

**NATICK PUBLIC SCHOOLS**  
**School Committee Meeting**  
**December 4, 2023**  
**6:30 PM**  
**School Committee Room, Third Floor, Town Hall**

**Posted Date: Thursday, November 30, 2023 @ 3:35 PM.**

**Virtual Meeting Accessed Via: <https://us06web.zoom.us/j/2038566119?pwd=TmtsdxgXenQ0YXRLN1FicHVpd3hEZz09> Meeting ID: 203 856 6119 Passcode: 987179 One tap mobile +13126266799,,2038566119# US (Chicago) +16465588656,,2038566119# US (New York) Dial by your location +1 312 626 6799 US (Chicago) +1 646 558 8656 US (New York) Meeting ID: 203 856 6119 Find your local number: <https://us06web.zoom.us/u/keAEm9sL> . If any member of the public, attending the meeting virtually, wishes to take advantage of public speak, they should email the School Committee Chair, Shai Fuxman at ([sfuxman@natickps.org](mailto:sfuxman@natickps.org)), one hour prior to the start of the meeting. Your email should include your name, town and your request to be called upon during the public speak portion of the agenda. The School Committee Chair will then announce your name and you will be unmuted and prompted to turn on your video for your opportunity to share your remarks. Per our public speak policy, each speaker will have up to 3 minutes.**

**Posted In Accordance with Provisions of M.G.L. Chapter 30A, Sections 18-25**

<b>OPEN SESSION</b>
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- Roll Call
- Pledge of Allegiance
- Moment of Silence
- Announcements

**PUBLIC SPEAK**

Public Speak is scheduled for a period of fifteen minutes. Each speaker will be permitted a maximum of three minutes during which time they can speak about topics within the scope of responsibility of the School Committee. All remarks will be addressed through the School Committee Chair. Public Speak is not a time for debate or response to comments by the School Committee.

- Teacher Representative
- Student Representative

**SUBCOMMITTEE/LIAISON UPDATES**

1. Review Policies: 2nd Reading - JIC-Student Discipline; JK-Student Conduct; IMGA-Service Animals in School; IMG-Animals in Schools; KBE-Relations with Parent/Booster Organizations

**CHAIRMAN'S REPORT**

1. Superintendent Search Update

## **SUPERINTENDENT'S REPORT**

1. METCO Program Overview - a. METCO 2.0 - b. METCO Transportation Request

## **CONSENT AGENDA**

1. Approve School Committee Meeting Regular Meeting Minutes of 9/11/23 and 9/18/23; Retreat Minutes of 9/18/23; and Executive Session Minutes of 9/11/23 and 9/18/23.

## **ACTION ITEMS**

1. Approve METCO Transportation Request
2. Approve Policies: JIC-Student Discipline; JK-Student Conduct; IMGA-Service Animals in School; IMG-Animals in Schools; KBE-Relations with Parent/Booster Organizations

*Agenda items will be addressed in an order determined by the chair. Times are approximate.*

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**ITEM TITLE:** Review Policies: 2nd Reading - JIC-Student Discipline; JK-Student Conduct; IMGA-Service Animals in School; IMG-Animals in Schools; KBE-Relations with Parent/Booster Organizations

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND**

**INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
JIC - Student Discipline - 2nd Reading	JIC-Student_Discipline-Second_READING.pdf	Cover Memo
JK Student Conduct - 2nd Reading	JK-Student_Conduct-SECOND_READING.pdf	Cover Memo
IMGA - Service Animals in Schools - 2nd Reading	IMGA-Service_Animals_in_Schools-SECOND_READING.pdf	Cover Memo
IMG Animals in Schools - 2nd Reading	IMG-Animals_in_Schools-SECOND_READING.pdf	Cover Memo
KBE Relations with Parent/Booster Organizations - 2nd Reading	KBE-Relations_with_Parent_Booster_Organizations-SECOND_READING.pdf	Cover Memo
Current Policy JK: Student Discipline	Current_Policy_JK-_Student_Discipline.pdf	Cover Memo
Current Policy JIC: Student Conduct	Current_Policy_JIC_Student_Conduct.pdf	Cover Memo
Current Policy IMG: Animals in Schools	Current_Policy_IMG-_Animals_in_Schools.pdf	Cover Memo
Current Policy KBE: Relations with Parent Organizations	Current_Policy_KBE_Relations_with_Parent_Organizations.pdf	Cover Memo
Current Policy KJA: Relations with Booster Organizations	Current_Policy_KJA-Relations_with_Boosters_Organizations.pdf	Cover Memo
MASC Policy JIC: Student Discipline	MASC_Policy_JIC-Student_Discipline.pdf	Cover Memo
MASC Policy JK: Student Conduct	MASC_Policy_JK-Student_Conduct.pdf	Cover Memo
MASC Policy IMGA: Service Animals in Schools	MASC_Policy-IMGA-Service_Animals_in_Schools.pdf	Cover Memo
MASC Policy IMG: Animals in Schools	MASC_Policy_IMG-Animals_in_Schools.pdf	Cover Memo
MASC Policy KBE: Relations with Parent and Booster Organizations	MASC_Policy_KBE-Relations_with_Parent_Booster_Organizations.pdf	Cover Memo

## **STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be expected to acknowledge and respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **Suspension**

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian. Notification for any suspension will be communicated with the student and the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension

taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **In School Suspension - not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

### **Principal's Hearing - Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which

the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

**Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian. The notice shall include the rights enumerated in law and regulation.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all



the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student excluded from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

Any student who is suspended or excluded shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is excluded or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are excluded or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is excluded or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student excluded or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.



The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - Updated 2023

LEGAL REFS: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)

603 CMR [53.10](#)(3) through (5)

603 CMR [53.13](#)(1)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

REFS.: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions. -

<https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

Approved by Natick School Committee \_\_\_\_\_

## **STUDENT CONDUCT**

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC - Reviewed 2021

LEGAL REF.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [71:37L](#); [76:16](#); [76:17](#)

603 CMR [53.00](#)

Updated by Natick School Committee \_\_\_\_\_

## SERVICE ANIMALS IN SCHOOLS

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability." The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments;
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately upon notification by the School Principal.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff and will include the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate

a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC 2023

Updated by Natick School Committee: \_\_\_\_\_

SECOND READING

## **ANIMALS ON SCHOOL GROUNDS**

No animal shall be brought onto school property without prior permission of the building Principal, unless such animal is considered a service animal (See Policy IMGA)

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

The Principal, in consultation with the School Nurse, shall review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to any other conditions established by the Principal to protect the health and well-being of students.

### **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

SOURCE: MASC - Updated 2023

Updated by Natick School Committee \_\_\_\_\_

## **RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS**

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose, the Committee will officially recognize parent/booster organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent/booster organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. All parent/booster organizations must comply with federal and state laws relating to equity and non-discrimination.

LEGAL REFS: Title IX, Education Amendments of 1972

CROSS REFS: AC- NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

SOURCE: MASC - Updated 2022

Updated by Natick School Committee \_\_\_\_\_

## **STUDENT DISCIPLINE**

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.:       M.G.L. 71:37H and 37L; 76:16 and 17  
                          Chapter 380 of the Acts of 1993  
                          Chapter 766 Regulations, S. 338.0  
                          Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27,  
                          1994



## **STUDENT CONDUCT**

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of state, local and federal law that apply to their conduct. Delineation of these rules and laws are found in the student handbook.

LEGAL REF.:       M.G.L71:37H; 71:37H1/2  
                      Chapter 227 of the Acts of 1989  
                      Chapter 150 of the Acts of 1987

## **ANIMALS IN SCHOOL**

No animal shall be brought to school without prior permission of the building Principal.

The Natick School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

### **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

### **Animals Prohibited from School**

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Natick School District.

**Wild Animals and Domestic Stray Animals** - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

**Fur-Bearing Animals** (pet dogs,\* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

**Bats** - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

**Poisonous Animals** - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

**\*Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

### **Service Animals (Guide or Assistance Dogs)**

The Natick School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

File: IMG

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

## **RELATIONS WITH PARENT ORGANIZATIONS**

To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parents to share in school planning and in setting objectives and evaluating programs.
2. Help parents understand the educational process and their role in promoting it.
3. Provide for parent understanding of school operations.
4. Provide opportunities for parents to be informed of their child's development and the criteria for its measurement.

To accomplish the above and to enhance communications between parents and school officials, the Committee encourages the maintenance of formal parent organizations at each school building. For this purpose the Committee will officially recognize a parent organization at each building. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents of children enrolled, will designate the organization to be recognized if more than one organization makes the request.
3. Upon official recognition of the organization, the organization shall agree to abide by all policies established by the Natick School Committee, with the following exception: The Alcohol Use policy shall not apply in situations where the organization is holding an event outside Natick Public Schools property, where no Natick Public Schools students will be present, and at which all attendees at the event will be 18 years of age or older.

## **RELATIONS WITH BOOSTER ORGANIZATIONS**

The School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.

Generally, actions initiated by boosters provide the atmosphere and climate to foster and encourage community-school relationships.

Booster-proposed plans, projects, or activities must be evaluated and promoted in light of their stated contribution to the academic as well as the athletic and fine arts programs of the schools. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the School Committee.

**File: JIC - STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be expected to acknowledge respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

**Suspension**

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

**Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.



For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **In School Suspension - not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

### **Principal's Hearing - Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law

and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### **Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian. The notice shall include the rights enumerated in law and regulation.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the

right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student excluded from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

## Academic Progress

Any student who is suspended or excluded shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is excluded or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are excluded or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is excluded or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student excluded or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

## Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - Updated 2023

LEGAL REFS: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)

603 CMR [53.10](#)(3) through (5)

603 CMR [53.13](#)(1)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

REFS.: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions. -

<https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

**NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. [71](#), [S. 37H](#) or [37H½](#). The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and excluded for more than 10 cumulative days in a school year and to make recommendations thereon.**

**File: JK - STUDENT CONDUCT**

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC - Reviewed 2021

LEGAL REF.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [71:37L](#); [76:16](#); [76:17](#)

603 CMR [53.00](#)

**File: IMGA - SERVICE ANIMALS IN SCHOOLS**

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability." The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments;
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately upon notification by the School Principal.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff and will include the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC 2023



**File: IMG - ANIMALS IN SCHOOL**

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

The Principal, in consultation with the School Nurse, shall review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

**Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to any other conditions established by the Principal to protect the health and well-being of students.

**Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

SOURCE: MASC - Updated 2023

**File: KBE - RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS**

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose, the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

LEGAL REFS: Title IX, Education Amendments of 1972

CROSS REFS: [ACA](#) - Nondiscrimination on the Basis of Sex

SOURCE: MASC - Updated 2022

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**ITEM TITLE:** Superintendent Search Update

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
NESDEC Candidate Profile Summary draft	NESDEC_Natick_Candidate_Profile_Summary_DRAFT_Public_(2).pdf	Cover Memo



*New England School Development Council*

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ [www.nesdec.org](http://www.nesdec.org)

**Natick Public Schools  
Superintendent Search  
DRAFT Successful Candidate Profile**

**December 2023**



*New England School Development Council*

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ [www.nesdec.org](http://www.nesdec.org)

## **NATICK PUBLIC SCHOOLS SUCCESSFUL CANDIDATE PROFILE**

### **INTRODUCTION**

In the month of November 2023, the Natick School Committee, with the assistance of the New England School Development Council (NESDEC), conducted a Community Needs Assessment through a series of focus groups and an online survey. Over 700 people participated in the needs-assessment process (123 in focus groups and 581 in the online survey).

Participants provided their insights and views in response to two prompts:

- What are the qualities, characteristics, skills, knowledge and experience you desire in a new Superintendent of Schools?
- What do you see as the immediate challenges and tasks the new Superintendent should focus upon in the first six to twelve months in the position?

The Natick School Committee subsequently reviewed and analyzed the community's input and discussed its own perspective to create the resulting *Successful Candidate Profile*. The *Successful Candidate Profile*, and the accompanying background information, is designed to guide the interview and selection process during the Superintendent search.

The Natick School Committee wishes to thank and commend all those in the community and the schools who took the time to participate in the community needs assessment process. The Committee looks forward to using the valuable insights gained through this process as it considers candidates for the position of Superintendent of Schools.

Respectfully submitted,  
The Natick School Committee

## **CANDIDATE PROFILE**

The community of Natick expects a high level of competence across all aspects of the position of Superintendent. To ensure the selected Superintendent is a good match for our district's needs and goals, the School Committee reached out to the community through a series of focus groups and an online survey.

The School Committee, with the assistance of the New England School Development Council (NESDEC), used the valuable information gathered through the focus group and survey process to inform its decisions in creating the following Natick *Successful Candidate Profile*.

*Preference will be given to the candidate who demonstrates a significant depth of skill, experience and knowledge in the following areas:*

- ❖ **SUCCESSFUL COMMUNICATOR ORALLY AND IN WRITING; TRANSPARENT APPROACH; ABLE TO HAVE DIFFICULT CONVERSATIONS; EFFECTIVE COLLABORATOR, COMMITTED TO INVOLVING ALL CONSTITUENTS; GOOD AT NAVIGATING LOCAL POLITICS**
- ❖ **STRONG INTERPERSONAL SKILLS; GOOD LISTENER WITH ABILITY TO CONSIDER MULTIPLE PERSPECTIVES AND DEVELOP POSITIVE RELATIONSHIPS AND PARTNERSHIPS; EFFECTIVE TEAM BUILDER; SKILLED IN BARGAINING AND WORKING EFFECTIVELY WITH UNIONS**
- ❖ **SUCCESSFUL EXPERIENCE WITH HIRING, SUPPORTING AND MENTORING STAFF, PARTICULARLY CENTRAL OFFICE ADMINISTRATORS AND PRINCIPALS**
- ❖ **EXPERIENCE IN A DIVERSE SETTING; COMMITTED TO DIVERSITY, EQUITY AND INCLUSION; COMMITTED TO EFFECTIVE PROGRAMMING FOR SPECIAL EDUCATION STUDENTS**
- ❖ **EFFECTIVE LEADERSHIP IN DEVELOPING AND COMMUNICATING A LONG-TERM VISION TOWARD THE NEXT STRATEGIC PLAN AND IN BUDGET DEVELOPMENT AND SCHOOL BUILDING PROJECTS**
- ❖ **SUBSTANTIAL TEACHING AND BUILDING-BASED EXPERIENCE; EXPERIENCE AS SUPERINTENDENT OR DEMONSTRATED ABILITY TO BE AN EFFECTIVE SUPERINTENDENT**
- ❖ **KNOWLEDGE OF CURRICULUM, INSTRUCTION AND EVIDENCE-BASED PEDAGOGY; DATA-DRIVEN AND INNOVATIVE; DEEP UNDERSTANDING OF THE CRAFT OF TEACHING, VALUING TEACHER EXPERTISE**

Indicators of skill determined via the community needs assessment for each of the above areas are:

**SUCCESSFUL COMMUNICATOR ORALLY AND IN WRITING; TRANSPARENT APPROACH; ABLE TO HAVE DIFFICULT CONVERSATIONS; EFFECTIVE COLLABORATOR, COMMITTED TO INVOLVING ALL CONSTITUENTS; GOOD AT NAVIGATING LOCAL POLITICS**

- Clear communicator and able to understand various perspectives of stakeholders
- Excellent communicator orally and in writing; talented at considering multiple points of view and leading with fairness; good at navigating local politics
- Demonstrated communication skills and development of positive relationships with all stakeholders: town, union and school committee, etc.
- Great, transparent communicator
- Collaborative and good listener
- Strong communication skills
- Experience in having effective, difficult conversations
- Excellent communication both written and oral
- Collaborator with all: teachers, administrators and others
- Communicator; writes and speaks well
- Ability to involve students in providing feedback and evaluation of their experiences

**STRONG INTERPERSONAL SKILLS; GOOD LISTENER WITH ABILITY TO CONSIDER MULTIPLE PERSPECTIVES AND DEVELOP POSITIVE RELATIONSHIPS AND PARTNERSHIPS; EFFECTIVE TEAM BUILDER; SKILLED IN BARGAINING AND WORKING EFFECTIVELY WITH UNIONS**

- Strong interpersonal skills; able to work with involved community
- Establish positive relationships and partnerships; work collaboratively with school committee and town; address financial challenges
- Navigate different groups with different perspectives; develop policy and positions clearly on addressing controversial topics
- Possesses excellent people skills; empathetic and skilled at mentoring
- Skilled at developing partnerships
- Strong interpersonal skills with excellent communication both written and oral
- Communication skills including listening skills
- Ability to establish rapport with all stakeholders
- Proven ability to build strong teams
- Involved and building strong connections with students
- Possesses excellent people skills; demonstrates the ability to involve the community in developing and implementing goals; views the community – schools relationship as a partnership
- Demonstrated experience with successful conflict resolution
- Team player
- Proven history of collaborative partnership
- Demonstrated ability to make a positive impact on a team
- Skilled in Interest-Based Bargaining and fully committed to working hand-in-hand with our union partners



- Has strong personnel management and practices and understanding of collective bargaining process

### **SUCCESSFUL EXPERIENCE WITH HIRING, SUPPORTING AND MENTORING STAFF, PARTICULARLY CENTRAL OFFICE ADMINISTRATORS AND PRINCIPALS**

- Experience in developing central office leaders and principals
- Able to maintain and focus on our excellent staff
- Proven successful experience in hiring, supporting and mentoring central office administrators and principals
- Has the ability and insight to recruit and retain high quality staff
- Attract and retain teachers (competitive salaries and climate)
- Experience with recruiting, supporting and retaining excellent teachers

### **EXPERIENCE IN A DIVERSE SETTING; COMMITTED TO DIVERSITY, EQUITY AND INCLUSION; COMMITTED TO EFFECTIVE PROGRAMMING FOR SPECIAL EDUCATION STUDENTS**

- Proven ability to operate in a complex environment
- Successfully worked with people with multicultural backgrounds
- Experience with diverse populations, DEI issues, and culturally responsive teaching
- Experience working with diverse communities
- Skilled at social emotional learning and Diversity, Equity and Inclusion (DEI)
- Skilled at special education, ensuring that students of all abilities receive an outstanding education
- Understanding of neurodiversity and students who learn differently and interact differently in an environment
- Experience fostering a sense of belonging and safe space for all students
- Committed to inclusion and to continuing progress already made
- Committed to students with disabilities and to curriculum and programs that serve special education students well; has holistic view of impact of curriculum on students
- Has an appreciation for the diverse academic and social-emotional needs of students and has an understanding of the development and implementation of support and intervention strategies to meet those needs
- Support the values of equity and social justice

### **EFFECTIVE LEADERSHIP IN DEVELOPING AND COMMUNICATING A LONG-TERM VISION TOWARD THE NEXT STRATEGIC PLAN AND IN BUDGET DEVELOPMENT AND SCHOOL BUILDING PROJECTS**

- Has ability and knowledge to develop a strong vision for education in Natick and to build a new strategic plan
- Able to develop a long-term vision and plan accordingly
- Experience establishing and managing a coherent organization aligned to goals and vision
- Good and transparent planner
- Strategic planning experience
- Strong ability to work with others to ensure budget resources that are needed

- Skilled at budgeting and presentation of budget needs
- Strong in finance and in working with town; collaborative and able to marshal necessary resources
- Experience managing large projects, such as school building construction

**SUBSTANTIAL TEACHING AND BUILDING-BASED EXPERIENCE; EXPERIENCE AS SUPERINTENDENT OR DEMONSTRATED ABILITY TO BE AN EFFECTIVE SUPERINTENDENT**

- Classroom and school experience as well as superintendent experience or demonstrated ability to take on that role
- Participated at different levels of educational systems
- Varied experience and investments in multi-age groups and in addressing student needs
- Prior building-based experience
- Experience as superintendent, assistant superintendent or other central office leadership role in similar district
- Administrative experience as principal and as central office administrator
- Experience as a principled leader
- Significant classroom experience
- Lifelong educator starting with classroom teaching experience
- Experience leading a district of similar size
- Educator and central office experience
- Experience working with multiple age groups
- Principal and teacher experience
- Experience in MA (outside of Natick)
- Managerial experience including managing multiple teams and finances

**KNOWLEDGE OF CURRICULUM, INSTRUCTION AND EVIDENCE-BASED PEDAGOGY; DATA-DRIVEN AND INNOVATIVE; DEEP UNDERSTANDING OF THE CRAFT OF TEACHING, VALUING TEACHER EXPERTISE**

- Deeply rooted in curriculum and instruction
- Deep knowledge of evidence-based pedagogy
- Deep understanding of the craft of teaching and respect for expertise
- Knowledgeable of successful curriculum and instruction and student-centered learning
- Proven success with academic growth
- Demonstrates a strong commitment to leading the effort to define and deliver an effective, consistent 21<sup>st</sup> Century education program for students of all backgrounds and ability levels

**TASKS THE COMMUNITY WISHES THE NEW SUPERINTENDENT TO  
FOCUS UPON IN FIRST SIX TO TWELVE MONTHS**

- Focus on building trust and relationships with the School Committee, town leaders, educators and parents; continue and expand the partnership between the schools and the town regarding the challenging fiscal environment
- Be visible in the Natick community and listen to all perspectives: communicate vision and begin to build relationships to develop a new strategic plan; navigate different groups with different perspectives; develop policy and positions clearly on addressing controversial topics
- Understand and attend to the mental health needs and substance abuse issues of students and gaps in their academic progress; take steps to ensure all students are feeling safe and welcome
- Focus on capital needs given one school is closing and others at maximum capacity; advocate for needed budget and resources; understand the changing demographics of schools and community and how they inform school and town
- Prioritize retaining our most excellent educators and leaders in the school district; continue to coach and mentor new staff, both central office administrators and principals; build strong central office and principal team

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**ITEM TITLE:** METCO Program Overview - a. METCO 2.0 - b. METCO Transportation Request

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
METCO Program Expansion Update	METCO_Program_Expansion_Update_11-30-23.pdf	Cover Memo



**Matthew J. Gillis, Assistant Superintendent for Finance**  
Dr. Bella Wong, Superintendent  
Timothy Luff, Deputy Superintendent  
Susan Balboni, Assistant Superintendent for Teaching, Learning, and Innovation  
November 30, 2023

TO: Bella Wong, Interim Superintendent  
Shai Fuxman, School Committee Chair  
FROM: Matthew J. Gillis  
RE: METCO Expansion Update # 2

An updated budget summary, with funding sources in the column headers is below for your reference of seeing all the program expenses and funding sources in one chart. All expenses not covered by the METCO grant, which level funded from FY23, or related earmarks, are picked up by the NPS annual operating budget. As of now, the projected cost to the NPS budget is **\$62,897**. Adding a second regular day round-trip bus, estimated to \$86,600 for 104 days, to reduce time on vehicles this year and creates capacity to expand service to elementary schools in future years can be found in the rose-colored shading.

Description	Budget Exp	METCO Grant	FY24 Earmark	GF FY24	Total Revenue
Admin Salary	\$95,799	\$95,799			\$95,799
Guidance Salary	\$50,000	\$50,000			\$50,000
Guidance Salary	\$51,000	\$51,000			\$51,000
Transportation - Bus (7-12)	\$153,110	\$148,710		\$4,400	\$153,110
Transportation - Van (K & 2)	\$83,714		\$83,714		\$83,714
Late Bus	\$65,490	\$65,490			\$65,490
Special Ed Van + Monitor	\$123,782		\$66,286	\$57,496	\$123,782
Supplies	\$1,000			\$1,000	\$1,000
Dues/Other Exp	\$750	\$750			\$750
<b>Subtotal</b>	<b>\$624,645</b>	<b>\$411,749</b>	<b>\$150,000</b>	<b>\$62,896</b>	<b>\$624,645</b>
Second Regular Day Bus, Jan – June Est 104 day	\$86,600			\$86,600	
<b>Total w/ New METCO Bus</b>	<b>\$711,245</b>	<b>\$411,749</b>	<b>\$150,000</b>	<b>\$149,496</b>	<b>\$711,245</b>
<b>% of Funding source</b>		<b>58%</b>	<b>21%</b>	<b>21%</b>	<b>100%</b>

Again, I believe the School Committee should be updated when projected expenses do not match what they had approved (or were informed about) in the past. It is the School Committee's call if they wish to expand optional services, not offered in the past, in FY24.

#### **Vote to Expand METCO Transportation Services**

If the SC would like expand the program and contract for additional services not included in the planning process for FY24, I would like a vote to do so with updated projected costs included in the vote for FY24 and if administration should plan to request the same services for FY25 going forward.

**Note:** Once students enter the METCO program, it is commonly expected the student will remain until graduation from Natick. Should the SC add this cost to its current operating budget, it might be difficult to remove it in future years. At this point, the General Fund should be able to absorb the cost for FY24. We can address program size and transportation for FY25 with the FY25 budget process.

**Suggested Motion** "Move to approve creating general fund transportation line item for METCO Transportation in the amount \$86,600 and Mr. Gillis will bring the account transfer, or transfers, to the next meeting for approval."

CC: Rasheeda Clayton, METCO Director

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**ITEM TITLE:** Approve School Committee Meeting Regular Meeting Minutes of 9/11/23 and 9/18/23; Retreat Minutes of 9/18/23; and Executive Session Minutes of 9/11/23 and 9/18/23.

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND**

**INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
9/11/23 School Committee Meeting Regular Minutes DRAFT	9.11.23_School_Committee_Meeting_Regular_Minutes_DRAFT.pdf	Cover Memo
9/18/23 School Committee Meeting Regular Minutes DRAFT	9.18.23_School_Committee_Minutes_DRAFT.pdf	Cover Memo

*Natick Public Schools*  
**SCHOOL COMMITTEE MEETING MINUTES**  
**September 11, 2023**

The School Committee held a meeting on Monday September 11, 2023, at 6:01 pm via an in-person and virtual meeting. Chair Fuxman called the meeting to order and took roll call at 6:03 pm.

Dr. Shai Fuxman – present  
Ms. Elise Gorseth – present  
Ms. Julie McDonough – present  
Ms. Cathi Collins – present  
Mr. Matthew Brand – present  
Ms. Catherine Brunell – present  
Ms. Kate Flathers – present

Chair Fuxman stated that the meeting is being recorded for future viewing.

Others Present:	Ms. Bella Wong	Interim Superintendent – Virtually
	Mr. Tim Luff	Deputy Superintendent
	Ms. Sue Balboni	Asst. Superintendent for Teaching, Learning & Innovation
	Mr. Matthew Gillis	Asst. Superintendent for Finance
	Ms. Linda McGrath	Recording Secretary/Candidate

**CHAIRMAN’S REPORT**

1. Update on the Recording Secretary Vacancy

Chair Fuxman gave an updated report on the Recording Secretary for the School Committee vacancy and then made a motion to approve candidate Linda McGrath.

Cathi Collins moves to appoint Linda McGrath as the Recording Secretary. Matt Brand second the motion. The motion passed unanimously 7-0-0.

Chair Fuxman made a motion to move into Executive Session at approximately 6:04 with the purpose to discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigation position of the public body and the chair so declares. Ms. Collins second the motion.



Chair Fuxman called for roll call:

Ms. Flathers – Yes

Ms. Brunell – Yes

Mr. Brand – Yes

Ms. Collins – Yes

Ms. McDonough – Yes

Ms. Gorseth – Yes

Chair Fuxman – Yes

The motion passed unanimously 7-0-0. Chair Fuxman stated they would be returning to open session at approximately 6:30 pm. The School Committee requested the public leave the room to hold the meeting in private.

The School Committee returned to Open Session at approximately 6:43 pm.

Chair Fuxman reopened the meeting at approximately 6:45 pm and moved on to the agenda with the Pledge of Allegiance and Moment of Silence. Chair Fuxman acknowledged that the Moment of Silence is practically relevant as we remember all the victims from the terrorist attacks on September 11, 2001.

Superintendent Wong also made a special acknowledgement of 9/11 and stated that there are no Natick students that were yet born so they have no memory of this day in history but every adult, parent/guardian, teacher, community members hold a separate memory of that day.

Everyone stood for the Pledge of Allegiance and a Moment of Silence.

### **PUBLIC SPEAK**

Chair Fuxman stated there were three people that have signed up for public speak.

1. Corey Spaulding approached the podium and expressed her concern regarding her daughter while in school.
2. Jim Roberts approached the podium and expressed his concerns regarding the progress pride flag and the curriculum.

Chair Fuxman ended public speak at approximately 6:56 PM.

## **SUPERINTENDENT'S REPORT**

### **1. Opening of School Update**

Superintendent Wong wanted to acknowledge Gabrielle Rubenstein who is a student at Wilson Middle School. Gabrielle gave inspirational remarks and spoke in front of over 800 faculty and was very impressive.

Superintendent Wong mentioned as well that the district had a smooth opening for all schools. She stated how she appreciates the staff's performances and how hard everyone has worked to welcome all the students to school.

She confirmed that The Engage will be published bi-weekly and the links for all school newsletters will be found there.

A reminder to the community members if you have any questions or needs that need answered, you can certainly reach out to the schools directly.

Chair Fuxman invited the teacher and student representative to speak.

1. Teacher Representative Jefferson Wood commented that staff are back at it with the new year. With a lot of hard work and even a cloud of covid still being around, plus some changes with more on the way, staff are returning to school dedicated as always.
2. Student Representative Inkyoung Lee mentioned having a strong start to the new year at the High School and that the energy was high. Seniors are also having their spirit week at the start of the new year.

Chair Fuxman asked if there were any announcements and there were not.

### **2. Fy25 Budget Timeline**

Mr. Gillis mentioned that the calendar is like last years. And in speaking with Jamie Erickson, the Town Administrator, he was wondering if we could move up the public hearing meeting for a vote. They like to have about 6-7 weeks to get all numbers in for printing for town meetings on 4/23/23.

It was suggested by members of the school committee to have the public meeting on 3/4 and to hold a meeting on 3/11 to vote. It was also decided not to hold a meeting on 3/18. Mr. Gillis will present the dates to Mr. Erickson.

### 3. Student Activity/Revolving Account Bookkeeping

#### Student Activity -

Student activity accounts should be used to teach the students the value of enterprise; plan activities, how to raise and spend money. The parking fees should not be in this account. The parking fees should be in a revolving fund with two options of a separate parking revolving fund or use of school facilities. Mr. Gillis could set up a separate expense account.

During the pandemic, fees were collected and not used for a while. Mr. Gillis, Mr. Spratt, Mr. Reider and the High School Principal were looking at more of a long-range use for the funds such as repairs and should be related to the parking lot.

Mr. Gillis requested a vote to keep the student parking fees in a separate account.

Chair Fuxman asked all those in favor of the motion – All were in favor and the motion passed 7-0-0.

#### Transportation Contract -

Transportation contract is for 3 years for regular education, special education, and METCO – This is the last year for the contract.

Recommend putting out the bid with option years. Usually, 5 years is the norm or 7 to 8 years with pricing on electric buses.

Mass General Law has a default where you can go up or down by 25% on the requested number of buses. Anything more than 25% you might have to rebid. Not looking to change the number of riders or the size of buses, but to be able to give the vendor more time.

Mr. Gillis discussed the difference between a contract for the diesel buses which cost around \$90,000/100,00 and the electric buses which cost approximately \$360,000.

Questions were asked about bus fees, funding, and bus subsidy from the Town (that didn't happen this year) and if they should wait to be talked about when discussing the budget. Mr. Gillis said yes, and that tonight's discussion is just about the contract and pricing. It was also

asked if tonight's meeting would include the topic for an increase in more buses and/or more seating from 71/72 seats to 77 seats. Mr. Gillis stated that would be discussed when talking about the budget, but we are able to add buses up to 25% during the contract.

Chair Fuxman stated that the agenda has a proposed motion but not an actual motion.

Mr. Brand moved to authorize transportation contract invitation for bid to include individual option years solely at NPS option years as part of the next contract. Ms. Collins second the motion. All were in favor and the motion passed 7-0-0.

#### State Budget Funding –

Received Chapter 70 and supplemental budget still waiting to hear and waiting to hear about the update on METCO grant. But we did receive earmarks for all 4 of them.

#### Enrollment Report –

Mr. Luff went over the enrollment report from June of last year for elementary, middle, and high school class sizes and of September 9<sup>th</sup> of the current year's enrollment. Also, the projected elementary enrollment that was presented last year to the current year's report to compare. There was an increase of 21 students at the elementary level from what was projected. Keeping an eye on second grade at Lilja and first grade at Memorial.

Overall enrollment is 5183 and NESDEC had projected 5178.

Mr. Luff mentioned the Elementary School METCO program and that we currently have 2 students in kindergarten at Ben/Hem and 2 students in grade 3 at Ben/Hem.

Superintendent Wong had mentioned there might be a change in how we would get our projections. Not sure if it will happen this year or not?

#### **SUBCOMMITTEE / LIAISON UPDATES**

Both Subcommittee items pertain to the permanent Superintendent search.

The two decisions that the School Committee had decided regarding the search process was:

1 – To hire a Superintendent search firm.

2- To establish a screening committee.

Both entities would work alongside the School Committee. Projected timeline of February/March to appoint the new Superintendent.

Task firm worked with Mr. Gillis over the summer to put out an RFQ process.

Mr. Gillis stated that he sent out the RFQ to 6 firms that were approved by the School Committee. Two responses had come back, one from NESDEC and the other from Hazard, Young, Attea and Associates. Both firms were close in price, and both wanted the job. They agreed to talk to the School Committee in greater detail if wanted. Mr. Gillis said there are pros and cons with each one but being a quote process, the recommendation was to go with the lower quote. NESDEC came in with the lower bid.

Mr. Gillis asked Bryan LeBlanc, the Town Procurement Officer, who thought they were both qualified as well.

Ms. McDonough moved to approve a contract with NESDEC for the Superintendent search for the Natick Public Schools. Ms. Gorseth second the motion.

Ms. Collins asked to make a friendly amendment to detail the staff of the team for NESDEC that is being approved as in the proposal.

Ms. McDonough move to approve NESDEC with the team of Sally Dias, Judith Paolucci, and David DeRuosi, Jr. as the Superintendent Search Consultants for the Natick Public Schools as quoted on August 17, 2023, with a price not to exceed \$18,020.00. Ms. Gorseth second the motion.

Chair Fuxman opened the discussion to the public but only relating to the Superintendent search.

A parent expressed concern about using NESDEC and thinks they should only use firms that specifically search for superintendents only.

Another parent had also expressed concerns about only using a company that is strictly for Superintendents searches only.

Mr. Gillis explained how the RFQ process works in Massachusetts. If a firm meets the criteria, then they must go with the lower price.

Chair Fuxman moved to vote and asked all those in favor of the motion – All were in favor and the motion passed 7-0-0.

Mr. Gillis stated that he will contact NESDEC the next day, send a purchase order and see when a meeting can be scheduled.

Chair Fuxman stated there is a proposed roster for the Screening Committee but only entities and not individuals at this time. There will be an invitation.

Chair Fuxman would like to propose that there are three options for moving forward.

1. Can vote tonight to accept the current proposed roster which consist of:

11 Member Screening Committee

Two different EAN representatives, one from unit A and one from another unit.

One parent from SEPAC

One parent from METCO

One person from Central Office

One Principal

Town Administrator

One PCC representative

One from the Finance Committee

One student representative

One Community Member at Large

2. Can vote tonight to change the roster and vote on something different.
3. Or can postpone the vote altogether.

The School Committee thought it would be best to get NESDEC's thoughts on who should be on the Screening Committee before voting on the proposed current roster.

Chair Fuxman stated that each entity would select a member rather than the School Committee choosing except for the Community at Large Member. The School Committee would be making that selection. The other exception would be the Town Administrator. The Town Administrator would be specifically invited as opposed to having them select someone.

There was discussion as to what units would represent EAN and what of the other units that are not in EAN.

Mr. Brand explained that the Screening Committee's responsibilities would be to screen the candidates and present 3 – 5 finalists to the School Committee. At that stage the School Committee would proceed with public interviews with the finalists and then would make the decision as to who the next Superintendent would be. The Screening Committee does not make the decision.

Chair Fuxman explained what the search process would entail from beginning to the job posting to the public interviews and what is expected of the finalists. Mr. Gillis then suggested having NESDEC start sooner rather than later as to get their advice on multiple questions. It was then suggested by the School Committee to have NESDEC come to a meeting.

Chair Fuxman proposed sending the following questions in advance to NESDEC:

1. Propose a recommended timeline?
2. Screening Committee composition?
3. How does the Screening Committee work with the School Committee?

And if any School Committee member had any additional questions to send to NESDEC prior to meeting with them.

A parent expressed concerns about the Screening Committee.

Ms. Flathers motioned to adjourn the meeting at 8:15, Mr. Brand second the motion. All in favor 7-0-0.

*Natick Public Schools  
SCHOOL COMMITTEE MEETING MINUTES  
September 18, 2023*

The School Committee held a meeting on Monday September 18, 2023, at 6:01 pm via an in-person and virtual meeting. Chair Fuxman called the meeting to order and took roll call at 6:01pm.

Members Present:

Chair Shai Fuxman - present  
Elise Gorseth - present  
Cathi Collins - present  
Catherine Brunell - present  
Kate Flathers - present  
Julie McDonough – present at 6:34  
Matt Brand – *not present*

Others Present:

Dr. Bella Wong	Interim Superintendent
Tim Luff	Deputy Superintendent
Susan Balboni	Asst. Superintendent for Teaching, Learning & Innovation
Matthew Gillis	Asst. Superintendent of Finance
Linda McGrath	Recording Secretary

**OPEN SESSION**

Roll Call

Pledge of Allegiance

Moment of Silence - Chair Fuxman wanted to honor those who have sacrificed for our country.

Announcements – Superintendent Wong wanted to welcome our new Director of Communications, Corrie Kerr. Chair Fuxman wanted to congratulate Natick High School for National Banner Recognition for the Special Olympics. This would be the fourth year in a row.

Chair Fuxman mentioned that this meeting is being recorded for future viewing.

Chair Fuxman made a motion to move into Executive Session at approximately 6:05 to discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigation position of the public body and the chair so declares, and the chair did declare.

To conduct strategy sessions in preparation for negotiations with non-represented personnel (Recycling Coordinator, Instrumental Music Instructors, Instrumental Lesson Coordinator, Athletic Trainer, Advanced Placement Testing Coordinator, TEchnolog Data Manager, Technology Data Analyst, Tutors, Director of Digital Learning).



## *Approval of Minutes*

To discuss complaints or charges brought against a public officer, employee, staff member or individual (open meeting law complaint filed by Ms. Corey Spaulding) in accordance with the provisions of Chapter 30A, Section 21(a) of the Massachusetts General Laws.

Ms. Gorseth second the motion.

Chair Fuxman took roll call:

Ms. Flathers - yes

Ms. Brunell - yes

Ms. Collins - yes

Ms. Gorseth - yes

Chair Fuxman - yes

Chair Fuxman let the public know that we would resume the open meeting at approximately 6:35 pm. The school committee requested that the public leave the meeting space to hold the meeting in private.

Chair Fuxman resumed the open meeting at 6:34 pm and started a review of the agenda up to this point.

### **PUBLIC SPEAK**

Chair Fuxman reminded everyone that Public Speak is scheduled for a period of fifteen minutes. Each speaker will be permitted a maximum of three minutes during which time they can speak about topics within the scope of responsibility of the School Committee. All remarks will be addressed through the School Committee Chair. Public Speak is not a time for debate or response to comments by the School Committee.

Public Speak is limited to six people.

Jim Acton – Discussed the tennis courts at Natick High School and wondered if the School Committee would consider placing PickleBall lines on the courts when they are resurfaced. Gave a brief description and background of the sport.  
***Please find Mr. Acton's remarks at the end of the minutes.***

Claudia Trevor Wright – Wanted to share a few key findings about mental health regarding LGBTQ+ students. Stated that banning people from discussing LGBTQ only made mental health worse and said that families play a critical role as does the schools and community.

Katie Joyce – Wanted to comment about conversations in the community about the support of LGBTQ+ and to be sure that all schools are welcoming. Also stated that accepting all people is not a political or religious issue.

Chris Therrien – Wanted to extend a thank you to the School Committee and Administration for continuing to have the schools as welcoming, safe and an inclusive learning environment for the LGBTQ+ students. When students feel affirmed and who they are, it boosts positive feelings of self worth. Going through life fearing judgment takes a toll on one's well being.

Marsha Tangerini – Stated that she had been a teacher for about 40 years and taught moral ethics. Talked about what flags should be flying over government buildings.

Corey Spaulding – Talked about her daughter being abused by educators and not being able to come back to school. Looking for the matter to be placed on the agenda.

**CHAIRMAN'S REPORT**

Chair Fuxman introduced the first guest, Paul Carew.

**1. Update from Director of Veteran Services – Paul Carew**

Paul Carew and John Murphy looking to see the Memorial Football Field rededicated to honor all that sacrificed their lives. The original dedication took place in 1948 in Natick. Paul talked about the Vietnam and Korean wars and the Marine barracks in Beirut Lebanon was attacked on October 23, 1983. Would like to honor all the veterans from Natick with the blessing of the School Committee, with a new memorial. Mr. Carew has provided several designs for possible memorials.

Chair Fuxman mentioned that both the rededication and design would need to be approved by the School Committee.

Ms. McDonough questioned if it was going to be a renaming of the field? Chair Fuxman said that the name of the field would not change just the design. Ms. McDonough's suggestion is to work with parks and recs, town facilities, regarding safety issues.

Superintendent Wong mentioned the School Committee is generally asked to accept any sort of signage to make sure the aesthetic is deemed appropriate.

Ms. Collins questioned if it was six flag poles being erected or granite markers? Mr. Carew said that they would be granite markers. Ms. Collins also questioned about the insignias of each branch of service on the granite markers being determined by the Department of Defence and not something that we are creating? Mr. Carew said yes, that the insignias would be the ones as determined by the Department of Defense. Ms. Collins questioned if the Coast Guard is still a part of the Military Branch? Mr. Carew said that the Coast Guard is part of the Armed Forces. Ms. Collins thinks as long as everything is safe, that the School Committee should move forward.

Superintendent Wong addressed the naming policy and mentioned that embedded in the policy references to the approval of any plaques or memorials. Since it is an existing memorial, to make any modification we would need to be sure that the aesthetic is acceptable to the School Committee as a whole. Superintendent Wong stated that she had spoken to facilities in regards to the placement of the markers and that it would not interfere with use of the field.

Chair Fuxman named two options: to approve the project with the current design tonight or wait till another meeting to vote.

The vote will be moved to the next meeting on October 2nd, 2023.

Ms. Flathers asked if there were any from Afghanistan and Mr. Carew said no.

Ms. Brunell said that she would be happy to support the memorial and move to accept the proposal as is and asked if we needed to allocate money? Mr. Carew said no.

Ms. McDonough questioned on the visitor's side a metal flag to be proposed? Mr. Carew stated not at this time.

Chair Fuxman introduce the next guest, Jillian Wilson Martin

2. Update on Sustainability – Jillian Wilson Martin

Ms. Brunell wanted to start by recognizing the work that Ms. Wilson Martin has done for Ben/Hem in getting a 2 million dollar grant. Ms. Wilson Martin talked about the centralized air conditioning in the elementary schools but mentioned that Ben/Hem was especially difficult because of its orientation.

Ms. Wilson Martin presented a PowerPoint on sustainability and went over each slide plus discussed current projects for Ben/Hem and Wilson and future projects for Lilja and Brown. Ms. Wilson Martin also mentioned transportation and said that was most concerning.

Ms. Flathers asked how we can continue to further the passion in a productive way. Also, mentioned that this is a transition year and we need to be focused on the goals that exist. As a School Committee we need to make sure that we are making progress and not put things off down the road. Concerned about long term plans and thinks it would be worth allocating money and resources now.

Ms. Brunell asked about the project at Ben/Hem and how would it take place and who else would be involved?

Ms. Wilson Martin stated that it is a federal grant and they are in the process of finishing contract negotiations and should be complete by early November and start in December. It is a 3 year project.

Ms. McDonough asked about the school bus contract and is there anything else that needs to be done when the contract is up to push for electrification?

Ms. Wilson Martin did not have the answers at the moment and didn't think that the next bus contract would result in having electric buses.

Ms. McDonough commented about staff capacity and that we do not have anyone who "owns" sustainability in the school district. That there really isn't anyone point person or someone who can set goals for the year.

Ms. Wilson Martin stated that the district does have the facilities department that reports to both the Town Administrator and the Superintendent as well as the School Committee. Ms. Wilson Martin also stated that she has a good relationship with the facilities department.

Ms. Gorseth asked about the composting program and wondered if that was a student run composting program or was it being sent out to a commercial composting facility? Ms. Wilson Martin said that it is commercially composted.

Ms. Flathers asked what percentage of emissions are town/schools/municipality and what percentage would be residents? Ms. Wilson Martin said residents were responsible for 65% of emissions and that town/school/municipality are responsible for about 5%. Ms. Flathers asked how sustainability is taught in schools and thought it should be a priority down the road to have it added to the curriculum.

Mr. Gillis asked how is sustainability being defined? Ms. Wilson Martin stated that she mostly focused on the net zero plan for tonight and that she works on lowering emissions, preparing an adaptation to climate change and reducing waste.

Ms. Collins asked if everything that requires capital funding on the capital plan? Ms. Wilson Martin said no. She did state that they have a capital plan that is funded every year and that they have items that have been sitting on the capital plan for

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years and not get funded. Ms. Collins asked if Ms. Wilson Martin could work with the Town/Facilities to prioritize what is important and what is critical.

Chair Fuxman made a comment about the idea about bringing sustainability lens to every decision made and educating the students about sustainability as well.

Dr. McKenzie from the public made a comment on how important sustainability is and thinks the schools could do better.

Chair Fuxman called for a 5 minute break.

Chair Fuxman resumed the meeting at 7:57 and announced the representatives from NESDEC.

### 3. Superintendent Search

Chair Fuxman reviewed that the School Committee decided as part of the search for a new Superintendent, that they would use a search firm. There were two bids and they decided to select NESDEC.

Dr. David DeRuosi, Director of NESDEC introduced himself and stated the NESDEC has been helping districts for 78 years. He said that Dr. Sally Dias will be our lead consultant.

Also introduced was Judy Paolucci who has served on the board of NESDEC for a few years and is in the training process to conduct her own search so she will also be at any meetings that are being held.

Dr. DeRuosi stated that this was not the orientation meeting that we will be receiving, that will be scheduled for another time with Dr. Dias but offered to answer the questions that were sent prior to the meeting.

Dr. DeRuosi stated that with a July 1st start date, we could possibly have a new hire by the end of January. The process usually runs about 120 days. He also discussed more of the process and suggested that the School Committee choose a school department liaison and name an official spokesperson for the search.

Dr. DeRuosi talked about the Screening Committee and how they will vet every candidate themselves, will then go through all the applicants and decide who will be interviewed. He suggested a group of about 9 to 12 and advised when choosing who should be on, he said to think less of people and more of positions.

Ms. Brunell asked about the time commitment for the Screening Committee? Dr. DeRuosi said that the schedule will be decided by the Chair of the screening committee.

Ms. McDonough asked if the questions inquired in the focus groups developed by the Screening Committee? Dr. DeRuosa said no but that the focus groups will receive two basic questions. Ms. McDonough also asked about the additional online survey and how the questions developed? Dr. DeRuosa stated that they are standard and open-ended questions.

Ms. Gorseth asked if the candidate profile is used to generate the job description? Dr. DeRuosa said no. NESDEC would develop the job description and the School Committee would vote on it.

Ms. Collins questioned the job description and thinks we should hear the feedback from the community as to what they are looking for as well as the School Committee. Dr. DeRuosi said that the job description letter does not go into the detail that Ms. Collins was asking about but that the candidate profile does.

Superintendent Wong talked about the timeline and questioned if the School Committee votes on the job description first and then the rest will go to the Screening Committee? She also wanted to make sure that everything that needs to be done

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will fit in with the timeline. Dr. DeRuosi said that we are early enough in the process that if we need to reschedule dates, it shouldn't throw off the schedule.

Ms. Flathers questioned if the Screening Committee needs to be approved now? Dr. DeRuosi said it would be part of the orientation process but that the School Committee could start thinking about who they would want on the committee. There was further discussion about who should be on the Screening Committee.

Ms. Brunell asked what the application process was for the Screening Committee? Dr. DeRuosi said that information would be in the orientation packet.

Ms. Gorseth questioned about selecting the position and not so much the people and wondered about members of the public and would they require an executive search skill? Dr. DeRuosi said no.

Ms. McDonough thought that we should schedule the orientation as soon as possible and designate a spokesperson and school contact tonight.

Chair Fuxman questioned if the orientation meeting should be held at a regular School Committee meeting and Dr. DeRuosi said yes and would run about an hour?

Ms. McDonough thoughts were to have the spokesperson be a School Committee member? The spokesperson should be on the screening committee as well.

Ms. Collins' thoughts were to stick with the policy that the Chair is the spokesperson for all matters.

Ms. Brunell didn't feel that the spokesperson should be decided tonight but suggested that the School Committee decide if a School Committee member should be on the Screening Committee?

Chair Fuxman reviewed what decision making steps were currently.

1. Who from the Central Office staff would be the NESDEC contact person?
2. Who should be the spokesperson?
3. Who would be on the Screening Committee?

Chair Fuxman's recommendation was to not appoint the Screening Committee tonight but to wait to discuss it with Sally Dias first. Didn't think it was of urgency to choose a spokesperson tonight.

Ms. Gorseth agreed with meeting Sally first at the orientation meeting before making any decisions.

Chair Fuxman and Superintendent Wong said they would check to see if another date can be arranged for an additional meeting regarding the Superintendent Search.

Ms. Flathers expressed concern about how we are getting representation from teachers and Administrators and the approach to the slots that are available?

### **REPRESENTATIVE UPDATES/CONCERNS**

Teacher Representative – Jefferson Wood

Mr. Wood stated that the union did not have any updates/concerns at this time but commented about having adequate slots open for teacher representatives for the Superintendent Search.

Student Representative - Inkyoung Lee - Not available

**SUBCOMMITTEE/LIAISON UPDATES**

1. Review draft policies for First Reading: JL, Student Welfare: KI, Visitors to School: ADR Wellness

Mr. Luff reviewed the draft policies for the following:

1. Addressing JL Student Welfare: KI Visitors to School and a portion of ADR Wellness Policies - The Policy Subcommittee decided that food delivery to students at school from outside vendors will not be permitted as it is not a safe practice.
2. ADR Wellness Policy - The School Health and Advisory Committee meets four times a year to review the policy and should have a representation from the School Committee to help with the process. There were a variety of grammatical updates and non major changes to the policy.

Ms. Gorseth questioned the volume of food being delivered to the schools and Mr. Luff said that the majority was at the High School.

Chair Fuxman questioned the wording regarding the food delivery and thought it should state school grounds instead of at the school.

Ms. Flathers agreed to be the Wellness Liaison for the School Health and Advisory Committee.

**CONSENT AGENDA**

Ms. Collins asked to pull out the minutes from being approved at this time as she could not read them ahead of the meeting and then asked to abstain. Ms. Collins then moved to approve the remaining four items in the Consent Agenda. Ms. Gorseth second the motion. All in favor 6-0-0.

1. Approval of School Committee Meeting Minutes – Regular minutes from 6/20/23 and 8/2/23, Retreat minutes from 6/20/23 and 8/2/23 and Executive Session minutes from 8/2/23
2. Approval of retire Technology Assets - approved
3. Approval of Donations - approved
4. Appointment of School Physician – Dr. Paige Meisheid - approved
5. Appointment of New School Nurse – Meaghan Shea – Wilson Middle School - approved

Ms. Flathers commented on the Retreat minutes from 8/2/23 being added to the public meeting notes and said there was a public member, Elle Martinez, that submitted comments to be added to the minutes but were not there. Mr. Luff said that he would remove the 8/2/23 minutes from the public meeting notes and add in Elle Martinez's comments to the minutes.

Ms. Gorseth moved to approve the minutes as amended. Ms. Brunell seconded the motion. All in favor 5-0-1.

Chair Fuxman approved payroll for 9.19.23 in the amount of \$2,896,278.26 and approved the warrant for \$187,222.66.

## *Approval of Minutes*

Ms. Collins motioned to approve the updates to the non-rep salary schedule. Chair Fuxman then made a friendly amendment to change the title of Recycling Coordinator to Waste Reduction Coordinator.

Ms. Collins motioned to approve the updates to the non-rep salary schedule with the title change of Recycling Coordinator to Waste Reduction Coordinator. Ms. Brunell seconded the motion. All in favor 6-0-0.

Chair Fuxman motioned to adjourn the meeting at 9:06 pm. Ms. Collins moved to adjourn. Ms. Brunell seconded the motion. All in favor 6-0-0.

### **ADDED REMARKS:**

#### Jim Acton's Public Speak Remarks – September 18

Thank you for allowing me to speak.

I'm here to talk with you tonight about the tennis courts at Natick high school. Specifically, I'm asking the Committee to consider placing pickleball lines on the high school courts.

If you don't know about pickleball, it has been the fastest growing sport in the US for the past three years. It attracts players of all ages. As you might know, it's a part of the PE curriculum at a number of Natick elementary and middle schools.

At Connor Heffler Park, teens mix with 70-plus players for the daily round robins that take place on the courts. I work closely with Travis Farley and the Rec Department on the playing opportunities at those courts. It's not an easy task, but Travis and his team make it work.

And pickleball is certainly coming to Natick High School on a number of levels. Throughout the country, school systems are adding it to their roster of sports. For the past few years, the MIAA has considered adding pickleball as a varsity sport. It has been voted down, but by a closer margin each year. Until that time, many Massachusetts high schools now offer pickleball at a club level.

It only makes sense that the town of Natick should offer more playing opCons to both its high school players and students, and perhaps eventually, the town at large.

This is what I am asking of the School Committee:

- Approve the lining of the high school tennis courts with pickleball courts when the courts are re-surfaced.

My understanding is that the high school courts will be resurfaced next summer. When this takes place, permanent pickleball lines can be added to the tennis courts.

As a side note, the MIAA now allows high schools to make their tennis courts multi-use. Wayland High School tennis courts have six pickleball courts lined on their tennis courts.

And this might have nothing to do with your oversight as a school commiFee, but the high school should offer pickleball as a club sport, and that group could use the tennis courts for their pickleball games.

I can't state it strongly enough that when the tennis courts are re-surfaced, pickleball courts should be added to the facility. Court re-

surfacing takes place every 8-10 years. Pickleball will certainly become a

varsity sport in Massachusetts within that time period, and a pickleball club will most likely be created even sooner.

If you miss this window of opportunity, you won't have another chance to make this change for another decade.

Thank you for your consideration and I look forward to continuing this conversation with the members of the School Committee and other appropriate town representatives.

DRAFT



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**ITEM TITLE:** Approve METCO Transportation Request  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:**  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
METCO Program Expansion Update	METCO_Program_Expansion_Update_11-30-23.pdf	Cover Memo



Natick Public Schools  
**BUSINESS OFFICE**  
13 East Central Street, Natick, MA 01760

**Matthew J. Gillis, Assistant Superintendent for Finance**  
Dr. Bella Wong, Superintendent  
Timothy Luff, Deputy Superintendent  
Susan Balboni, Assistant Superintendent for Teaching, Learning, and Innovation  
November 30, 2023

TO: Bella Wong, Interim Superintendent  
Shai Fuxman, School Committee Chair  
FROM: Matthew J. Gillis  
RE: METCO Expansion Update # 2

An updated budget summary, with funding sources in the column headers is below for your reference of seeing all the program expenses and funding sources in one chart. All expenses not covered by the METCO grant, which level funded from FY23, or related earmarks, are picked up by the NPS annual operating budget. As of now, the projected cost to the NPS budget is **\$62,897**. Adding a second regular day round-trip bus, estimated to \$86,600 for 104 days, to reduce time on vehicles this year and creates capacity to expand service to elementary schools in future years can be found in the rose-colored shading.

Description	Budget Exp	METCO Grant	FY24 Earmark	GF FY24	Total Revenue
Admin Salary	\$95,799	\$95,799			\$95,799
Guidance Salary	\$50,000	\$50,000			\$50,000
Guidance Salary	\$51,000	\$51,000			\$51,000
Transportation - Bus (7-12)	\$153,110	\$148,710		\$4,400	\$153,110
Transportation - Van (K & 2)	\$83,714		\$83,714		\$83,714
Late Bus	\$65,490	\$65,490			\$65,490
Special Ed Van + Monitor	\$123,782		\$66,286	\$57,496	\$123,782
Supplies	\$1,000			\$1,000	\$1,000
Dues/Other Exp	\$750	\$750			\$750
Subtotal	\$624,645	\$411,749	\$150,000	\$62,896	\$624,645
Second Regular Day Bus, Jan – June Est 104 day	\$86,600			\$86,600	
Total w/ New METCO Bus	\$711,245	\$411,749	\$150,000	\$149,496	\$711,245
% of Funding source		58%	21%	21%	100%

Again, I believe the School Committee should be updated when projected expenses do not match what they had approved (or were informed about) in the past. It is the School Committee's call if they wish to expand optional services, not offered in the past, in FY24.

#### Vote to Expand METCO Transportation Services

If the SC would like expand the program and contract for additional services not included in the planning process for FY24, I would like a vote to do so with updated projected costs included in the vote for FY24 and if administration should plan to request the same services for FY25 going forward.

**Note:** Once students enter the METCO program, it is commonly expected the student will remain until graduation from Natick. Should the SC add this cost to its current operating budget, it might be difficult to remove it in future years. At this point, the General Fund should be able to absorb the cost for FY24. We can address program size and transportation for FY25 with the FY25 budget process.

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**Suggested Motion** "Move to approve creating general fund transportation line item for METCO Transportation in the amount \$86,600 and Mr. Gillis will bring the account transfer, or transfers, to the next meeting for approval."

CC: Rasheeda Clayton, METCO Director

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**ITEM TITLE:** Approve Policies: JIC-Student Discipline; JK-Student Conduct; IMGA-Service Animals in School; IMG-Animals in Schools; KBE-Relations with Parent/Booster Organizations

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND**

**INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
JIC - Student Discipline - 2nd Reading	JIC-Student_Discipline-Second_READING.pdf	Cover Memo
JK Student Conduct - 2nd Reading	JK-Student_Conduct-SECOND_READING.pdf	Cover Memo
IMGA - Service Animals in Schools - 2nd Reading	IMGA-Service_Animals_in_Schools-SECOND_READING.pdf	Cover Memo
IMG Animals in Schools - 2nd Reading	IMG-Animals_in_Schools-SECOND_READING.pdf	Cover Memo
KBE Relations with Parent/Booster Organizations - 2nd Reading	KBE-Relations_with_Parent_Booster_Organizations-SECOND_READING.pdf	Cover Memo

## **STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be expected to acknowledge and respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **Suspension**

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian. Notification for any suspension will be communicated with the student and the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension

taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **In School Suspension - not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

### **Principal's Hearing - Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which

the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

**Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian. The notice shall include the rights enumerated in law and regulation.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all



the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student excluded from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

Any student who is suspended or excluded shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is excluded or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are excluded or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is excluded or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student excluded or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - Updated 2023

LEGAL REFS: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)

603 CMR [53.10](#)(3) through (5)

603 CMR [53.13](#)(1)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

REFS.: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions. -

<https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

Approved by Natick School Committee \_\_\_\_\_

## **STUDENT CONDUCT**

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC - Reviewed 2021

LEGAL REF.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [71:37L](#); [76:16](#); [76:17](#)

603 CMR [53.00](#)

Updated by Natick School Committee \_\_\_\_\_

## SERVICE ANIMALS IN SCHOOLS

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability." The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments;
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately upon notification by the School Principal.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff and will include the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate

a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC 2023

Updated by Natick School Committee: \_\_\_\_\_

SECOND READING

## **ANIMALS ON SCHOOL GROUNDS**

No animal shall be brought onto school property without prior permission of the building Principal, unless such animal is considered a service animal (See Policy IMGA)

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

The Principal, in consultation with the School Nurse, shall review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to any other conditions established by the Principal to protect the health and well-being of students.

### **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

SOURCE: MASC - Updated 2023

Updated by Natick School Committee \_\_\_\_\_

## **RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS**

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose, the Committee will officially recognize parent/booster organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent/booster organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. All parent/booster organizations must comply with federal and state laws relating to equity and non-discrimination.

LEGAL REFS: Title IX, Education Amendments of 1972

CROSS REFS: AC- NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

SOURCE: MASC - Updated 2022

Updated by Natick School Committee \_\_\_\_\_