

**NATICK PUBLIC SCHOOLS**  
**School Committee Meeting**  
**February 26, 2024**  
**6:00 PM**  
**School Committee Room - 3rd flr, Town Hall**

**Posted Date: Thursday, February 22, 2024 @ 3:20 PM.**

**Open Meeting 6:00PM, Executive Session 6:05PM, Return to Open Session approximately at 6:30PM. 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/j/2038566119?pwd=TmtsdxgXenQ0YXRlN1FicHVpd3hEZZ09> . 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
1. YMCA - New Location

<b>EXECUTIVE SESSION - this portion of the meeting is not open to the public</b>
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1. To Conduct Strategy Sessions in Preparation for Negotiations with Nonunion Personnel (Miscellaneous Stipends) and to Conduct Bargaining Sessions or Contract Negotiations with Union Personnel (Middle School and High School Conferences).
2. To Discuss a Complaint from the Office of Civil Rights Brought Against the Natick School Committee. (OCR # 01-24-1146)

**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

### **CONSENT AGENDA**

1. Approval to Retire Technology Assets
2. Approval of Donations to the Chinese Culture Club
3. Approval of School Committee Open Session Minutes from - 1/8, 1/10, 1/12, 2/1/2024
4. Approval of School Committee Executive Session Minutes from 1.12, 1.22, 2.1.2024
5. Approval of ASAP fees
6. Approval of Summer Program Fees
7. Approval of Non-Rep Schedule - Misc. Stipends \$0-1,000
8. Approval of Out of State Field Trip to China

### **CHAIRMAN'S REPORT**

1. Presentation of NPS Permanent Superintendent, Dr. Melissa Spash
2. 2023-2024 School Committee Goals Update

### **SUPERINTENDENT'S REPORT**

1. Student Global Travel - Jason Hoye/High School Dean of Students
2. Student Opportunity Act (SOA) Plan and Presentation - Sue Balboni
3. FY25 Budget Review Discussion
4. User Fee Review (no vote) - Matt Gillis

### **ACTION ITEMS**

1. Approval of the 24/25 School Calendar
2. Approval of Parent/Teacher Conferences

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

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**ITEM TITLE:** YMCA - New Location  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:**  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ITEM TITLE:** To Conduct Strategy Sessions in Preparation for Negotiations with Nonunion Personnel (Miscellaneous Stipends) and to Conduct Bargaining Sessions or Contract Negotiations with Union Personnel (Middle School and High School Conferences).

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND**

**INFORMATION:**

**RECOMMENDATION:**

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**ITEM TITLE:** To Discuss a Complaint from the Office of Civil Rights Brought Against the Natick School Committee. (OCR # 01-24-1146)

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND**

**INFORMATION:**

**RECOMMENDATION:**

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**ITEM TITLE:** Approval to Retire Technology Assets  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:** LINK - Approval to Retire Technology Assets  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ATTACHMENTS:**

Description	File Name	Type
approval to retire technology assets	2.26.23__To_Retire_Device_List_to_Vote_2-7-24.pdf	Cover Memo

Natick Public Schools  
Technology Assets To Retire  
February 7, 2024

Location	Serial Number	Category	Model	Purchased Date
NHS	NXAYWAA0013110D5017600	Chromebooks	Acer C734T-C483	3/17/23
KEN	NXG55AA005624123E17600	Chromebooks	Acer Chromebook R11-C738T-C802	7/1/16
KEN	NXG55AA0056241243C7600	Chromebooks	Acer Chromebook R11-C738T-C802	7/1/16
KEN	NXG55AA005624124417600	Chromebooks	Acer Chromebook R11-C738T-C802	7/1/16
KEN	NXG55AA005624122DF7600	Chromebooks	Acer Chromebook R11-C738T-C802	7/1/16
KEN	NXGPZAA001815136647600	Chromebooks	Acer Chromebook Spin 11	7/1/18
NHS	NXGPZAA001810195047600	Chromebooks	Acer Chromebook Spin 11	7/1/18
NHS	NXGPZAA0018101950B7600	Chromebooks	Acer Chromebook Spin 11	7/1/18
NHS	NXGPZAA0018101955A7600	Chromebooks	Acer Chromebook Spin 11	7/1/18
NHS	NXGPZAA0018101957D7600	Chromebooks	Acer Chromebook Spin 11	7/1/18
NHS	NXGPZAA0018151366B7600	Chromebooks	Acer Chromebook Spin 11	7/1/18
NHS	NXGPZAA001810194F07600	Chromebooks	Acer Chromebook Spin 11	7/1/18
KEN	NXGPZAA001908175C67600	Chromebooks	Acer Chromebook Spin 11	6/24/19
NHS	NXGPZAA0019081769B7600	Chromebooks	Acer Chromebook Spin 11	6/24/19
NHS	NXGPZAA001908174F17600	Chromebooks	Acer Chromebook Spin 11	6/24/19
NHS	NXGPZAA001908176837600	Chromebooks	Acer Chromebook Spin 11	6/24/19
NHS	NXGPZAA00183612B147600	Chromebooks	Acer Spin 11 (R751T)	5/1/19
WIL	NXGPZAA0018361443B7600	Chromebooks	Acer Spin 11 (R751T)	5/14/19
BEN	NXHBRAA0019231E7A07600	Chromebooks	Acer Spin 311 R721T	2/13/20
KEN	NXHBRAA0019241B6AA7600	Chromebooks	Acer Spin 311 R721T	2/13/20
NHS	NXHBRAA0019241B6F17600	Chromebooks	Acer Spin 311 R721T	2/13/20
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BEN	NXHBRAA0019242DF6B7600	Chromebooks	Acer Spin 311 R721T	3/31/20
KEN	NXHBRAA001925184FF7600	Chromebooks	Acer Spin 311 R721T	3/31/20
KEN	NXHBRAA001920263F07600	Chromebooks	Acer Spin 311 R721T	3/31/20
NHS	NXHBRAA001925186287600	Chromebooks	Acer Spin 311 R721T	3/31/20
NHS	NXHBRAA001925182357600	Chromebooks	Acer Spin 311 R721T	3/31/20
NHS	NXHBRAA0019242E0BD7600	Chromebooks	Acer Spin 311 R721T	3/31/20
NHS	NXHBRAA0019242E0107600	Chromebooks	Acer Spin 311 R721T	3/31/20

Natick Public Schools  
Technology Assets To Retire  
February 7, 2024

NHS	NXHBRAA0019242DF6C7600	Chromebooks	Acer Spin 311 R721T	3/31/20
NHS	NXHBRAA0019242DE9B7600	Chromebooks	Acer Spin 311 R721T	3/31/20
NHS	NXHBRAA0019242CEA37600	Chromebooks	Acer Spin 311 R721T	3/31/20
WIL	NXHBRAA001925185EB7600	Chromebooks	Acer Spin 311 R721T	3/31/20
WIL	NXHBRAA0019242DEEA7600	Chromebooks	Acer Spin 311 R721T	3/31/20
WIL	NXHBRAA0019242DF0B7600T	Chromebooks	Acer Spin 311 R721T	3/31/20
WIL	NXHBRAA0019242DDF37600	Chromebooks	Acer Spin 311 R721T	3/31/20
KEN	NXHBRAA003014096457600T	Chromebooks	Acer Spin 311 R721T	6/12/20
KEN	NXHBRAA00301204B0B7600	Chromebooks	Acer Spin 311 R721T	6/12/20
KEN	NXHBRAA003012042E27600	Chromebooks	Acer Spin 311 R721T	6/12/20
KEN	NXHBRAA00301409A9C7600	Chromebooks	Acer Spin 311 R721T	6/12/20
KEN	NXHBRAA003012049797600	Chromebooks	Acer Spin 311 R721T	6/12/20
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NHS	NXHBRAA00304210EE47611	Chromebooks	Acer Spin 311 R721T	7/6/20
NHS	NXHBRAA00304210EBD7611	Chromebooks	Acer Spin 311 R721T	7/6/20



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NHS	NXHBRAA0030431C6817611	Chromebooks	Acer Spin 311 R721T	7/23/20
NHS	NXHBRAA003043254977611	Chromebooks	Acer Spin 311 R721T	7/23/20
NHS	NXHBRAA00304324EB37611	Chromebooks	Acer Spin 311 R721T	7/23/20
NHS	NXHBRAA00304327A347611	Chromebooks	Acer Spin 311 R721T	7/23/20
NHS	NXHBRAA0030431C6237611	Chromebooks	Acer Spin 311 R721T	7/23/20
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KEN	NXHBRAA003103221F97611	Chromebooks	Acer Spin 311 R721T	1/1/21

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KEN	NXHBRAA003103222627611	Chromebooks	Acer Spin 311 R721T	1/1/21
KEN	NXHBRAA003103179697611	Chromebooks	Acer Spin 311 R721T	1/1/21
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BEN	NXHBRAA0031271EA137611	Chromebooks	Acer Spin 311 R721T	3/28/22

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WIL	NXHBRAA0031271E6EE7611	Chromebooks	Acer Spin 311 R721T	3/28/22
WIL	NXHBRAA0031203B1E37611	Chromebooks	Acer Spin 311 R721T	3/28/22
BEN	NXHBRAA00312717D987611	Chromebooks	Acer Spin 311 R721T	4/4/22
NHS	JAN0CX13J537440	Chromebooks	Asus C302CA-DHMA Chromebook (12.5-inch)	2/26/19
TWN	JAN0CX13J54844E	Chromebooks	Asus C302CA-DHMA Chromebook (12.5-inch)	2/26/19

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KEN	DTZ17AA001003078E97600	Chromebox	Acer Chromebox CX13	10/20/20
KEN	DTZ0AAA00364324A137600	Desktops	Acer Chromebox CX12	2/24/17
BRO	D25S20FSGG7F	Desktops	Apple iMac (21.5-inch, Late 2013)	7/1/16
FCC	D25S117QGG7F	Desktops	Apple iMac (21.5-inch, Late 2013)	7/1/16
NHS	C02YV2LBJWF2	Desktops	Apple iMac (Retina 4K, 21.5-inch, 2019)	5/20/19
BEN	SL51510004691BA2	Document Cameras	Hovercam Solo 5	11/4/15
NHS	940HM130401481	Interactive Slates	Mimio MimioPad Wireless Tablet	10/8/13
NHS	FVFG65JUQ6LR	Laptops / Notebooks	Apple MacBook Air (13-inch - M1 - 256GB)	7/15/21
KEN	C02MX24MG085	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	6/25/14
NHS	C17MWWU7G085	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	6/25/14
WIL	C02MX24HG085	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	6/25/14
NHS	C02NTS0TG085	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	2/19/15
KEN	C1MRXMXQH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/16
NHS	C1MRP4TFH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/16
NHS	C1MRP4TMH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/16
NHS	C1MRQ7UMH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/16
NHS	C1MS28TYH3QF	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/16
WIL	C1MRP46XH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/16
NHS	C1MTVGMCI1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/17
NHS	C1MWX5NUJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/18
NHS	C1MWX4Z2J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/18
NHS	C1MWX4ERJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/18
WIL	C1MWX3J9J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/18
NHS	FVFYPN5BJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYP6KRJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	GCCYNAWYJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYP7ZQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPHHVJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPHJCJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYP80WJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	GCCYN2L7J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19

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NHS	FVFYP6UXJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPCNCJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYP6SAJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPDFNJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPDGBJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPCS8J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPCPJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPCN5J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPMW5J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
NHS	FVFYPCMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2011)	7/1/19
BEN	C1MRP4W6H3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRP4QPH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRP57XH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRP47DH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRNB52H3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRP4YCH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRXMTZH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MS29Q1H3QF	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MS28TTH3QF	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRQ7PJH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
KEN	C1MRQ8QYH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
NHS	C1MRP58BH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
NHS	C1MRP58ZH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
NHS	CPWRN6ELH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
NHS	C1MRP49JH3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
NHS	C1MRXNR4H3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
WIL	C1MRXN88H3QD	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/16
BEN	C1MTR27GJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MTR253J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MTVGNFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MTW1PQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17

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BEN	C1MTR1SPJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MTR1T9J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MTVGJXJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MTR1U5J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BRO	C1MTR1PRJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
EST	C1MTVGK7J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
JOH	C1MTW1P6J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR22J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR1KPJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR227J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR1TQJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR21QJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR24VJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR2BNJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTVGJKJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTW0H7J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTVGCQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTVGMUJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR1TPJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR1TNJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR1SCJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
KEN	C1MTR1CBJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
MEM	C1MTW0ESJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
MEM	C1MTR1T4J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR14TJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1Y0J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR172J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR25SJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR25MJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR2BDJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR2BJJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17

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NHS	C1MTR2BPJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR251J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1TGJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTVGNGJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTW07MJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTW03LJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTW1Q7J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTW1QCJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTVGJVJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTVGK2J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1U2J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR2B0J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1UHJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1V9J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1T5J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1TEJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1RAJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTR1VGJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
NHS	C1MTVGK0J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
PreK	C1MTW1PGJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR23SJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR21NJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1XHJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR23NJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1QPJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR29KJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1EJJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1VEJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR25RJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR20QJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1X5J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17



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WIL	C1MTR2BXJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR2AMJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR24QJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR27LJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR26WJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTVG9CJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTVGPTJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTVFZEJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTW1NPJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTW1MFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1U7J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1UPJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1VDJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1SNJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1TCJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1STJ1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1R7J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
WIL	C1MTR1U6J1WL	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/17
BEN	C1MWX4G8J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
BEN	C1MWX4Z3J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
BRO	C1MWX5N4J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
KEN	C1MWX4XPJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
KEN	C1MWX5JLJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
KEN	C1MWX55NJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
KEN	C1MWX4E2J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
MEM	C1MWX5KDJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX5K9J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4X0J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4AFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX5MZJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4AMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18

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NHS	C1MWX4Z7J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX54SJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4YYJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4STJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4ZZJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX55BJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4WDJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4UYJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWW6RBJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX3G9J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4LMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4UDJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
NHS	C1MWX4VQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
WIL	C1MWX4FUJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
WIL	C1MWX4F8J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
WIL	C1MWX4Z0J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
WIL	C1MWX4B3J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
WIL	C1MWX4G7J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
WIL	C1MWX4KQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/18
BEN	FVFYP7ZMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
BRO	FVFYPCKYJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
JOH	FVFYPCHYJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
KEN	FVHYNXVSJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
KEN	FVFYPHSNJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
KEN	FVFYPCMRJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
MEM	FVFYPCKMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVHYNXP6J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6QQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPHK6J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP82YJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP82UJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19

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NHS	FVFYP6PZJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPHQHJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYNZWVJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	GCCYNBAUJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPJBFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP813J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6KFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6STJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPDGHJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6PRJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPMTEJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPNAMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCTHJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCKWJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6RDJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPNA5J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCTCJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6T5J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCS2J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCP1J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCQ0J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCTVJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCT6J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYP6LRJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPDGFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCPSJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPDFUJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCPTJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCN6J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCBJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCPGJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19

Natick Public Schools  
Technology Assets To Retire  
February 7, 2024

NHS	FVFYPCR4J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPDFYJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCLDJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCPPJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCGHJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCRB1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCXJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCQJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCJJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCXJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCR1J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCMJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCSFJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCSRJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCRSJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCU6J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCSSJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPN13J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPN4XJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	GCCYN2S2J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPN01J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVHYNXRRJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPJDSJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPN2NJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPMVZJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPN0JJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVHYNXANJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCNHJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPMZEJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19

Natick Public Schools  
Technology Assets To Retire  
February 7, 2024

NHS	FVFYPCLCJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
NHS	FVFYPCMWJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
PreK	FVFYPJEBJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
WIL	FVFYP6QWJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
WIL	FVFYPCGDJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
WIL	FVFYPJ33J1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
WIL	FVFYPNEGJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	7/1/19
WIL	FVHZKU3DJ1WK	Laptops / Notebooks	Apple MacBook Air (13-inch, 2017)	3/5/20
BEN	C17MWWE7G085	Laptops / Notebooks	Apple MacBook Air (13-inch, Mid 2013)	6/25/14
NHS	FVFG65L1Q6LR	Laptops / Notebooks	Apple MacBook Air (M1, 2020)	7/15/21
NHS	FVFG65HZQ6LR	Laptops / Notebooks	Apple MacBook Air (M1, 2020)	7/15/21
KEN	C1MM2QUSDY3	Laptops / Notebooks	Apple MacBook Pro (13-inch)	1/24/14
TWN	89GPGC2	Laptops / Notebooks	Dell Inspiron 5559 (15-inch)	7/13/16
NHS	CNB9K39695	Laser Printers	HP LaserJet P2035	1/1/01
NHS	LZY30074	Multi-Function Printers	Canon Faxphone L190 - Monochrome Laser	9/19/18
WIL	UJLF520232L	Projectors	Epson PowerLite 585W	5/14/15
WIL	X2AD7400677	Projectors	Epson PowerLite 685W	7/13/17
WIL	U48K4800695	Projectors	Epson PowerLite 98	9/23/14
NHS	F9FTTG49HLFD	Tablets	Apple iPad (5th generation)	7/1/17
NHS	F9FTTH8LHLFD	Tablets	Apple iPad (5th generation)	7/1/17
KEN	DMRKQ20JF182	Tablets	Apple iPad 4th Gen 16GB	10/30/13
KEN	DMQKQY91F182	Tablets	Apple iPad 4th Gen 16GB	10/30/13
JOH	F9FTTEMPHLFD	Tablets	Apple iPad 5th Gen (32GB)	7/1/17
MEM	FNXG900YHLFD	Tablets	Apple iPad 5th Gen (32GB)	7/1/17
NHS	F9FTTGYFHLFD	Tablets	Apple iPad 5th Gen (32GB)	7/1/17
NHS	F9FTTGYVHLFD	Tablets	Apple iPad 5th Gen (32GB)	7/1/17
NHS	F9FTT8PXHLFD	Tablets	Apple iPad 5th Gen (32GB)	7/1/17
NHS	F9FTTH46HLFD	Tablets	Apple iPad 5th Gen (32GB)	7/1/17
NHS	FFLZTOBWHLFD	Tablets	Apple iPad 5th Gen (32GB)	11/7/17
OOD	GCTV7GANHLFD	Tablets	Apple iPad 5th Gen (32GB)	11/7/17
WIL	DMVLR4WFFK10	Tablets	Apple iPad Air	12/2/13

Natick Public Schools  
Technology Assets To Retire  
February 7, 2024

PreK	DVGLX71KFK10	Tablets	Apple iPad Air	12/31/13
BRO	DMQM4AR1FK10	Tablets	Apple iPad Air	1/24/14
KEN	DMPM47SJFK10	Tablets	Apple iPad Air	1/25/14
NHS	DMQMDUC0FK10	Tablets	Apple iPad Air	4/11/14
BRO	DLXMXRQXFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMXQDYFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMP08FK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMT5BDFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXML5LEFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMM8MFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXML6RAFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMXQ9NFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMPNJFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMM43FFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMM3MPFK10	Tablets	Apple iPad Air	7/1/14
BRO	DLXMM3T7FK10	Tablets	Apple iPad Air	7/1/14
KEN	DMRN8GM0FK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMM1DWFK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMM17SFK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMM17FFK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMM309FK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMM3TFFK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMXL9GFK10	Tablets	Apple iPad Air	7/1/14
KEN	DLXMM2KQFK10	Tablets	Apple iPad Air	7/1/14
NHS	DMRN8KPYFK10	Tablets	Apple iPad Air	7/1/14
NHS	DMRN8JNJFK10	Tablets	Apple iPad Air	7/1/14
NHS	DLXML46HFK10	Tablets	Apple iPad Air	7/1/14
NHS	DLXMXM00FK10	Tablets	Apple iPad Air	7/1/14
WIL	DLXMM2D5FK10	Tablets	Apple iPad Air	7/1/14
WIL	DLXMT7L8FK10	Tablets	Apple iPad Air	7/1/14
WIL	DLXMT85UFK10	Tablets	Apple iPad Air	7/1/14

Natick Public Schools  
Technology Assets To Retire  
February 7, 2024

WIL	DLXMT58RFK10	Tablets	Apple iPad Air	7/1/14
WIL	DMPN7T6XFK10	Tablets	Apple iPad Air	12/23/14
WIL	DMQMHBFXFK10	Tablets	Apple iPad Air	12/23/14
WIL	DMPNV693FK10	Tablets	Apple iPad Air	12/23/14
KEN	DMTPC2BHFK10	Tablets	Apple iPad Air	4/1/15
KEN	DMTPCGC1FK10	Tablets	Apple iPad Air	4/1/15
KEN	DMTPC2KMFK10	Tablets	Apple iPad Air	4/1/15
BRO	DMPNRFT0G5VJ	Tablets	Apple iPad Air 2	4/16/15
KEN	DMPR379HG5VJ	Tablets	Apple iPad Air 2	1/26/16
BRO	DMPRQN5SG5VW	Tablets	Apple iPad Air 2	5/25/16
NHS	DMPRQN1YG5VW	Tablets	Apple iPad Air 2	5/25/16
EST	DMPRT6DLG5VW	Tablets	Apple iPad Air 2	6/3/16
EST	DMQRR2LLG5VW	Tablets	Apple iPad Air 2	6/4/16
BRO	DMQRV1XPG5VW	Tablets	Apple iPad Air 2	6/16/16
BRO	DMPRW2ZXG5VW	Tablets	Apple iPad Air 2	6/16/16
KEN	DMPS4U4ZG5VW	Tablets	Apple iPad Air 2	7/22/16
WIL	DMPS4VGJG5VW	Tablets	Apple iPad Air 2	7/27/16
NHS	DMPS5076G5VW	Tablets	Apple iPad Air 2	7/28/16
NHS	DMPSCQQG5W1	Tablets	Apple iPad Air 2	9/14/16
BRO	DMPSHEDG5W1	Tablets	Apple iPad Air 2	10/14/16
OOD	F9FTG3H3GHKJ	Tablets	Apple iPad Mini	3/31/17
NHS	F9FVQ0WGGHKL	Tablets	Apple iPad Mini 4	3/19/18
KEN	DMPSG0ATH1MM	Tablets	Apple iPad Pro (9.7 inch)	10/24/16
WIL	CCQSG56DGGK6	Tablets	Apple iPod Nano 6th Gen	10/5/16

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**ITEM TITLE:** Approval of Donations to the Chinese Culture Club  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:** LINK - Approval of Donations to the Chinese Culture Club  
LINK - Approval of Donation to the Chinese Culture Club  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
approval of donations to the chinese culture club	2.26_mtg_donations.pdf	Cover Memo
approval of donations to the chinese culture club	2.26_Chinese_Culture_Club_donation.pdf	Cover Memo



Hickory Brook Realty  
125 Hickory Road  
Weston, MA 02493  
(508) 314-6580

CITIZENS BANK

No. 162

S-7017/2110

Date 1/25/2024

Pay To The  
Order Of Chinese Culture Club

\$ \*\*300.00

Three Hundred and 00/100\*\*\*

Dollars

Chinese Culture Club

Memo: For Chinese Culture Club

SECURITY FEATURES INCLUDED. DETAILS ON BACK

⑈000000162⑈ ⑆211070175⑆1338878333⑈

162

Amount: \$300.00

Date: 1/25/2024

Pay to: Chinese Culture Club

Hickory Brook Realty

Memo: For Chinese Culture Club

162

Amount: \$300.00

Date: 1/25/2024

Pay to: Chinese Culture Club

Hickory Brook Realty

Memo: For Chinese Culture Club

MIDDLESEX SAVINGS BANK

162650

01/26/2024 0162650

NATICK HIGH SCHOOL

Document Date	Document Number	Description	Base Amount	Net Amount
1/22/2024	012224	NATICK LUNAR NEW YEAR	\$600.00	\$600.00
Total			\$600.00	\$600.00

MIDDLESEX SAVINGS BANK, 6 MAIN ST., NATICK, MA 01760



Middlesex Savings Bank

ADMINISTRATION CENTER  
NATICK, MA 01760

0162650 53-7122  
2113

		DATE	CHECK NUMBER	PAY EXACTLY
	N00714	1/26/2024	162650	**600.00**
PAY	Six Hundred and 00/100			
TO THE ORDER OF	NATICK HIGH SCHOOL CHINESE CULTURE CLUB 15 WEST STREET NATICK, MA 01760			VOID AFTER 180 DAYS

*Michelle L. Jimmy*

⑈0162650⑈ ⑆211371227⑆ 830 6000 02⑈



MT Law LLC  
430 Bedford Street, Suite 200  
Lexington, MA 02420

Citizens Bank  
1776 Massachusetts Avenue  
Lexington, MA 02420  
5-7017/2110

4013

1/30/2024

PAY TO THE  
ORDER OF

Chinese Culture Club

\$

\*\*600.00

DOLLARS

Six Hundred and 00/100\*\*\*\*\*

Chinese Culture Club

MEMO

Sponsoring 2024 CNY Events By MT Law



AUTHORIZED SIGNATURE

*Liang Min* MP



⑈004013⑈ ⑆211070175⑆ 1330472931⑈

MT Law LLC

4013

Chinese Culture Club

1/30/2024

Sponsoring 2024 CNY Events By MT Law

600.00

Citizens Operating 29 Sponsoring 2024 CNY Events By MT Law

600.00

IT'S ALL ABOUT KIDS, INC. DBA  
MOUNTAINSIDE CHILDREN'S CENTER  
100 PENNSYLVANIA AVE  
FRAMINGHAM, MA 01701

TD BANK  
AMERICA'S MOST CONVENIENT BANK

7169

53-7054/2113

113  
CHECK ARMOR  
FRAUD PROTECTION

02/07/2024

PAY TO THE  
ORDER OF

Chinese Culture Club

\$ \*\*300.00

Three hundred and 00/100\*\*\*\*\*

DOLLARS

MEMO

*[Signature]*

AUTHORIZED SIGNATURE

⑈007169⑈ ⑆211370545⑆ 8248789353⑈

IT'S ALL ABOUT KIDS, INC. DBA

MOUNTAINSIDE CHILDREN'S CENTER

7169

02/07/2024

School Fair

300.00

TD Bank Checking x9353

300.00

Photo Safe Deposit®

Details on Back.

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**ITEM TITLE:** Approval of School Committee Open Session Minutes from - 1/8, 1/10, 1/12, 2/1/2024

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:** 1/8, 1/10, 1/12, 2/1/2024 Open Session Minutes

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
approval of open session minutes from 1.8.24	1.8.24_School_Committe_OPEN_SESSION_Minutes_(1).pdf	Cover Memo
approval of open session minutes from 1.10.24	1.10.24_Minutes_-_General_Session.pdf	Cover Memo
approval of open session minutes from 1.12.24	1.12.24_Minutes_-_General_Session.pdf	Cover Memo
approval of open session minutes from 2.1.24	2.1.24_Minutes_-_General_Session.pdf	Cover Memo

*Natick Public Schools*  
***SCHOOL COMMITTEE MEETING OPEN SESSION MINUTES***  
*January 8, 2024*

The School Committee held a meeting on Monday January 8, 2024, at 6:03 pm via an in-person and virtual meeting. Chair Fuxman called the meeting to order and took roll call at 6:03 pm.

**Members Present:**

Chair Shai Fuxman - present  
Elise Gorseth - present  
Julie McDonough – present  
Cathi Collins - *not present*  
Matt Brand – present  
Catherine Brunell - present  
Kate Flathers - 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** - To honor those who have sacrificed for our country.

Chair Fuxman made a motion to move into Executive Session at 6:04 PM for the following purpose:  
To conduct strategy sessions in preparation for negotiations with nonunion personnel (Superintendent)

Mr. Brand second the motion.

Chair Fuxman took roll call for vote:

Chair Shai Fuxman - yes  
Elise Gorseth - yes  
Julie McDonough – yes  
Matt Brand – yes  
Catherine Brunell - yes



Kate Flathers - yes

Motion passed 6-0-0

Chair Fuxman resumed the meeting at 6:35

### Announcements

Superintendent Wong thanked the Town of Natick for the wonderful job they did cleaning up after the storm.

Chair Fuxman made an announcement that we are being recorded.

Chair Fuxman made an announcement from Spark Kindness that they are having their annual Martin Luther King Day event at the high school on Monday, January 15 starting at 10:00 am. The event will also be available to watch on Pegasus and you can get more information on the Spark Kindness website.

### REPRESENTATIVE UPDATES/CONCERNS

#### Teacher Representative - Ms. Kristen McEneaney

Ms. McEneaney read a statement from the EAN regarding the MTA statement that was released on December 9, 2023. She stated that they have reached out to the regional board representative with feedback and will follow up with a letter to the MTA board.

#### Student Representative - Kendall Hacker

Kendall stated that midterms are this week and that this is the first year since COVID that they are back to the regular amount of midterm exams. She also stated that the Student Council will be holding their flower and blood drive.

Ms. McDonough asked what the decision was about going back to the same amount of midterms pre-COVID and why? Superintendent Wong said she would look into it.

### CONSENT AGENDA

1. Approval of School Committee Open Session Minutes Dated [10/2/23](#), [10/16/23](#) and [10/23/23](#); Executive Session Minutes Dated 10/2/23.
2. [Approval of overnight field trip to UNH for High School Band](#)
3. [Approval of Donation from PaperStore Fundraiser](#)

Mr. Brand motioned to approve the Consent Agenda. Ms. Brunell seconded the motion.

Chair Fuxman took role call for vote:

Ms. Flathers - yes

Ms. Brunell - yes

Mr. Brand - yes

Ms. McDonough - yes

Ms. Gorseth - yes

Chair Fuxman - yes

Motion passed 6-0-0

## 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.

1. Josh Ostroff (virtual) - Wanted to express his support in regards to the community values in the Superintendent Search. He wants to uphold the principles of kindness, inclusion, diversity, and respect and wants to make sure that the newly elected Superintendent and all staff uphold these values as well to bring out the best in the students and community.

## CHAIRMAN'S REPORT

### Superintendent Search Update:

1. Announcement of Finalists for Permanent Superintendent - Mr. Brand did a recap regarding the Superintendent Search agenda:  
Mr. Brand stated that in the fall, we engaged with NESDEC to help form a series of Focus Groups (around 9) and survey to collect information from the community. This information was used to create the Superintendent profile which was given to the Screening Committee to use as a guide. Mr. Brand said they received 32 applications and from what he was told, the average number of applications is usually around 20/25 which shows how desirable Natick is for employment.

Mr. Brand talked about the Screening Committee and said they met a few times in December and everynight last week to conduct preliminary interviews and deliberations on Friday to result in the 4 finalists. He commended the Screening Committee for all their efforts and dedication to the process and thanked each one by name.

Ms. Brunell wanted to thank the Screening Committee and the candidates as well for submitting their applications. She then shared the four finalists which are as follows:

- a. [Melissa Spash](#), Deputy Superintendent, Lawrence Public Schools
- b. [Priya Tahiliani](#), Superintendent of Schools, Everett Public Schools
- c. [David Thomson](#), Superintendent of Schools, Norwood Public Schools
- d. [Sandra Trach](#), Assistant Superintendent for Teaching and Learning, Wellesley Public Schools



Chair Fuxman thanked Ms. Balboni, Ms. Brunell and Mr. Brand plus the rest of the Screening Committee as well.

2. Announcement of events and timeline for finalists to the district

Chair Fuxman went over the rest of the agenda for the Superintendent search. He said an email went out tonight at 6:00pm to staff regarding the 4 finalists and the public will receive the email at 7:00 pm. In the email there will be a link for each candidate's resume for viewing as well as a plan for the week. Chair Fuxman also said that the email will have a link to the feedback form.

Ms. Balboni stated that every candidate will have an opportunity to visit the high school, a middle school and an elementary school for tomorrow along with School Committee members to meet with staff. In the afternoon, they will join our district leadership and Administrative Counsel for a meet and greet. From there, they will go to the high school for a forum that starts at 5:30 pm in the auditorium at the high school and will be broadcast on Pegasus.

Each candidate will have an opportunity to introduce themselves and provide answers to preset questions that were provided by the community, staff and a student. Chair Fuxman explained how the questions were chosen. He said they took the main topics that were sent by all in the Google form. Chair Fuxman reminded the School Committee members that the forum tomorrow night is not a meeting and therefore can not be deliberated amongst each other.

Chair Fuxman said for Wednesday night, the School Committee will start at 5:00 pm for an open meeting to interview all the candidates. All the candidates will have the same questions that were selected from the School Committee members and from the community.

Chair Fuxman talked about the feedback forum that has three questions about each candidate and it's one form for all 4 candidates. He encourages all to provide feedback but suggested waiting on answering the questions until after watching the interviews. The deadline for submitting feedback is this Thursday at noon and that NESDEC consultants are conducting reference checks this week. Chair Fuxman said this Friday at 6:00 pm, the School Committee will reconvene for an open meeting in the School Committee room to deliberate then vote on the candidate that they will offer the role of Superintendent to. He then went over the agenda for that meeting and how the process will work and stated that there will be public speak but not public comment.

Ms. Gorseth questioned the NESDEC reference checks and would they share the information they receive with the School Committee? Mr. Brand thought they would receive a report.

Ms. Brunell mentioned revisiting the candidate profile (still on the website) that was based on community input when you go to the forum and listen to the interviews.

Public - Dr. Donna McKenzie suggested that we post on social media the letter that is published to the school community to get as many people as possible. She also asked if the community would be able to know what the input was that was submitted by the community? Chair Fuxman stated that the data will be coming in late on Thursday and would be hard to get it out by Friday.

Chair Fuxman wanted to thank the following for their work involved in the Superintendent Search:

The NESDEC representatives - Ms. Sally Diaz and Ms. Judy Paolucci

Mr. Matt Brand  
Ms. Brunell  
Ms. Balboni  
The other 10 members of the Screening Committee  
The community  
Corrie Kerr - Director of Communications  
Linda McGrath - Recording Secretary

3. Discussion of TEC change in capital reserve

Superintendent Wong went over the modification of the TEC Capital Reserve Fund. This was to change the capital reserve fund from \$750,000 to 3.5 million. She thought that overtime they would build up sufficient reserve funds to be able to put a down payment on property instead of leasing. Superintendent Wong said that it does require a vote and that after the 45 days, it will be deemed approved.

Mr. Brand reiterated that we don't need to vote or take any action and that it would default to an approval.

Chair Fuxman asked if anyone would object to it defaulting to an approval or would someone want to make a motion?

Ms. McDonough made a motion to approve the increase on the limited TEC Capital Reserve Fund balance from \$750,000 to 3.5 million. Ms. Gorseth seconded the motion.

Ms. Brunell asked if this was just a policy change and not a budget change? Superintendent Wong said it wasn't but that it allows flexibility to grow beyond the already existing limit to the new limit.

Chair Fuxman took roll call for vote:

Ms. Flathers - yes  
Ms. Brunell - yes  
Mr. Brand - yes  
Ms. McDonough - yes  
Ms. Gorseth - yes  
Chair Fuxman - yes

Motion passed 6-0-0

SUPERINTENDENT'S REPORT

Superintendent Wong introduced Mr. Art Fergusson who is the Director of Social-Emotional Learning and Equity for a presentation.

Mr. Fergusson discussed some updates (five outlines) from the past year.

1. Curriculum Instruction - Mr. Fergusson said he met with the subcommittee to discuss Tier 1 SEL Instruction and made a decision to move forward with everyday speech at the elementary level. He said they gathered feedback from Principals, counselors and teachers and from that conversation it became clear that there were limitations that needed to be addressed. The plan was to continue piloting for another year

the everyday speech and explore an alternative curriculum. Mr. Fergusson said they have partnered with Wayfinder which is a curriculum that has built some traction over the past few years. Most of the schools with the exception of 1, are involved in the exploration with 2 classrooms looking at that curriculum and so far the feedback has been positive. Another aspect with exploring Wayfinder is that the high school will be piloting too. At the middle school level, one of items that has been explored is a positivity project that continues to be ongoing.

2. Multi Tier Systems and Universal Screening - Mr. Fergusson said that over the past year, they have introduced Universal Tier 1 Screening across the district using a platform that assesses social, academic, emotional, and behavioral risk indicators at the middle and high school levels. Universal Screening allows us to identify students with vulnerabilities and then allows us to provide opportunities during RTI cycles to support needs from the results of the screenings. Additional screenings opportunities that we have engaged in are in collaboration with Tracy Gladstone from Brown University. A few years back, we have screened for grades 6th, 7th, 9th and 11th but this year based on updated recommendations from the United States Preventive Services Task Force, students should be screened after the age of 12. The screenings are complete and should receive the data around May. Last year's data showed out of the 1400 students that were screened, about 21 students initially reported suicidal ideation for the first time, Latino and Hispanic students were disproportionately represented, students who self identified as not be straight or hetrosexual, appeared to have also been disproportionately represented, and students in middle and high school who identified as non-binary or questioning, have been disproportionately represented. We participated in the Metrowest Adolescent Health Survey which is now complete and are planning on having a debrief meeting on January 18th to go over the data and learn about the outcome of that survey.
3. Culture and Climate - Mr. Fergusson mentioned that across the district, conversations and surveys at the middle and high school level are focused on teacher relationships in connection with students. But assessing how connected and how well students belong, has been an ongoing focus of the district and that continues through our assessment of culture and climate. Some highlights that are bringing some effort and energy around student connectedness and belonging, are the opportunities for leadership and student investment in health relationships where a course is being offered. Mr. Fergusson stated that while at the high school, he noticed how excited the students were about what was being taught and wanted to know if they could have the course extended. He said another experience he had at the high school was the work that was being done by Game Changers who help students to understand and take a leadership role against violence. Mr. Fergusson said some challenging areas were having students feel like they belong and feel safe. He also mentioned the ongoing efforts to respond to hate and bias. We need to continue to learn how to respond in more clear ways.
4. Collaborations - Mr. Fergusson talked about collaborations and the partnership with the METCO 2.0 program. He said that part of the leadership team is involved with focusing work on coaching and hopes to continue to engage in that work and bring it to the broader community in Natick. Mr. Fergusson stated that within Student Services they have taken a closer look at program evaluations and special program training around collaborative problem solving and how to bring those resources into our programs. He also mentioned that there is a need to engage in some revision of crisis management work and how staff/adults are responding to crises during school hours. Mr. Fergusson talked about the work that is going on around the university which has continued to be a significant place of interest in how we are supporting students and how they learn. He said they also have ongoing work around building resources with assessment of risk and suicide in the district. We need to work on integrating and introducing better screening tools to identify early warning signs. Mr. Fergusson said that there has been ongoing work with collaboration regarding school improvement plans that were submitted by Principals and how we are using school

## *Approval of Minutes*

improvement plans as a way of promoting the work around SEL and equity in the district. The Assistant Principals are working on restorative practices, their training and conversations on how we provide opportunities for students to reflect, take responsibility and repair when harm is caused. This would help with the disproportionality that we see in student discipline especially by race. Mr. Fergusson said they continue to partner with Natick United, Spark Kindness, Natick 180 in many different ways to support the students.

5. Staff and Student Support - Mr. Fergusson talked about staffing and student support and the work with the counselors. He said there has been an increase in crisis and mental health needs which have increasingly been more complex than in years past. There is a need for professional development, collaboration, and consultations with outside providers have increased and as a result has dramatically increased their collateral contact which takes time away from the students. Mr. Fergusson said there has been an increase in the 504 referrals and evaluations with parents identifying needs within the students and are looking for support for their students. This is both in Special Education and General Education. As a result of that, we have had to work consistently with increasing our use of evidence-based interventions with students and to be sure to provide the resources they need. Mr. Fergusson said we are partnering with agencies, one being McLean Hospital which will provide support and PD and a more robust intervention.

Mr. Brand asked in terms of how the School Committee could help and what would be a top priority if funding wasn't an issue? Mr. Fergusson said the first two things that come to mind are more training for staff to better support the students and helping staff to be more available for the students.

Ms. Brunell mentioned the feedback about Thrively and that is being looked at and Wayfinder possibly having an SEL curriculum in the high school. She mentioned the possibility of having coaches for Tier 1 because she thought most of the students' development happens on teams. Ms. Brunell mentioned attending the METCO 2.0 conference and that she learned a lot and is grateful for METCO. She also mentioned when she talks to parents, that they are not sure what Natick has to offer for students who are in crisis.

Chair Fuxman stated that he is grateful for Mr. Fergusson and all involved who are paying attention to the issues, asking questions and moving forward to addressing them. He asked about SAEBRS starting in 7th grade but is there anything for the elementary schools? Are they using DESSA? Mr. Fergusson said "no." He said that they are moving away from that and want to send the SAEBRS down to the elementary schools as well and hopefully by the end of the year, they will have one trial at the elementary level. Chair Fuxman also asked Mr. Fergusson: What are the milestones to accomplish in a certain timeframe? And how are we handling the urgent needs now? Mr. Fergusson said the most urgent need is to identify the students in need, what help they need, and to make it available. Also, to equip teachers with the information for them to support the students. The long term needs are making sure that what we do can develop into a more systematic way so we are able to repeatedly have those effects of success with the students. He stated that engaging our communities in partnering with us in helping to identify and supporting students' needs is an ongoing challenge and that many students are going without.

Superintendent Wong mentioned that Mr. Fergusson is in the middle of his second year and oversees the services for our most vulnerable students. She mentioned that the work was harder for Mr. Fergusson as there was not a template already in place and commended his work.

Public - Dr. Donna McKenzie - She wanted to commend Mr. Fergusson with the work he does and asked if he had adequate staff? Mr. Fergusson stated that as the need becomes more clearly identified around mental health and students' social and emotional needs, and the staff's social and emotional needs, the capacity to do the work will require more resources.

## *Approval of Minutes*

Superintendent Wong commented about the importance of training staff who are with the students all the time.

### 2. Enrollment Report - [January 1st Enrollment Report](#)

Ms. McDonough asked about addressing a classroom at Lilja that has 25 students and thinks it's too high. Mr. Luff said they are aware of that classroom and it will be addressed for next year.

### ACTION ITEMS - [Approve 24-25 School Calendar](#)

Chair Fuxman stated that we have the two options to vote on and are there any questions?

Ms. Brunell asked about the number of half days and what are the contractually obligated days? Mr. Luff said that we are not contractually obligated and that it is not in the contract. Ms. Balboni said we try to do one half day per month and some are dedicated to parent/teacher conferences and others are for developing, checking in on, and reviewing the goals. There is also building based professional development on the opposite months.

Ms. Brunell also asked if there are a certain amount of professional development hours that are promised to the teachers or is it all discretionary? Mr. Luff said that it was discretionary but nothing in the contract for the amount of hours aside from NILS.

Ms. Brunell said she would like to make a motion to approve the option 2 24/25 school calendar. Mr. Brand seconded the motion.

Chair Fuxman went over the difference between the two calendars.

Ms. Gorseth stated that she is troubled by both calendars and questioned the 30th and 31st days that are additional days off and what is the rationale behind it? Mr. Luff said it is a consistent practice amongst all the districts but practice more than logical. Superintendent Wong stated that it is a matter of attendance. Ms. McEnaney commented that it would be hard not having those two days off as it is a big travel time.

Mr. Brand said he has looked at past calendars as to when the holiday falls and so for the years going forward, the break will get shorter as the calendar rotates.

Ms. Brunell asked if we have to take February vacation? Mr. Luff stated that the Monday holiday is required to be taken off in that week. Superintendent Wong also mentioned that a lot of students participate in sports during that week and wouldn't be able to if we moved the vacation week.

Ms. McDonough asked about the holidays and observances in October and wanted to make sure that it was correct. Mr. Luff explained why certain days were marked as an observed holiday.

Ms. Brunell talked about the homework policy and that there shouldn't be anything due on those days. Mr. Luff said there is not but that there won't be any major assignments or tests due on those observances.

Ms. McDonough's recommendation is to remove the purple from the days where the holiday starts in the evening of the Jewish and Muslim holidays.

Public - Ms. Vickers talked about homework being due at 11:50 at night and didn't know if that mattered?

## *Approval of Minutes*

Chair Fuxman suggested amending the motion to read something in line of “have this particular calendar but edit the visuals”. Mr. Luff said the voting for the calendar is about the amount of days and that we can edit the colors and such after.

Ms. McDonough asked if we thought about changing locations for voting? Mr. Luff stated that we have moved the voting out of Lilja and over to Wilson so the only two schools right now are Kennedy and Wilson Middle schools.

Ms. McDonough asked if there is a way to keep schools open? Mr. Luff said that we only close the schools on the major elections which happen every four years and having schools open while people are on the property for voting, is a security issue. Ms. McDonough said she was worried that people would take off the Monday before the voting day if school was closed.

Ms. McDonough commented about having an early release day on Good Friday instead of having the whole day off.

Superintendent Wong suggested not voting on the calendar tonight if we are thinking about changing Good Friday and that we should let the public weigh in because it is such a significant change.

Chair Fuxman recapped and said there is a motion on the table for option 2 and at least 2 ideas for possible amendments that are: changing the visuals for sundown holidays and switching Good Friday to an early release day.

Public - Dr. Donna McKenzie suggested getting input from the community before making any changes to the calendar.

Ms. Flathers wanted to confirm not voting on the calendar tonight and to get input from the community.

Ms. Brunell mentioned that Good Friday was talked about in the Subcommittee meeting back in March 2022 and that they talked to a father from the Natick Catholic community and he thought it would be a slippery slope to make Good Friday a half day.

Mr. Brand asked if there is a deadline to vote on the calendar and Superintendent Wong said there is not. It is just a courtesy to the community so they can plan vacations and such.

Mr. Brand thinks we should wait on voting and get the community input first. Ms. McDonough agreed on waiting to vote.

Chair Fuxman commented that making this change about Good Friday would only add 1 more day in June and doesn't see the benefit of changing the day to an early release day. He also said that we need to focus on just the 24/25 calendar right now and knowing that there will be more planning for future years.

Mr. Luff suggested that we could make a modification regarding Good Friday when the day draws near if there haven't been any snow days.

Mr. Brand mentioned that camp would most likely start the last week in June and if we pushed the end of the year out by one day, and with snow days, it could affect that.

Ms. Gorseth mentioned how we evaluate the impact of learning from having these days off? She suggested a future meeting to have on the agenda where there can be a discussion about feedback that is gathered.

## *Approval of Minutes*

Chair Fuxman mentioned a Task Force for the calendar and wondered if there could also be volunteers from the community and teachers.

Mr. Brand made a motion to table the calendar decision until two weeks from now.

Mr. Luff stated that looking back at absenteeism he found that the absentee rates were relatively stable for days before the holidays. He said that it was around 95% participation.

Chair Fuxman stated using option 2 as a framework for decision making and that the concern right now is the April 18th date.

Mr. Brand revised his motion to table the calendar decision until January 22nd where we will continue the conversation about refining option 2 to consider specifically Good Friday, April 18th and potentially converting that to an early release and to potentially consider moving the conference schedule for November 6th to November 13th. Those two specific changes for option 2. Ms. McDonough seconded the motion.

Ms. McDonough suggested making the option 3 calendar with both the changes.

Mr. Luff stated that we can have our Communication Director communicate with the community with the different options.

Chair asked all those in favor of the motion. All were in favor - 6-0-0

Mr. Brand made a motion to adjourn the meeting at 9:02 pm. Ms. Brunell seconded the motion.

Chair Fuxman asked all in favor -

Dr. Shai Fuxman – yes

Ms. Elise Gorseth – yes

Ms. Julie McDonough – yes

Mr. Matthew Brand – yes

Ms. Catherine Brunell – yes

Ms. Kate Flathers - yes

Motion passed - 6-0-0

Respectfully submitted by:

Linda McGrath - Recording Secretary

## Open Session Minutes for January 10, 2024

Chair Fuxman called the meeting to order at 5:10 p.m.

### Roll Call

Shai Fuxman  
Elise Gorseth  
Julie McDonough  
Matt Brand  
Catherine Brunell  
Cathi Collins  
Kate Flathers

Pledge of Allegiance and a Moment of Silence

The meeting is being recorded for future distribution.

Public Speak

Angela Baines, Natick resident, spoke on the importance of inclusion in our public schools.

The School Committee then interviewed four candidates for the position of Superintendent of the Natick Public Schools.

**Melissa Spash** - Deputy Superintendent of Lawrence Public Schools

**David Thomson** - Superintendent of Norwood Public Schools

**Priya Tahiliani** - Superintendent of Everett Public Schools

**Sandra Trach** - Assistant Superintendent for Teaching and Learning, Wellesley Public Schools

The Committee asked each candidate the following questions:

### Finalists Questions:

1. **Elise- Intro:** Briefly tell us who you are, why you chose to go into the field of education, and why being the next Superintendent of Natick is important to you.
2. **Julie- Interpersonal Skills:** What is your approach to connecting with families and other community stakeholders? Can you provide examples of how you have created connections with them both through engagement and through your communications strategy?
3. **Cathi- Supporting/Mentoring Staff:** What is your approach to professional development, mentoring, and team building with the central office staff and principals?
4. **Matt- Equity:** Creating a sense of belonging for all students and eliminating barriers for success are important priorities of this School Committee. Can you provide an example of how you've made change in a previous district to help students who may be otherwise marginalized? How do you know when these strategies are working?



5. **Catherine- Strategic Plan/Leadership:** One of the most important tasks facing NPS and the School Committee in the next 12-18 months is the development of a new Strategic Plan. Please explain your past experience in this process and how you would hope the process unfolds in Natick.
6. **Kate- Budget:** School budgets are notoriously tight. What is your approach to working with your team and town partners to develop budgets that are both cost-efficient and provide strong investments in our system? In your experience what budget-building strategies have worked well, including through the use of grants?
7. **Shai- Bargaining:** How do you approach collective bargaining? Please provide an example of how you reached a decision when both the district and the union felt that the end result was beneficial?
8. **Elise- Equity/Special Education:** What is your vision for Special Education? What would you personally do to make sure your vision matches what is currently in place?
9. **Julie- Leadership:** This last question was sent to us from a current NPS student: If you received a "do-over" what decision have you made that you would do over? What did you learn from it or how does it impact you today as a leader?
10. **Cathi- Conclusion:** Anything else you would like to share with us that we have not asked you about tonight?

Dr. Fuxman reviewed the next steps in the process and provided information on the feedback forms the community and staff could provide. Information and feedback form was posted on the NPS website.

Motion to Adjourn - Matt Brand  
2nd - Cathi Collins

7-0-0 in favor of adjournment

## **Open Session Minutes for January 12, 2024**

Chair Fuxman called the meeting to order at 6:00 p.m.

### **Roll Call**

Shai Fuxman

Elise Gorseth

Julie McDonough

Matt Brand

Catherine Brunell

Cathi Collins

Kate Flathers

Pledge of Allegiance and a Moment of Silence

The meeting is being recorded for future distribution.

The School Committee discussed the four candidates for the position of Superintendent of the Natick Public Schools. Interviews of the candidates had been conducted on January 10, 2024.

**Melissssa Spash** - Deputy Superintendent of Lawrence Public Schools

**David Thomson** - Superintendent of Norwood Public Schools

**Priya Tahiliani** - Superintendent of Everett Public Schools

**Sandra Trach** - Assistant Superintendent for Teaching and Learning, Wellesley Public Schools

Each committee member spoke about each candidate and shared what they believed to be their strengths and what they could bring to the Natick Public Schools. Committee members referenced resumes, references, school visits, interviews, and the feedback forms as points of information on the candidates.

Following their remarks on each candidate, each committee member chose 1-2 candidates that stood out to them as the best fit for Natick. They then described why they chose those 1-2 candidates.

**Motion** - Matt Brand made a motion to enter into contract negotiations with Dr. Melissa Spash as the next superintendent of the Natick Public Schools.

**2nd** - Cathi Collins

**7-0-0 - Motion is approved.**

Chair Fuxman offered concluding remarks and thanked everyone for participation in a successful superintendent search process.

8:00 p.m.

Motion to Enter Executive Session - Shai Fuxman

2nd - Cathi Collins

**For the purpose of:**

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel - permanent superintendent.

**Roll Call Vote**

Shai Fuxman - yes

Elise Gorseth - yes

Julie McDonough- yes

Matt Brand- yes

Catherine Brunell- yes

Cathi Collins- yes

Kate Flathers- yes

The committee will not return to open session.

Chair Fuxman opened the meeting at 6:00 p.m.

**Roll Call**

Shai Fuxman

Elise Gorseth

Julie McDonough - present participating remotely

Matt Brand

Catherine Brunell

Cathi Collins

Kate Flathers

Pledge of Allegiance and moment of silence.

Public Speak - no one present

Meeting is being recorded for future distribution.

Members of the School Committee, Select Board, and the Finance Committee were in attendance at the joint meeting.

**Town Budget Presentation**

The town administrator and the deputy town administrator for finance presented an overall budget picture of the town, which included specifics budget figures for FY25 and a budget forecast. It also included discussion about projected state aid and healthcare costs. School Committee, Select Board, and Finance Committee members asked a few questions about the presentation.

**School Budget Presentation**

Interim Superintendent Bella Wong gave a short presentation on the FY25 school budget. The budget shows a \$650,000 budget gap and the superintendent indicated there would be staff reductions. A few members of the boards asked high level questions but indicated they would dive into the numbers in future meetings.

**7:45 p.m.**

Motion to Enter Executive Session - Shai Fuxman

2nd - Matt Brand

**For the purpose of:**

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel - permanent superintendent.

**Roll Call Vote**

Shai Fuxman - yes

Elise Gorseth - yes

Julie McDonough- yes

Matt Brand- yes

Catherine Brunell- yes

Cathi Collins- yes

Kate Flathers- yes

The committee will not return to open session.

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<b>ITEM TITLE:</b>	Approval of School Committee Executive Session Minutes from 1.12, 1.22, 2.1.2024
<b>DATE:</b>	
<b>ITEM TYPE:</b>	
<b>ITEM SUMMARY:</b>	
<b>BACKGROUND INFORMATION:</b>	
<b>RECOMMENDATION:</b>	

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**ITEM TITLE:** Approval of ASAP fees

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ITEM TITLE:** Approval of Summer Program Fees  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:**  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ITEM TITLE:** Approval of Non-Rep Schedule - Misc. Stipends \$0-1,000  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:**  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ITEM TITLE:** Approval of Out of State Field Trip to China

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:** LINK - Field Trip to China

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

Description	File Name	Type
Approval of Out of State Field Trip to China	China-Field_Trip_Request_for_OUT_OF_STATE_Over_Night_.docx.pdf	Cover Memo

**● School Sponsored  
Field Trip Request Form  
Out of State Travel ONLY**

*Attach itinerary, student lists (if known), hotel information, chaperone sign-off forms, waiver requests, etc. to the completed request form and send to the Principal's office. If you will just be submitting the one request form, you may return it by email.*

*Submit to the principal's office no later than the Wednesday before the Natick High School Committee is to meet. Overseas trip requests must be submitted and also approved in advance of any marketing to the students.*

*The lead teacher or an adult representative from your trip must appear at the School Committee meeting to present the request. You will be notified of the date of this meeting.*

To: Dr. Bella Wong, Interim Superintendent  
From Josepha Blocker, NHS Principal  
Date: Feb 21, 2024  
Re: China Immersion Trip - April 2025

I would like to request School Committee Approval for the following overnight / out-of state trip:

Lead teacher's name: Yeping Zhu

Group: Natick High School students - Mandarin Chinese class

Destination and also Itinerary: Beijing-Chengdu-Xi'an

Date of trip: 10 days

Transportation: Airplane and train

Mode of transportation requested: Airplane

Method of payment (fundraising, etc.): Parents

Names of chaperones: Yeping Zhu and Nancy Zhu

Estimated Cost of trip per student: \$4000

Please state the purpose of the this trip: This trip is a great opportunity for students to be able to immerse in the rich language and cultural environment after learning Mandarin Chinese for several years. The trip also offers students abundant chances to interact with local people to practice and expand their language skills and cultural knowledge. We will be partnering with Real Asia for this trip. Yeping Zhu has run this trip before with Real Asia while working for Nantucket Public Schools and it was very successful. Please see the attached itinerary, informational video, and Real Asia website for additional detail and information.

[Real Asia Website](#)

[Real Asia K-12 Trips - China - Video](#)

[Real Asia - Panda Trek Itinerary](#)

Hotel information

Beijing: [Mercure Beijing Downtown Hotel/Dongzhimen Holiday Express Inn](#)

Xi'an: [Sheraton Xi'an/Grand Dynasty Culture Hotel](#)

Chengdu: [Holiday Express Inn](#)

I support this request and thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to be 'JB' followed by a wavy line.

Josepha Blocker  
Principal

**X I have attached all relevant forms necessary to submit this request.**

*Revised June, 2023*

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**ITEM TITLE:**

Presentation of NPS Permanent Superintendent, Dr. Melissa Spash

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND**

**INFORMATION:**

**RECOMMENDATION:**

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**ITEM TITLE:** 2023-2024 School Committee Goals Update

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ITEM TITLE:** Student Global Travel - Jason Hoyer/High School Dean of Students

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:** LINK - Student Global Travel  
LINK - Photo

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

Description	File Name	Type
Student Global Travel	International_Travel_Exchange_-_high_school_.pdf	Cover Memo
photo	20240221_171501_(2).jpg	Cover Memo



# NATICK High School

## INTERNATIONAL TRIPS/EXCHANGE

- MISSION
- CURRENT
- VISION



Costa Rica Trip - February 2024





# NATICK High School

## MISSION

### Global and Domestic Travel: Why Do We Provide These Experiences?

Natick High Schools Profile of a Graduate, “Natick High School students develop the social and cross-cultural skills that inspire leadership, encourage teamwork, and promote communication.” As a CITIZEN LEADER, global and domestic travel experiences help students realize the following goals:

- Leverages social and cultural differences to create new ideas and increase both innovation and quality of work
- Acknowledges, understands, and works effectively with people from diverse social and cultural backgrounds

[NHS Trip Handbook](#)



# NATICK High School

## CURRENT TRIPS

### 2022-2023 SY

- **FRANCE - APRIL 2023**
  - PERSPECTIVE ON SHARED HISTORY
- **GALAPAGOS ISLANDS - APRIL 2023**
  - SCIENCE LEARNING

### 2023-2024 SY

- **EASTERN EUROPE - FEB. 2024**
- **COSTA RICA - FEB. 2024**
- **FRANCE - APRIL 2024**
- **GALAPAGOS ISLANDS - APRIL 2024**

### PROPOSED 2024-2025 SY

- **SPAIN - APRIL 2025**
- **CHINA - APRIL 2025**

### PARTNERS AND OTHER POTENTIAL FUTURE IDEAS

- **EF TOURS & REAL ASIA (NEW)**
  - JAPAN (WWII)
  - LONDON (THEATRE & FPA)
  - ICELAND (ES, GEOLOGY, METEOROLOGY)



# NATICK High School

## VISION

**OFFER 2-3 TRIPS EACH FOR FEB/APRIL ACROSS A TWO YEAR ROTATION**

- **THIS WOULD OFFER 8-12 DIFFERENT TRIP OPPORTUNITIES OVER A TWO YEAR PERIOD**
- **ALL TRIPS HAVE EDUCATIONAL FOUNDATION, BUT WE WOULD LIKE TO EXPAND OPPORTUNITIES IN THE FOLLOWING WAYS**

**1) LANGUAGE AND CULTURAL IMMERSION\***

- **CURRENTLY IN PLACE**

**2) STUDENT EDUCATIONAL AND CULTURAL EXCHANGE**

- **LOOKING TO 2025/2026 WITH A SCHOOL IN SPAIN**

**3) SERVICE AND CULTURAL IMMERSION**

- **PARTNER WITH 3RD PARTY ORG FOR SERVICE TRIP (NPF, VISIONS)**



# NATICK High School

## SAMPLE TWO YEAR PLAN

### 2025-2026 SY

February	Costa Rica Eastern Europe
April	Galapagos Islands Iceland Spain (Exchange)

### 2026-2027 SY

February	London Japan
April	France Dominican Rep/Honduras (Service)



# NATICK High School

## OTHER CONSIDERATIONS

- **TRIPS ARE COSTLY**
  - **PARTIAL FINANCIAL ASSISTANCE AVAILABLE FOR STUDENTS**
  - **CLASS GIFT FROM 2020 FOR INTERNATIONAL TRAVEL ASSISTANCE**
- **CHAPERONES**
  - **ALL TRIPS TO HAVE A 1:6 CHAPERONE RATIO WITH NHS STAFF**
  - **SIZE OF TRIPS WILL DEPEND ON SECURING CHAPERONES**

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**ITEM TITLE:** Student Opportunity Act (SOA) Plan and Presentation - Sue Balboni

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:** LINK - Natick PS SOA Plan 2024 Draft  
LINK - SOA Presentation

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

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**ATTACHMENTS:**

Description	File Name	Type
SOA plan 2024	Natick_PS_SOA_Plan_2024_DRAFT.docx.pdf	Cover Memo
SOA Presentation	SOA_Presentation_2024.pdf	Cover Memo

# DRAFT

## SOA Plan: Natick Public Schools

### Section 1: Summarize your district's plan

*Please write 1-2 paragraphs summarizing your 3-year SOA plan.*

Natick Public Schools is committed to developing and enhancing the following evidence-based programs to address disparities in performance between student groups in our district, and accelerate the improvement of our Black/African American students, Hispanic/Latino students, English learners, and students with disabilities.

1. Continue to implement rigorous evidence-based curriculum in mathematics, including increasing time for math instruction K-4 for intervention.
2. Implement a visual instruction program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.
3. Launch an **Acceleration Academies program** to provide targeted support for select high school students..

These investments are as follows: \$70,000 per year for Illustrative Mathematics student instructional materials; \$15,000 for the yearly subscription of ST Math; \$40,000 for Acceleration Academies (waiting for grant approval which would cover all cost; professional development \$40,000 per year. Potential adoption of new curriculum for learning centers and special education program \$40,000 per year. The total investment in evidence-based strategies per year is \$165,000 or \$495,000 over the next three years. Please note: we will be eliminating some of our other online resources which will cover the costs of some of these expenses as well as offsetting costs of the Acceleration Academies through a DESE grant.

### Section 2: Analyze Your Data and Select Student Groups for Focused Support

*In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?*

Natick Public Schools (MPS) is a suburban district in the Commonwealth that serves 5,335 students. Our student population is 70% white, 3% Black, and 12% Asian, 9% Hispanic and 6% Multi-race. In addition, 4.7% of our students are English learners, 18.4% are students with disabilities, and 14% are low-income. Based on our district's data described below, NPS needs to work on multiple fronts to effectively address the needs of all students.

Examining progress on core MCAS achievement and growth metrics over the past five years, we discern slight improvements for some populations of students including white and Asian students. Our black and Hispanic students as well as our EL and special education students have remained fairly stagnant.

Delving deeper into the data, we identify disparities in performance between student groups emerging as early as third grade and widening throughout middle school into high school in mathematics. The widest performance gaps are observed among students with disabilities. These trends illuminate disparities in learning experiences across grade levels.

In summary, our deeper analysis has revealed three critical areas requiring attention.

1. **Elementary Mathematics**

- Disparities in performance between student groups, particularly special education, are apparent as early as third grade. Areas of greatest disparity are foundational skills including measurement, fractions, subtraction and multiplication

2. **Middle School Challenges**

- Growing challenges in middle school contribute to increased disparities in math MCAS performance among students with disabilities. Areas of greatest discrepancies include operations, measurement, fractions/decimals/percents, ratios, variables, linear equations, geometry, and positive and negative numbers

3. **High School Engagement and College Persistence**

- Performance gaps remain on math MCAS in high school for students with disabilities. Areas of greatest discrepancy include linear equations, exponential functions, points on a graph, and polynomials.

***What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?***

Below is a summary of how we plan to address the disparities across student groups that were revealed in our deeper analysis.

1. **Elementary Math:** We intend to expand our mathematics blocks to incorporate an additional 20 minutes for intervention, skills practice and enrichment which will include the implementation of ST Math. We will be looking to audit and potentially restructure the service delivery model for more supported inclusion and less pull out as appropriate based on the needs of the students. We want our students to be receiving the general education curriculum in the classroom with the special education supports as supplemental. Pull out and more direct services could be provided during the additional time for math. We will also be auditing the curriculum used in the pull out to ensure that it is an evidence-based curriculum that is aligned with the scope and sequence of the general education curriculum.
2. **Middle School Math:** We will be looking to audit and potentially restructure the service delivery model for more supported inclusion and less pull out as appropriate based on the needs of the students. We want our students to be receiving the general education curriculum in the classroom with the special education supports as supplemental. Pull out and more direct services could be provided during the additional time for math. We will also be auditing the curriculum used in the pull out to ensure that it is an evidence-based curriculum that is aligned with the scope and sequence of the general education curriculum.
3. **High School:** We intend to develop an Academic Acceleration program for rising 10th grade students to remediate areas of weakness in the 9th grade standards and preview the 10th grade curriculum as appropriate based on the needs of the students. We will also audit the special education math curriculum for students who are in small group/pull out math and audit the current model.

***Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?***

- Students with disabilities
- English Learners (we know these students are struggling but MCAS data isn't able to show cohorts due to the number of students in each grade)

## **Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement**



***Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.***

Yes. We will adopt the three-year improvement targets established by DESE for the "Lowest Performing Students" group as our district's SOA plan improvement targets.

- 2023 Performance in Math for Non-High School students (high needs): 491.7
  - 2024 Target Performance in Math for Non-High School students (high needs): 493.6
  - 3 year target: 497.4 (average improvement of 1.9 each year)
- 2023 Performance in Math for High School students (high needs): 498.9
  - 2024 Target Performance in Math for High School students (high needs): 501.6
  - 3 year target: 507 (average improvement of 2.7 each year)

## Section 4: Engage Families/Caregivers and other Stakeholders

***Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.***

In Natick Public Schools, meaningful engagement with families and caregivers is a cornerstone of our educational approach. We've diversified our strategies to ensure inclusivity and responsiveness.

### **Key Engagement Initiatives:**

- Natick Public Schools works to engage families by providing parents with information to engage in the district, including translation services for newsletters, conferences, etc.
- Natick Public Schools will continue to look for ways to support parents by providing resources that will allow them to support their child's academic success, including videos and resources that explain the curriculum and strategies for parents to assist their students.
- Our SEPAC and soon to be re-formed ELPAC groups continue to provide feedback to the district on what parents need and help us implement programs and initiatives to support our families.

### **Measuring Family Engagement:**

- **Annual Family Engagement Survey:** Conducted district-wide to gather feedback and assess the impact of initiatives.

***Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?***

We engaged stakeholders in the development of this plan in several ways, including:

- We shared the aggregated data on gaps between student groups with educators and solicited their feedback on what supports would be most critical to address them.
- We provided the DRAFT SOA and an explanatory slide deck to SEPAC ELPAC, and School Councils explaining the process and the purpose of developing the SOA. We also shared the data and asked for feedback through a survey.
- We provided our whole community with an overview of performance at a Fall School Committee meeting.
- We presented the DRAFT SOA to the School Committee in late February and then provided them with the results of the feedback surveys and asked for a vote of approval in March, prior to submitting to DESE.

**Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.** Yes

**Confirm that your school committee voted to approve this plan and provide the date of the vote.** Yes, our School Committee voted to approve the plan on March 25.

## Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

**Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.**

1.2 Implement a multi-tiered systems of supports (MTSS) that helps all students progress both academically and in their social, emotional and behavioral development.

**Which EBPs will your district implement within this Focus Area?**

1.2A Effective Student Support System: Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and progress monitoring)

1.2B Comprehensive Tiered Supports: Provide a comprehensive set of tiered supports for all learners that are culturally sustaining and universally designed.

**Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

We are in our first full year of implementing our new math curriculum K-4 and 9-11. Student data and surveys will continue to inform us of next steps.

- Continued data cycles to identify the areas of need within the current curriculum and how to best adjust our instruction and resources to support our learners
- Continued assessments of our students through our benchmark assessments
- Implementing evidence-based interventions to address individual student needs.
- Differentiating, scaffolding, and accommodating the core curriculum to ensure equitable access for all students.
- Providing initial and ongoing professional development and support to teachers, leaders, and support staff, through embedded instructional coaches and external PD providers.

In Year 1 (FY25), we will focus on implementation and support of scaffolding for students in the general education classroom. We will also implement a curriculum audit for our special education programming. Data teams will analyze the student performance data for all of our students with special focus on looking at our pull-out students and co-taught models. We will also work to adjust our scheduling at the elementary level to ensure that students have time dedicated to fluency and foundational skill support and enrichment.

In the following years, we will focus more intensively on selecting and utilizing appropriate interventions. Teachers will receive training on specific evidence-based interventions that complement the adopted instructional materials, while instructional coaches provide ongoing support to educators to implement interventions appropriately.

**Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide
<p><b><i>What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.</i></b></p> <ul style="list-style-type: none"> <li>● <b>\$375,000</b></li> </ul>
<p><b><i>Describe the anticipated allocation of funds to this EBP in more detail.</i></b></p> <ul style="list-style-type: none"> <li>● <b>Professional Development:</b> \$60,000</li> <li>● <b>Instructional Materials, Equipment &amp; Technology:</b> \$255,000</li> <li>● <b>Acceleration Academies</b> (grant funded)</li> <li>● <b>Total:</b> \$315,000</li> </ul>
<p><b><i>Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?</i></b></p> <p>Professional Development, Instructional Materials, Equipment &amp; Technology</p>
<p><b><i>What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.</i></b></p> <ul style="list-style-type: none"> <li>● Increase in % of students meeting or exceeding on 3rd Grade, 6th Grade, 8th Grade and 10th Grade Math MCAS</li> <li>● Increase in the number of students exiting the “at-risk” category on our benchmark assessment</li> </ul>
<p><b><i>Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.</i></b></p> <p>2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning</p> <p>2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning</p>
<p><b><i>Which EBPs will your district implement within this Focus Area?</i></b></p> <p>2.1A Inclusive Adoption Process: Implement a comprehensive and inclusive curriculum adoption process that engages multiple stakeholders in the exploration and assessment of potential instructional materials</p> <p>2.1B Supporting Curriculum Implementation: Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation</p> <p>2.2B High Leverage Practices for Students with Disabilities: Train all staff in high-leverage instructional practices designed for students with disabilities (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students’ specific learning goals)</p> <p>2.2C Collaborative Learning Models: Develop or expand co-teaching and other evidence-based models that leverage collaboration to best-serve students with disabilities and multi-lingual learners</p> <p>2.2D Targeted Academic Support and Acceleration: Implement academic intervention and acceleration opportunities targeting student groups demonstrating the largest gaps in achievement</p>
<p><b><i>Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).</i></b></p> <p>We are in our first full year of implementing our new math curriculum K-4 and 9-11. Student data and surveys will continue to inform us of next steps.</p> <ul style="list-style-type: none"> <li>● Implementation of a curriculum review for our special education programming</li> <li>● Continued assessments of our students through our benchmark assessments</li> <li>● Implementing evidence-based interventions to address individual student needs.</li> <li>● Differentiating, scaffolding, and accommodating the core curriculum to ensure equitable access for all</li> </ul>

students.

- Providing initial and ongoing professional development and support to teachers, leaders, and support staff, through embedded instructional coaches and external PD providers.

In Year 1 (FY25), we will focus on implementation and support of scaffolding for students in the general education classroom. We will also implement a curriculum audit for our special education programming. Data teams will analyze the student performance data for all of our students with special focus on looking at our pull-out students and co-taught models. We will also work to adjust our scheduling at the elementary level to ensure that students have time dedicated to fluency and foundational skill support and enrichment.

In the following years, we will focus more intensively on selecting and utilizing appropriate interventions. Teachers will receive training on specific evidence-based interventions that complement the adopted instructional materials, while instructional coaches provide ongoing support to educators to implement interventions appropriately.

***Which schools will be impacted by these efforts (answer can be district-wide)?***

District-wide

***What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.***

- \$180,000

***Describe the anticipated allocation of funds to this EBP in more detail.***

- Professional Development: \$20,000
- Instructional Materials, Equipment, & Technology: \$120,000
- Acceleration Academies \$40,000 (grant funded)
- Total: \$180,000

***Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?***

Pupil Services, Professional Development, Instructional Materials, Equipment, & Technology

***What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.***

- Increase in % of students meeting or exceeding on Math MCAS
- Increase in MCAS SGP on Math MCAS

○ ○ ○ ○

***STUDENT  
OPPORTUNITY  
ACT  
NATICK PS 2024***

Your p



**NATICK PUBLIC SCHOOLS**  
[www.natickps.org](http://www.natickps.org)

# ***WHAT IS THE SOA?***

The Student Opportunity Act (SOA) was enacted in 2019, injecting significant new funding into the Commonwealth's educational system, with a focus on providing funding to districts serving students with the greatest needs. The law also included a critical provision that requires every district to set clear targets for improving disparities in achievement among student groups and develop a three-year plan to implement evidence-based strategies to meet their targets.



# ***WHAT IS THE SOA?***

The Student Opportunity Act requires each district to create an evidence-based plan for reducing persistent disparities in achievement across student groups. Plans must be submitted for the Commissioner's review on a three-year cycle, with annual progress updates submitted in subsequent years.





# ***WE HAVE A DISTRICT PLAN SO WHY AN SOA?***

The SOA Plan addresses a subset of a district's overall initiatives, focusing on evidence-based programs and strategies that will improve the educational experiences and outcomes of students, including English learners, students with disabilities, and low-income students. To that end, your district's SOA plan should spotlight critical, actionable evidence-based programs and strategies that are focused on rapidly improving outcomes for students with low academic performance, whether you are enhancing ongoing efforts or introducing a small number of new initiatives.





# ***STEPS TO DEVELOPING THE SOA***

These steps are required by DESE (Department of Elementary and Secondary Education).

Analyze the Data and  
Select Student Groups  
for Focused Support

Set Ambitious  
Targets for Improving  
Student Achievement

Engage  
Families/Caregivers  
and other  
Stakeholders

Select Evidence-Based  
Programs and Strategies  
to Address Disparities in  
Achievement

Summarize Your District  
Plan

# ***TIMELINE***

**December 2023**

New 3 Year SOA  
Plan Guidance  
released

**January 2024**

3 Year SOA Plan  
webinar

**February-March 2024**

Review data,  
develop draft plan  
and gther  
feedback from  
Stakeholders

**April 1, 2024**

Plan Subitted to  
DESE

**April - June 2024**

DESE provides  
feedback to  
districts

**July 2024**

SOA plans  
publically posted

# ***WHAT DID THE DATA TELL US?***



**DESE provided every district with a Heat Map to identify areas to focus our plan on, In addition, they recommended that we review our Data within our online DESE secure portals. We are looking for areas of critical disparities.**

**Initial reviews of the data led us to a need to focus on Students with Disabilities.**

**The next question we asked was Math or ELA.**

**Because we just completed the math audit and adoption of new curriculum in K-4, we felt it was most appropriate to focus on discrepancy for students with disabilities.**

**We developed goals to support students with disabilities in meeting and exceeding expectations in Math MCAS.**



DESE Heat Map  
Overview

2023 MCAS				
Subject / Grade	All Students	English Learner	Students with Disabilities	L
ELA				
3	66	13	20	
6	63		23	
8	67		21	
10	79		40	
MATH				
3	65	31	27	
6	66		23	
8	63		24	
10	73		30	

We see the discrepancies here as well - and will be addressing these in other ways!

We see some discrepancies here - more data on the following slides

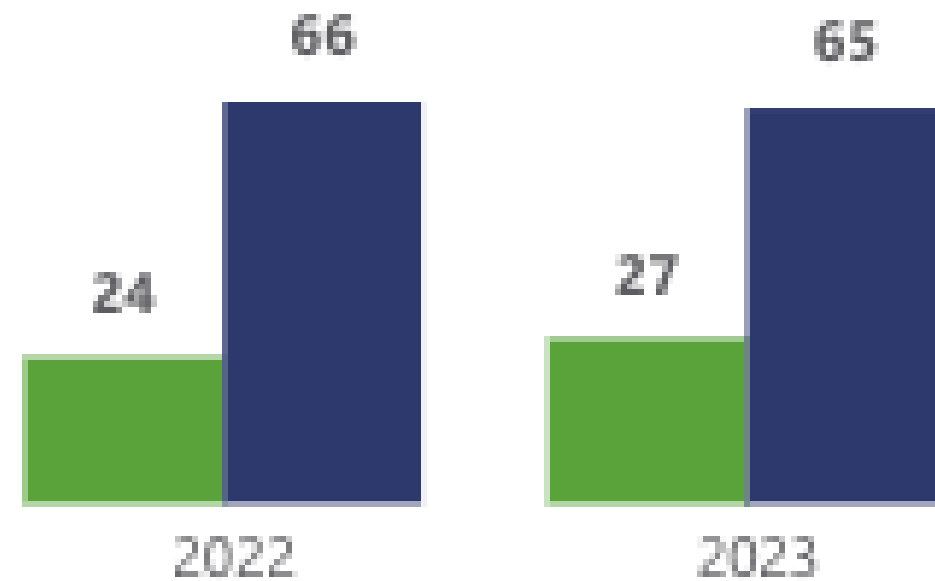
Grade 3 Math MCAS  
Students Meeting and  
Exceeding Expectations

Grade 6 Math MCAS  
Students Meeting and  
Exceeding Expectations

**MCAS Math**

Students  
with  
disabilities

All Students  
in the District

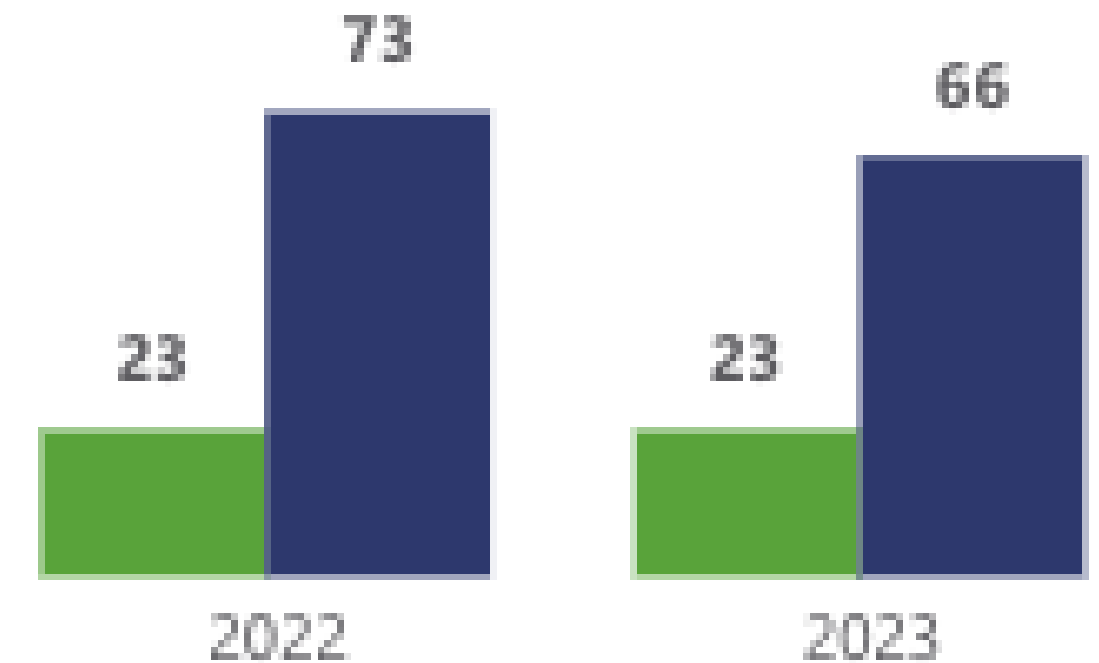


Your paragraph text

**MCAS Math**

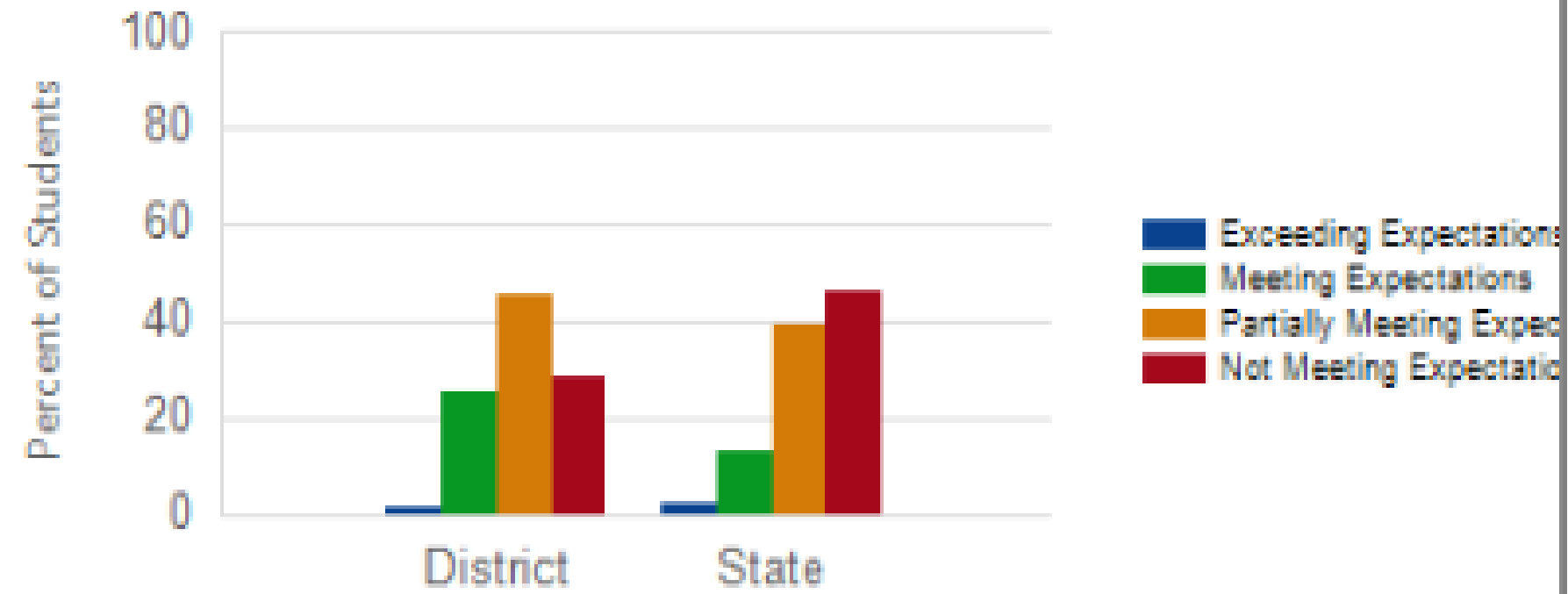
Students  
with  
disabilities

All Students  
in the District

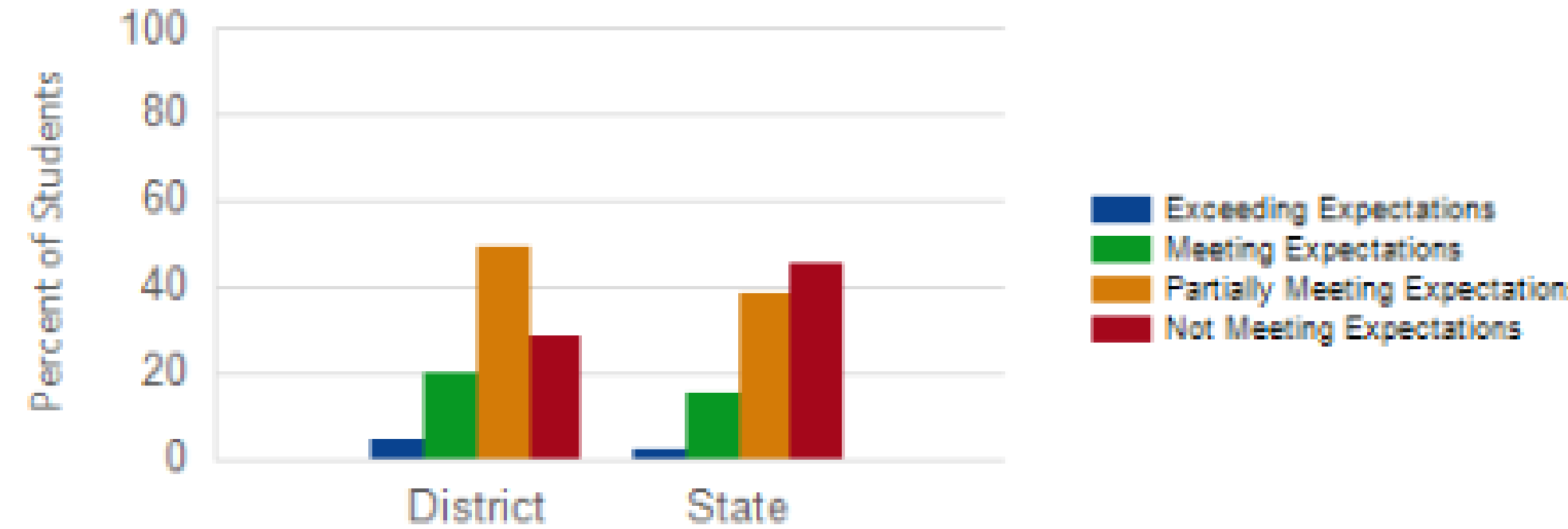


From DESE Heat Map

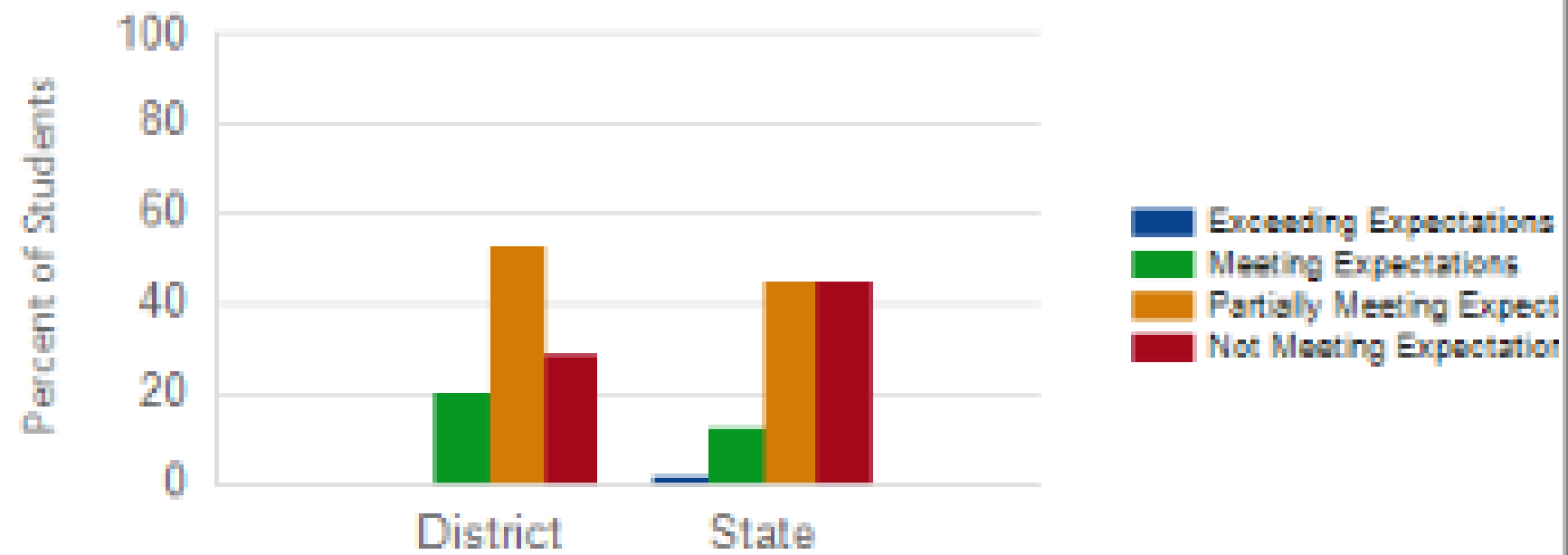
Mathematics - Grade 3  
Students w/ Disabilities



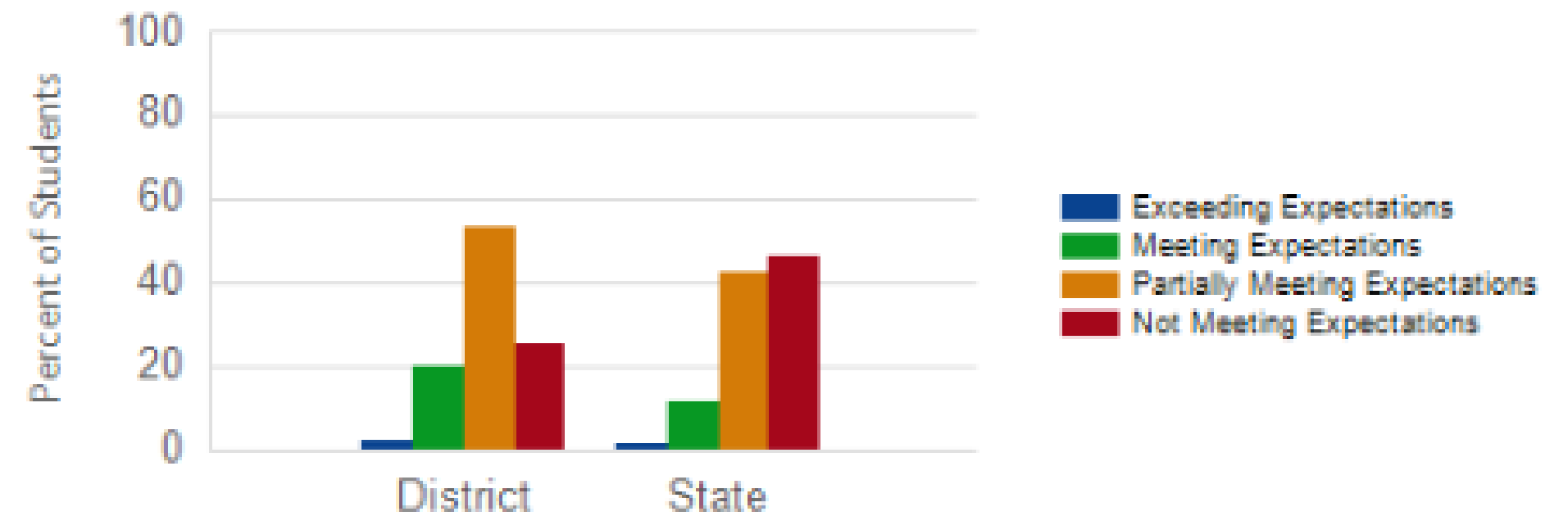
Mathematics - Grade 4  
Students w/ Disabilities



English Language Arts - Grade 5  
Students w/ Disabilities



Mathematics - Grade 6  
Students w/ Disabilities



from DESE Edwin Analytics

# ***HOW WE MADE THE DECISION***

## **Math Coaches**

The implementation of math coaches K-4 allows us to support the implementation of these evidence based practices for meeting the needs of all students.

## **Math Audit**

We completed the math audit and implemented new curriculum at K-4 level - this seemed like the perfect time to ensure we have the appropriate resources and supports and focuses for SWD

## **Literacy Audit**

Launching Fall 2024 and still waiting on the state to make decisions on curriculum requirements

## **Ongoing work**

Our SWD have IEPs with specialized instruction to address these areas

# ***FOCUS AREA***



**DESE provided every district with a Heat Map to identify areas to focus our plan on, In addition, they recommended that we review our Data within our online DESE secure portals. We are looking for areas of critical disparities.**

**DESE also provided us with Accountability Targets.  
Both of these sources provided us with focus areas.**

**Initial reviews of the data led us to a need to focus on Students with Disabilities.**

**The next question we asked was Math or ELA.**

**Because we just completed the math audit and adoption of new curriculum in K-4, we felt it was most appropriate to focus on discrepancy for students with disabilities.**

**We developed goals to support students with disabilities in meeting and exceeding expectations in Math MCAS.**

**Increase the % of students with disabilities in the meeting and exceeding categories on Math MCAS.**

**Hit our accountability targets.**



# GOALS

**We will reach our accountability targets as developed by DESE.  
Our current performance for Non-High School students with disabilities is 491.7.**

**Our 2024 target for Non-High School students with disabilities is 493.6  
Our 3 year target for Non-high School students with disabilities is 497.4**

**Our current performance for High School students with disabilities is 498.9.**

**Our 2024 target for High School students with disabilities is 501.6  
Our 3 year target for High School students with disabilities is 507**

**Currently we have 24% of students with disabilities meeting or exceeding expectations on math MCAS.  
On the Math MCAS the number of students meeting and exceeding expectations will increase by at least 10% each year.**

# ***STRATEGIC OBJECTIVES TO MEET GOALS***



**1.2 Implement a multi-tiered systems of support (MTSS) that helps all students progress both academically and in their social, emotional and behavioral development.**

1.2A Effective Student Support System: Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and progress monitoring.

1.2B Comprehensive Tiered Supports: Provide a comprehensive set of tiered supports for all learners that are culturally sustaining and universally designed.



# ***STRATEGIC OBJECTIVES TO MEET GOALS***



## **2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning**

- 2.1A Inclusive Adoption Process: Implement a comprehensive and inclusive curriculum adoption process that engages multiple stakeholders in the exploration and assessment of potential instructional materials.
- 2.1B Supporting Curriculum Implementation: Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation.



# ***STRATEGIC OBJECTIVES TO MEET GOALS***



## **2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**

2.2B High Leverage Practices for Students with Disabilities: Train all staff in high-leverage instructional practices designed for students with disabilities (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students' specific learning goals)

2.2C Collaborative Learning Models: Develop or expand co-teaching and other evidence-based models that leverage collaboration to best-serve students with disabilities and multilingual learners

2.2D Targeted Academic Support and Acceleration: Implement academic intervention and acceleration opportunities targeting student groups demonstrating the largest gaps in achievement

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**ITEM TITLE:** FY25 Budget Review Discussion  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:** LINK - Preliminary Budget Summary  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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**ATTACHMENTS:**

Description File Name		Type
Preliminary FY25 Budget Summary	2.26_Natick_Public_Schools_Preliminary_FY25_Budget_Summary_February_5__2024_(3).pdf	Cover Memo



# **Natick Public Schools Preliminary FY25 Budget Summary**

February 5, 2024 (First Presentation)  
February 26, 2024



# ENROLLMENT

## Natick Public Schools Cohort Survival Only - THREE Year Avg - Post COVID Shutdown Year

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Live Births	417	390	394	397	364	356	380	360	360	360	360	360
School Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Multiplier	10/1/2021	10/1/2022	10/1/2023									
3 Yr Avg	Actuals											
PK	0.3227	132	138	124	128	117	115	123	116	116	116	116
K	0.9385	406	356	359	373	342	334	357	338	338	338	357
1	1.0360	359	418	354	372	386	354	346	369	350	350	350
2	1.0054	382	368	426	356	374	388	356	348	371	352	352
3	1.0164	421	395	371	433	362	380	394	362	354	378	358
4	0.9885	394	420	392	367	428	358	376	390	357	350	373
5	1.0149	413	405	429	398	372	434	363	381	396	363	355
6	0.9873	409	411	404	424	393	367	429	358	376	391	358
7	0.9982	434	404	412	403	423	392	367	428	358	376	390
8	1.0152	412	442	414	418	409	429	398	372	435	363	381
9	0.9939	394	420	433	411	416	407	427	396	370	432	361
10	1.0116	384	395	427	438	416	421	412	432	400	374	437
11	1.0116	387	380	381	432	443	421	425	416	437	405	379
12	1.0034	381	394	378	382	433	445	422	427	418	438	406
Pre-K		132	138	124	128	117	115	123	116	116	116	116
k-4		1962	1957	1902	1900	1891	1814	1829	1807	1770	1767	1771
5-8		1668	1662	1659	1643	1597	1623	1556	1540	1564	1492	1484
9-12		1546	1589	1619	1664	1708	1693	1686	1670	1625	1649	1583
k-12		5176	5208	5180	5207	5197	5130	5071	5017	4959	4908	4838
Total All		5308	5346	5304	5335	5314	5245	5194	5133	5075	5024	4954
Change				-42	31	-21	-70	-51				4934

Calculation based on cohort survival method - HOUSING GROWTH NOT YET INCLUDED

Live Birth Data from Town Clerk 2017 forward, 2023 births forward is estimated, 273 reported thru 9/30

children born, but not yet enrolled

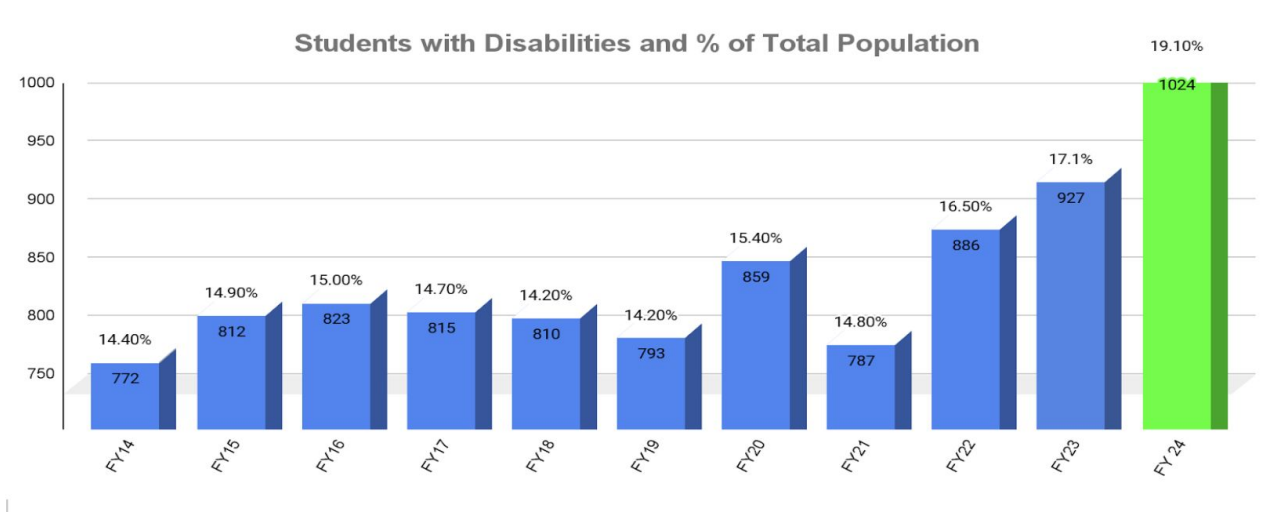
Shaded birth rates and enrollment projection data based on estimated births;

Multiplier is a THREE year average from most recent history available, COVID year and prior not factored in



# SPECIAL EDUCATION TREND

## SPECIAL EDUCATION ENROLLMENT



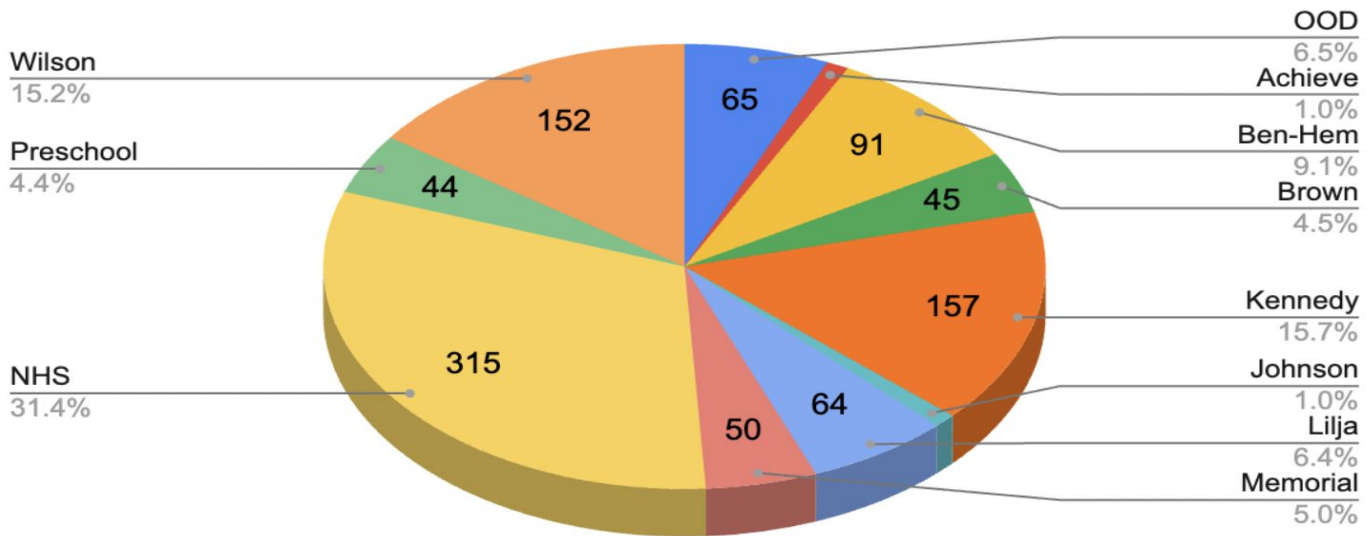
Statewide: 19.4





# SPECIAL EDUCATION

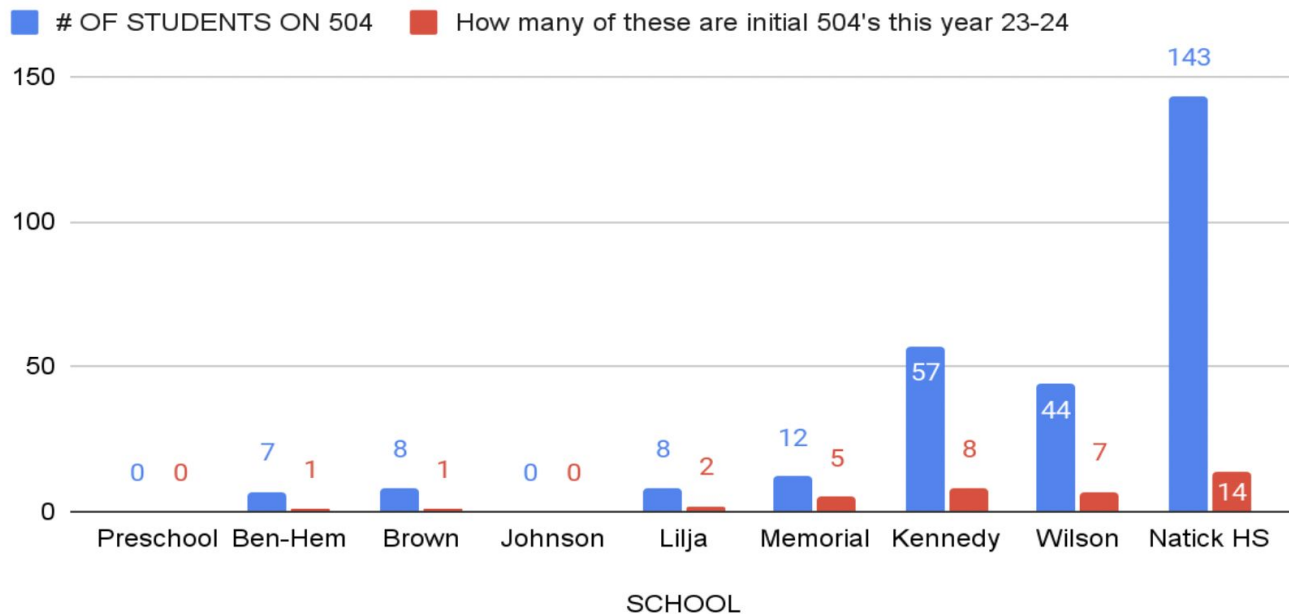
Special Education Population by School





# 504 ACCOMMODATION PLANS

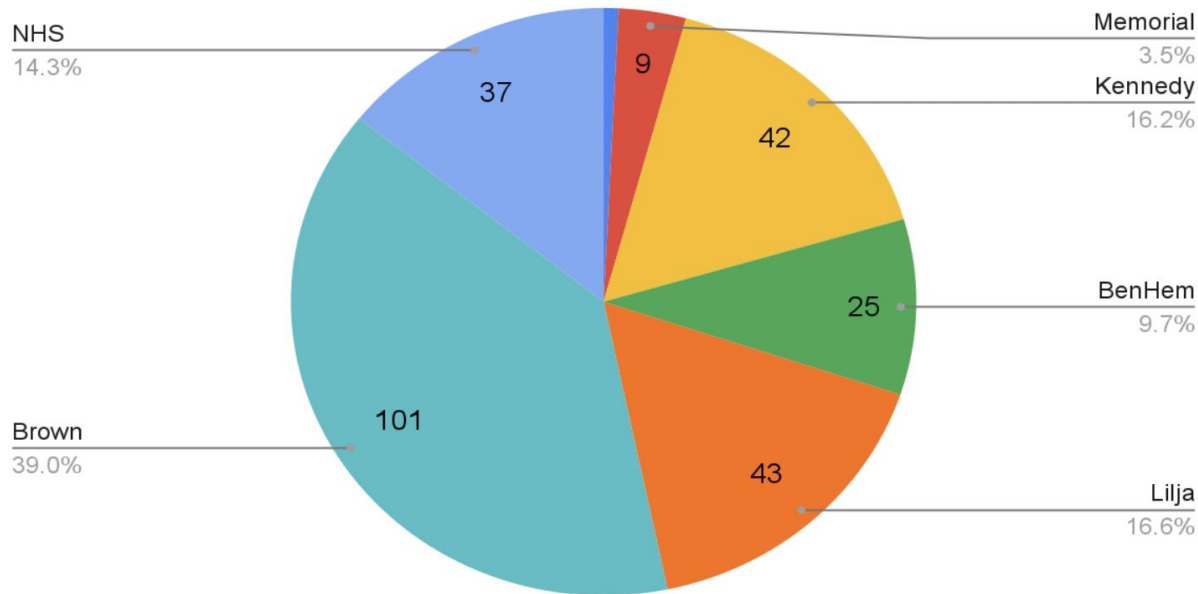
2023-24 504 Plan Info: Total Plans=281 to date





# ENGLISH LANGUAGE LEARNERS SUMMARY

23-24 ACTIVE EL STUDENTS; TOTAL=259





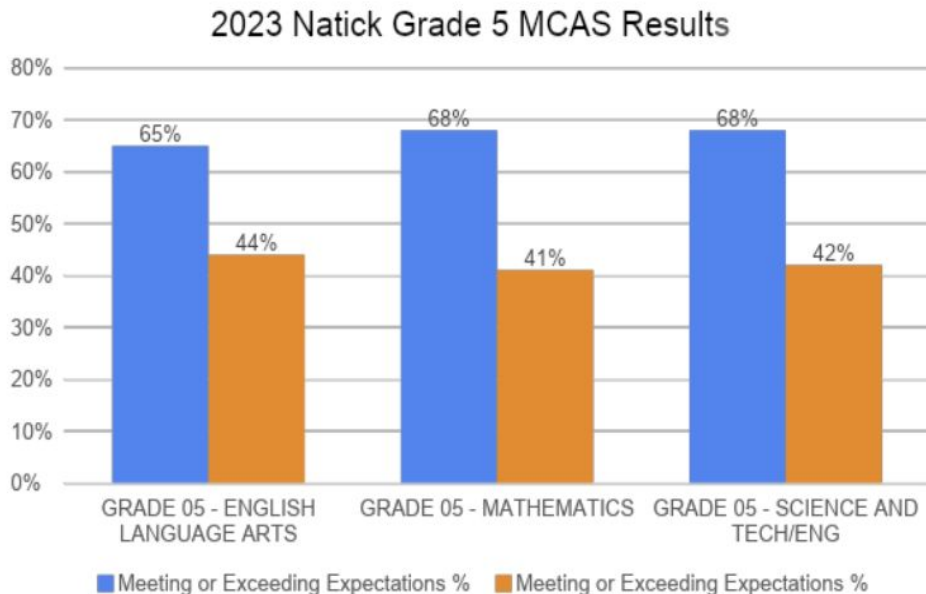
# HOMELESS STUDENT ENROLLMENT

## McKinney-Vento 2020-2024

YEAR	20-21`	21-22	22-23	23-24
Population	41	43	45	65



# GRADE 5 MCAS 2023



Grade 5 is the first standardized MCAS Test which covers Math, ELA and Science, commonly represents the culmination of elementary school.

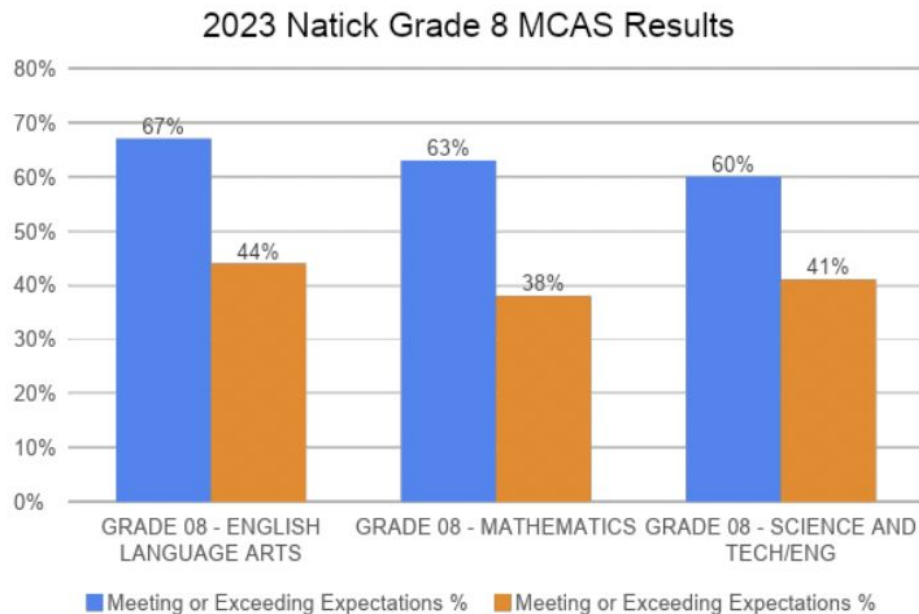
Grade 5 students scored:

- 47.7% higher in ELA
- 65.9% higher in Math
- 61.9% higher in Science

than the state average in the combined Meeting or Exceeding Expectations category.



# GRADE 8 MCAS 2023



Grade 8 is the second standardized MCAS Test which covers Math, ELA and Science, commonly represents the culmination of middle school.

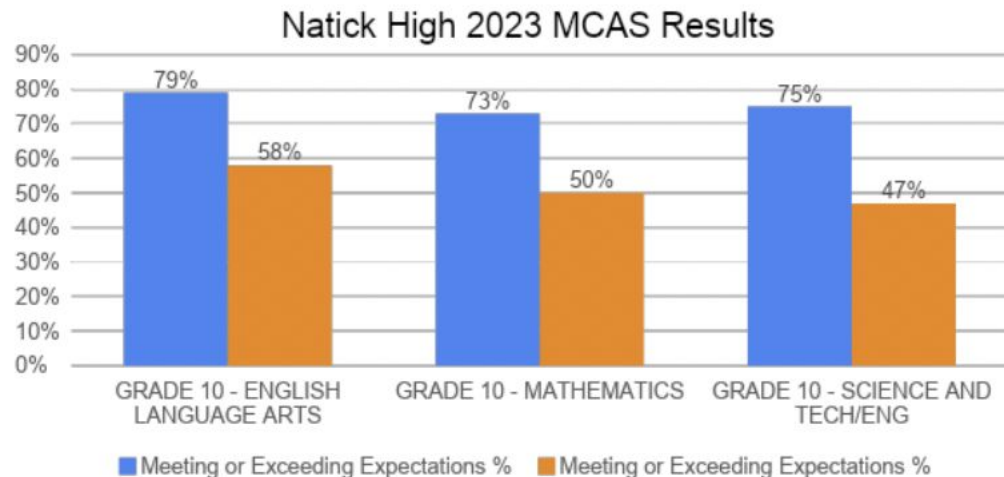
Grade 8 students scored:

- 52.3% higher in ELA
- 65.8% higher in Math
- 46.3% higher in Science

than the state average in the combined Meeting or Exceeding Expectations category.



# GRADE 10 MCAS 2023



**Note:** "Partially Meeting Expectations" scores are good enough for students to graduate provided they continue to take advancing courses in Grades 11 & 12.

Grade 10 Students will be given 5 opportunities before their Class June Graduation to retake the test to achieve a passing score. **About 96% of NHS students graduate in 4 years, about 97% in five years.**

Grade 10 MCAS is required for Graduation.

Grade 10 students scored:

- 36.2% higher in ELA
- 46.0% higher in Math
- 59.6% higher in Science

than the state average in the combined Meeting or Exceeding Expectations category.

NHS students that score proficient or advanced on the all facets of Grade 10 exam will be considered well prepared for a 4-Year State College or University

[https://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?lkid=32&orgcode=01980000&orgtypecode=5&](https://profiles.doe.mass.edu/mcas/achievement_level.aspx?lkid=32&orgcode=01980000&orgtypecode=5&)





# FY25 PRELIMINARY BUDGET

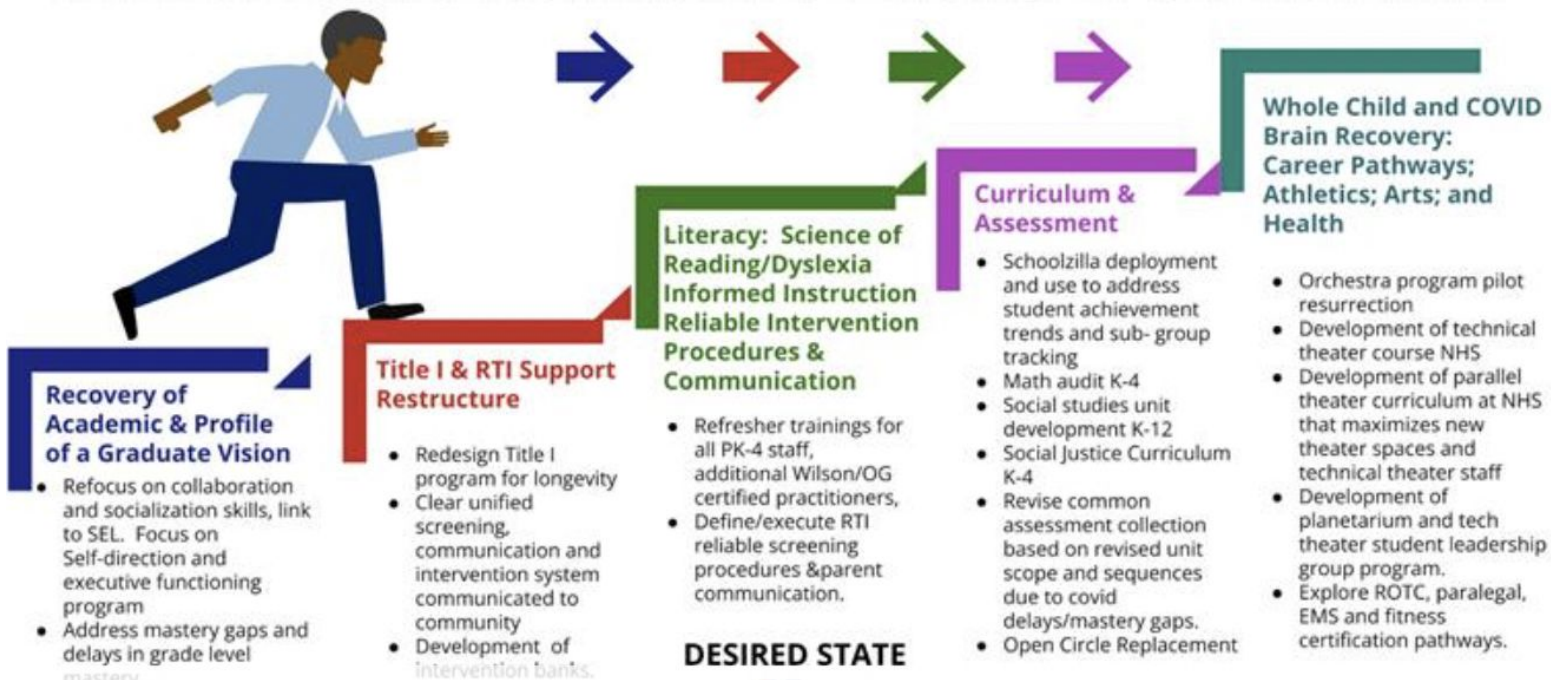
SALARY OR NON-SALARY	NPS Categories	Sum of FY23 Actual	Sum of FY24 ORIGINAL APPROP	Sum of FY25 LS Budget Request	Sum of FY25 LS Dollar Change	% Change from FY24
SALARIES	ADMIN & SUPPORT	\$ 3,687,484	\$ 3,773,551	\$ 4,054,171	\$ 280,621	7.4%
	INSTRUCTION	\$ 57,333,271	\$ 59,231,202	\$ 65,202,101	\$ 5,970,899	10.1%
	ATHLETICS& ACTIVITIES	\$ 1,300,715	\$ 967,708	\$ 1,201,585	\$ 233,877	24.2%
	HEALTH SERVICES	\$ 1,131,949	\$ 1,132,451	\$ 1,281,758	\$ 149,307	13.2%
	FACILITIES	\$ 60,000	\$ -	\$ -	\$ -	0.0%
	TECHNOLOGY	\$ 168,550	\$ 192,247	\$ 195,600	\$ 3,353	1.7%
	BENEFITS & EQUIP	\$ 30,650	\$ 30,118	\$ 35,658	\$ 5,540	18.4%
SALARIES Total		\$ 63,712,618	\$ 65,327,277	\$ 71,970,873	\$ 6,643,597	10.2%
NON-SALARY	ADMIN & SUPPORT	\$ 646,556	\$ 1,113,115	\$ 1,201,045	\$ 87,930	7.9%
	INSTRUCTION	\$ 2,947,444	\$ 3,381,111	\$ 3,403,708	\$ 22,597	0.7%
	ATHLETICS& ACTIVITIES	\$ 235,718	\$ 111,872	\$ 110,678	\$ (1,194)	-1.1%
	HEALTH SERVICES	\$ 148,886	\$ 165,140	\$ 195,140	\$ 30,000	18.2%
	FACILITIES	\$ 2,395,243	\$ 3,108,734	\$ 2,719,750	\$ (388,984)	-12.5%
	TECHNOLOGY	\$ 1,004,326	\$ 1,098,900	\$ 1,149,650	\$ 50,750	4.6%
	BENEFITS & EQUIP	\$ 3,235	\$ 3,332	\$ 3,332	\$ (0)	0.0%
	TRANSPORTATION	\$ 3,249,400	\$ 3,280,817	\$ 4,744,066	\$ 1,463,249	44.6%
	TUITIONS	\$ 4,602,983	\$ 5,688,836	\$ 4,370,860	\$ (1,317,976)	-23.2%
NON-SALARY Total		\$ 15,233,791	\$ 17,951,857	\$ 17,898,228	\$ (53,629)	-0.3%
Grand Total		\$ 78,946,409	\$ 83,279,134	\$ 89,869,102	\$ 6,589,968	7.9%





# PROFILE OF A NATICK SCHOOL GRADUATE

*Excel in academic achievement, and Profile of a Natick Graduate (POG) competencies for all groups and subgroups of students.*





# KEY FY25 BUDGET ELEMENTS

- Transportation
  - New bid
  - Bus subsidy
- Incorporates grant funded staffing positions to support
  - student needs and
  - district STP goals
- Increased and increasing need for services
- Out of District Tuition
- Use of one time funding
- Staffing reductions
- Modest improvements



# HIGHLIGHTS OF RECENT NEW STAFFING

- Increased need for student services
- Elementary Library Media Specialists
- Elementary Assistant Principals
- Elementary and Middle School Math Coaches
- Elementary Math Interventionists
- Digital and Personalized Learning
- Elementary School Counselors
- Director of Social and Emotional Learning and Equity



# STAFFING CHANGES FOR FY25

## Elementary

- 3.0 Professional Support (related to Johnson closure)
- 4.0 Instructional Support
- + 1.0 Special Educator (specialized program)

## Middle School

- 1.0 Classroom Teacher (decreased enrollment)
- 3.0 WMS will move to KMS (shifted enrollment)
- + 1.0 Student Services (EL)

## High School

- + .5 Classroom Teachers (EL, math, health and wellness)

## Central Administration

- 3.0 (Administration, planning and budget analysis, safety and security)



# OVERVIEW OF FY25 BUDGET FUNDING GAP

Original FY24 Appropriation	83,279,134	
FY25 level service at 7.9%	89,869,102	[incl CB offset = 3,381,994]
Difference	6,589,968	
Proposed available funding 4.22%	3,516,165	86,795,299 [Incl 1.6 mi ARPA]
Bus .52%	429,844	
Remainder	2,643,959	
	2,000,000	Additional CB offset
	+149,780	Improvements
		137,280 SS
		12,500 Gen'l Education
	793,639	Remaining Gap
	-135,000	Johnson Closure
	-658,739	Possible staff reductions
Revised FY25 Budget at 7.1%	0.00	Remaining Gap

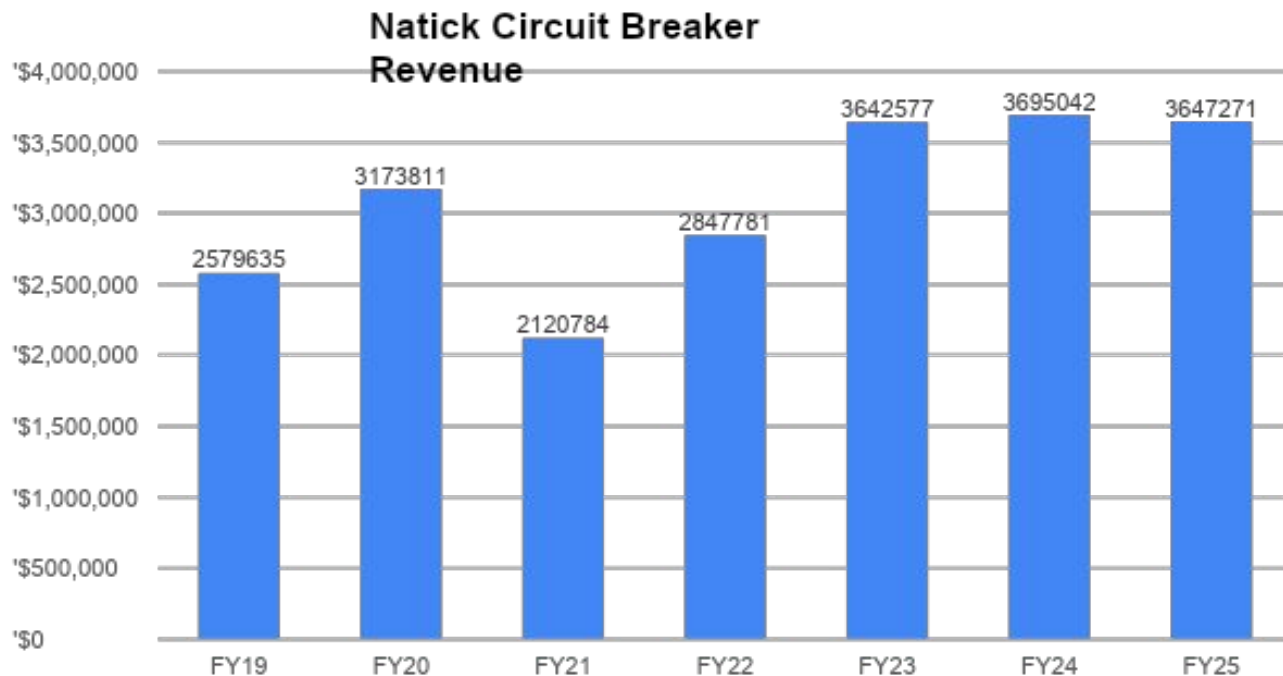


# ENTITLEMENT GRANT SUMMARY

Grant Name	FY21	FY22	FY23	FY24	FY25 Est.
ESSER 1	\$ 279,511	\$ -	\$ -	\$ -	\$ -
ESSER III	\$ 464,968	\$ -	\$ -	\$ -	\$ -
ESSER III	\$ -	\$ 1,022,514	\$ -	\$ -	\$ -
Title II - A - Teacher Quality	\$ 86,820	\$ 85,836	\$ 86,906	\$ 77,194	\$ 77,194
Title II :ELA Acquisition -EL Migrant	\$ 25,654	\$ 26,952	\$ 25,166	\$ 32,777	\$ 32,777
Federal: IDEA	\$ 1,277,806	\$ 1,335,270	\$ 1,373,398	\$ 1,488,851	\$ 1,488,851
ARP: SPED	\$ -	\$ 305,273	\$ -	\$ -	\$ -
Early Childhood Special Ed - Fed	\$ 33,559	\$ 34,003	\$ 35,975	\$ 36,934	\$ 36,934
ARP: SPED Early Childhood	\$ -	\$ 28,447	\$ -	\$ -	\$ -
ARP: Homeless	\$ -	\$ 9,010	\$ -	\$ -	\$ -
Title I	\$ 198,875	\$ 206,448	\$ 464,052	\$ 210,028	\$ 210,028
Title IV, Part A: Student Support & Enrichment	\$ 24,749	\$ 10,000	\$ 14,772	\$ 34,005	\$ 34,005
<b>Total Entitlements</b>	<b>\$ 2,391,942</b>	<b>\$ 3,063,753</b>	<b>\$ 2,000,269</b>	<b>\$ 1,879,789</b>	<b>\$ 1,879,789</b>
<b>% Change From Prior Year</b>		<b>28%</b>	<b>-35%</b>	<b>-6%</b>	<b>0%</b>



# CIRCUIT BREAKER REVENUE





# CIRCUIT BREAKER OVERVIEW

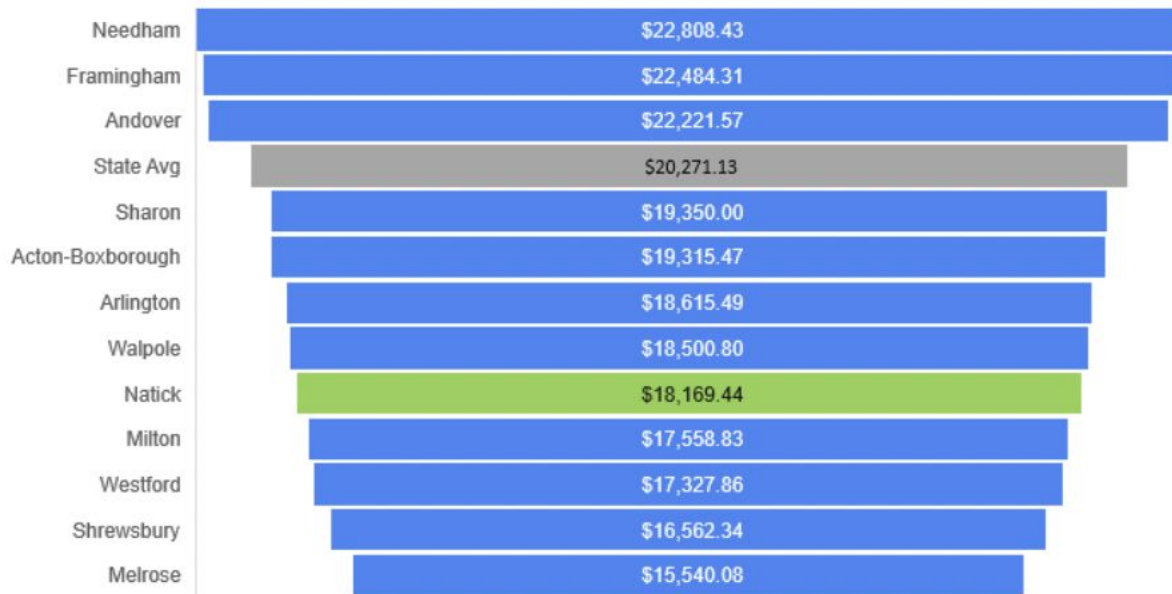
- To be received in FY24: 3,647,271
- Projected use of circuit breaker for FY24: 3,943,821
- Projected amount to carry forward to FY25: 2,700,000
- Projected to be received in FY25: 3,647,271 (70% Reimb)
- Projected offset for FY25: 5,381,994
- Projected remaining in FY25 to carry forward to FY26: 965,277
- Projected to be received in FY26 will be less than for FY25 due to decrease in tuition costs in FY25





# DESE COHORT COMPARISONS

FY22 Total Per Pupil Spending, DESE Cohort





# FY25 BUDGET REVISED 2/26/24

SALARY OR NON-SALARY	NPS Categories	FY23 Actual	FY24 ORIGINAL APPROP	FY25 LS Budget Request	FY25 LS Dollar Change	% Change from FY24
SALARIES	ADMIN & SUPPORT	\$ 3,687,484	\$ 3,773,551	\$ 4,054,171	\$ 280,621	7.4%
	INSTRUCTION	\$ 57,333,271	\$ 59,231,202	\$ 65,202,101	\$ 5,970,899	10.1%
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	FACILITIES	\$ 60,000	\$ -	\$ -	\$ -	0.0%
	TECHNOLOGY	\$ 168,550	\$ 192,247	\$ 195,600	\$ 3,353	1.7%
	BENEFITS & EQUIP	\$ 30,650	\$ 30,118	\$ 35,658	\$ 5,540	18.4%
	Salary Net Modifications			\$ (644,969)		
SALARIES Total		\$ 63,712,618	\$ 65,327,277	\$ 71,325,904	\$ 5,998,628	9.2%
NON-SALARY	ADMIN & SUPPORT	\$ 646,556	\$ 1,113,115	\$ 1,201,045	\$ 87,930	7.9%
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	FACILITIES	\$ 2,395,243	\$ 3,108,734	\$ 2,719,750	\$ (388,984)	-12.5%
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NON-SALARY Total		\$ 15,233,791	\$ 17,951,857	\$ 17,898,228	\$ (53,629)	-0.3%
Grand Total		\$ 78,946,409	\$ 83,279,134	\$ 89,224,133	\$ 5,944,999	7.1%



## March 4: FY25 Budget Hearing and possible vote

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**ITEM TITLE:** User Fee Review (no vote) - Matt Gillis

**DATE:**

**ITEM TYPE:**

**ITEM SUMMARY:**

**BACKGROUND INFORMATION:**

**RECOMMENDATION:**

---

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**ITEM TITLE:** Approval of the 24/25 School Calendar  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:** LINK - Approval of the 24/25 School Calendar  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

---

**ATTACHMENTS:**

Description	File Name	Type
Approval of the 2024/2025 School Calendar	2.26_mtg_revised_24_25_school_calendar_Scan_Linda_McGrath_14_27_55-09_02_2024.pdf	Cover Memo

# Natick Public Schools

## 2024-2025 School Calendar

August 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(3 days)

September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(20 days)

October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(21 days)

November 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

(16 days)

December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(15 days)

January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(21 days)

February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

(15 days)

March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(20 days)

April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			








(16 days)

May 2025						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(21 days)

June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(12 days)

	Schools Closed
	Early Release Day for ALL STUDENTS
	School Closed for Kindergarten Only
	Religious & Cultural Observance
	Early Release Day PreK, Elementary, Middle Only
	Early Release Day for PreK & Elementary Only
	First and Last Day of School

**NOTE:** Jewish and Muslim holidays begin at sundown the day before.

Aug 26-27	Faculty Return and Meetings (all buildings are closed to public)
Aug 28	First Day of School for students
Sep 2	Labor Day - Closed
Sep 18	Early Release Day
Oct 3-4	Rosh Hashana - Closed Oct 3 (observed on Oct 4)
Oct 12	Yom Kippur - Observed
Oct 14	Columbus Day/Indigenous People's Day - Closed
Oct 23	Early Release Day
Nov 1	Diwali - Closed
Nov 5	NILS / Election Day - Closed
Nov 11	Veteran's Day - Closed
Nov 13	Early Release Day - PreK and Elementary ONLY
Nov 20	Early Release Day - PreK, Elementary & Middle Schools
Nov 27	Early Release Day
Nov 28-29	Thanksgiving - Closed
Dec 11	Early Release Day
Dec 23 - 31	Winter Break
Jan 1	New Year's Day - Closed

Jan 15	Early Release Day/Middle School Conferences
Jan 20	Martin Luther King Day - Closed
Jan 29	Lunar New Year - Observed
Feb 5	Early Release Day
Feb 17-21	February Vacation - Closed
March 12	Early Release Day
March 31	Eid al-fitr - Closed
Apr 2	Early Release Day - PreK and Elementary ONLY
Apr 9	Early Release Day
Apr 18	Good Friday/Orthodox Good Friday - Closed
Apr 20	Easter/Orthodox Easter - Observed
Apr 21-25	April Vacation - Closed
May 2	School Closed for Kindergarten ONLY
May 14	Early Release Day
May 26	Memorial Day - Closed
June 7	Eid al-Adha - Observed
June 17	Early Release - Last Day of School (no snow days)
June 19	Juneteenth Day - Closed
June 25	Early Release - Last Day of School (5 snow days)

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**ITEM TITLE:** Approval of Parent/Teacher Conferences  
**DATE:**  
**ITEM TYPE:**  
**ITEM SUMMARY:**  
**BACKGROUND INFORMATION:**  
**RECOMMENDATION:**

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