras is having a high school education. She asked if those hired for 3rd grade had extra qualifications. Lori Collins said the three paras required the same criteria as other paras. She said they were chosen out of eight applicants.

Jen Strabone said her assumption was that the para would be there to help the teacher. Alan Villeneuve said he trusts administration to have hired appropriate people who they felt qualified to do what is necessary in those classrooms. Alan asked Lori Collins her opinion of how 3rd grade is going, to which Lindsey Murray stated it is going very well and people are getting adjusted. Lori Collins stated she has observed up to four adults in a classroom supporting students, and has seen benefits of having an extra adult in the classroom when the need to assist a student outside of the classroom arose.

Resident Jess Monroe said that during Open House, a 3rd grade teacher commented on the large class size. Ms. Monroe asked the board to consider an additional teacher. She asked if the sole reason was lack of space and what would be done if the class size increases. Alan Villeneuve stated that things are unfolding. He said that the board understands the parent concerns, but that there is no classroom available until sometime in January. Cheryl Violette stated that the paras hired for 3rd grade have had training, and will continue to do so. They will be mentored as well. She said they are all very capable and knowledgeable, and are happy to be in the school. Alan Villeneuve stated the school opening in and of itself was more stressful than normal, but that the AVS teachers are high quality professionals. He said the board will keep monitoring 3rd grade. He said administration is confident with paras in the classroom.

Resident Jackie Low came to the meeting saying this is the biggest class ever and that they should hire a fourth teacher. She suggested using some creativity in opening up space and that she hopes for another possibility.

Janice Baker stated that there was recently a large 1st grade, and that with team effort, they got through it quite successfully. She said administration should make sure the new mentor program focusses on 3rd grade teachers, possibly having 1st grade teacher mentor 3rd grade teachers, and having experienced paras mentor 3rd grade paras.

Resident Trisha Powers suggested that the board plan for next year, making sure to budget appropriately. She asked if four teachers are being considered. Bill Rearick stated the budget is due in October. He and Lori Collins will look at enrollments of K-8 and will then make their recommendation to the board. The board will proceed from there.

Resident Katelyn Beaulieu said from what she is hearing, teachers in 3rd grade are overwhelmed, but apparently are not speaking up to administrators. She suggested opening up a classroom by moving those who could teach portably.

Resident Jennifer Anderson suggested the board look at the size of grade 1. They should plan for four grade 2 teachers next year. She also said the board should take a serious look at the pay offered to paras and to consider the ability for 'step ups' to allow for the highest quality para. Janice Baker stated that a comparison was done last year and that paras are paid the same level within SAU #15. She said Candia and Hooksett have difficulty filling these positions as well. Bill Rearick stated with the current economy, filling para positions is a state-wide problem.

Amy Matte said districts like Bedford pay a higher rate for paras.

SUPERINTENDENT'S UPDATES

Bill Rearick summarized his report which was in the packet.

REPORTS

Reports of Administrators

Janice Baker asked Marge Polak about the Mentor Program in her report. Marge said they are in the beginning stages of mentoring throughout SAU #15. She said each school is mentoring their own teachers, but when necessary, mentoring comes from elsewhere.

Alan Villeneuve asked when the board would see DIBELS results, to which Marge said they would be available next week. She added that more DIBELS testing will be held in January. However, Cheryl Violette stated, when appropriate, some children are tested every three weeks.

Alan Villeneuve gave kudos to all involved in preparing school for the first day, namely Lori Collins, Scott Dube, and Bob Strobel. Lori Collins stated the days leading up the first day were stressful, but that people pulled together. She said she couldn't say enough about Scott, Bob, Bonnet Page, & Stone, and the teaching staff. Bill Rearick thanked the Auburn Fire Department and the BPS team for their efforts to help make it come together.

Lori stated that hiring has been an issue and that certified teachers are few and far between. It was difficult to find a long-term substitute.

When asked by Alan Villeneuve how her budget is doing, Deena Jensen stated it wasn't doing well and is challenging. She said the IDEA allotment is \$100,000 less than last year, so she is looking for guidance from the state. She added that services won't be affected. Barbara Carpenter asked if paras got insurance benefits, to which Deena said they do not.

Bob Strobel stated that projector mounts and smart boards will be installed soon.

Scott Dube stated that access control via phone will be completed by next week.

Reports of Standing Committees

NHSBA: Samantha Belcourt reported that NHSBA is now conducting their Call for Resolutions. Sam also said there are a number of new, upcoming workshops.

PERSONNEL

Co-Curricular and Athletic Nomination

Motion by Samantha Belcourt, seconded by Janice Baker, to accept the Co-Curricular Nominations as presented, and the motion carried unanimously.

OLD BUSINESS

Renovation Discussion-Construction Dashboard*

Bill Rearick stated the Town Administrator, Bill Herman reached out to him as the Town Health Officer has recommended spraying for mosquitos at designated locations in town. The cost to the school district for treating its property would be \$400. Alan Villeneuve said we should be mindful of the close proximity of AVS to the watershed.

Motion by Janice Baker, seconded by Samantha Belcourt to authorize spraying for mosquitos in the amount of \$400 and the motion carried unanimously. Scott Dube will coordinate. Barbara Carpenter suggested that parents be notified. Bill Rearick stated that parents will be notified of a scheduled spraying, and will also be notified a few days before the spraying is done.

Janice Baker stated that Phase 2 of 3 has been completed aside for some 'touch-ups'. Some things left to be done are:

- 5-Classroom Wing
- Lobby Restrooms
- Fields
- Main Office
- Nurses Office

She said there was substantial activity in the days leading to the first day of school and that the work continues. She said the committee continues to meet weekly, but hopes to pare them down to once every two weeks as the project winds down. Because so much of the project is done, Janice presented the board with Project Construction Alternates that could be possible as money gets freed up. Samantha Belcourt asked if there were contingency funds still available as there is still a portion still to be completed. Both Alan and Janice said there were.

NEW BUSINESS

Goals

Goals were reviewed. Janice Baker suggested a language change on the goals to make Kindergarten Program to Kindergarten Proposal.

FINANCIAL

Manifest Approvals

Motion by Janice Baker, seconded by Barbara Carpenter, to approve the September 10, 2019 construction manifest in the amount of \$1,495,706.29, and the motion carried unanimously.

Motion by Janice Baker, seconded by Samantha Belcourt, to approve the September 10, 2019 manifest in the amount of \$768,840.73, and the motion carried unanimously.

INFORMATIONAL Items

NHSBA Call for Resolutions

Opening Day Enrollments

NON-PUBLIC SESSION: RSA 91-A:3 Section II (c)

Motion by Janice Baker, seconded by Barbara Carpenter, to enter into a non-public session under RSA 91-A:3 Section II c at 8:03 p.m. A roll call vote was taken and the motion carried unanimously.

The board reconvened at 8:40 p.m.

Motion by Barbara Carpenter, seconded by Samantha Belcourt, to seal the minutes in perpetuity because divulgence of the information would likely adversely affect the reputation of any person, other than a member of the board itself, and the motion carried unanimously.

ADJOURNMENT

Motion by Barbara Carpenter, seconded by Samantha Belcourt, to adjourn the meeting at 8:40 p.m., and the motion carried unanimously.

The next meeting of the Auburn School Board will be October 8, 2019 at 6:00 p.m. at the Auburn Village School Media Center.

The SAU Board will be meeting on Wednesday, September 11, 2019 at the David R. Cawley Middle School Media Center and on October 16, 2019 at the Henry W. Moore School Media Center. Both meetings are a 6:30 p.m.

Respectfully submitted.

Rebecca SJ McCarthy,
Recording Secretary

VII.

Auburn School District

Superintendent's Report

October 8, 2019

- I met with Principal Collins on September 25th, to review her initial 2020-21 budget submission. I have made some changes to the budget. These recommendations have already been completed and submitted to me by Principal Collins.
- I attended the Policy Subcommittee meeting which was held on September 24th. After the meeting Mrs. Collins and I visited several classrooms.
- On September 25th I met with all the principals in the SAU. We discussed issues relating to curriculum and communication.
- On October 8th I also held my monthly meeting with Principal Collins and then visited several classrooms.
- On October 3rd I attended the Kidder Law Conference which was sponsored by the NHSBA and the NHSAA. I attended workshops on Compliance with the Safe School Zones Act and Designing Practical MOU's, Access to Audio and Videotaping, and Mandatory Reporting Laws of Suspected Neglect and Child Abuse.

**Auburn School Board Meeting
Assistant Superintendent Report
10/8/19**

Professional Development Day 9/27/19

- Dr. Peg Dawson, school psychologist, will present to faculty on the topic of executive functioning. She will share effective ways to assess students' strengths and weaknesses, create supportive instructional environments, and promote specific skills, such as organization, time management, sustained attention, and emotional control.

Classroom Walkthroughs

- Lori Collins, Cheryl Violette and I have had the opportunity to walk through elementary (K-2) classrooms on multiple occasions. Cheryl has and continues to support instruction and classroom structure for grade 3 students, teachers and paraprofessionals.

Full-Day Kindergarten Committee

- The school-based full day kindergarten committee will meet on 9/30. The committee is made up of kindergarten teachers, related service providers and administrators. During this first meeting, the group will make plans to determine the educational, financial and facilities impact of offering full-day kindergarten. A report to the board will be made in January 2020.

SAU 15 Mentor Committee

- On 9/17/19, I met with co-chairs Cheryl Violette and Meghan Largy (Hooksett). The committee of representatives from each town will be formed over the next few weeks and the first meeting will be held in mid-October. The group will review current research, conduct a needs assessment, and determine a course of action to implement a formal mentor program for the 2020-21 school year. Each building will also create informal mentor supports for this year.

South Central Curriculum/Instruction/Assessment Group

- This group met on 9/20/19. Topics included DOE updates, legislative review, and timeline for the social studies standards release. Districts shared challenges in the grant approval process as well.

Innovations In Learning Conference – October 29 & 30

- I will attend this conference sponsored by NHSAA. It will provide an in-depth update of curriculum development, innovative practices, the needs of the 21st Century Learner, and successful implementation of sustained change initiatives.

2019-20 Upcoming And Ongoing Projects

- Dyslexia Law – We will be meeting with building administration and reading intervention providers to review the timeline, procedures and intervention practices required to meet this state law. Changes and updates will be made as appropriate.
- Science Curriculum Work – Teachers across the SAU will be meeting to create pacing guides based on the implementation of our new science programs (Inspire, K-5 and IQWST, 6-8). Middle school science teachers across the SAU will be meeting to review state assessment results and conduct an item analysis.



Auburn School District

Principal's Report

October 8, 2019

NWEA Testing

Auburn Village students took the NWEA test in math and reading from September 6 –September 20. All of the students were tested in their classrooms using Chromebooks. Middle and elementary students were tested during two specific times. The network performed effectively with over 350 students accessing a web-based assessment. The goal is for all students to meet or exceed their targeted growth, which is determined with the fall assessment.

Teacher Professional Development

On September 27th, teachers spent the day doing professional development. Elementary teachers spent the morning understanding Zones of Regulation. Aimee Johnson, Lindsay Murray, and Zoe Stamoulis organized a 3-hour training to help teachers implement Zones of Regulation in their classrooms. The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones", with each of four zones represented by a different color.

Middle School teachers spent the day with Dr. Peg Dawson. Dr. Dawson presented an evidence-based coaching model for helping students whose academic performance is suffering due to deficits in executive skills, including time and task management, planning, organization, impulse control, and emotional regulation.

Elementary teachers joined this session after lunch.

Parent Night September 26, 2019

Dr. Peg Dawson shared the latest research in child development that shows that many kids who have the brain and heart to succeed lack or lag behind in crucial "executive skills"—the fundamental habits of mind required for getting organized, staying focused and controlling impulses and emotions. Parents learned easy-to-follow steps to identify your child's strengths and weaknesses, use activities and techniques proven to boost specific skills and problem-solve daily routines. The session was live streamed on Facebook for those who could not attend and archived for future viewing. We had about 20 parents attend the session with 6 viewing it virtually.

Emergency Management

We will continue to perfect our Emergency Management Plan in conjunction with the Auburn Fire Department and the Auburn Police Department. Our first two priorities will be planning for another off site Evacuation drill given the changes in logistics due to the renovation work. Our first meeting will take place the first Monday in October.

Instructional Time Schedule

As noted in the August School Board Minutes: The board requested that she list the total minutes during the week for class, recess, lunch, etc. for their review. Attached to this report is the instructional time schedule broken out into subjects that are more detailed.

February 11, 2020 NH Primary Election Day

I reviewed the predicted voter turnout with the Town Manager. He feels as though the voter turnout is going to be higher on this day than on a town election day due to the Democratic contest that is ensuing. As of today, there will be 19 Democratic candidates on the ballot. The Town Manager feels that parking will be a major issue on this day.

Administration is still recommending that the board vote to have no school on that day for the following reasons in order of priority,

1. Security-It is difficult to keep the building secure while it is being used for the public.
2. Parking-Parking is already at a premium, town voters will have difficulty finding parking close to the school.
3. Traffic-Parent pick up and bus drop off are congested during a regular school day. Added traffic from voting will only make it worse.

Monster Mash

Our 20th annual Monster Mash will be held on Saturday, October 19th from 6-9pm! The fun includes a D.J., a costume contest, the famous "Spooky Walk", games, a photo booth, and more! Cost is \$7/person with a \$25 max per family. Cash only. If you would like to volunteer to help out, please contact Wendi Guillette wguillette@comcast.net or Amy Johonnett Amy.Johonnett@fmr.com

Missoula Children's Theatre Program

The AVS PTA will be hosting the Missoula Children's Theatre program from Monday, October 21st through Saturday, October 26th. For the fall theater residency, all AVS students in grades 1, 3, 5 and 7 are invited to audition for more than 50 roles. This fall's production is Robinson Crusoe.

National Junior Honor Society

All application packets have been distributed to seventh and eighth graders. The faculty council has been established and the induction has been scheduled for October 16th at 6:30 pm. Mrs. Cohen and Mrs. Cote are the advisors.

Parent Conferences

The week of November 4th through the 8th is Parent Conference week and teachers will schedule meeting times with their students' parents. Students will lead grade 7 and 8 conferences with parents and the students' advisors present. This encourages our middle school students to be reflective about their progress and to take charge of their education. Parents are also free to meet with specific teachers should they need to. There is no school on Nov. 5th to allow for a full day of conferences.

Third Annual Veteran's Day Breakfast

All of our grade levels will be coming together for the third year in a row to host our veterans at a breakfast in their honor on November 8th at AVS. Jill Kyzer will be heading up this event to help the sixth graders who will be "behind scenes" kids at this event, and they are extremely excited. We are grateful for the opportunity to host these important members of our community and show them that we are thankful for the sacrifices they made to build a better community for us today. Each student will be able to participate and contribute, for no job is ever too small when saying thank you. By decorating the venue, preparing the food, and cleaning up after the event, our sixth graders will all be given the chance to make this a meaningful and memorable morning for our veterans.

RED Ribbon Week: October 28-November 1

Be on the lookout for fun Dress up Days. Our NJHS students will be choosing the dress up days this year. Elementary Students will learn about ways to live a healthy life while Middle School events and activities will focus on drug and alcohol prevention.

Enrollment –

	9/10/2019	10/8/19
Kindergarten	50	47
Grade 1	83	85
Grade 2	71	71
Grade 3	79	79
Grade 4	68	69
Grade 5	76	76
Grade 6	61	61
Grade 7	73	72
Grade 8	82	83
Total	643	643

School Events in October

10/8/19 School Board Meeting @6pm

10/8/19 Middle School Staff Meeting/NO OPEN HOMEWORK ROOM
10/9/19 Grade 1 field trip to Audubon 9-1pm
10/9/19 Boys & Girls Soccer Pictures (safety complex) 2:30pm
10/10/19 Grade 8 field trip to Pawtuckaway 8:30-2:15pm
10/10/19 Cross Country Team Pictures (safety complex) 2:30pm
10/14/19 NO SCHOOL/Columbus Day
10/15/19 PTA Meeting @ 6:30pm
10/16/19 Photo Retake Day
10/16/19 NJHS Induction @6:30
10/18/19 Grade 8 field trip to SNHU @8:45-11:45am
10/18/19 Cross Country Team Party @6:30
10/19/19 PTA Monster Mash @ 6-9pm
10/21 through 10/26/19 PTA Theatre Camp for grades 1,3,5 & 7
10/29 Fall Sports Awards @ 6:30

**INSTRUCTIONAL TIME SCHEDULE
2019-2020**

School Name: Auburn Village School SAU: 15

Town: Auburn Grades: K-8

Ed 306.26(b) requires that each elementary and middle school have an Instructional Time Schedule which indicates how much classroom time per week is to be spent on the following subjects.

The table below indicates the approximate amount of time (in minutes) spent per week on each subject at this school.

SUBJECT	K	1	2	3	4	5	6	7	8
Art	x	45	45	45	45	45	45	45	45
Language Arts & Reading	300	600	600	600	600	300	300	300	300
Advisory	x	x	x	x	x	x	x	75	75
WIN	x	x	x	x	x	150	150	150	150
Extra Curriculum Block	x	x	x	x	x	150	150	x	x
Health	x	45	45	45	45	45	45	45	45
Physical Education	x	45	45	45	45	45	45	45	45
Information & Communication Technology	x	45	45	45	45	Integrated into the core curriculum classes.			
Music	30	45	45	45	45	45	45	45	45
Lunch	125	125	125	125	125	125	125	125	125
Recess	100	100	100	100	100	100	100	25	25
Math	300	325	325	325	325	300	300	300	300
Science	*	200	200	200	200	300	300	300	300
Social Studies	*	200	200	200	200	300	300	300	300
Family & Consumer Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Technology Education	x	x	x	x	x	45	45	45	45

Notes: *Science and Social Studies are integrated into the Kindergarten curriculum.

Principal Signature: *Lou Collins* Date: 8/7/2019

Superintendent Signature: _____ Date: _____

Daily Instructional Time Schedule

	1	2	3	4	5	6	7	8
30					LA	LA	LA	LA
60	LA	LA	LA	LA				
90					Math	Math	Math	Math
120								
150	Math	Math	Math	Math	Science	Science	Science	Science
180								
210	Science	Science	Science	Science	SS	SS	SS	SS
240	SS	SS	SS	SS				
270	Recess	Recess	Recess	Recess	Recess	Recess	Advisory	Advisory
300	Lunch							
330	UA (Health, PE, Art)							
360							Homeroom	Homeroom
390	Homeroom Activities	Homeroom Activities	Homeroom Activities	Homeroom Activities	WIN/ECB	WIN/ECB	WIN	WIN

Director of Student Services Report-October 2019

Medicaid to Schools:

On August 27th an emergency rule was enacted by the Department of Health and Human Services regarding Medicaid to Schools. A meeting was held by DHHS for members of NHASEA to clarify the emergency rule on September 18th. Here is a brief overview of the changes and guidance we have been given:

- Individuals allowed to sign off on the form allowing medicaid to be billed for reimbursement of services have been revised.
 - In the past, school staff such as, school psychologists, school counselors, OTs, PTs and SLPs were able to sign off on these order forms indicating that the student required services.
 - Currently, people able to sign these order forms are only individuals licensed through a licensing board, not the DOE. Physicians, PAs, APRNs and psychologists are examples of who can now sign the order forms. SLPs and OTs still need clarification regarding whether or not they can sign off on orders. For now, the answer is no.
 - Our current order forms for services are **not** grandfathered in. No services rendered after August 27th can be submitted for reimbursement until after we have each family sign a release of information for us to be able to communicate with the child's physician. We will then need to reach out to the child's doctor with a copy of the IEP and evaluations completed for review. They will need to determine the need for these services. If the physician agrees with the team's recommendations they will then sign and return the order form. We are unable to submit anything for reimbursement until new order forms have been completed and approved. On September 27th a sample order form was released for districts to adopt and utilize.
- Individuals considered qualified practitioners are now different.
 - In the past, services provided by school psychologists, school counselors, rehabilitative assistants, OTs, PTs, and SLPs could be billed to medicaid for reimbursement.
 - The only people who are able to bill for reimbursement under the emergency rule are individuals licensed via a board, not the DOE. OTs, PTs and SLPs can still bill for services; however school psychologists and school counselors cannot. Notably, rehabilitative assistants (paraprofessionals) can only bill for services when delivering personal care services. In the past, working on communication or behavioral goals were also billable activities.

Auburn Village School

Director of Student Services Report-October 2019

I met with MSB, our medicaid billing service, on September 24th. They will be having discussions with the state seeking additional guidance. For now, we are still able to log services as MSB has turned off the submission feature. This will allow us to be able to continue to log services provided while we are in the process of getting new order forms approved.

Staffing:

I am in the process of interviewing two applicants. If both of these applicants are hired we will still have the following paraprofessional openings:

- 4 full-time employees (32.5 hours per week)
- 2 part-time employees (max of 17 hours per week)

Professional Development:

Staff members engaged in various training opportunities on our September 27th PD Day.

- The middle school participated in training with Peg Dawson on Executive Functioning (the elementary school joined the afternoon session). Peg Dawson is the co-author of the best-selling book series, "Smart But Scattered."
- Aimee Johnson, OT, presented training to the elementary school staff on the Zones of Regulation. It was amazing to have such a dynamic in-house presenter. She did have lots of assistance from Lindsay Murray and Zoe Stamoulis.

Kindergarten Committee:

The first meeting of the Kindergarten committee will be on September 30th at 3:30. Many staff members have volunteered for this exploratory committee!

Respectfully Submitted,

DJensen

Deena Jensen

October, 2019**Fall Assessments**

These first few weeks of school included scheduling and working with teachers to roll out the fall assessments. I worked with students who needed make ups for NWEA testing. These students were either absent during the testing window or needed additional time.

Data Review

This month, along with the reading specialist, I met with grade level teams to review the fall data collected from Dibels and NWEA. Reviewing this most recent fall data guides planning for instruction of individual students. We review the data to form small instructional groups for reading as well as to plan for filling in gaps in skills in mathematics. This data is also used to determine whether students need reading and/or math support.

Mathematics

Teachers viewed a video of the math consultant's tips for using the updated Math in Focus program that we are implementing. I continue to work with teachers with pacing and the small changes to the structure of these lessons. In addition, I have been working with our MIF representative and MIF support to ensure that teachers and students have online access to the updated materials and program.

Long Term Substitutes

We currently have two long term substitutes; one for a grade 5/6 position and one for the STEAM position. It has been a busy month as the principal, assistant principal and I covered the morning STEAM classes due to a substitute resignation. In addition, I work with the 5/6 long term sub to ensure that she has everything that she needs. This includes planning and sitting in on classes.

Mentoring: New Teachers/ Teachers Changing Positions/New Staff

Newly hired teachers this school year include: Kindergarten, grade 2, grade 7, and health

Teachers changing positions include: Media and grades 5/6 level changes

Additional new staff include: School Counselor and Special Education teachers, Classroom Aides at grade 3

Classroom teacher support: This month I met with each new teacher individually. During our meetings we review programs, curriculum, and all aspects of instruction. The topics for these meetings are created by both the teacher as well as the instructional coach. Examples include: "How to deliver small group instruction using our reading program" and "How to differentiate for students within a math lesson". During these meetings I make sure that they

have access to everything that they need such as rubrics for grading and how to teach and measure using competencies.

Grade 3 Support: In addition to working with the new staff, I have been meeting and working with grade 3 paraprofessionals. I met with each classroom aide individually to discuss their strengths and areas that they would like support. As a result, the reading specialist and I met with both the aides and the grade 3 classroom teachers for part of the professional development day. For example, we put into a place a plan for supporting students within the classroom to include smaller groupings for math and reading.

Mentoring Committee work: Our latest work includes reviewing and sharing of research as well as developing a time line of support. Our goals continue to include working on a consistent delivery of support and training for our newest teachers and teachers changing grade levels/areas. Our next committee meeting is SAU wide and is scheduled for October 30th.

VIII.A.

Technology Report
8 October 2019

Inventory:

- Some chromebooks have reached end of life from Google (5 years). These may no longer work with new ChromeOS updates. Affected devices will remain in inventory until compatibility fails for key functions (testing, GSuite or others), repairs are no longer cost effective, or spares of that model are no longer needed. Off-inventory devices will be fleet purchased, donated or recycled.

Incidents / Tickets:

- Tickets closed in September: 68 (includes some from earlier months)
- Tickets in progress: 20
- Tickets opened in September: 9
- Invoice for repairs in September: 1
- Printing is being difficult. Overlapping systems are required to allow all users to print, but cleanup of one system (Active Directory for staff use) affects the other (Google Cloud Print for staff and student use). We are making progress, and staff patience is holding.
- The change in student account username format caused a security conflict internal to affected chromebooks. The solution was that each chromebook needed to be reset and re-enrolled in our management system once the error appeared. This process is mostly complete but will continue as errors appear.

Administration:

- Network ties between Hooksett, Candia, the SAU Office, and Auburn were disabled. This increases security across the SAU by preventing access via the network. Network connections can be restored if needed.
- Camera software is running and is available to administration staff. Additional cameras will be added as renovation continues.
- HVAC control software has been added to their server and is also accessible by the vendor. Security access software is to be added shortly. Once operational, the old system will be retired. Moving key systems to the server rooms provides power backup, increased security, efficiency, and controlled access.
- Interactive whiteboards and projectors in the addition and elsewhere are nearing completion for installation, connections, alignment and software. This should be completed by mid-October.

Respectfully submitted:

Robert Strobel
Technology Director

IX.A.

AUBURN SCHOOL DISTRICT 2019-2020

CO-CURRICULAR ASSIGNMENT NOMINATIONS

LAST NAME	FIRST NAME	ACTIVITY	Compensation
Joy	Patience	Garden Club	\$ 800.00

ATHLETIC ASSIGNMENT NOMINATIONS

LAST NAME	FIRST NAME	ACTIVITY	Compensation
Huot	Gerry	Boys' Soccer Coach	\$ 1,200.00

Auburn School District Strategic Plan Dashboard (July 2019 - June 2020)

10/8/19



Short-Term Goals:

1. Finish the construction and renovation of AVS (School Board)
2. Negotiate teacher contract (SAU and School Board)
3. Continue to invest in social-emotional learning (SAU and AVS)
4. Conduct full-day kindergarten study (SAU)
5. Develop multi-year curriculum strategy and plan (SAU)

Goals and Success Metrics	Status	Plan to get to Blue
Goal #1: Finish the construction and renovation of AVS (School Board) <i>Description: Open up new classroom wing in time for 2019/2020 SY and complete renovation of existing space by December 2019.</i>		
Open new classroom wing	August 2019	
Open renovated cafeteria	August 2019	
Open new nursing space	August 2019	
Open new administration space	November 2019	
Open renovated classrooms/hallway	November 2019	
Address all residual issues promptly	June 2020	
Ongoing		
Goal #2: Negotiate teacher contract (SAU and School Board) <i>Description: Negotiate fair contract that recognizes performance and allows Auburn to be an employer of choice.</i>		
School Board, SAU and AEA representatives negotiate contract proposal	December 2019	
School Board and AEA ratify proposed contract	December 2019	
Proposed contract discussed at public hearing	January 2020	
Warrant article vote	March 2020	
Meetings are in process		
Goal #3: Continue to invest in social-emotional learning (SAU and AVS) <i>Description: Continue to provide opportunities for students to develop skills such as resiliency, coping, kindness, empathy, how to disagree, etc.</i>		
Provide training and consultation to faculty and staff regarding strategies to support student social-emotional wellness	Ongoing - June 2020	
Work with teachers through a PLC model to create guidelines for establishing a positive classroom culture	Ongoing - June 2020	
Ongoing opportunities for students to learn about and engage in strategies promote social emotional wellness	Ongoing - June 2020	
Provide parent informational session on this topic	April 2020	
9/27 PD Day Executive Functioning		
Goal #4: Conduct full-day kindergarten study (SAU) <i>Description: Determine the educational, financial, and facilities impact of offering full-day kindergarten at AVS.</i>		
Full-day kindergarten program is proposed	December 2019	
Facilities and financial impact is determined	December 2019	
Full-day kindergarten report is presented to School Board	January 2020	
Ongoing. First meeting 9/30		
Goal #4: Develop multi-year curriculum strategy and plan (SAU) <i>Description: Develop an SAU-wide plan to ensure curriculum is appropriately up to date and will stabilize funding level year to year.</i>		
Updated curriculum review and purchase schedule is presented to SAU Board for review	Oct/Nov 2019	

Legend
Initiative or metric has been achieved.
Initiative or metric is on track/will be achieved.
Initiative or metric is slightly behind schedule / at moderate risk
Initiative or metric is significantly behind schedule / at significant risk of being achieved.

SAU 15 Superintendent Evaluation Process 9/12/2019

Superintendent Evaluation Committee

Janice Baker, Auburn

Kara Salvas, Hooksett

Matt Woodrow, Candia

Process

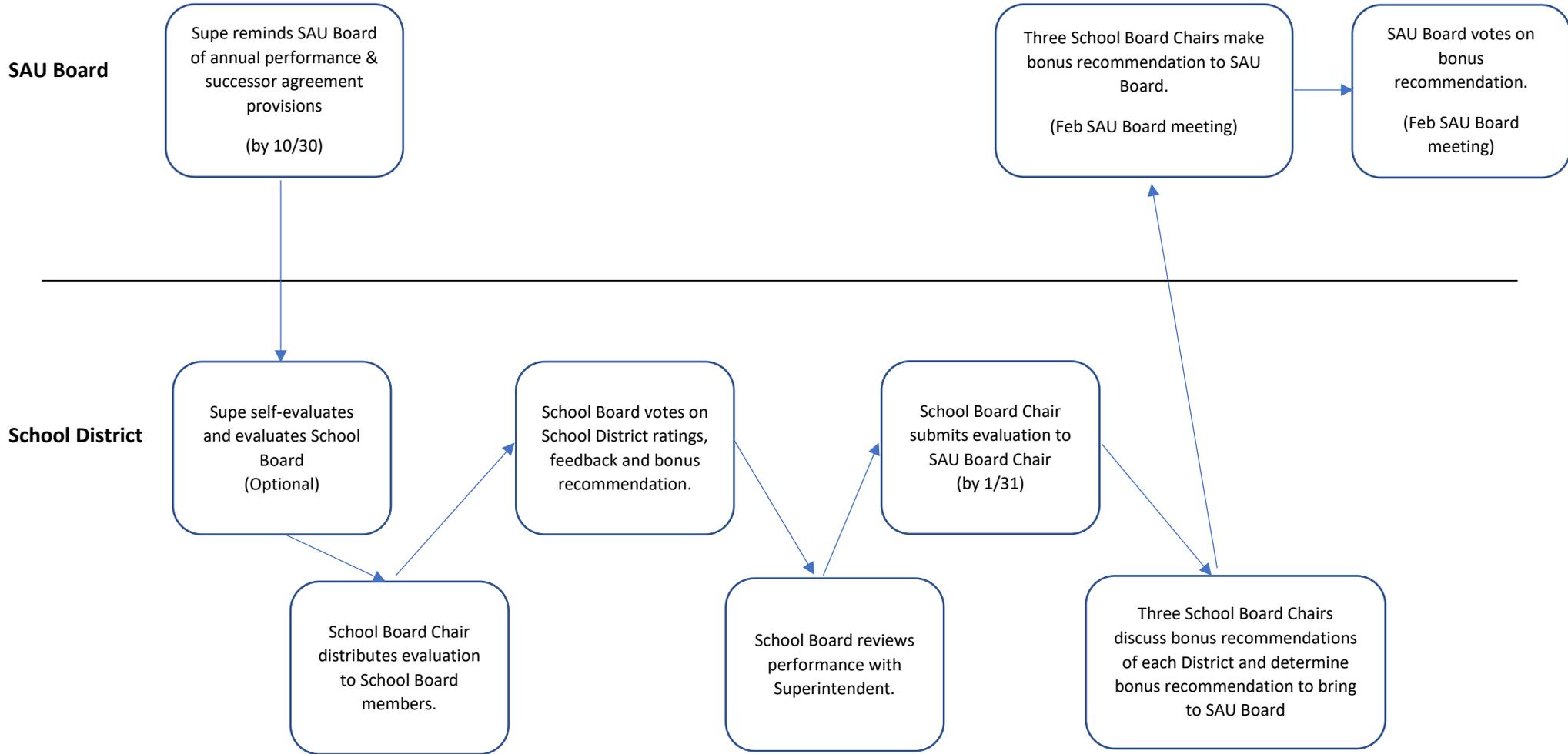
- **School District Evaluations:** Each School District will review the Superintendent separately per Auburn School Board policy (CBI, BBA). Hooksett School Board policy (BBA-R) on the District website also specifies review by the School District. Hooksett School Board has communicated that BBA-R is no longer an active policy.
 - Per the Superintendent contract, the SAU may also provide the Superintendent with at least one written evaluation. The "...evaluation shall be related, but not limited, to a written position description and to written goals and objectives established by the SAU and individual school district(s) within the School Administrative Unit."
 - Given that each School District will be evaluating the Superintendent, there is no need for an additional evaluation by the SAU Board.

- **Same Evaluation Framework & Tool:** The three School Districts will use the same evaluation framework and tool to provide a degree of expectation uniformity across the districts but also allow for district-specific feedback.

- **School District Guidelines:** While each School District should determine its own evaluation process, the Evaluation Committee recommends the following:
 - First, provide feedback to the Superintendent throughout the year and seek his/her feedback on how the School Board can better support him/her. Feedback provided during the annual evaluation process shouldn't be a surprise to the Superintendent and should reflect a summary of feedback previously provided.
 - In terms of the formal annual evaluation process:
 - The Superintendent may self-evaluate using the evaluation framework and tool.
 - The Superintendent may evaluate the School Board of each District by outlining what he/she needs to more fully meet the needs of each District.
 - The School Board Chair sends out the Superintendent's self-evaluation and School Board evaluation, if available, to each School Board member for each member's review.
 - The School Board Chair convenes a meeting of the School Board to discuss and vote on the rating for each Standard, the rating for each element of each Standard, and Standard comments. The School Board Chair also takes a vote whether or not to make a bonus recommendation to the SAU Board and if so, the amount of the bonus. *The idea is that like all School Board decisions regarding the performance evaluation and bonus recommendation, the final decision represents the voice of the School Board, even if individual School Board members don't agree with the decisions.*
 - The School Board and the Superintendent review the School Board's evaluation at a School Board meeting.

- **Roll-Up to the SAU**
 - Each School Board Chair provides each District's performance evaluation to the SAU Chair.
 - The SAU Chair provides a summary sheet and the three finalized evaluations to the Superintendent.
 - The three School Board Chairs discuss the bonus recommendations of each District and determines what bonus recommendation, if any, to make to the SAU Board.
 - The SAU Board Chairs provide the recommendation to the SAU Board and the Board votes on what bonus, if any, to provide the Superintendent.

Workflow



XII.A.

AUBURN POLICIES 1st READING				
			Committee Mtg. Date:	September 24, 2019
			1st Reading Date:	October 8, 2019
			2nd Reading Date:	November 12, 2019
POLICY TITLE/CATEGORY	CURRENT CODE	PROPOSED CODE	STATUS	Committee Recommendations
Non-discrimination Policy Notice	AC			Added language in response to SB 263. A new NHSBA Policy is being drafted.
Family Medical Leave Act	GCCBC		Recommended	Changes suggested by Human Resources Director prefers language in NHSBA suggested policy. Some current language is procedural. Eligibility requirements are in staff handbook.
Suicide Policy	NEW	JLDBB		NEW. Have Principal establish protocol in place.
Transfer of Appropriation	DBJ			Review suggested by Business Administrator to reflect practice
Student Discipline/Out of School Actions	JICDD		Recommended	Requested review by ASB
Pupil Safety and Violence Prevention-Bullying	JICK		Priority/Required by Law	Requested review by ASB
Staff Ethics	GBEA		Recommended	No changes suggested
Mandatory Code of Conduct Reporting-All Employees	NEW	GBEAB	Recommended	Adopt NHSBA suggested policy
Staff Conduct	NEW	GBEB	Recommended	Adopt NHSBA suggested policy

**AUBURN SCHOOL DISTRICT
NONDISCRIMINATION POLICY NOTICE**

It is the policy of the School Board that there will be no discrimination on the basis of age, sex, gender, gender identity, race, creed, color, religion, familial status, marital status, sexual orientation, national or ethnic origin, economic status, or disability, **or any other classes protected under RSA 354-A**, for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

The District will not discriminate against any student or employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of The Rehabilitation Act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

The person designated to handle inquiries regarding nondiscrimination policies for the Auburn School District, SAU #15 is:

Assistant Superintendent of Schools
Auburn School District, SAU #15
90 Farmer Road
Hooksett, NH 03106-2125
(603) 622-3731

Legal References:

RSA 354-A:6 Opportunity for Employment without Discrimination a Civil Right
RSA 354-A:7 Unlawful Discriminatory Practices, The Age Discrimination in Employment Act of 1967, Title VII of The Americans with Disabilities Act of 1990, Title VII of The Civil Rights Act of 1964 (15 or more employees), RSA 186:11, XXXIII, Discrimination, RSA 275:71, Prohibited Conduct by Employer, ED 306

Adopted: November 8, 1989
Revised: September 10, 1992
Adopted: June 8, 1999
Revised: March 16, 2001
Revised: March 13, 2007
Revised: December 11, 2018

**AUBURN SCHOOL DISTRICT
FAMILY AND MEDICAL LEAVE ACT**

CURRENT POLICY:

Pursuant to the Family and Medical Leave Act of 1993, the Auburn School District will provide up to 12 weeks of unpaid family/medical leave per year for employees eligible for such leave. The following policy outlines the basic requirements for obtaining leave, the amount of leave that may be taken, and how the leave relates to other time off provided by the Auburn School District.

Eligibility

To be eligible for family/medical leave, an employee must have been employed by the Auburn School District for at least 12 months, have worked at least 1,250 hours during the prior 12 months, and be employed at a work-site where at least 50 employees are employed by the Auburn School District within a 75-mile radius of that work-site. Employees who do not satisfy these requirements are not eligible for family/medical leave, but may be eligible for other leave under other school district policies.

Employees may take family/medical leave in the following circumstances:

1. To care for a newborn child, so long as the leave is completed by the child's first birthday;
2. When a child is placed with the employee for adoption or foster care, so long as the leave is completed by one year following initial placement;
3. To care for a spouse, child or parent of an employee who requires such care because of a serious health condition; or
4. Because the employee has a serious health condition which renders him/her unable to perform his/her job.

Amount of Family/Medical Leave

In no event can family/medical leave last for longer than 12 weeks per year. The year, for these purposes, shall be July 1 through June 30. Employees who wish to take family/medical leave will be required to substitute any accrued but unused vacation and other leave for family/medical leave (i.e., use of other leave will count as concurrent use of family/medical leave). If other accrued leave is exhausted in less than 12 weeks, employees may augment such leave with family/medical leave until the total of all leave equals 12 weeks. No additional vacation or sick leave will accrue while an employee is on family/medical leave. However, upon returning to work, employees will continue to accrue vacation and other leave.

An employee who is taking family/medical leave on account of a serious medical condition of himself/herself, a spouse, a child, or a parent may take leave intermittently or on a reduced-schedule basis. Employees taking family/medical leave for any other reason are not entitled to leave on an intermittent or reduced-schedule basis. When necessary, an employee on intermittent or reduced-schedule leave may be transferred to another position, with no loss in pay or benefits, which will more easily accommodate the need for leave.

Special Rules for Teachers

Congress created special rules for teachers who must take family/medical leave intermittently due to their own or covered relatives' serious health conditions. If the teacher would be on leave for more than 20 percent of the working days in the period for which the teacher seeks intermittent leave, the Auburn School District may require the teacher to elect either (1) to take non-intermittent leave for the period not to exceed the duration of the planned medical treatment or (2) to transfer temporarily to an available alternative position that the employee is qualified to hold, that has equivalent pay and benefits, and that better accommodates intermittent leave than the employee's regular position.

Special provisions also limit teachers' rights to take family/medical leave, either intermittent or non-intermittent, close to the end of an academic term. The United States Department of Labor's regulations define "academic term" to mean a semester. If a teacher wishes to begin family/medical leave (for any purpose) more than five weeks before the end of the term and to return with less than three weeks left in the term, the Auburn School District may require the teacher to remain on leave until the end of the term. If the employee wishes to begin family/medical leave (for any purpose except his/her own serious health condition) more than three but less than five weeks before the end of the term and to return during the last two weeks of the term, the Auburn School District may require the teacher to remain on leave until the end of the term. If the teacher wishes to begin family/medical leave (for any purpose except his/her own serious health condition) during the last three weeks of the term and wishes to take leave of more than five working days, the Auburn School District may require the teacher to remain on leave until the end of the term.

Health and Other Insurance Benefits

During family/medical leave, an employee's health insurance will continue on the same basis as when the employee was on active status. If this requires employee contribution for health insurance, the employee must make timely premium payments in order to maintain insurance for himself/herself and dependents. If an employee does not return from family/medical leave, the Auburn School District is entitled to collect all health premiums paid during the family/medical leave from the employee.

It may be necessary for the employee to continue other benefits as well, such as disability or life insurance, in order to be entitled to the same coverage upon return from leave. Employees will be required to pay premiums for any coverage which must be continued during the leave.

Notice of Leave

Employees seeking leave must provide, to the extent practicable, 30 days notice that they intend to take family/medical leave. If an employee does not provide at least 30 days notice, an explanation must be provided as to why less notice was given. The Auburn School District may either permit the employee to begin the leave as requested or require him/her to wait 30 days until after notice was provided to begin leave.

Certification of Need for Leave

Each employee requesting family/medical leave on account of a medical condition of the employee, spouse, child or parent must provide certification from a health care provider which sets forth:

1. The date the serious health condition commenced and the health care provider's best medical judgment concerning the probable duration of the condition;
2. Diagnosis of the serious health condition;

3. A brief statement of the regimen of treatment prescribed for the condition by the health care provider;
4. Indication of whether in-patient hospitalization is required;
5. A statement of whether the employee is unable to perform his/her job because of the health condition or is needed to care for the spouse, child or parent with the condition; and
6. If intermittent or reduced-leave schedules are requested, the dates of expected medical treatment and the duration of such treatment.

Medical certification must be provided within 15 days after the request for leave is made. Employees who do not provide this information in a timely manner may be denied leave.

Reinstatement

At the beginning of the family/medical leave, the employee is to inform the Superintendent of his/her expected return date. Except as otherwise provided by law, employees will be returned to the same or an equivalent position to the position occupied before the leave begins. An equivalent position is one that is similar in terms of pay, benefits and terms and conditions of employment. Under certain conditions a "key employee" may not be reinstated to the same or a similar position.

If the employee takes leave on account of his/her serious medical condition, he/she will be required to present a medical certification of his/her fitness for duty before being permitted to return. If an employee fails to provide this certification within 50 days after the conclusion of the leave, the employee may be terminated.

Legal Reference:

Title 29 § 2601 et. seq.

Adopted: May 24, 2005

SUGGESTED POLICY:

Consistent with the federal Family and Medical Leave Act of 1993, the School District recognizes that eligible employees have access to unpaid family and medical leave for up to twelve (12) weeks during any twelve (12) month period. The intent of this policy is to summarize the Act as it applies to eligible employees of the School District. Employees should consult regulations that implement the Act for more specific definitions and criteria for use. It is not the intent of this Policy to provide additional or different provisions than those specified in the Act and its implementing regulations.

To be eligible for family or medical leave, an employee must have been employed for at least twelve (12) months, have worked at least 1,250 hours during the prior twelve months, and be employed at a work-site where at least 50 employees are employed by the District within a 75-mile radius of that work-site.

An employee may elect, or the District may require, an employee to use accrued paid vacation, personal, or family leave for purposes of family leave.

The employee shall notify the District of his/her request for leave, if foreseeable, at least thirty (30) days prior to the date when the leave is to begin. If such leave is not foreseeable, then the employee shall give such notice as is practical. The District may require a certification from a health care provider if medical leave is requested. When an employee returns following a leave, he/she must be returned to the same or equivalent position of employment. The Superintendent, or his/her designee, may reassign a teacher consistent with the teacher's agreement, to a different grade level, building, or other assignment, consistent with the employee's certification.

The District shall post a notice prepared or approved by the Secretary of Labor stating the pertinent provisions of the Family and Medical Leave Act, including information concerning the enforcement of the Act.

The user of this policy is also directed to the applicable provisions of any Collective Bargaining Agreements in the district.

Legal Reference:
Title 29 § 2601 et. seq.

**AUBURN SCHOOL DISTRICT
SUICIDE PREVENTION**

Under the direction of the Principal, a suicide prevention protocol will be developed for the Auburn School District.

**AUBURN SCHOOL DISTRICT
TRANSFER OF APPROPRIATION**

It is the intent of the School Board to limit its spending to the amount specified for each line item. However, **when the Superintendent or his/her designee feels it is appropriate for a function transfer, it will be brought before the board for approval the Superintendent is authorized to transfer funds between line items when necessary to achieve School Board policy goals, except that excess.**

Funds may not be transferred from the Unemployment Compensation line item.

Adopted: February 8, 2000

Statutory References:

RSA 32:10 Transfer of Appropriations, RSA 282-A:71, III, Unemployment Compensation

AUBURN SCHOOL DISTRICT
STUDENT DISCIPLINE/OUT-OF-SCHOOL ACTIONS

The Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.

Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if, in Principal's opinion, such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions by the Board or school administrators.

Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, either before or after the school day;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;
4. Damaging the private property of school staff or employees; or
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.

Cyber-Bullying and Internet Threats

Reports and/or allegations of cyber-bullying will be addressed in accordance with the provisions of Board policy JICK.

Adopted: April 10, 2001

Revised: November 9, 2010

AUBURN SCHOOL DISTRICT
PUPIL SAFETY AND VIOLENCE PREVENTION - BULLYING

I. Definitions (RSA 193-F:3)

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.).

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.).

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Parent Reporting

Any person who believes that his/her student is being bullied or has been bullied will report the incident immediately to the principal.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy for himself and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:

- Description of incident, including the nature of the behavior;
- How often the conduct occurred;
- Whether there were past incidents or past continuing patterns of behavior;
- The characteristics of parties involved, (name, grade, age, etc.);
- The identity and number of individuals who participated in bullying behavior;
- Where the alleged incident(s) occurred;
- Whether the conduct adversely affected the student's education or educational environment;
- Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
- The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

XV. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges

- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XVI. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.
2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

XVII. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented.

XVIII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings may occur.

XIX. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Adopted: January 9, 2001
Adopted: August 10, 2004
Revised: May 13, 2008
Revised: April 13, 2010
Revised: December 14, 2010

Legal References:

RSA 193-F:3
RSA 570-A:2
NH Admin Rules, Section Ed 306.04(a)(8)

SAU #15

AUBURN CANDIA HOOKSETT

Please circle one above

BULLYING REPORT FORM

General Statement of Policy Prohibiting Bullying

Bullying is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response from the student being treated in this matter.

Complainant/Witness/Reporter:

Home Address:

Work Address:

Home Telephone: _____ Work Telephone: _____

Date of Alleged Incident(s): _____

Name of person who was bullied:

Aggressor:

Were there any prior incidents regarding the same parties? If so, briefly describe action taken.

List any witnesses that were present:

Where did the incident(s) occur?: _____

(please complete back page)

Describe the incident(s) as clearly as possible, including such things as: what force, if any was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved (Attach additional pages if necessary):

Date reported to parents: _____

Disposition of the incident or action taken: _____

Received by (Principal or designee)

Date

Copy of report forwarded to SAU #15: _____

Date

**AUBURN SCHOOL DISTRICT
STAFF ETHICS**

An employee speaking or writing as a citizen should be free from institutional censorship or discipline, but his/her special position in the community carries special obligations. The employee must remember that the public may judge the profession and institution by his/her utterances. Hence the employee should, at all times, be accurate, exercise appropriate restraint, show respect for the opinion of others, and make every effort to indicate that he/she is not a school spokesperson.

EMPLOYEE CONFLICT OF INTEREST

The Superintendent or School Board reserves the right to restrict employees from engaging in, or having a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as employees.

Notwithstanding the foregoing: no employee will make available lists of names of students or parents to anyone for sales purposes.

**AUBURN SCHOOL DISTRICT
MANDATORY CODE OF CONDUCT REPORTING – ALL EMPLOYEES**

A. General.

The Code of Conduct for New Hampshire Educators, sections 510.01- 510.05 of the N.H. Dept. of Education Administrative Rules (the “NH Code of Conduct”) imposes various reporting requirements upon each “Credential Holder” as that term is defined by N.H. Dept. of Ed. Administrative Rule 501.02 (h). The reporting requirements include, among others:

1. reporting any “suspected violation of the code of conduct” (see NH Code of Conduct at Ed 510.05 (a)); and
2. self-reporting within five (5) days any arrest for violations of crimes enumerated in RSA 189:13-a, V (“Section V Offenses”) (see NH Code of Conduct, at Ed 510.01 (b)(2)).

By way of District Policy GBEB, the Board has adopted the provisions of the NH Code of Conduct as employment rules and standards applicable to all employees and consultant/independent contractor, irrespective of whether or not such persons are Credential Holders. Consequently, each District employee designated volunteer, or contracted service provider (collectively referred to in this policy as a “Covered Individual”), is required to report certain acts, incidents and misconduct as provided in this policy.

Reports under this Policy are in addition to other reports as may be mandated by law or other policies (e.g., abuse or neglect of children, required by RSA 169-C:29 and Policy KFA; acts of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy JICK, and hazing under RSA 671:7).

B. Reports by Covered Individuals of Suspected Misconduct or Violations.

1. Any Covered Individual having reason to suspect that any other district or SAU employee, designated volunteer, or third party consultant/contractor has violated any provision of the NH Code of Conduct, and or District Policy GBEB, whether on or off duty, shall report the same to such Covered Individual’s building principal, or to the Superintendent.

If the person who is the subject of the alleged misconduct/violation is the Superintendent, then the Covered Individual shall report the suspected violation to the Assistant Superintendent, Business Administrator, or Human Resources Director, who is hereby granted authority to consult with the District’s attorney on the matter.

Additionally, if the Covered Individual is also a Credential Holder, he/she shall report the Superintendent’s suspected violation/misconduct directly to the N.H. Department of Education. Likewise, if a Credential Holder has made a report to the Principal and/or the Superintendent, and believes that the District’s reporting procedures as expressed in this Policy have not been followed, the Credential Holder shall so notify the New Hampshire Department of Education directly.

2. Any initial report made relative to A.1 or A.2 above, may be made orally in the first instance, but must be supplemented with a written report as soon as practicable after the initial report, but in no

event longer than two business days. Upon request of the Covered Individual, the recipient of the report shall provide a copy of said report to the Covered Individual with a signed "received" annotation, such that the Covered Individual may document his/her State mandated obligation to report.

C. Self-Reporting of Certain Crimes.

Self-reports of the Section V Offenses as described in A.2 above, shall be made in the same manner as reports under B, above. Because the list of Section V Offences is subject to change by the N.H. Legislature, employees, etc. who are arrested for any reason should promptly review the then statute, which may be found online at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

D. Provisions Applicable to Principals.

Upon receiving a report of suspected violation of GBEB, or the NH Code of Conduct, or otherwise has knowledge of a violation, the Principal or any other administrator shall immediately report the same to the Superintendent. If the Superintendent is the subject of report, then the Principal's report shall be made in the same manner as described in B.2, above.

E. Superintendent's Report to the Department Regarding Credential Holders.

The Superintendent shall report misconduct by Credential Holders to the N.H. Department of Education in accordance with section 510.05 (c) of the NH Code of Conduct.

F. Procedures.

The Superintendent may establish such administrative procedures, forms, etc. as he/she may deem necessary or appropriate to implement this policy.

G. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted consultant.

Legal References:

N.H. Dept. of Education Administrative Rule – Ed 510.01- 510.05, Code of Conduct for NH Educators

AUBURN SCHOOL DISTRICT
STAFF CONDUCT

A. General Provisions.

All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, all policies and decisions of the Board, and the administrative regulations and directives designed to implement them.

All employees shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect District property, oversight of students and contribute to the education and development of the District's students.

Employees are advised that failure to abide by this and other school board policies can lead to disciplinary action, up to and including dismissal, and can result in non-renewal. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

B. Adoption and Incorporation of Standards of Code of Conduct for New Hampshire Educators.

The Board incorporates by reference, and adopts as independent standards of conduct relative to employment in the District, the provisions of the New Hampshire Code of Conduct for New Hampshire Educators (Ed 510.01-510.05) (the "NH Code of Conduct"), as the same may be amended by the State from time to time. The District reserves the right to take employment action against any employee based upon the District's interpretation of the provisions of the NH Code of Conduct and the District's independent assessment of whether an employee has violated said provisions. The District's interpretation, assessment and/or action thereon, are independent of any interpretation by the New Hampshire Department of Education ("DOE") with respect to those standards, and irrespective of any investigation by or action taken by the DOE relative to a District employee's conduct.

C. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

Legal References:

N.H. Dept. of Education Administrative Rule – Ed 303.01
N.H. Dept. of Education Administrative Rule – Ed 510.01- 510.05, Code of Conduct for NH Educators
NH Code of Administrative Rules, Section Ed 511, Denial, Suspension or Revocation of Certified Personnel, N.H. Dept of Education, Code of Ethics for NH Educators, RSA 189:13, Dismissal of Teacher
RSA 189:14-a, Failure to be Re-nominated or Reelected, RSA 189:14-d, Termination of Employment

**School Administrative Unit #15
Auburn Pupil Accounting**

XIV.

Monthly Enrollment

DATE: October 1, 2019

GRADE	SECTION	TOTAL 2019-2020	TOTAL 2018-2019	TOTAL 2017-2018	TOTAL 2016-2017
K	3	47	63	49	49
1	4	86	71	69	54
2	4	71	74	60	70
3	3	79	62	74	62
4	3	69	71	59	68
5	3	76	55	71	78
6	3	61	74	82	62
7	4	72	81	63	79
8	4	82	67	79	79
TOTAL	31	643	618	606	601

**School Administrative Unit #15
Auburn Pupil Accounting
High School Monthly Enrollment**

DATE: October 1, 2019

School	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
Pinkerton Academy	73	81	72	63	289
Londonderry High School	4	0	0	0	4
MST	0	0	0	1	1
Other District Placements	2	5	5	2	14
TOTAL	79	86	77	66	308