

NATICK PUBLIC SCHOOLS
School Committee Meeting
May 6, 2024
6:30 PM
School Committee Room - 3rd flr, Town Hall

**Posted Date: Thursday, May 2, 2024 @ 3:30 PM, Amended and Reposted on Monday,
May 6, 2024 @ 2:05 PM**

Open Meeting 6:30PM. Virtual Meeting Accessed Via: <https://us06web.zoom.us/j/2038566119?pwd=TmtdXGxenQ0YXRlN1FicHVpd3hEZZ09> 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=TmtdXGxenQ0YXRlN1FicHVpd3hEZZ09> . 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), 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

OPEN SESSION

- Roll Call
- Pledge of Allegiance
- Moment of Silence
- Announcements

PUBLIC SPEAK

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

- Teacher Representative
- Student Representative

SUBCOMMITTEE/LIAISON UPDATES

1. Second Reading Draft for Policy: BDA, BDB, BDC, BDD

CONSENT AGENDA

1. Donation for the Weather Club at Kennedy
2. Second and Final Reading for Policy: BDA, BDB, BDC, BDD

3. Approval for Out of State Travel to Chicago, IL - High School Speech and Debate Team

CHAIRMAN'S REPORT

SUPERINTENDENT'S REPORT

1. Math Curriculum Initiative and Coaches - Sue Balboni/Assistant Superintendent TLI
2. Physical Education and Health Audit - Sue Balboni/Assistant Superintendent TLI
3. Student Domestic and Global Travel Handbook - Tim Luff/Deputy Superintendent and Bella Wong/Superintendent
4. Third Quarter Financial Report - Matt Gillis/Assistant Superintendent of Finance
5. Results of ATM School Capital Warrant Articles - Matt Gillis and Superintendent Wong
6. Enrollment Report - May 1st, 2024

ACTION ITEMS

1. Vote to Approve Student Domestic and Global Travel Handbook
2. Vote to Approve the Side Letter with Administrative Assistant Unit

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

ITEM TITLE: Second Reading Draft for Policy: BDA, BDB, BDC, BDD

DATE:

ITEM TYPE:

ITEM SUMMARY: Second Reading for Policy: BDA, BDB, BDC, BDD - LINK

BACKGROUND INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
second reading for policy bda, bdb, bdc, bdd	5.6.24_SECOND_READING_BDA__BDB__BDC__BDD.docx.pdf	Cover Memo

**SCHOOL COMMITTEE ORGANIZATIONAL MEETING,
OFFICERS AND OFFICIALS**

A. PURPOSE:

To define the duties of the various officers of the School Committee and their manner of election.

B. POLICY:

1. Organizational Meeting

For the purpose of organizing, the School Committee, at an organizational meeting, held only for the purposes listed below, shall be scheduled for a date and time following the Annual Town Election and prior to the first regular meeting will elect from its membership a Chairperson, a Vice-Chairperson, and a Clerk all of whom will hold their respective offices for a term of one year or until a successor is elected.

- a) The meeting shall be called to order by the Executive Secretary of the Committee (the Superintendent), who shall preside during and until the election of the Chairperson.
- b) Nominations for the office of Chairperson will be made from the floor. The Chairperson shall be elected by voice vote of the members participating either remotely or in-person and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
- c) No member may serve as Chairperson for more than two consecutive years except by a separate 2/3 vote of the Committee to permit the then Chairperson to be considered a candidate in (b., above). No member shall serve more than three consecutive years.
- d) Upon election, the new Chairperson will preside, calling for the election of a Vice-Chairperson and Clerk, in order. The procedure used for their election will be the same as that for electing the Chairperson.
- e) Following the election of the Chairperson, Vice-Chairperson and Clerk, the Recording Secretary, who shall not be a member of the School Committee, shall be appointed by the Committee.
- f) The Committee shall review subcommittee and liaison assignments and vacancies. To give members an opportunity to understand the commitment involved and/or express interest in an assignment, appointments to subcommittee and liaison positions shall occur at the next regular meeting.
- g) Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above.
- h) Following election of officers at its organizational meeting, the School Committee may proceed into such special business as scheduled on the agenda.
- i) The Student Representative (elected in accordance with Chapter 71, Section 38M) will begin ~~his/her~~ **their** term at the beginning of the next school year.
- j) **Prior to June 1st of each year, a current or former participant of the Metropolitan Council for Educational Opportunity (METCO) community will be appointed as an ex-officio non-voting representative member of the School Committee. Such appointment will be made by the School Committee upon recommendations from the METCO Director and/or the Superintendent. The member will preferably, and in the following order, be a current parent participant, alumni parent participant, or graduate of the program. This member shall not have the right to attend executive sessions unless such right is**

expressly granted by the School Committee. The member will also be subject to all School Committee rules and regulations and will serve without compensation. This annual appointment will commence at the beginning of the ~~school~~ fiscal year following the vote of the Committee.

- k) The retention of School Committee counsel shall be reaffirmed at each organizational meeting and reviewed at such time if the Committee feels appropriate.

2. Duties of the Chairperson: The Chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. ~~He or she~~ They will perform those duties that are consistent with their office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chairperson will:

- a. Sign the instruments, acts, and orders approved by the Committee in its name and behalf.
- b. Consult with the Superintendent in the planning of the Committee's agendas.
- c. Confer with the Superintendent on matters that may occur between Committee meetings.
- d. Appoint subcommittees, subject to Committee approval.
- e. Call special meetings of the Committee as found necessary or requested in writing by members of the Committee.
- f. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
- g. Preside at all Committee meetings.
- h. Verify with the Superintendent annually that the Superintendent has completed reviews of direct reports.

If the Chairperson is unable to carry on the duties for an extended period of time, the School Committee will hold an organizational meeting and vote for a new Chairperson and a Vice Chairperson.

3. Duties of the Vice-Chairperson of Policy and Operations

The Vice-Chairperson of Policy and Operations will assume the duties of the Chairperson when the Chairperson is absent or incapacitated. In the absence of the Chairperson and the Vice Chairperson at any School Committee meeting, the Executive Secretary (Superintendent) shall call for the election of a Chairperson pro tem by the members present.

4. Duties of the Clerk

The Clerk will be responsible for a record of the meetings being prepared in accordance with by-law and supervise the Recording Secretary, who takes the notes and review them prior to their acceptance by the School Committee. The Clerk is to attest to the minutes and sign on the line for this purpose in the official book in which they are entered.

5. Duties of the Executive Secretary

The Superintendent shall be elected by the Committee as provided by law and shall serve as Executive Secretary and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as the majority of the Committee may direct.

As Executive Secretary of the School Committee the Superintendent shall cause to be kept and accessible a record of the proceedings of the Committee and shall keep on file all reports, communications, papers, and documents relating to the business of the Committee or belonging to it.

~~He or she~~ **They** shall issue notices of Committee meetings; shall furnish each member, in advance, an agenda for the forthcoming meeting which ~~he or she~~ **they** shall have prepared with the Chairperson; shall provide a copy of the record of previous meetings as soon as possible; and shall perform such other duties as may be required by the Committee.

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The Committee will leave to the Superintendent all matters of decision and administration that come within ~~his or her~~ **their** scope as executive officer or as professional leader of the school system. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

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7. Duties of the Recording Secretary (*Part of MASC Policy BDB*)

The Recording Secretary shall keep the minutes of School Committee meeting and shall have such other duties as the Committee and the Superintendent may determine.

REFERENCES:

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MASC, School Committee Policy Manual
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Town of Natick Charter

Note: The treasurer of the town serves as treasurer of the School Committee (*Part of Policy BDB*)

Revised by the Natick School Committee: _____

ITEM TITLE: Donation for the Weather Club at Kennedy
DATE:
ITEM TYPE:
ITEM SUMMARY: Donation for the Weather Club at Kennedy
BACKGROUND INFORMATION:
RECOMMENDATION:

ITEM TITLE: Second and Final Reading for Policy: BDA, BDB, BDC, BDD

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Revised by the Natick School Committee: _____

ITEM TITLE: Approval for Out of State Travel to Chicago, IL - High School Speech and Debate Team

DATE:

ITEM TYPE:

ITEM SUMMARY: Out of State Travel to Chicago, IL for High School Speech and Debate Team - LINK

BACKGROUND

INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
approval out of state travel high school to chicago, il	5.6.24_NCFL_2024_-_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:
Re:

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

Lead teacher's name: Amanda Parker

Group: Speech & Debate Team

Destination and also Itinerary: NCFL National Speech & Debate Tournament, Chicago, IL. (See [below](#) for more details).

Date of trip: Thursday, May 23, 2024 to Monday, May 27, 2024

Time & location of departure & return: Depart 5/23/24 at 7:45 AM, Logan Express station in Framingham. Return 5/27/24 at approximately 12:00 midnight, Logan Express station in Framingham.

Transportation: The team will take Logan Express to and from Logan Airport. Our flights are on Southwest Air. The team would like permission to take taxis/rideshares from Midway Airport to our Hotel, and then back again on the way home. No transportation is needed once we are at the hotel as everything is within walking distance.

Mode of transportation requested: We are requesting permission to take students in taxis or rideshares between Chicago Midway Airport and our hotel. We will be walking everywhere once we are in downtown Chicago.

Method of payment (fundraising, etc.): Fundraising & student payments

Names & phone numbers of chaperones: Amanda Parker (508-740-0130) and Joyce Albert (508-397-5143)

Estimated Cost of trip per student: \$600 per student

Please state the purpose of this trip: The team has qualified seven students to compete at the NCFL National Tournament.

I support this request and thank you for your consideration.

Sincerely,

Josepha Blocker
Principal

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

Revised June, 2023

- Students will miss school on Thursday, May 23 & Friday, May 24.
- Chaperones: Amanda Parker & Joyce Albert. (Sarah Donnelly will be at the tournament but is not traveling with the team.)
- Flight information:
 - Thursday, 5/23
 - Southwest Flight # 3048, Departs Boston at 10:45 AM, arrives in Chicago at 12:20 PM
 - Monday, 5/27
 - Southwest Flight # 2383, Departs Chicago at 7:45 PM, arrives in Boston at 11 PM
- Hotel Information:
 - Hilton Chicago, 720 South Michigan Avenue, Chicago
- General itinerary:
 - Thursday - Arrival, settle in, Navy Pier & other sightseeing
 - Friday - Tournament prep & practice, Millenium Park & other sightseeing
 - Saturday - Preliminary rounds
 - Sunday - Elimination rounds and awards
 - Monday - Sightseeing & late flight home
- Ground transportation:
 - Between Natick & Logan - Logan Express
 - Between Midway airport (Chicago) & hotel - taxis/rideshares or The L

List of Students:

Christa Belev, 2026

Sanjhbati Das, 2026

Clara Duckworth, 2024

Soham Kadam, 2024

Nathan Moldover, 2025

Adam Pochobut, 2024

Doris Yu, 2026

ITEM TITLE: Math Curriculum Initiative and Coaches - Sue Balboni/Assistant Superintendent TLI

DATE:

ITEM TYPE:

ITEM SUMMARY: Math Curriculum Initiative and Coaches - LINK

BACKGROUND

INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
math curriculum initiative and coaches	5.6.24_Math_Curriculum.pdf	Cover Memo

Math Curriculum

Implementation Year 1

2024

Reminder of what we implemented at each level
What changes we made to support the effective
implementation

Feedback from coaches, principals and department head
data results

Feedback and quotes from surveys
photos of implementation in action
next steps

New Math Curriculum Implementation

**Elementary Grades K-4:
Illustrative Mathematics**

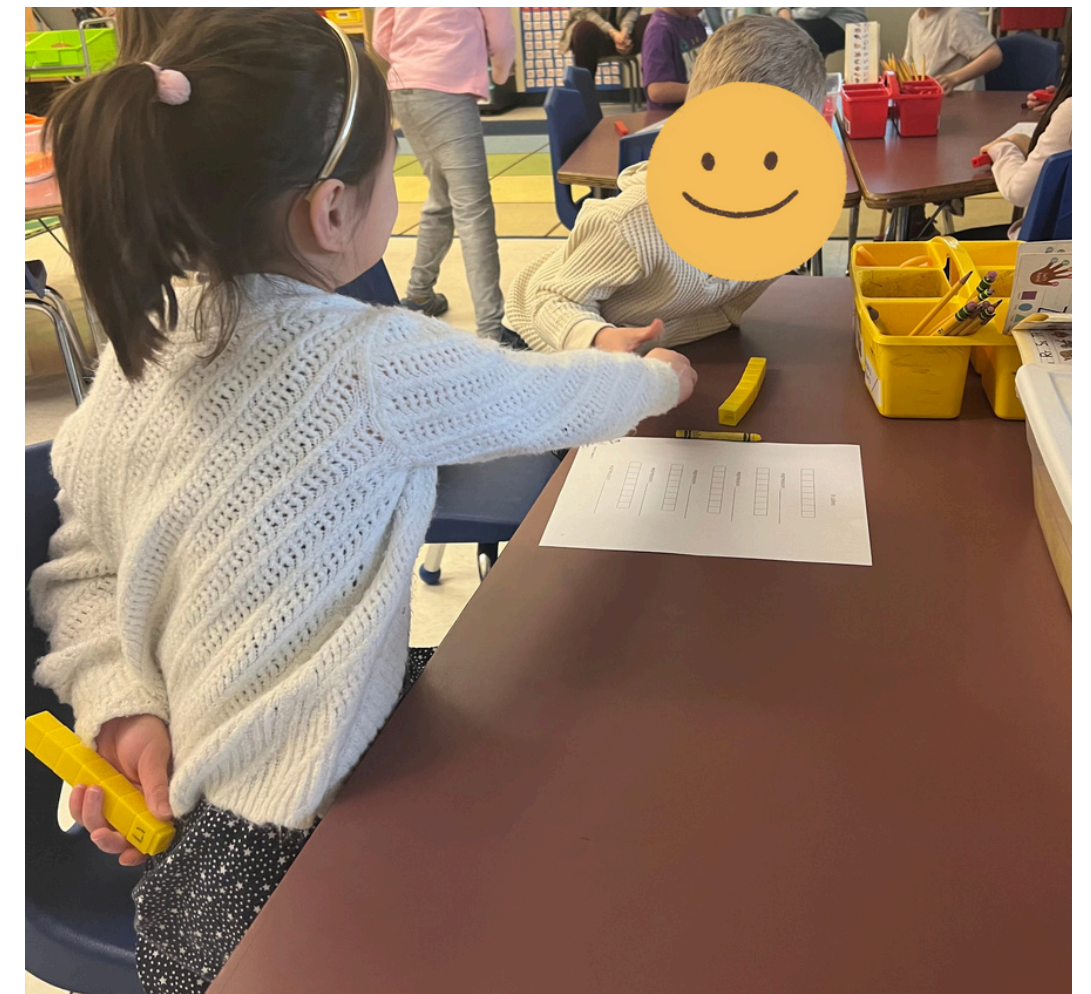
**High School:
Big Ideas in
Algebra I
Geometry I
Algebra II**

Elementary Teacher Feedback

“Some students that would have been pulled out during math, are able to access the curriculum from within the classroom with support” - TEACHER

“The biggest success is that **all my students** were able to be included and participated in the general education implementation of the IM curriculum. Initially, I had doubts about how my students would adjust, but they have made such great progress.”

- TEACHER



“The kids are talking about their math and sharing some amazing thinking. There are days when their thinking shocks me (in a good way).”

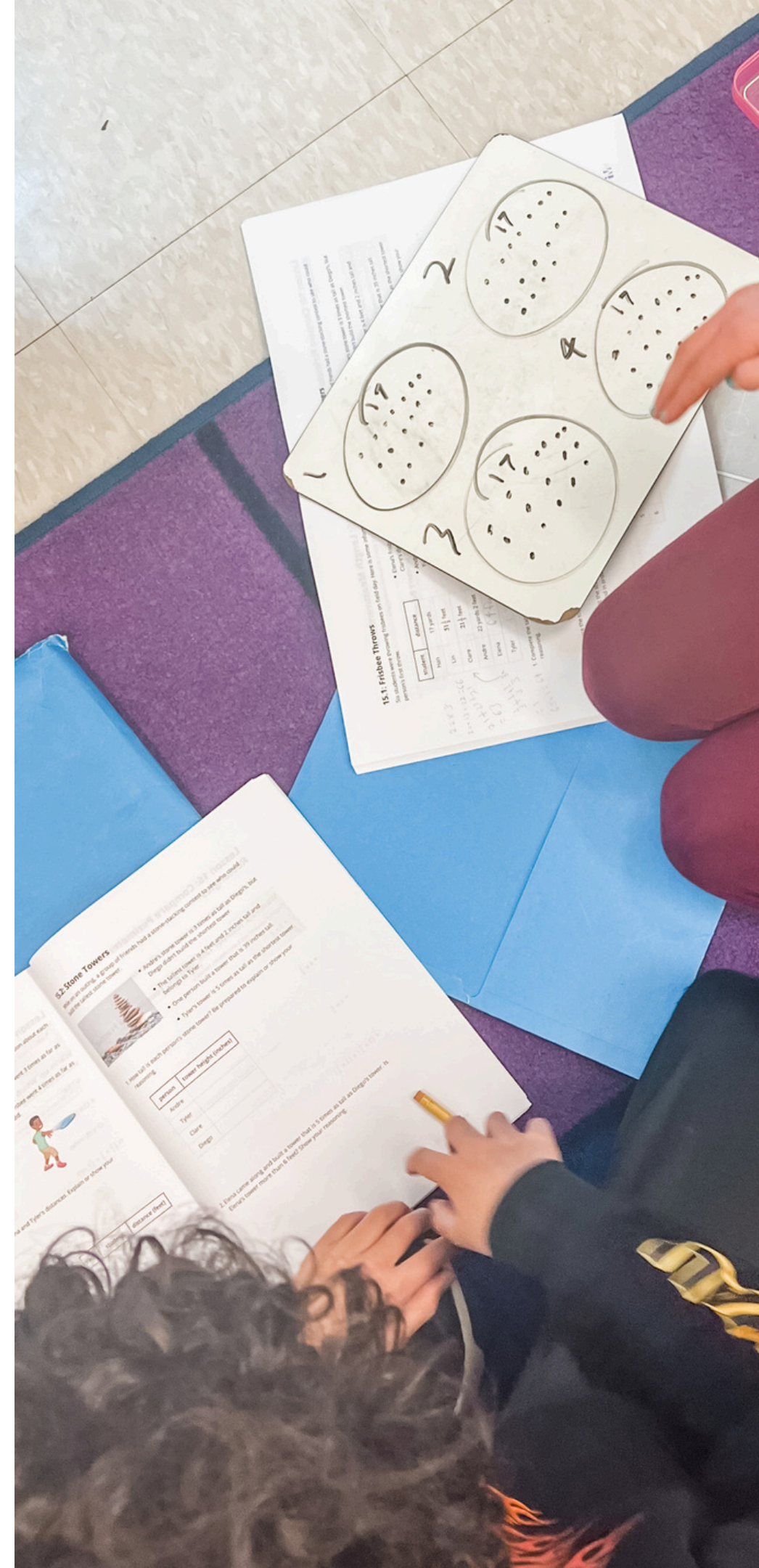
- TEACHER

“I feel like my students use a lot more math language this year and are generally better collaborators when asked to work in groups or with partners. They seem to have retained previous units better than in other years, and are they are doing a lot more questioning and wondering “out loud” when have math talks.” - TEACHER

“Students are able to talk about math in a way I haven't heard before, kids are more flexible in strategies for thinking and solving problems”
- TEACHER



"I was visiting a 1st Grade classroom during their Math block and was surprised to hear the teacher say to me, 'You're going to think this is too hard for them'. I looked at the work on the board and noticed that these 1st grade students needed to analyze student work, match it to a set of equations and explain their thinking as to why the visuals went with the written equations. Again, the teacher said across the room, 'You're going to be surprised. They can do this.' I did think it may be too challenging for our 1st grade friends. I was proven wrong as student after student raised their hand and shared their thinking, referring to the visuals and equations, using appropriate vocabulary, and demonstrating a solid understanding of someone else's work. I was blown away by the level of discourse in this classroom. I believe the teacher and students all saw my surprise, and I complimented them on their depth of understanding. This is the type of conversation I'm seeing on a regular basis here at school. It is a real change from what our students were doing previously" - PRINCIPAL



Adjustments made to support IM implementation

- All teachers used the common curriculum-based end-of-unit assessments.
- Adjusted scope and sequence to build in center days to support reteaching opportunities, review and extend student learning through small group instruction
- Provided specified time at the beginning of the year to unpack units with Math Coaches
- Adjusted the outside Professional Development plan to ensure teachers were provided with math teaching strategies that aligned with the IM curriculum

Coaches' Feedback

Positive Feedback:

- The increase of student dialogue and the ability to engage in their learning and the learning of others has grown tremendously.
- Students are more able to critique the reasoning of others and prove their thinking in multiple ways.
- Students are given multiple opportunities to make sense of the math for themselves while working in varied partnerships and small groups.
- Increased teacher dialogue about math and the deeper conceptual understanding students need to be successful mathematicians.

Opportunities for Growth:

- Inclusion of strategy-based fluency practice during the school day
- Incorporation of more time for differentiated small group instruction time
- Extending the opportunities for **all** students to participate in the core program

Elementary Math Next Steps

IM Assessments:

- Evaluate and adjust assessments to ensure grade-level standards are meaningfully addressed
- Evaluate the point values of questions to ensure proper weight is given to the unit's essential learning and the depth of understanding necessary to solve the problem.

Pacing:

- Create a realistic, adequate pacing guide that feels manageable and appropriate for each grade level.

Professional Development:

- Identify content-specific PD that aligns with current state standards being taught at each grade level.

Secondary Feedback from Teachers

The layout/order of the materials makes sense and students can easily link information across the entire course. - TEACHER

I like the way the book is organized. It is easy to follow. - TEACHER

My lessons have been carefully designed and the textbook has helped with that framing. - TEACHER

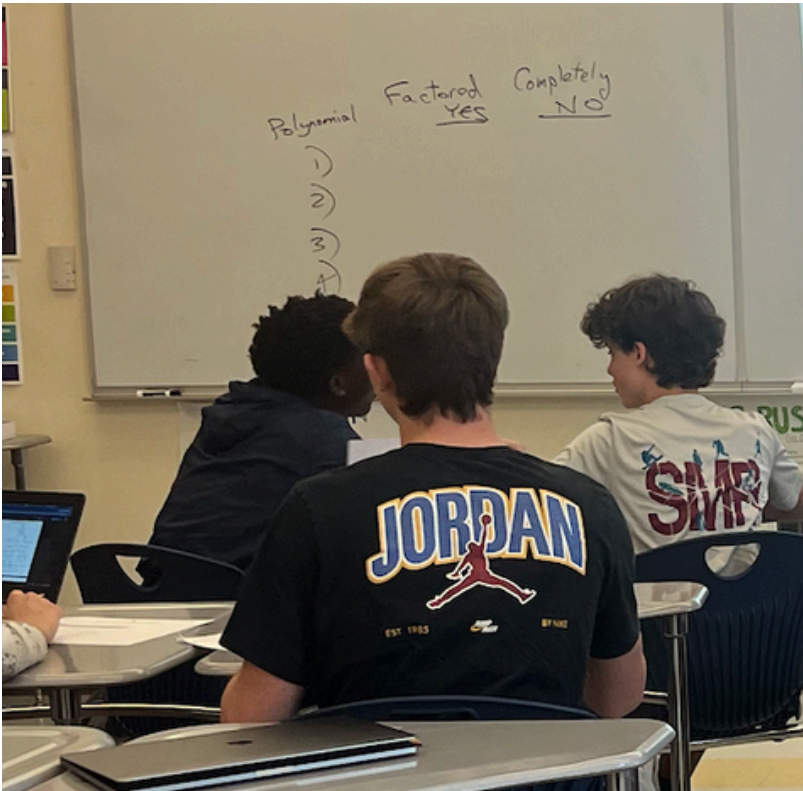
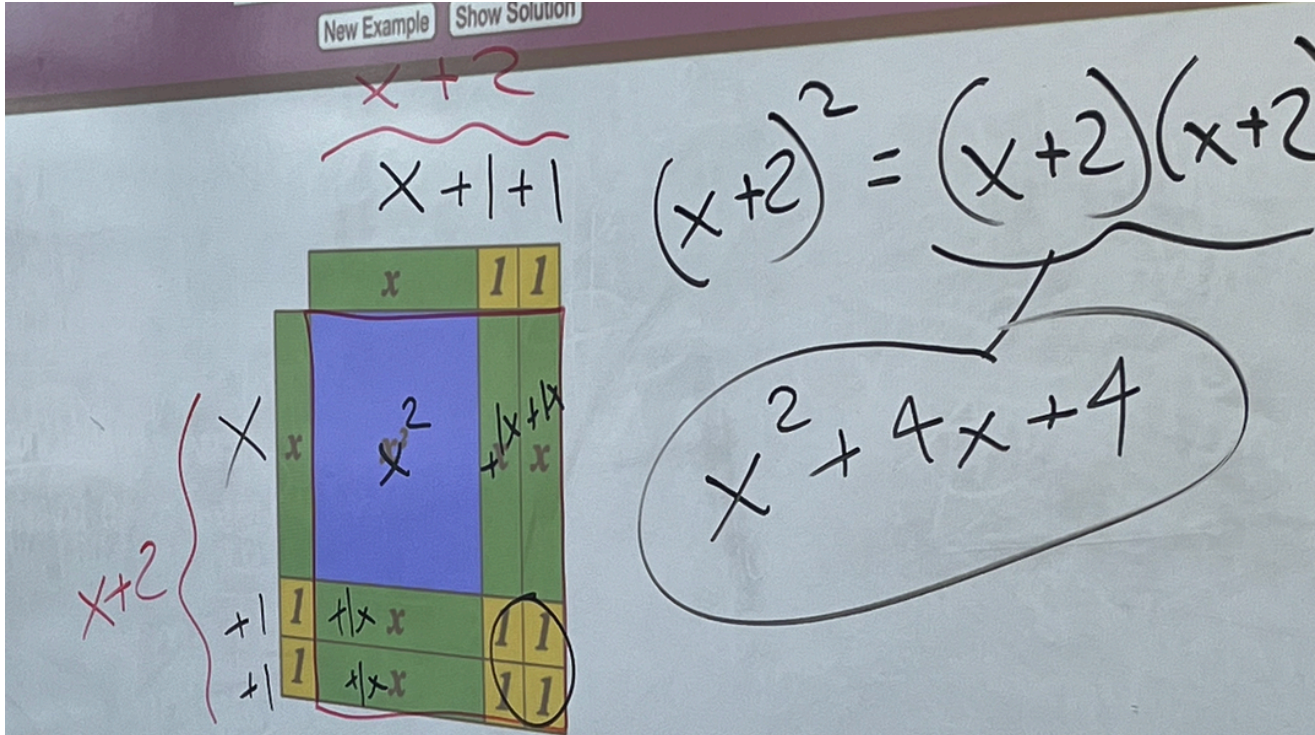


New at HS - Alg 1, Geom, Alg 2
Already using Grades 6-8

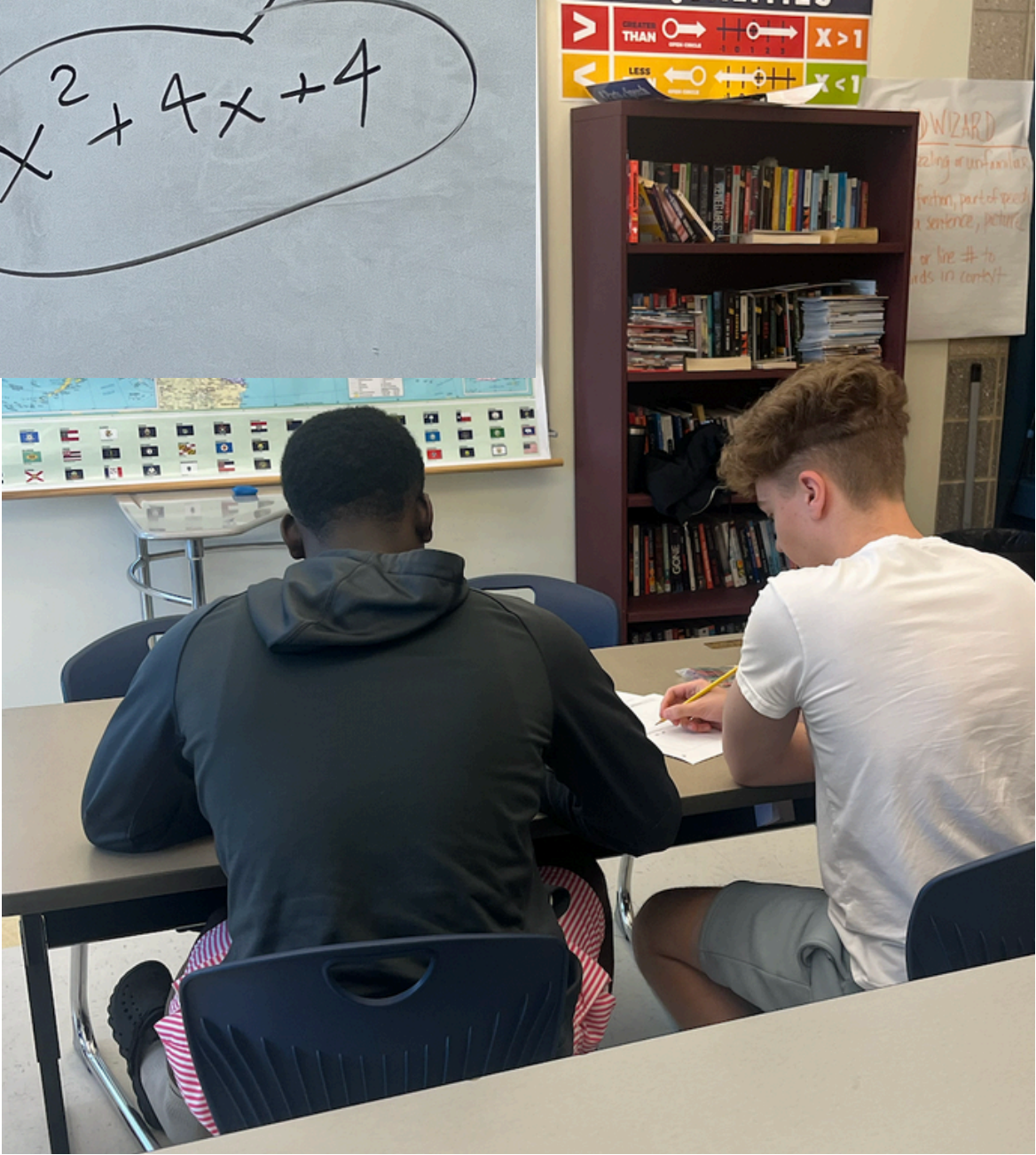
I am hopeful Big Ideas will improve on their homework product...I just want the program to be able to give my students more valuable feedback.. - TEACHER

Secondary Student Successes Observed by Teachers

A few students who have struggled in the past have shown a lot of good understanding and have worked positively with peers to develop their learning. - TEACHER



Students are taking on the challenging curriculum and being successful! They are connecting concepts throughout the course. - TEACHER



Secondary Math Next Steps

Topic Coverage / Pacing:

- Continue revising our departmental strategy around topics that overlap across courses: Algebra 1, Geometry, Algebra 2, Precalculus
- Revise what topics are realistic for each course to cover, given the allocated class time each year

Student Groupings / Strategies:

- Provide more choices to students on what to explore/practice during class, utilizing UDL strategies

Professional Development:

- More time to meet across levels / courses among different teachers
- Utilizing student-centered methods of instruction

ITEM TITLE: Physical Education and Health Audit - Sue Balboni/Assistant Superintendent TLI

DATE:

ITEM TYPE:

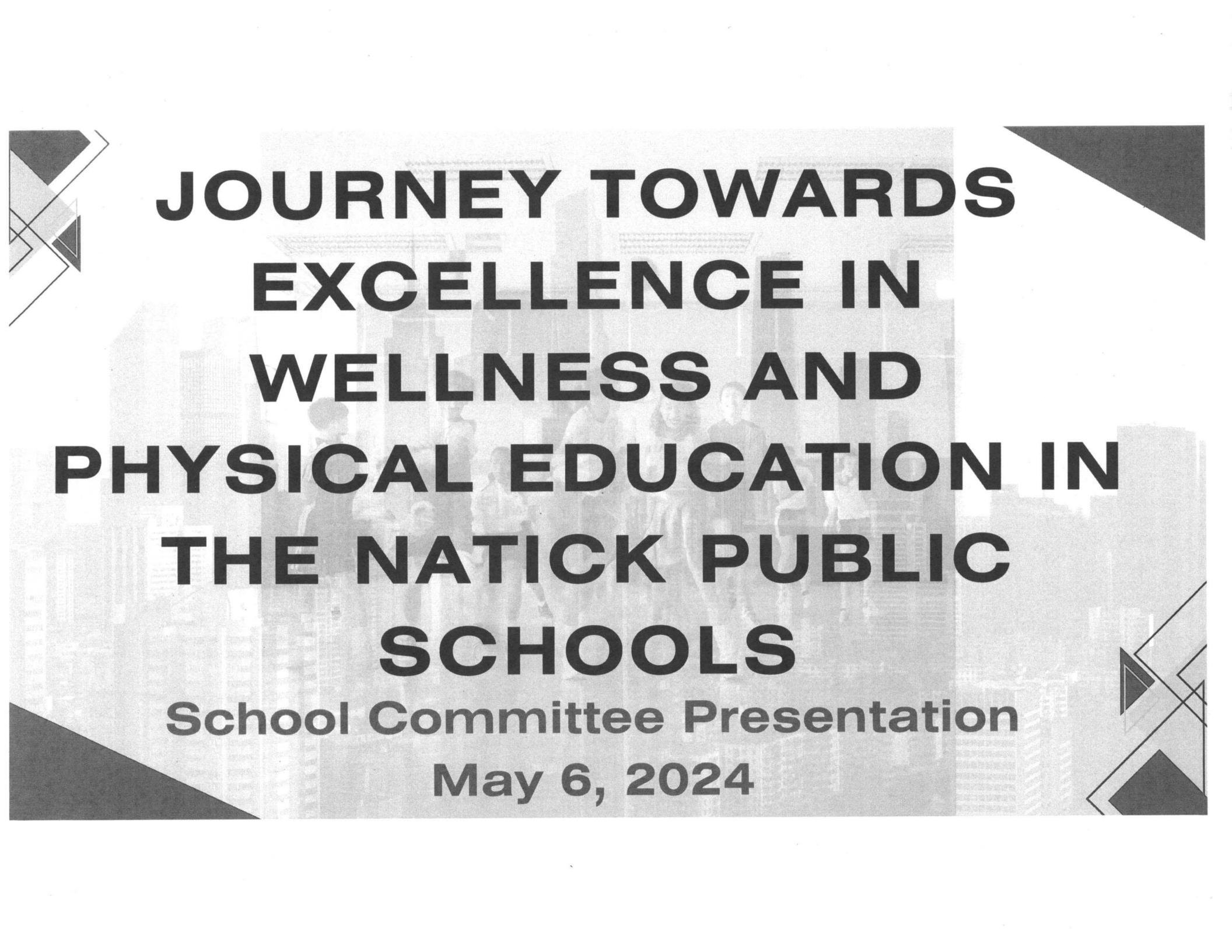
ITEM SUMMARY: Health and Physical Ed Audit - LINK

BACKGROUND INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
student domestic and global travel handbook	5.6_sues_Scan_Linda_McGrath_11_39_00-03_05_2024.pdf	Cover Memo



**JOURNEY TOWARDS
EXCELLENCE IN
WELLNESS AND
PHYSICAL EDUCATION IN
THE NATICK PUBLIC
SCHOOLS**

School Committee Presentation

May 6, 2024



Our Objectives

- Identify the standards that are taught at each grade level or course
- Identify the standards that are not currently covered in our courses
- Develop a plan to address the standards that are not being taught
- Get feedback from all stakeholders on our physical education and health courses
- Identify our glows
- Identify our grows
- Develop a plan to address our grows





The Audit Team



- Sue Balboni, Asst. Super for TLI
- Bob Anniballi, Director of Wellnes
- Mike Buono, HS PE
- Jessica Stefanini, HS PE
- Sherrin Moran, HS Health
- Jen Godin, HS Health
- Noel Vigue, MS PE
- Dave Lyth, MS PE
- Brenna Watson, MS Health
- Jen Pascarelli, ES PE
- Jason MacDonald, ES PE



The Process

- Standards walk
- Review MA and National standards
- Develop surveys
- Analyze survey results
- Identify “GLOWS”
- Identify “GROWS”
- Develop a plan for next steps
- Share findings with Stakeholders



Standards Work

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

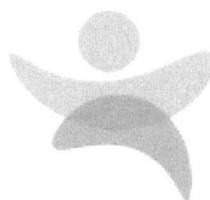
*Massachusetts
Curriculum
Framework –
2023*

Grades Pre-Kindergarten to 12

Massachusetts
Comprehensive Health
Curriculum
Framework



October, 1999



SHAPE America
Sets the Standard®

Mission

Welcome to 21st Century Physical Education

We pride ourselves on staying current or even ahead of the curve in exercise science research. With the recent recommendations from MA DESE, SHAPE America, Institute of Medicine (National Academy of Sciences), the Center for Disease Control (CDC) and the American Academy of Pediatrics (AAP) regarding physical education (PE) and physical activity in children and youth, we continually work on updating our curriculum. Our goal is to develop physically literate students who have the knowledge, skills (both physical and social and emotional), and confidence to enjoy a lifetime of physical activity. High quality Physical Education helps to improve physical competencies, health-related fitness and cognitive abilities.

Middle School Physical Education Survey Results - Student Responses

“I loved the dances. I feel like it helped me meet new friends. It was fun to see how everyone was excited to dance. I had an awesome time with this activity and hope to do it again.”



“I like when we do the stations, capture the flag, sneak attack, and dance.”

“I like having the fitness room as an option.”

92% of students report being satisfied or very satisfied with the PE program and they meet all standards. *(Seen on next slide)*

91% of students reported that the PE program is inclusive and accommodating of different skill levels and abilities.

92% of students report being “Engaged and Interested” in the Physical Education activities offered.

WHY DO WE HAVE PHYSICAL EDUCATION?

STANDARD 1 I can move correctly

- Locomotor Skills**
 - Walking
 - Jumping
 - Sliding
 - Galloping
 - Hopping
 - Running
 - Slipping
 - Leaping
- Manipulative Skills**
 - Overhand Throw
 - Underhand Throw
 - Passing with Hands
 - Catching
 - Kicking
 - Volleying
 - Striking
 - Dribbling
 - Bouncing
 - Trapping
- Non-Locomotor Skills**
 - Dodging
 - Twisting
 - Stretching
 - Bending
 - Turning
 - Landing
 - Pulling
 - Pushing
 - Balancing
 - Swinging

STANDARD 2 I can apply movement concepts and strategies

- Problem Solving
- Muscular Tension
- Pathways, Shapes and Levels
- Alignment
- Strategies and Tactics
- Speed, Direction and Force
- Finding Space

STANDARD 5 I value PE, Fitness and Health

- Being Self-Motivated
- Resilience
- Reflecting Upon Experiences
- Seek Out Challenges
- Enjoy Practicing
- Self-Regulation

STANDARD 3 I am Fit

- Active for 60 Minutes a day
- Participating in Activities to Become Stronger
- Improving Fitness Levels
- Setting Fitness Goals
- Self-Assessing Your Heart Rate

STANDARD 4 I can play Fairly

- Active Participation
- Following Rules
- Respecting Classmates
- Self-Officiating
- Teamwork
- Praising Others
- Cooperation
- Respecting Teammates
- Communication

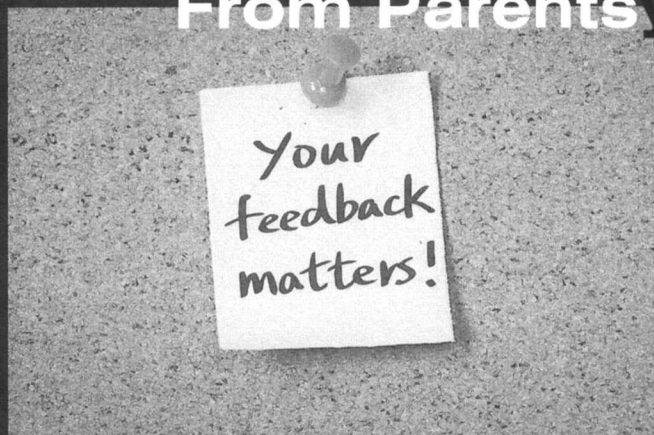
SHAPE STANDARDS



**WILSON
MOVEMENT
MARCH**

Middle School Physical Education Survey Results - From Parents

“My middle schooler has enjoyed physical ed and has had a great experience with all the teachers.”



“PE is her favorite class! She loves the games. She is excited every time it's a gym day.”

“They both love P.E. I disliked my own P.E. classes when I was their age, and I love that they are having a much more positive experience.”

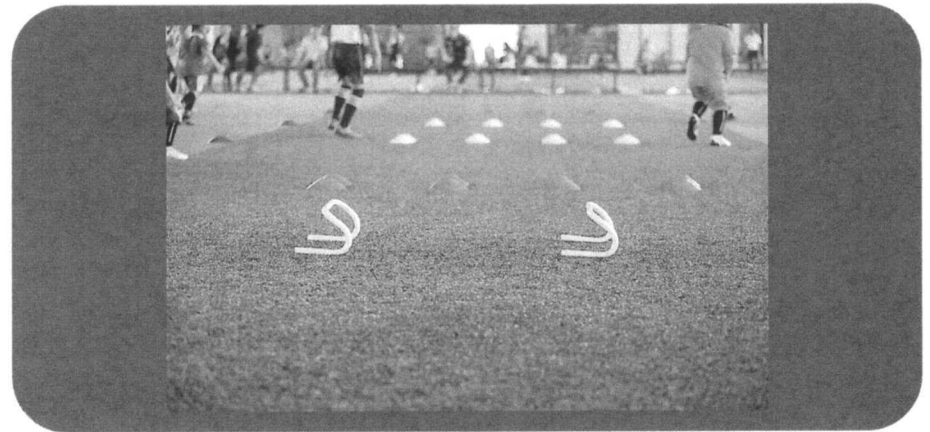
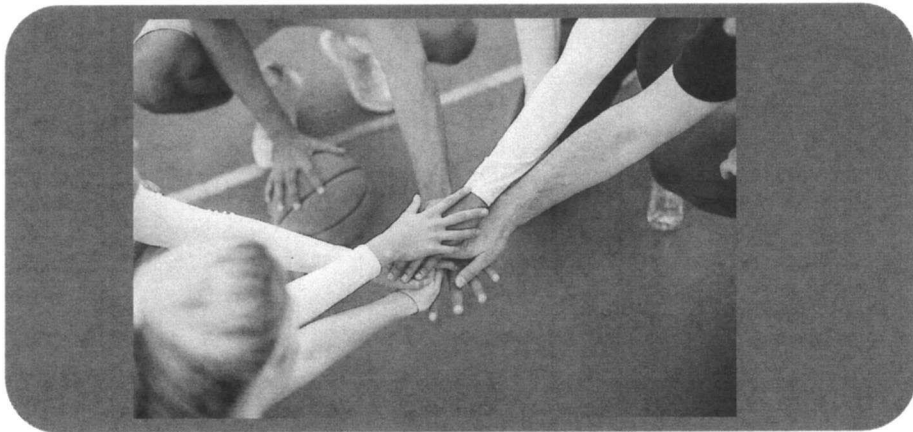
90% of parents reported that the PE program is inclusive and accommodating of different skills levels and abilities.

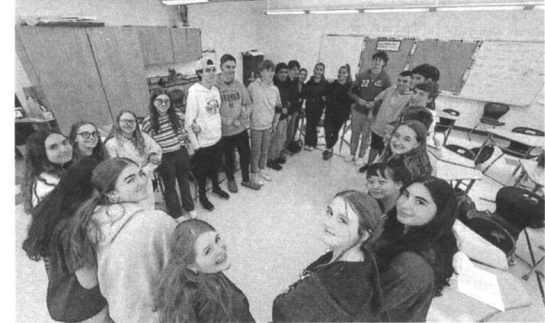
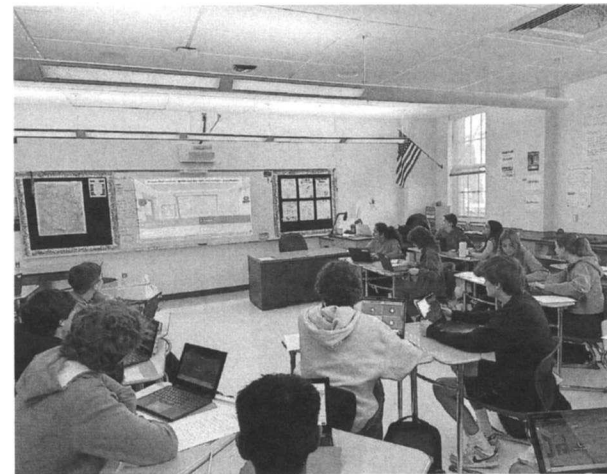
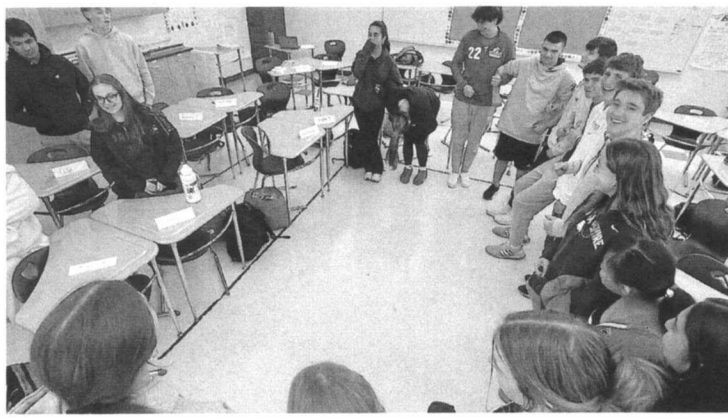
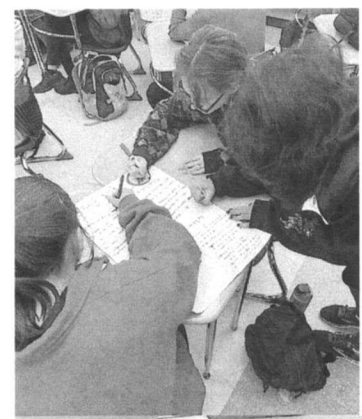
85% of parents reported that their student seem engaged and interested in the physical education activities.

Middle School Physical Education Identified Needs / Areas of Growth

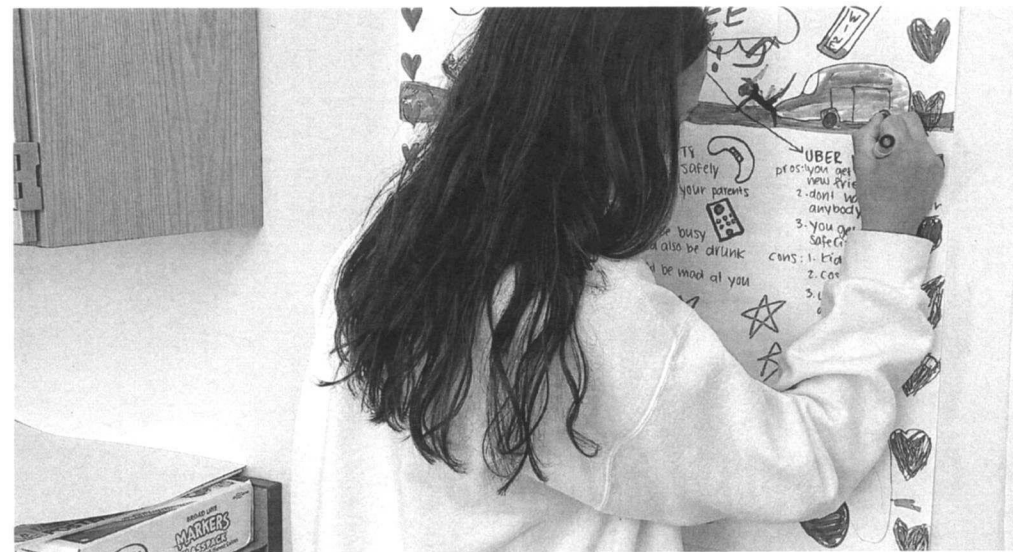
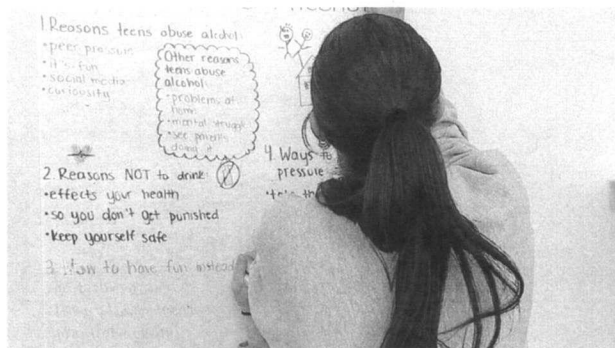
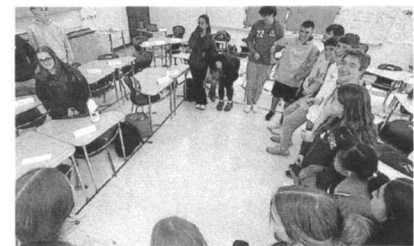
**Next
level**

5th and 6th grade Movement skills
All grades Communication skills
Relationship skills
Sportsmanship
Social Awareness
Hydration and Nutrition





HEALTH CLASSES IN ACTION

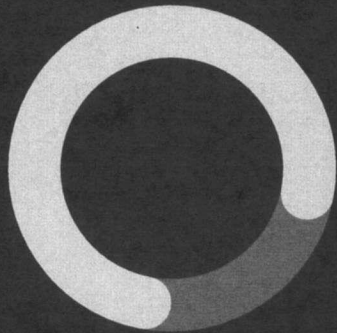




M.S. Health Student Feedback

Do you feel that the information learned in health class is applicable to your everyday life?

"Yes"
81%



"No"
19%

49%
"Yes"



51%
"No"

"How Satisfied are you with the Health Curriculum?"

8%



92%

Are you having health related conversations with your parent/guardians outside of school?



M.S. Health

“What do we need more of?”

Students:

Topics:

- Nutrition
- Mental Health
- Smoking/Vaping/Drugs
- Sexual Health

Parents/Guardians:

• More Classes:

“More! This is a practical topic kids will put to use immediately. They need exposure to better prepare them for adulthood.”

“kids need to process some topic in more depth.”

“20 seems like a tight schedule to cover everything”

• Continue with Newsletters

- Topics To Be Covered: Gender Identity, Sexual Health, Substances, Safety, Mental Health, Screentime/Social Media, Bullying,

Parent/Guardian and Student quotes regarding Middle School Health

“I think it’s important to make health education fully inclusive of all gender identities. This is critical to promote equity. An understanding through fact based education can help prevent bullying and violence toward non-conforming students and promote positive mental health.”

“I like that each grade focuses on different things each year because if we were to learn a lot of things in less detail rather than fewer things in more detail, we wouldn't learn nearly as much.”

PLEASE continue to reiterate the dangers of social media and the importance of respecting others and themselves.

“I think the topics of substance abuse and mental health are being taught well.”

I think Natick schools should implement the new MA health curriculum framework. These include mental health, healthy relationships, sexual health (including gender identity and expression), substance use and misuse, personal safety, public health, etc.

I have serious concerns around the community activism to try and stifle health related conversations at school. All research points to the need for this and thank you, NPS, for doing a wonderful job.

M.S. Health Faculty Feedback

We are aiming to address 100% of all the health standards with our skills based health curriculum.

To accomplish this we need:

- More Class Time (currently only getting to 50%)
- More PD time needed to create skills based lessons

What we want our 8th grade to be able to accomplish:

“To have the skills to be able to advocate for their own health - to access valid and reliable information, to be able to advocate for help to a trusted adult and want to live a life that in their eyes is "health-filled"”

“Would like students to be equipped with practical skills that they can apply in their daily lives to promote their overall well-being and to become empowered and confident in their ability to make informed decisions about their health and well-being.”

H.S. Health Feedback



91% of students surveyed feel that they can show what they have learned in multiple ways.

94% of parents/guardians state that they are having health related conversations at home.

79% of staff do not feel that 1 semester of Health Education over the course of 4 high school years is sufficient.

95% of students surveyed are satisfied with the resources provided in health class.

76% of parents/guardians do not feel that 1 semester of Health Education over the course of 4 high school years is sufficient.



H.S. Health Curriculum

"I would like students to have a "life skills" class every semester. To include health issues, but also budgets, checking accounts, taxes, potential careers, cooking basic meals, nutrition, driver's ed, etc." -HS parent

"I worry about the visibility of LGBTQ+ issues within the curriculum, and that students understand queer health issues." -HS faculty

Parents/Guardians, Students, and Staff overwhelmingly prioritize the need for the following topics in the high school health education curriculum:

- Body Image / Self-Esteem
- Decision-Making
- Healthy Relationships
- Nutrition
- Stress Management
- Substance Abuse Prevention

Parent/Guardian, Student, and Staff quotes regarding Health class only being 1 semester of high school...

“It would probably be more helpful to have it for two semester classes over the course of 2 years. To have a semester sophomore year and a semester junior year would most likely be more sufficient.”

“Health should be at least 2 semesters. It felt very rushed with it being 1 semester only, so if it was spread out into 2 semesters, I feel as if it would work better and it would be easier to retain the information.”

“Health Education needs more time to take a deeper dive into the already long list of vitally important topics that are included in the curriculum.”

“You need a minimum of 2 years of health to really hone in on topics. Students should have time to have open conversations about health topics.”

“I feel like two semesters would be sufficient because the topics covered are so important and can help students for the rest of their lives.”

“How can you possibly cover everything in one semester?”

Elementary Survey Results - From Parents

87%

of parents think there is a need for Health Education.
of parents believe their child is getting the same or
better experience in PE than when they were in school.

85%

of parents are satisfied when their child comes home on PE days.

Overall, it's clear that parents value PE not only for its physical health benefits but also for its role in promoting social skills, mental well-being, and academic success. They advocate for PE programs that are engaging, inclusive, and supportive of children's overall development.

"PE is VERY important .
If I were exposed to better
exercise and PE when I was
younger, I might want to do
more now as an adult."



Elementary Survey Results - From Teachers

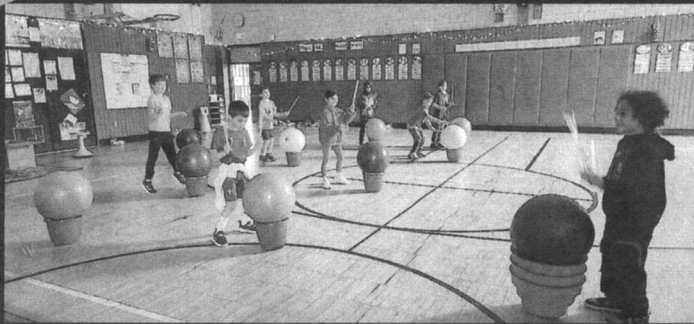
95%

of teachers feel there is a need for Health classes!

Yes. They get their energy out and are more calm when they come back to the classroom. It also teaches working together as a team.

100% of teachers are
satisfied when their
students return from PE!

Overall, while PE is generally seen as a positive opportunity for students to engage in physical activity and learn important skills, there are also challenges and nuances in how individual students respond to these sessions.



Elementary Survey Results - From Students

**EVERYTHING
IS AWSOME!!**

I love PE I really don't think that PE needs more enjoyable things because I already think PE is good.

97%

of our students enjoy participating in PE.
of students feel confident during PE.

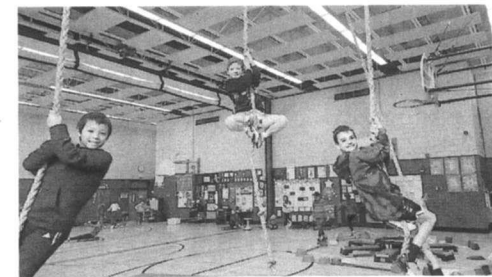
80%

of students feel very motivated/motivated to participate in PE.

11%

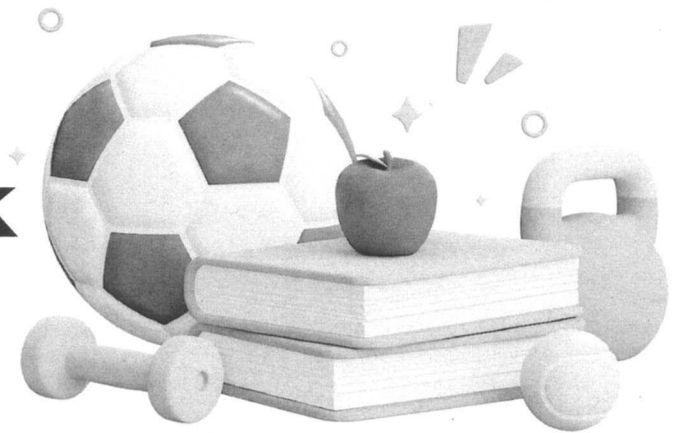
of students rarely engage in
Physical Activity outside of school.

Incorporating a diverse range of activities allows for student input on game selection, provides opportunities for teamwork and choice, and ensures a supportive and engaging environment for all students.





HS PE: Student Feedback



62.5% of students report having made close relationships with other students.

83% of students report their interest and enthusiasm in PE as a 3/5 or higher.

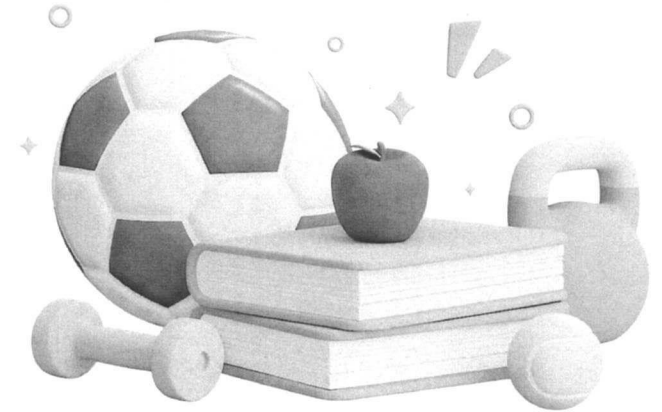
Students most commonly reported a want for more instruction in the areas of: nutrition, emergency response protocol, and mindfulness.

Socializing with my friends and having a break from tough classes.

I enjoy spending time with my friends and working out with them. My friends also show me how to play their sports better, and it's fun to learn with them.



HS PE: Staff Feedback



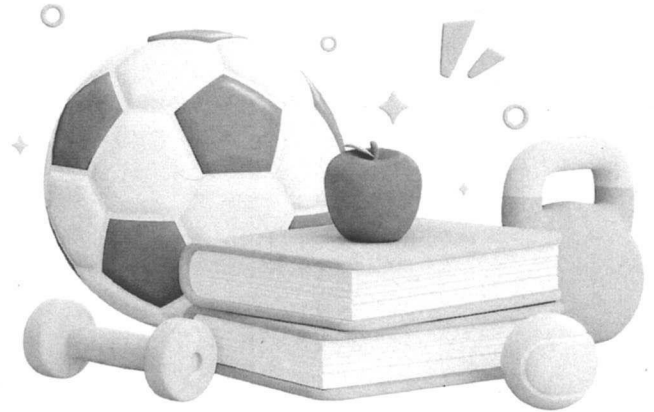
Staff feedback indicated that over 70% of their students reported positive experiences in PE

“I am amazed at the dedicated and knowledgeable faculty in the Physical Education and Health Department. From my brief visits to some of these classes, Natick students are getting more and better opportunities than I got as a student. For students to become personal trainers, training in teaching spin classes, and jiu-jitsu, I am completely AMAZED by these opportunities for students!”

“The diversity of offerings seems to make it so that students can choose a PE course that fits their interests”.



HS PE:Parent Feedback



I appreciate the focus on general wellness - nutrition, stress, stretching, etc. Also helps them learn better throughout the day when physically active.

It's very important. Not only for letting energy out, but it's important to establish the mind-body connection and develop cardio-vascular health and muscle strength.



HS PE: Glows

- **We have many great options for kids to engage in**
- **Our students really enjoy the activities at all levels**
- **Students are learning about health and wellness that they can apply to all aspects of their lives outside of class**
- **Parents see the benefits of what their children are experiencing**
- **Kids are developing relationships with peers in PE classes**
- **Students are learning about healthy relationships and healthy living**
- **Wellness and PE classes give students the opportunity to develop social emotional skills and healthy body image and healthy living skills**



HS PE: Grows

-
- **Students, parents and educators agree that we do not have enough opportunity to address health issues**
 - **We need to find ways to add in the new health standards at the elementary level**
 - **Overwhelmingly there is a request for more support and education around sex, alcohol and drugs**
 - **Concerns about not enough visibility and support around LGBTQ+ issues**
 - **Need for more support around stress management**



Our Grows

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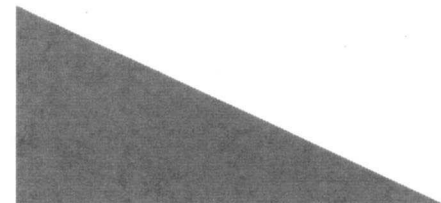
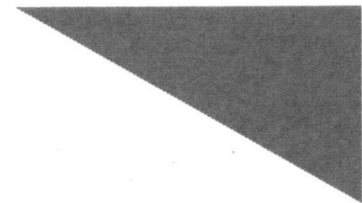
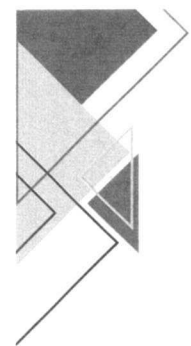


Next Steps

- Determine how to incorporate health standards into elementary levels
- Looks at how we can provide more health courses at the high school level
- Continue to analyze our course offerings at NHS and adjust based on feedback from students
- Continue to have feedback loops and adjust based on that feedback



QUESTIONS



ITEM TITLE: Student Domestic and Global Travel Handbook - Tim Luff/Deputy Superintendent and Bella Wong/Superintendent

DATE:

ITEM TYPE:

ITEM SUMMARY: Student Domestic and Global Travel Handbook - LINK

BACKGROUND

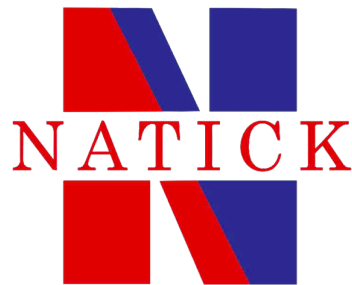
INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
student domestic and global travel handbook	5.6NHS_Field_Trip_Handbook__(3).pdf	Cover Memo

Natick Public Schools



Global and Domestic Field Trip Handbook

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

According to the Natick Public 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:

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

Global and Domestic Travel: Table of Contents

Topic

How to Use this Guide

Roles and Terms Defined

Phase One: Travel Approval

Phase Two: Planning

Phase Three: Countdown to Departure

Phase Four: Travel and Beyond

Appendix

Global and Domestic Travel: How to Use This Guide

Welcome to The Natick Public School Global and Domestic Travel Handbook. The Handbook is meant to provide assistance and support to Trip Leaders during each phase of a global or domestic travel experience for Natick Public School students. You will find policies, procedures and related forms that are meant to serve the dual purpose of providing clear information to support chaperones, while ensuring that trips meet related school, local and state requirements. The Appendices section includes all of the documents that are referenced in the Handbook.

The guidelines are divided into four sections:

- Phase One:** Travel Approval
- Phase Two:** Planning
- Phase Three:** Countdown to Departure
- Phase Four:** Travel and Beyond

Look through the Handbook and familiarize yourself with what steps are proposed for each phase of a trip. You will be partnering with the Principal, Vice or Assistant Principals, Deans of Students, School Nurse, other Natick Public School staff, your travel partner, and students and families at each step along the way.

Global and Domestic Travel: Roles and Terms Defined

ROLES

Principal or Designee: Unless otherwise specified, the building Principal, or a primary designee of the principal, will be the primary administrative contact for the Travel Leader for the development and support of the trip. The Principal or Designee will:

- Provide support and advice by telephone to the Travel Lead Chaperone during the course of travel as outlined in the Emergency Action Plan.
- Contact parents/guardians in the event of a situation warranting contact as outlined in the Emergency Action Plan.
- Act as designated contact for parents/guardians in the event of an emergency that warrants parent contact to the Lead Chaperone or student. A method for contacting the Principal or Designee in the event of an emergency will be established through the trip's Emergency Action Plan and communicated to parents/guardians during the Informational Meeting prior to trip departure.

Vice or Assistant Principal: Natick High, Middle School, or Elementary Vice or Assistant Principal

Dean of Students: Natick High School Dean of Students

Student: Any students that are enrolled at NPS

Travel Leader: A teacher or NPS staff person who initiates a global or domestic travel experience for Natick Public School students during the school year or summer. The Travel Leader will be the primary contact person for the trip. The Travel Leader will also assume the role and responsibilities of a Travel Chaperone for the duration of the trip.

Travel Chaperone: A teacher or NPS staff person who is involved with a global or domestic travel experience for Natick Public School students during the school year or vacation. The Travel Chaperone will work with the Travel Leader to organize and lead a global travel experience. There may be circumstances where the Travel Leader will designate the Travel Chaperone to take over as Travel Leader during travel. There must be a 6-8:1 student to chaperone ratio (unless approved by the Superintendent) for any overnight trip.

NPS Alternate Contact: The person who will serve as the local Alternate Contact to the Principal or Designee for the Travel Leader during a trip as specified in the Emergency Action Plan.

School Nurse: An appropriate NPS nurse (building nurse) in consultation with the Director of Nursing, must be involved in trip planning and support.

Travel Partner: A travel-related organization with whom the Natick Public Schools contracts to handle some or all aspects of the trip. Travel Partners may include travel agencies, trip organizations, local travel partners and other similar organizations. You are not required to work with a third-party Travel Partner.

Adult Travelers: Adults who are not employed by NPS are not permitted to serve as a Chaperones for overnight student travel.

Budget Manager: The member of the School Administrative staff, or central office staff, that is responsible for the bookkeeping and management of the school or district budget.

TERMS

Trip: A trip in the context of these Guidelines includes day and overnight domestic and international travel experiences that are approved by the Natick Public Schools, organized by a Travel Leader, and attended by Natick Public School students.

Travel Information Night: A parent/student meeting scheduled at least one month prior to departure to provide information about domestic out-of-state and/or international overnight travel. Travel Leaders and Travel Chaperones are required to attend. For travel that involves student groups who are unfamiliar with each other, (ex. different classes coming together for the trip) it is strongly suggested that the Trip Leader and Chaperones organize at least one activity prior to departure where students can interact and get to know each other, and you.

NPS Student Handbooks: All of the rules detailed in the NPS Student Handbooks apply on domestic and international trips.

Emergency Action Plan: The policy and procedures established in advance of travel that:

- Troubleshoots possible emergency situations;
- Provides a mechanism for support and communication channels to the Travel Leader through the Principal during the course of travel;

- Establishes a protocol for communication from the Principal to the parents/guardians in specific situations;
- Provides parents/guardians with a means of contacting a student in an emergency situation, through the Principal;
- Includes the emergency information folder that will be utilized by the Travel Leader and Principal during travel.
- The Superintendent must be copied on emergency communications.

Phase One: Travel Approval

Travel approval is required prior to advertising and recruiting participants for any trip. You will first want to informally discuss your trip concept (destination, proposed dates of travel, general itinerary, approximate budget and fundraising plans) with your Principal or designee. You may also wish to talk to a Travel Leader from a previous trip.

The Travel Leader will then submit one of the following forms to the appropriate administrator:

- In-State, One Day Travel Field Trip Request Form
- In-State, Overnight Travel Field Trip Request Form
- Out-of-State, One Day Travel Field Trip Request Form
- Out-of-State, Overnight Travel Field Trip Request Form
- International Travel Field Trip Request Form

For One-Day, In-State Field Trips, the Travel Leader will get approval from their **Direct Supervisor and then from a Principal or Designee** within four(4) weeks of the planned trip.

For In-State, Overnight Field Trips, the Travel Leader will get approval from their Direct Supervisor and Principal or Designee within four(4) weeks of the planned trip. The Principal will then seek approval **from the Superintendent**

For Out-of-State, One-Day Travel, the Travel Leader will get approval from their Direct Supervisor and Principal or Designee within four(4) weeks of the planned trip. The Principal will then seek approval from **the Superintendent, who will submit to the School Committee** for any out-of-state trips.

For Out-of-State Overnight Field Trips, the Travel Leader will seek approval from their Direct Supervisor and then the Principal or Designee three(3) months in advance for trips. The Principal will then seek approval from both the **Superintendent, who will submit to the School Committee**, for any out-of-state overnight travel.

For International Travel, the Travel Leader will seek approval from their Direct Supervisor and then the Principal or Designee six(6) months in advance for international travel. It is strongly encouraged to seek approval 1-year in advance of the trip as the ability to prepare for such a trip will be weighed in the decision process. The Principal will then seek approval from both the **Superintendent, who will submit to the School Committee**, for any international travel.

TRAVEL APPROVAL OVERVIEW

One-Day Field Trip

At least four weeks in advance of the trip:

- For approval please submit a proposal to your Direct Supervisor and then to the Principal or Designee.
- It is the expectation that field trips take place prior to May 1; acknowledging and supporting classroom teaching, MCAS testing, AP exams etc.
- Consider the ratio of students to chaperones to ensure appropriate supervision is provided

In-State Overnight Travel

At least four weeks in advance of the trip:

- Travel Leader submits the Travel Proposal which must include, but is not limited to: itinerary, student lists, hotel information, chaperone sign-off forms, waiver requests, etc. to the Principal. Note: a 6-8:1 student to chaperone ratio is recommended for any overnight trip.
- Principal will take each request under advisement, consulting with key staff as appropriate
- Approval needs to be granted by the Department Head, Principal and Superintendent

Out-of-State Overnight Travel

At least three months in advance of the trip:

- Travel Leader submits the Travel Proposal (itinerary, student lists, hotel information, chaperone sign-off forms, waiver requests, etc) to the Principal (no later than Wednesday before the Natick School Committee is to meet). Trip requests must be submitted and approved in advance of any marketing to students.
 - Note: there must be a 6-8:1 student to chaperone ratio for any overnight trip.
- Principal will take each request under advisement, consulting with key staff as appropriate
- Principal submits Request to the Superintendent, who will submit to the School Committee for approval

Out-of-State One-Day Travel

At least three months in advance of the trip:

- For approval please submit a proposal to your Direct Supervisor and then to the Principal or Designee.
- Approval will be granted by the Direct Supervisor, Principal.
- Principal will then submit a request to the Superintendent, who will submit to the School Committee for approval.
- Consider the ratio of students to chaperones to ensure appropriate supervision is provided

International Travel

At least six(6) months in advance of the trip:

- For approval please submit a proposal to your Direct Supervisor and then to the Principal or Designee.
- International Travel requests must be submitted and approved in advance of any marketing to students.
 - Note: there must be a 6-8:1 student to chaperone ratio for any overnight trip.
- Approval will be granted by the Direct Supervisor, Principal.
- Principal will then submit a request to the Superintendent, who will submit to the School Committee for approval.
- It is strongly encouraged to seek approval 1-year in advance of the trip as financial accessibility and the ability to prepare for such a trip will be weighed in the decision process.

STEPS IN THE APPROVAL PROCESS

1. Submit Draft Trip Proposal

Early in the planning process, submit the appropriate Field Trip Request Form (see Appendix) to the Principal or Designee. Things to keep in mind while submitting a trip proposal:

- Travel insurance is **required for all students** for out-of-state field trips
- Housing accommodations for overnight travel must include supervision by Natick chaperones.
- The trip must be explicitly tied to learning objectives and NPS curriculum
 - A follow-up instructional lesson should be planned upon return
- The district/school may have very limited financial assistance opportunities, however, the Travel Chaperone and their students may participate in fundraising activities for the trip
- Note: there must be a 6-8:1 student to chaperone ratio for any overnight trip;
- Accommodations for students with language barrier, disabilities, and health needs must be addressed.
- Ability to implement requirements within a gender identity support plan must be addressed.
- Timing of the trip should take into account the master schedule of each school; acknowledging and supporting classroom teaching, MCAS testing, AP exams etc.

2. Submit the Travel Proposal

These rules apply for both new and recurring trips. The early deadlines allow the Principal to give you feedback and suggestions before you begin investing time in significant planning.

For in-state overnight and one day field trips, please submit field trip proposals at least four weeks in advance. Approval will be granted by the Superintendent, Principal or Designee without going to the School Committee. For out-of-state travel please submit a field trip proposal at least 3 months in advance, and for international travel 6 months in advance. All out-of-state travel requires School Committee approval. The Administrative Assistant to the Principal will schedule a time for the Trip Leader to present to the School Committee

3. Principal Reviews Travel Proposal

The Principal will review the Trip Chaperone Proposal. Criteria include:

- explicitly tied to learning objectives and NPS curriculum
- students ability to obtain travel insurance (out of state and international travel)
- students are staying in housing chaperoned by NPS staff
- whether the budget is reasonable, including fundraising goals/plans and cost to students
- safety concerns and additional factors specific to particular proposals
- Accommodations for students with disabilities and gender support plans must be addressed

4. Principal Seeks Approval from the Superintendent for any overnight travel; And the School Committee for out-of-state or international travel.

The Principal will seek any additional approvals/signatures that are necessary per Natick School Committee.

The Principal will provide the field trip proposal and all supporting data to the Superintendent

The Superintendent will be responsible for approval of any overnight in-state travel.

The Superintendent will review and submit any proposals for out-of-state or international travel to the School Committee for approval.

5. Principal Informs Travel Leader of Approval

The Principal or Designee will let you know if your trip is approved. If your trip is approved, the Principal or Designee will return to you your Travel Proposal signed by the Principal or Designee. The Principal asks the Travel Leader to work with his or her co-planners of the trip to make appointments for required check-ins up until departure (if necessary). Refer to Checklist Planning Form for specifics. These include:

- Permission slips/medical release forms
- Student have each completed the NPS Extracurricular Activity Indemnity Form
- Chaperone Emergency Contact Information & Sign-off (for overnights and international travel only)
- If traveling abroad, for all students under 16 years of age, must also fill out US State Dept form 3053 and have it notarized so that if the student loses his/her passport on the trip, the Trip Leader is designated as guardian to apply for a passport with the child under 16 years of age. The form is attached at the end of this handbook and linked [here](#).
- Post names of all students by YOG to all faculty using school email
- Prepare and review itinerary for travel with the contracted bus company for Natick Public Schools (any exception to this school bus requirement will be made on an individual basis by the Principal).
- Hold required information meeting with parents/guardians
- One week pre-departure meeting
- Send all documents to Principal or Designees' Administrative Assistant

Phase Two: Planning

The Travel Leader will be working with the Principal/Designee to create clear expectations and necessary deadlines for trip participation. The Travel Leader will also be working with the Travel Partner if appropriate. The Travel Leader will clearly communicate to students and parents/guardians, in writing, expectations and deadlines. Students must meet behavioral and academic expectations in addition to application deadlines in order to participate in the trip. Participation is a privilege and prior misbehavior on trips or significant disciplinary infractions in class could lead to a probationary period or the inability to participate in the trip. Students who are participating are responsible for initiating and meeting these requirements.

Planning up to Departure Overview

Travel Leaders are responsible for connecting with various constituencies during trip planning including the Principal, parents/guardians, students, travel associates, travel chaperones, travel partners, and the school nurse.

Upon Travel Approval

Once your trip is approved, establish a plan for continuous communication with a number of people throughout the trip planning phase.

1. Inform Key People

Once your trip has been approved, advise the following people of the trip details:

- Principal
- Vice Principals
- Main Office staff for attendance purposes
- School Nurses
- Guidance
- Executive Administrative Assistant to the Superintendent

An efficient way of giving notice is to send one email to all of these representatives that gives the following information:

- Travel Destination and any other international points of travel
- Dates of travel
- Names, if known, of chaperones
- Potential pool of students (by application or open to everyone.) If you are going to have an application process, decide on your selection criteria, one that encompasses the whole student, academics, behavior, interest, etc. and prepare the application. Simply being in the club does not guarantee a spot on the trip.

2. Submit CORI Forms

Request a Criminal Offender Record Information (CORI) background check for any non-NPS personnel who will be traveling with students. The Natick Public Schools CORI Request Form is available in the Main Office. The forms are submitted to NPS Human Resources for processing. Your Principal will be contacted if there is a problem. Try to submit these with at least a month (4 weeks) notice if possible.

3. Organize and Plan Finances

Organized financial planning is required for a trip. Make an appointment with the Budget Manager in your school to go over trip finances and to create a trip finance plan. The Budget Manager will advise you of what to bring to this meeting. At your meeting with the Budget Manager you will:

- Review your responsibilities as related to trip finance, and what you need to communicate to students and parents/guardians about their trip finance requirements and deadlines
- Understand your responsibilities for record/receipt keeping and money management during the trip

Good communication with the Budget Manager is very important so that you can be sure that you are meeting deadlines and are able to make timely payment. Municipal law and regulation govern the financial dealings of a school trip. In practice, this means:

- All money must be collected and accounted for before it can be paid out. For example, the only way for a payment of \$500 to be made is if \$500 has been collected from student/parent payment, fundraising, etc.
- Fundraising money that is allocated for trip payment must be collected and deposited in a timely manner before that payment is due.
- Payment through the Town of Natick, which is how all payments are made, works on a warrant system. The warrant process requires a two week turnaround. The Budget Manager will explain this to you in detail. You will want to give yourself substantial lead time of up to six weeks to have payment made. In order to ensure that all payment deadlines are met, you will create an established collection/deposit/payment schedule with the Budget Manager.
- All payment requests must have the approval of the Principal. The Principal is the solely authorized person. Build this into your timeline.
- You should plan to do a check-in with the Budget Manager regularly during trip planning. Your check-in could be an e-mail, or a drop-in or scheduled meeting. It is recommended that you check-in monthly. This is meant to help you and not create another requirement.
- If you have concerns or questions regarding financial matters during the trip planning process, don't delay in seeking the counsel of the Bookkeeper.

4. Work with Other Travel Chaperones

As discussed above, during your financial planning meeting with the Budget Manager you will:

- Review the municipal payment process and understand the Town of Natick warrant process for payment schedule.
- Establish the actual lead times necessary for timely payment to your Travel Partner or other vendors. Be prepared for lead times that may be as long as six weeks before payment is due.
- Create a collection/deposit/payment schedule to your vendors for your trip that will be your guide in trip planning. The law requires that any commissions paid by a Travel Partner to a Travel Leader must be deposited in the Trip account.
- Connect with the Trip Chaperones and delegate the remaining work details, it is helpful if you meet briefly but at a frequent interval - ex. 30 minutes once a week to touch base, especially as your departure gets closer. Items like room assignments, group assignments, bus assignments etc are helpful to get done ahead of time and to share with students so that you can troubleshoot conflict before you leave.

5. Communicate with the School Nurse

The Travel Leader should understand the School Nurse requirements and communicate these to students/parents/guardians. You should initiate contact with the School Nurse to establish a timeline related to School Nurse information. School Nurse Requirements include:

- Natick Public Schools Out-of-State or In-State Field Trip Medication Form and Consent including Physician's orders and signature for all prescription information. This form requires signed consent from the parent/guardian (see Appendix) The Appendix also includes the School Nurse cover letter (field trip information for parents/guardians) which should be distributed with the form.
- An updated copy of a student's current health form with immunization records (highly recommended, but not required, for travel).

The School Nurse will partner with the Travel Leader about specific medical concerns related to students for the trip. If needed, the School Nurse will partner with students/parents/guardians about a student's specific medical concerns.

6. Manage Student Expectations

Early in the trip planning process it is important to outline expectations before and during travel. These expectations can include fully engaging in pre-trip activities, meeting good academic and disciplinary standing, or other factors that may affect the safety and success of the trip. Identifying concerns as early as possible about an individual student who is scheduled to travel is important.

- Each student and parent should sign and hand in the Natick Public School Field Trip Parent/Student Consent Release From Liability & Indemnity Agreement when he or she submits the initial trip deposit. (see Appendix).
- If a student is having difficulty meeting deadlines, behavior expectations, or attending required meetings, the Travel Leader should contact the student first to reiterate requirements of the program. If this persists, then the Chaperone will inform parents/guardians or guardians to re-establish expectations.
- If a student fails to meet any of the requirements stated in the Student Handbook or trip expectations, the student may be dismissed from the trip at any point up to the day of departure. If the students fail to meet any of these requirements while on the trip they could be sent home at the expense of their parents/guardians. In the event that this occurs, the Principal may request a meeting with the Vice Principal, the Travel Leader, and the student and parents/guardians.
- If a Travel Leader (or other NPS faculty or Staff member) has additional concerns about a student's ability to travel with the group, the Vice Principal, Guidance or the School Nurse are available for consultation.

7. Prepare Student/Parent Communications

Effective communication with students/parents/guardians about expectations and deadlines is essential for a smooth trip preparation and for building a trusting relationship with families.

- Prepare a trip overview that includes what students are eligible for the trip, how students apply and are selected (if applicable), and the educational purpose and itinerary for the trip.
- You will also need to communicate with students/parents/guardians about their responsibility to comply with all requirements and deadlines in a timely manner. The best way to do this is to prepare clear checklists, keep those updated on your website, and plan a parent meeting well ahead of the deposit deadline.
- In preparation for your parent meeting you need to prepare a list and schedule of student/parent financial requirements from your meeting related to:

Trip Cost

- Using the budget you have prepared, establish the cost for the trip/student.
- You should include information about fundraising expectations.

Payment

- Using the schedule you have prepared with the Budget Manager, establish deadlines for students/parents/guardians to make trip payments.
 - You should communicate to students/parents/guardians that these deadlines are real deadlines that must be met in order for timely payment to be made for the entire trip. Failure to meet deadlines may result in the decision to suspend a student's participation on a trip.
 - Stress that monies paid are most often non-refundable. NPS contracts with third party vendors whose policies regarding refunds strictly apply. parents/guardians should be aware of these policies. In some cases, trip insurance may be available and parents/guardians should review this option.
-
- Students/parents/guardians should also have a list of required Travel Documents and Requirements.
 - Students should apply for all required travel documents as soon as the student has committed to participating in the trip.
 - Passports, green cards and Visas must be valid for a period of at least six months after the trip is scheduled to return. The Travel Leader or one designated chaperone will retain with him/her at all times a color copy of every student's passport and visa (if applicable) for the duration of the trip. It is easier if you ask parents/guardians to provide this for you, rather than doing it all yourself.
 - In case of an emergency that might require a parent to travel to a foreign country, inform parents/guardians that one parent should have a valid passport during the time that the student is scheduled to travel.
 - If traveling abroad, in the off chance that a student loses his or her passport, they will need another form of ID with them in order to facilitate the replacement process. For all students under 16 years of age, must also fill out US State Dept form 3053 and have it notarized so that if the student loses his/her passport on the trip, the Trip Leader is designated as guardian to apply for a passport with the child under 16 years of age. The form is attached at the end of this handbook and linked [here](#).
 - Students/parents/guardians also need to be informed of other required documents and deadlines for submission.
 - Schedule a meeting with the School Nurse to discuss any individual student health care needs.

- parents/guardians should be encouraged to contact the Travel Chaperone Leader to discuss any specific student related health concerns and necessary accommodations.
- If necessary students/parents/guardians should schedule an appointment with their health care provider well in advance to obtain necessary medical information, prescriptions, etc.
- Upload the Travel Itinerary and as much of the above information as it becomes available.

8. Hold an Informational Parent Meeting

Schedule and hold an informational parent meeting within a reasonable time prior to the date that the non-refundable trip deposit is due. A “Tips for Travel Information Meeting” document is included in the Appendices to help you prepare for the parent meeting. You should also feel free to consult with a Travel Leader who has previously conducted parent meetings for support, this advice may be invaluable to your trip.

The Parent Meeting is a good time to introduce the safety policies that will apply during the trip:

- All policies and rules included in the NPS Student Handbook or otherwise established for the trip by the Principal or Designee, or the Travel Leader apply on the trip. A student who breaches these policies or rules may be sent home before the conclusion of the trip at the full expense of his or her parent/guardian.
- Safety policies and an emergency action plan are in place in order to ensure the safety of each student and adult traveling with the group. These include but are not limited to:
 - Students must not leave the group without permission.
 - Students must follow the instructions given by the Travel Leader and Travel Chaperones.
 - Students must follow the cell phone protocol established by the Travel Leader for student use of cell phones during the trip.

Students/parents/guardians will be responsible for complying with all requirements and deadlines that are established above.

Phase Three: Countdown to Departure

The six weeks prior to departure will be a busy time. As you approach the six week mark, check in on your planning schedule and connect with the various people (nurses, guidance, trip partner, etc.) with whom you have worked to plan your trip. During this time, you will put together the trip’s information binder and meet with the Principal to develop and review the Emergency Action Plan.

Countdown to Departure Overview

The health, financial and important contact information that you collected during the Planning Phase will be used as you prepare for departure. You will check in again with the Nurses and Principal/Vice Principal. You will assemble the information binder and one for each of your chaperones, with each required document. You will then meet with the Principal to develop the trip’s Emergency Action Plan. During this meeting you will complete and review the information binder, and discuss the Communication Protocol and Emergency Scenarios. These documents together constitute the

Emergency Action Plan. Each of you will leave this meeting with an identical copy of the information folder that will support the Emergency Action Plan.

Six Months Before Departure

- Confirm you are on target with your Financial Planning Schedule. Speak to the necessary individuals/company in regards to this.

Six Weeks Before Departure

Check-In

- It is a good idea to check the exchange rate. Keep aware of the exchange rate until travel time. This is also a good time to remind students to order money if they haven't already done so and provide them an approximate amount they will need/want per day.
- Confirm you are on target with any health or safety requirements from the School Nurse which may include vaccinations.
- Consider whether you have any concerns about students who are planning to travel, such as academic, disciplinary, or failure-to-meet deadlines. If you have any concerns, discuss them with the Principal/Vice Principal of that particular student.
- Consider whether you have any other concerns or issues for which you could use extra support from a fellow Trip Leader teacher, your department head, Guidance, School Nurse, the Vice Principals or the Principal.
- Send a reminder email with the dates of travel and students traveling to the Vice Principals.
- Confirm that parents/guardians/guardians have completed in-state and out-of-state medication permission form and consent (see Appendix)

Schedule a Meeting with your Principal

- Identify, through the Principal's Administrative Assistant, who your Natick Contact (Principal or the Designee) will be for emergencies while you are on travel.
- Communicate with your Natick Contact and set up a meeting to go over the Emergency Action Plan at least three weeks prior to travel.

Four Weeks Before Departure

Review Health Precautions with School Nurse

- Review any special health concerns related to traveling students and clarify individual plans for health issue management (including EpiPen training).
- Collect photocopies of student medical forms from the School Nurse.
- Decide on a first aid kit to be carried by the Travel Leader or designated Travel chaperone during the trip.
- If you are going abroad where internet service will be challenging, make time to speak with the NPS Technology department about setting up a VPN and/or an app like WeChat on your device so that you are able to still be in contact without excessive phone charges.

Obtain Information From Student and Adult Travelers

- A color photocopy of the valid passport (and VISA where applicable). Make 2 copies, one for you to take on the trip and one to stay behind with the Principal's Administrative Assistant in the Travel folder.
- Completed Parent/Guardian Contact Information Form (All chaperones should complete this information, too)

Prepare information binders/folders

The information binder/folder will contain details about travel, important contact phone numbers and emails, and a communication protocol that will support the Travel Leader in the event of an emergency. You will prepare for your meeting with the Principal by collecting required information from students/parents/guardians and filling out the Travel Leader/Principal Information Form and the Travel Leader's Destination Form (see Appendix) to the best of your ability prior to that meeting.

Create a trip information folder on Google Drive. Share the folder with all Travel Chaperones, the Principal, Principal's Administrative Assistant) and the Vice Principal. The folder should include:

- Detailed Travel Itinerary including flight information
- Completed Parent/Guardian Contact Information Forms spreadsheet
- Emergency Action Plan Form
- Color passport photocopies of all the students and adults traveling, along with medical information/parent contact information
- Travel Leaders and Travel Chaperones' contact information, including cell phone numbers
- Emergency Action Plan Form

Principal and Travel Leader Meeting Worksheet

The goal of this meeting is to prepare the Emergency Action Plan so that you will have a clear understanding of what steps to take in an emergency and how the Principal will support you. You will accomplish this by reviewing and completing the documents needed for the Google Drive folder and hard copy folder, which will be provided to the Principal before departure.

- Travel Chaperone Leader/Principal and Destination Contact Information
- Communication Protocol
- Emergency Scenarios

I. Bring this worksheet, and the information folder that you have completed, to your scheduled meeting with the Principal.

Each information folder includes:

- Detailed Travel Itinerary including flight information
- Passport photocopies of all students and adults traveling, along with medical information/parent contact information
- Parent/Guardian Contact Information sheets
- Emergency Action Plan

II. Review and complete the documents in the information folder.

- Give detailed flight information where possible and review the Travel itinerary with the Principal.

- List phone numbers and addresses for all locations where you know you can be reached (hotel, etc.)
- List cell phone numbers of all students
- List first and second phone numbers for all parents/guardians
- Identify times (if any) where it may be difficult or impossible to reach the Travel Chaperone Leader. Establish the next reasonable time when contact will be possible.
- Identify any concerns related to travel: itinerary, student, communication access, etc.

III. Review and Complete the Emergency Action Plan Form.

The Emergency Action Plan Form is found in the Appendix and should be part of your information folder. This form will provide you with a one page summary of contact information and help guide you in an emergency.

Follow these steps to review and complete:

- Fill in the Travel Leader/Principal and Destination Contact Information contact information using the complete Travel Leader's Destination Form and Travel Leader/Principal Information Form from the information folder.
- Discuss the Communication Protocol section that describes how communication would be established in the event of an emergency.
- The Travel Leader will call the Principal. The initial call to the Principal is an informative call to share the course of events, as well as a time to seek advice and input and to obtain further assistance if necessary (e.g. assistance from the doctor-on-call, etc.). Do not contact families directly in an emergency situation.
- The Principal may choose to consult with the administration team, the health office, guidance to inform decision-making.
- The Principal will contact involved families and other necessary parties. The Contact will have all relevant information, all steps taken by the Travel Leader up to this point, and a clear course of action from the Travel Leader to let families know there is a safe and appropriate plan. Input should also be obtained from the parents/guardians if the emergency is student-specific and their knowledge would be helpful in the situation or if permission for a medical procedure, medication, etc. is necessary.
- The Travel Leader and Principal should also decide on an appropriate Trip Emergency Contact Number for parents/guardians to reach the Principal in an emergency. This will be used in the event of a family emergency in which a parent needs to reach the student. The Principal or Vice Principal will determine whether to contact the Trip Leader.
- An emergency is a situation in which a Travel Leader has concerns related to the health, safety or welfare of any or all members of the group. Examples may include natural disasters, crime, political unrest, serious medical problems, or missing persons.
- In an emergency situation, take immediate action. Make sure the entire group is accounted for and stabilized. Depending on the situation, use the immediate and local resources (hospital/clinic/doctor, police, local embassy/consulate, local partner, etc.) Activate the Communication Protocol as soon as possible.
- Document the event as thoroughly as possible. Use the Student Incident Report found in the information folder and take notes. If approached by the media, refer all inquiries to the NPS Principal.

□ The following scenarios are examples of possible situations and responses:

A. Injury Requiring Hospital Visit

- In the case of a hospital visit, have the doctor fill out the Student Incident Report. Once as much information as possible has been gathered, contact the Principal.
- If possible, request that the medical provider fax or email the appropriate party (Principal or Parent) a report of medical treatment.
- If evacuation is needed, the final decision should come from the Principal after recommendations have been made from the Travel Leader/Travel Chaperones and doctors. Refer to the Travel Insurance Card for instructions on how to use it.
- In some cases it may be necessary for a parent to travel to the student to continue the care of a hospitalized student. With the support of the Principal, set these expectations and make arrangements. An adult chaperone will remain with the student at all times until a parent/guardian arrives to take the place of the chaperone.

B. Student Gets Separated From the Group

- Before the trip and on Day 1 of the trip, the process described below should be discussed with all travelers and communicated to students and parents/guardians during the pre-departure meeting.
- Travel Leader and/or Travel Chaperones should keep cell phones on at all times when possible.
- All travelers should be given necessary lodging and contact information (i.e. Travel Leader/Travel Chaperones cell phone numbers, name/phone of lodging, or any other appropriate local contacts.)
- Generally, groups should access private transportation, if possible (i.e. charter buses, etc.). If the separation involves public transportation, one of two protocols should be decided upon:
- After being separated from the group, the student waits while one Travel Leader/Travel Chaperone comes back.
- The group gets off at the next stop and waits for the separated student.

If approximately one hour has passed and the separated student has not been found, use the Communication Protocol and contact the Principal.

C. Travel Leader/Travel Chaperone is Injured

- Immediately use the Communication Protocol.
- Contact the Principal
- Use the local contact person for assistance.
- Rework the itinerary as needed.

D. Theft

- Make sure the group is safe.
- A Travel Leader/Travel Chaperone and the theft victim(s) should go to the police station, file a theft report, and keep a copy for insurance claims.
- Travel Leader/Travel Chaperone should have conversations with students about the management of valuable items and should make necessary changes to prevent further theft.
- On return to Natick, report the theft to the Natick Police Department and Vice Principal.

- If a passport is stolen, contact the local embassy/consulate as indicated on the Emergency Numbers and Addresses sheet in the information folder.

E. Terrorist Situation/Natural Disaster

- Information should be monitored and shared, via the NPS Communication Protocol, constantly.
- If information is not readily available within the affected country, have the Principal monitor the situation and communicate important updates back to the Travel Chaperone Leader/Travel Chaperones.
- Change itinerary as needed, always keeping the Principal informed of changes.
- Use the local consulate/embassy for advice; if recommendation is to leave, make plans to leave.

IV. Distribute the Emergency Action Plan Documents

- Put completed Emergency Action Plan Form in each of the binders/folders.
- In addition to including the Emergency Action Plan Form in the information binder/folder, the Travel Chaperone Leader should copy the Emergency Action Plan Form and keep it on his or her person (wallet or passport holder) at all times for easy reference. The Travel Leader may want to provide copies to one or more chaperones as well.
- Give one identical copy of the completed information binder/folder to:
 - The Travel Leader
 - The Principal
 - The Vice Principal
 - All Chaperones should be provided with copies of students assigned directly to them

V. Share Emergency Action Plan with Students/parents/guardians

Give students/parents/guardians a general overview of the Emergency Action Plan at your pre-departure meeting. Include the procedure established by the Travel Leader and Principal if a student gets separated from the group.

Two-Three Weeks Before Departure

1. Hold An Information Meeting for Students and parents/guardians

Around 2-3 weeks prior to departure, hold an Informational Meeting with students/parents/guardians to discuss general trip information, review behavioral expectations and general safety policies. Use the form entitled “Tips for Pre-Departure Information Meeting” (see Appendix) for agenda ideas for this meeting.

- Review the Emergency Action Plan with parents/guardians and advise them of the Emergency Contact number they can use in the event of an emergency. You should communicate examples of a true emergency (death or catastrophic family event).
- Review the procedure you have established if a student gets separated from the group during travel.
- Review the expectations for students during travel.
- Discuss any other issues appropriate to your trip. You may wish to consult with a Travel Leader or Travel Chaperone who has previously run a pre-departure parent meeting for tips.
- If students are unfamiliar with each other (ex. Not all in the same class/section or grade level) it often helps to do a few bonding-type activities at this meeting and even in a few CDS blocks in the weeks leading up to departure.

2. Prepare lesson plans if a substitute teacher will be covering classes in your absence.

3. Follow up with the Budget Manager if needed to resolve or review documentation or procedures required by the Business Office during travel or upon return.

One week Before Departure

1. Travel Leader meets with Principal (or Designee) to review final trip details, including:

- Contact information for all chaperones
- Contact information for all hotels
- Travel info (ex. flight number)
- Students with chronic health conditions or other significant medical histories
- Emergency Action Plan details and Communication Protocol
- Completed in state and out of state Medication Permission Form

Phase Four: Travel & Beyond

Enjoy your trip! You have worked very hard to plan and prepare for this travel experience. Remember, if you find yourself in any situation that requires extra support, you have set up a system through the Emergency Action Plan that is designed to provide you guidance and assistance in almost any circumstance. In addition to taking the information binder/folder that you have prepared and reviewed with your Principal, it is advisable to bring an extra copy of the one sheet Emergency Action Plan Form and place it in your wallet or passport sleeve.

Travel & Beyond Overview

You will have your information binder/folder with you during travel. The information binder/folder is the foundation of the Emergency Action Plan. Below is a reminder of the Communication Protocol that has been established during the Countdown Phase that would be used in case of an emergency situation.

- Travel Leader will have the ability to contact the Principal (Principal or Designee) at all times during the trip.
- Principal will have copies of critical travel documents including contact information for each student's parent/guardian.
- **In an emergency situation, any decision to contact a student's parents/guardians will be made by the Principal.**
- In the event of a situation, the Principal, administration team, Health and Guidance will be available to advise.
- In a non-emergency situation, Trip Leaders may contact parents/guardians directly.

If a parent needs to contact a student or the Travel Leader in the event of a TRUE emergency, such as death in the family, contact will be made through the Emergency Contact Number.

While You Are Traveling

When you are traveling, you want to do your best to be prepared for situations that might arise. When possible, you should carry:

- First Aid Kit (provided through the NPS Nurse's Office)

- Student Medical Forms
- Information binder/folder which includes:
 - ❑ Detailed Trip Itinerary including flight information
 - ❑ Passport photocopies of all students and adults traveling
 - ❑ Parent/Guardian Contact Information Forms
 - ❑ Travel Leader/Principal Information Form
 - ❑ Emergency Action Plan
 - ❑ Student Incident Report Form
- Cell phone
- Travel Insurance Card
- Be familiar and comfortable with the Emergency Action Plan and be prepared to follow if necessary.
- Utilize the contents of the information binder/folder as needed.
- Understand and keep on your person the completed Emergency Action Plan Form.
- Be prepared to take action if there is an emergency. Consult the Emergency Scenarios section of the Emergency Action Plan for reference.

2. If there is an incident, keep a written record.

3. Teachers are employed by NPS and are covered under the same terms of their contract whether they are on the Natick campus or traveling with a group of students domestically or internationally.

Upon Return

1. The Travel Leader will notify the Principal (Principal or Designee) from the airport or student pickup location that the group has returned and all students have been picked up by the parent. Also inform the Principal of any injuries, accidents, thefts or incidents that happened during the Trip.
2. The Travel Leader will follow-up with the student and the School Nurse on any medical issues that arose on the trip with affected student(s).
3. The Travel Leader will follow up with the NPS Senior Bookkeeper to submit receipts or resolve any financial issues.

Wrap-Up

There is a lot to be learned and shared from each NPS trip that will benefit future trips and Travel Chaperon Leaders.

1. If possible, the Travel Leader will hold a wrap-up meeting with the students after the trip.
2. Include a student/parent feedback form in your trip wrap-up.
3. Ideally, the Travel Leader will meet with other NPS Travel Chaperones and prepare a short reflection of the trip using their own ideas and any ideas generated at the wrap-up meeting. The purpose of the reflection is to gain institutional knowledge for future trips, analyze incidents and near-misses and their causes and future prevention and include this information.
4. The Travel Leader will share the reflection within a reasonable time of his or return with the Principal. Feel free to include any feedback about the use or functionality of this Handbook.

Global Travel: Appendices

The Natick Public School Global Travel Handbook and all appendices are available by clicking on the links below.

- [Trip Proposal for International Travel](#)
- [Natick Public Schools Policy Manual](#)
- [Natick Public School Educational Travel Code of Conduct](#)
- [Medical Form](#)
- [Letter from School Nurse](#)
- [In-State Field Trip Form](#)
- [In- State OVERNIGHT Trip Form](#)
- [Out-of-State Overnight Field Trip Form](#)
- [Out-of-State NOT Overnight Form](#)
- [Chaperone Information Form](#)
- [Natick Public Schools Permission Form for School Sponsored Trips and Events](#)
- [Tips for Pre-Departure Information Meeting: Sample Agenda](#)
- [Trip Leader/Principal Information Form](#)
- [Emergency Action Plan Form](#)
- [Student Incident Report Form](#)
- [Procedure for Calling 911](#)

Natick Public Schools Current Forms:

- NPS checklist for planning all school field trips
- NPS Chaperone Information Form Overnight & out of state field trips
- Natick Public School Field Trip Parental/Student Consent Release From Liability & Indemnity Agreement
- NPS non-chaperone staff or adult travel overnight & out of state field trips
- NPS school sponsored field trip request form in-state overnight travel only
- NPS school sponsored field trip request form out of state travel only
- NPS field trip waiver request
- NPS consent for volunteer driver

Tips for Travel Information Meeting for Students and parents/guardians

Below are some tips for planning your initial meeting for parents/guardians and students to introduce them to the trip and provide them with information to decide whether a student will participate. This worksheet is based on previous trip leaders' recommendations. You may wish to contact a teacher who has already led a trip to discuss your actual agenda for the meeting.

Welcome and Introductions

- Tell the parents/guardians a little bit about yourself. This meeting is the first step in building a trusting relationship between the students, parents/guardians and travel chaperone leader.
- Provide parents/guardians with your contact information and repeat that again at the end of the session.

- If the trip is not open to all students, clearly explain the application/selection process including selection criteria and timeline.

Share with students and parents/guardians that there are three principles that apply to the relationship between all parties involved in trip planning and travel:

1. All parties benefit from a clear understanding of what to do (expectations and requirements) at each step of trip planning and travel.
2. Good communication is essential.
3. Mutual trust and support results in optimal experiences for everyone involved.

This trip will be based on those principles.

Communicate that an important part of trips is helping students to develop skills that will apply to global travel: independence, self-reliance, problem solving.

The roles of students/parents/guardians and the trip leader during the trip planning process are designed to promote these skills:

- Students are responsible for meeting deadlines/forms/academic and behavioral standing. Students should communicate with trip leaders, ask questions.
- Students should work together to plan for the trip.
- parents/guardians should plan to impart the responsibility to their child to communicate with the trip chaperone leader and the group. While the trip chaperone leader is available to parents/guardians for concerns or unresolved issues, for most issues the interface should be between the student and trip chaperone leader.
- The travel chaperone leader will work to communicate effectively with students at trip planning meetings. The travel chaperone leader's goal is to establish strong relationships with and among the students who will be traveling, and to assist in preparing for a positive, safe travel experience.

You should point out what documents will be needed and where they can be found or accessed, as well as how parents/guardians can expect to be updated about the trip during the trip (i.e. an Instagram account, a trip blog, etc.).

You will want to provide information related to:

Destination and Itinerary

- Go over dates and highlights of the trip - stress that there will be a meeting before departure to go over this in more detail

Travel Document Requirements for Students and parents/guardians

- Inform students/parents/guardians that students must have a passport/green card that is valid for 6 months after the trip and that this is the responsibility of the family.
- Recommend that at least one parent have a valid passport in case there is a reason that a parent should have to travel to the student.

Costs and Payment Schedule

- Reinforce the need to meet deadlines for payment. Trips are governed by MA laws and regulations which require that all monies must be collected and deposited before any payment can be made.
- Go over payment schedule, including non-refundable deposit.

Choosing Travel Participants

- In advance of the meeting, develop a plan for choosing trip participants. The plan must include a process for determining equitably which students may participate if there is greater student interest than there are spots on the trip.
- Typically, seniors are given preference over juniors, juniors over sophomores, etc.
- For all Foreign language trips, students should be enrolled in the language/or have taken the language for 3 years, or in rare instances a heritage speaker.

Fundraising

- Discuss fundraising plans, if any.
- A good fundraising plan can include group/individual fundraising, plans for student-earned contributions, and parent participation.

Expectations of Students and parents/guardians

- It is helpful to have a calendar prepared that outlines meeting dates and expected deadlines leading up to the trip.
- Explain the importance of students attending planning meetings.
- Review the Policy and Contract on Trip Participation. Explain the rationale for the policy and outline different parts of the agreement. Explain that trips are grounded in the principle of helping students to become more independent and resourceful. While most trips are uneventful, students and parents/guardians should consider whether the student is ready to assume the challenges that a global trip may present.
- parents/guardians should further consider whether the parent is prepared to allow the students to assume the responsibilities and risks of traveling, and likely to be out of contact with the parents/guardians for some portions of the trip.
- Encourage students/parents/guardians to review the NPS Student Handbook.
- Reiterate the requirement that students be in good academic and disciplinary standing to participate.

School Nurse Requirements

- Tell students/parents/guardians to arrange a doctor visit to arrange immunizations if necessary. Explain how families are responsible for medical decisions. Be sure to review with the School Nurse prior to meeting.
- Students and parents/guardians should familiarize themselves with the School Nurse Requirements.

Other

- Briefly explain that prior to travel, the Travel Leader will meet with the Principal to create and discuss a plan that will support the trip in the unlikely event of an emergency while traveling that will provide for support and communication with a NPS contact for the duration of the trip.

Emergency Action Plan Form

Individual Student Incident

1. Contact 911 or other authority (if needed) - if going out of the country be sure to record here the emergency contact number for that country: _____
 2. Contact another Chaperone to inform them of the situation and be sure that all the other students (in your group specifically or on the whole trip depending on the scenario) are able to be taken care of while you stay with the individual student.
Chaperone Name & Number: _____
Chaperone Name & Number: _____
Chaperone Name & Number: _____
 3. Contact the Principal or Designee and inform them of the situation. Give the full name of the student and grade. Do not contact parents/guardians/guardians without the go-ahead from administration.
Principal or Designee Name & Number: _____
 4. If unable to reach the Principal or Designee, the secondary administrator should be contacted.
Secondary Administrator Name & Number: _____
 5. When there is more information or a resolution to the incident, contact the Principal or Designee again with an update.
-

Whole Group Emergency or Incident

1. Contact 911 or other authority (if needed) - if going out of the country be sure to record here the emergency contact number for that country: _____
2. If the whole group is not together, contact other Chaperones to confirm that all students and chaperones are accounted for and are safe. If a student is injured, defer to the individual student incident emergency plan above. If possible and safe, try to get the whole group together.
Chaperone Name & Number: _____
Chaperone Name & Number: _____
Chaperone Name & Number: _____
3. Contact the Principal or Designee and inform them of the situation. Do not contact parents/guardians/guardians without the go-ahead from administration.
Principal or Designee Name & Number: _____
4. If unable to reach the Principal or Designee, the secondary administrator should be contacted.
Secondary Administrator Name & Number: _____

5. When there is more information or a resolution to the incident, contact the Principal or Designee again with an update.

COMMUNICATION PROTOCOL

TRIP LEADER TO NPS CONTACT:

- The Travel Leader will call the Principal. The initial call to the Principal is an informative call to share the course of events, as well as to seek advice and input and to obtain further assistance if necessary (e.g. assistance from the doctor-on-call, etc.). Do not contact families directly in an emergency situation.
- The Principal may choose to consult with the administration team, the health office, or guidance to inform decision-making.
- The Principal will contact involved families and other necessary parties. The Contact will have all relevant information, all steps taken by the Trip Leader up to this point, and a clear course of action from the Travel Leader to let families know there is a safe and appropriate plan. Input should also be obtained from the parents/guardians if the emergency is student-specific and their knowledge would be helpful in the situation or if permission for a medical procedure, medication, etc. is necessary.

NPS CONTACT TO TRAVEL LEADER:

- If a parent needs to contact the Travel Leader or the student due to a family emergency, the parent will contact the Principal using an agreed upon Emergency Contact Number. This will be used in the event of a family emergency in which a parent needs to reach the student. The Principal or Vice Principal will determine whether to contact the Travel Leader.

Tips for Pre-Trip Information Meeting for Students and parents/guardians

Below are some tips for planning your meeting with parents/guardians and students immediately prior to your trip departure date. Ideally, this meeting will take place around 2-3 weeks before travel. This worksheet is based on previous trip chaperone

leaders' recommendations. You may wish to contact a teacher who has already led a trip to discuss your actual agenda for the meeting.

Welcome and Introductions

- Reintroduce yourself. This may only be the parents/guardians' second time meeting you. Tell the parents/guardians a little bit about yourself.
- Briefly bring the parents/guardians up-to-speed on the trip planning process. It will help parents/guardians to feel invested in the trip. Some examples may be: achievements, fundraising goals met, good examples of team building, or even bumps in the planning process that were overcome and how

Itinerary Review

Travel Reminders

- Passports/Visas

- 1 other form of ID if passport is lost
- Immunizations and Recommended Immunization Records
- School Nurse check in for current medicines or updated medical issues

Packing

- What students should bring. (Your travel partner or an experienced travel chaperone leaders may be helpful in sharing existing packing lists).
 - It may be helpful to have distributed a packing list a few weeks before this meeting, especially if it requires budgeting for purchases.
- Consider whether you want each student to pack a small first aid kit?
- What not to bring:
 - Decide on the student cell phone policy for the trip and clearly communicate this. Will you allow or prohibit student cell phones? Will you request/require them in certain circumstances?
 - Decide on the policy on electronics for the trip.
 - Decide on the recommendation for valuables for the trip.
- What is nice to bring
 - Batteries? Phone chargers? Other extras specific to the trip?
 - Discuss spending money recommendations.

Emergency Action Plan

- Communicate that there is an Emergency Action Plan that has been established that includes:
 - an information binder/folder with all relevant contact information (including parent contact info.),
 - an established communication protocol between the Travel Chaperone Leader and the Principal that will be activated if there is a situation in which the Travel Chaperone Leader needs support or needs to contact a student's parents/guardians, a pre-trip review of what to do in certain emergency situations.
 - Explain the following:
 - During your meeting with the Principal, you established a protocol using the Emergency Scenarios of what to do if a student is separated from the group. Communicate this plan to students and parents/guardians.
 - Inform parents/guardians that as part of the Emergency Action Plan that if there is a situation involving a particular child, that the Travel Leader will be contacting the NPS contact who will then advise the Travel Leader and be the person to contact the parent directly. The Travel Leader will not be contacting parents/guardians directly.
 - If there is a true emergency where a parent needs to reach a student, there will be an emergency number that parents/guardians can contact locally. Communicate what this number will be (as decided in your meeting with the NPS contact) and explain that the NPS contact will return a call to parents/guardians in that situation.

Set Expectations as to if/how/when/how often Students will be Communicating with parents/guardians during the trip.

Review student academic & behavioral expectations

- Expectations prior to and during travel
- Repatriation clause at parents/guardians' expense

ITEM TITLE: Third Quarter Financial Report - Matt Gillis/Assistant Superintendent of Finance

DATE:

ITEM TYPE:

ITEM SUMMARY: Third Quarter Financial Report - LINK

BACKGROUND

INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
third quarter financial report	5.6.24_3rd_QTR_Financial_Rpt_and_Summary.pdf	Cover Memo



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

Matthew J. Gillis, Assistant Superintendent for Finance

Dr. Bella Wong, Superintendent
Timothy Luff, Deputy Superintendent
Susan Balboni, Assistant Superintendent for Teaching, Learning, and Innovation

April 24, 2024

TO: Bella Wong, Interim Superintendent
Natick School Committee
FROM: Matthew J. Gillis 
RE: FY24 3rd Quarter Update + Financial Report

The following pages show the position of the Natick Public Schools as we have passed 76% of the fiscal year, and about 76% through the school year.

General Fund

After reviewing the line items in late March and early April to project where spending is likely to culminate on June 30, 2024, We appear to be on target to live with in the overall \$83.27 M budget. However, since the second quarter, we have had a few more expenditures than what was in the G, so I am now projecting the June 30 balance to be at or close to zero. We had some additional OOD tuition, transportation, legal and substitute/salary expenses.

The 2-page General fund report from MUNIS sums up about 750 total line items into the DESE functions so you are not looking at 35-page report. This report brings you to the same bottom-line balance by DESE Function and total for the general fund.

In summary, the revised budget has a few DESE functions with projected shortfalls: substitutes, transportation, attendance, and tuition line items. Those will be covered largely a small surplus from various salary, some savings in heat and electricity, and tangible supply accounts. The transportation earmarks will also help with the reductions of transportation expenses reclassified to earmark. The General Fund will often front expenditures until a grant or earmark is setup and we can reclassify the expenditures.

Revolving Funds

The two-page summary of our revolving funds and private grants that do not close out with the fiscal year, provides us with some useful information at the snapshot taken on April 8, 2024.

Natick Public Schools does not discriminate on the basis of race, creed, color, sex, age, gender identity, religion, nationality, sexual orientation, disability, pregnancy and pregnancy-related conditions, physical and intellectual differences, immigration status, or homeless status.

We continue to charge expenditures to many of user fee based revolving funds and are appreciative of the private grants we have received. We started the year on July 1 with about \$8.84 million in total fund balance and the Year-To-Date (YTD) ending balance of \$4,242,278 is below the actual cash the town has in its bank accounts. This shows improvement from the \$575K that was in the GL for the 2nd QTR report. Program coordinators are collecting user fees and filing for reimbursements in a timely manner. Revenue postings to the general ledger are lagging deposits and bank wires in some funds.

Revenue postings are moving in positive direction and have increased from \$17,142 in the November report to \$511,510, but there is a roughly estimated \$2.4 - \$2.9 million in revenue that has not posted which includes \$1,847,520 in Circuit Breaker revenue, tuitions, spring athletic fees, and some reimbursements that lag monthly expenses like Food Services and Medicaid.

The end of the report has GL summary reports for Circuit Breaker, Pre-School, School Lunch, and the Aftercare Program for your reference. The dates are on the bottom of the GL reports, so any entries that occurred after that time can change the fund balance.

Clean up: I expect you noticed the revolving funds with negative YTD balance snapshot and are wondering why and how that will get cleaned up. Circuit Breaker has revenue lagging and is expected to close with about \$2.3 Million as fund balance to end the year. Other funds will require reclassification of expenses before FY24 is closed.

Grants

I hope you find this report summary functional for understanding the big picture of the federal and state grants. Most grant awards come in after the year has begun, some as late as March, and function largely as reimbursement program where the state sends more revenue after we submit claim that exceeds the revenue the state has released to date. Included are two snapshots of our grants, the first is through April 5th, and the second is dated April 24, 2024 to show how many of these programs accelerate as the grant periods come to a close. See the subtotal for the state grants at the bottom of each page to see how revenues increased, expenditures increased and how we are getting closer to closing out grants that end on June 30, 2024.

Thanks to Marie Vasselin and Brian Lynch in the Business Office for their help with creating the 3rd quarter reports.

TOWN OF NATICK



YTD REPORT - FY24 GF

FOR 2024 13

ACCOUNTS FOR:	ORIGINAL APPROP	TRANSFRS/ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
0001 GENERAL FUND							
1110 SCHOOL COMMITTEE	36,070	0	36,070	11,220.00	.00	24,850.00	31.1%
1210 SUPERINTENDENT OFFICE	448,781	-121,295	327,486	175,928.97	2,661.66	148,895.59	54.5%
1220 ASST SUPERINTENDENT	351,969	95,405	447,374	330,530.23	168.58	116,675.19	73.9%
1230 PUPIL PERSONNEL SERVICES ADMIN	877,118	236,922	1,114,040	733,126.83	692.70	380,220.54	65.9%
1410 BUSINESS & FINANCE	780,331	121,462	901,793	605,544.75	6,383.01	289,864.81	67.9%
1420 HUMAN RESOURCES	432,244	20,976	453,220	318,029.80	4.00	135,186.00	70.2%
1430 LEGAL FOR SCHOOL COMMITTEE	142,000	12,883	154,883	68,227.19	35,848.30	50,807.50	67.2%
1435 LEGAL SETTLEMENTS	0	0	0	.00	60,000.00	-60,000.00	100.0%
1450 INFORMATION TECHNOLOGY	1,818,153	-157,524	1,660,629	1,211,514.27	111,060.27	338,054.61	79.6%
2110 CURRICULUM	4,409,453	92,440	5,01,893	334,597.69	.00	167,295.29	66.7%
2210 PRINCIPAL OFFICE	4,548,910	-13,934	4,534,976	3,149,434.88	3,847.03	1,381,673.87	69.5%
2220 SCHOOL CURRICULUM LEADERS	405,014	19,350	424,364	254,920.28	.00	169,443.63	60.1%
2305 TEACHERS	39,692,151	1,692,393	41,384,544	25,242,262.39	3,774.76	16,138,507.32	61.0%
2310 TEACHERS SPECIALIST	2,432,968	139,950	2,572,918	1,561,803.26	.00	1,011,115.11	60.7%
2315 INSTRUCTIONAL COORDINATORS	2,299,770	175,735	2,475,505	298,989.86	.00	176,515.03	62.9%
2320 MEDICAL/THERAPEUTIC SVS	3,055,662	287,132	3,342,794	2,173,560.17	20,792.22	1,148,441.24	65.6%
2325 SUBSTITUTES	858,798	-154,000	704,798	812,276.58	.00	-107,478.60	115.2%
2330 PARAPROFESSIONALS/AIDES	2,817,247	294,371	3,111,618	2,285,077.30	.00	826,540.97	73.4%
2340 LIBRARY MEDIA CENTER	937,832	93,315	1,031,347	618,268.17	.00	413,078.56	59.9%
2351 PROFESSIONAL DEV LEADERSHIP	150,761	9,300	160,061	128,082.16	11,866.14	20,112.24	87.4%
2357 PROFESSIONAL DEV STIPENDS	586,300	1,944	588,244	326,513.68	110,490.88	151,239.16	74.3%
2410 TEXTBOOKS	286,641	6,997	293,638	195,299.55	78,333.01	20,005.09	93.2%
2415 OTHER INST MATERIALS	1,420,505	18,922	1,439,427	1,193,622.20	166,630.11	79,174.83	94.5%
2420 INSTRUCTIONAL EQUIPMENT	72,400	16,868	89,268	54,963.85	30,399.95	3,908.20	91.7%
2430 GENERAL SUPPLIES	323,907	3,828	327,835	250,593.22	50,099.65	27,142.43	91.7%
2440 OTH INSTRUCTIONAL SVS	76,332	854	77,186	27,371.85	34,611.94	15,202.67	80.3%
2451 CLASSROOM INST TECHNOLOGY	4,100	0	4,100	2,294.06	58.50	1,747.44	57.4%
2710 GUIDANCE/SOCIAL WORK	2,826,596	173,153	2,999,749	1,822,941.77	22,858.98	1,153,948.37	61.5%
2720 TESTING & ASSESSMENT	201,100	-40,000	161,100	178,291.37	78.01	-17,269.38	110.7%
2800 PSYCHOLOGICAL SERVICES	1,205,866	87,874	1,293,740	768,270.49	.00	525,469.26	59.4%
3100 ATTENDANCE	17,000	-12,605	4,395	12,092.80	3,585.00	-11,282.80	356.7%
3200 MEDICAL/HEALTH SERVICES	1,280,591	37,660	1,318,251	901,351.97	7,050.46	409,848.81	68.9%
3300 TRANSPORTATION	3,280,817	770,641	4,051,458	3,227,902.31	1,356,828.73	-533,273.08	113.2%
3510 ATHLETIC DEPARTMENT	843,839	200,717	1,044,556	750,815.86	665.82	293,074.52	71.9%
3520 OTHER STUDENT ACTIVITIES	235,741	27,498	263,239	106,731.98	5,260.00	151,247.13	42.5%
4110 CUSTODIAL SERVICES	550,000	1,286	551,286	183,095.94	14,577.57	53,611.99	78.7%
4120 MAINTENANCE SERVICES	54,850	-119,252	435,598	240,086.80	76,542.12	118,968.98	72.7%
4130 EQUIPMENT REPAIR/REPLACE	1,726,984	-386,442	1,340,542	765,140.23	426,581.98	148,819.98	88.9%
4220 MAINTENANCE OF BUILDINGS	493,900	4,770	498,670	315,423.00	78,826.55	104,420.74	79.1%
4225 BUILDING SECURITY SYSTEM	75,000	21,218	96,218	74,699.00	16,350.32	5,168.92	94.6%
4230 MAINTENANCE OF EQUIPMENT	8,000	0	8,000	6,813.00	34,102.40	1,187.00	85.2%
4400 NETWORKING & TELECOMMUNICATION	991,147	-21,815	969,331	754,107.53	.00	181,121.55	81.3%
5100 EMPLOYEE RETIREMENT	3,332	0	3,332	107.00	.00	3,332.26	.0%
5150 EE SEPARATION COSTS	1,300	5,000	6,300	.00	.00	6,300.00	.0%

TOWN OF NATICK



YTD REPORT - FY24 GF

FOR 2024 I3

ACCOUNTS FOR: 0001 GENERAL FUND	ORIGINAL APPROP	TRANSFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
6200 COMMUNITY SERVICES	28,818	0	28,818	23,469.22	.00	5,349.04	81.4%
7400 REPLACEMENT OF EQUIPMENT	300,000	69,590	369,590	227,327.14	12,895.98	129,366.53	65.0%
9100 MA PUBLIC TUITION	175,800	72,840	248,640	126,697.50	122,417.50	-475.00	100.2%
9300 NON-PUBLIC TUITION	4,039,411	-2,336,171	1,703,240	1,676,357.65	865,808.95	-838,926.39	149.3%
9310 TUITION NON-PUBLIC RESIDENTIAL	530,561	-530,561	0	.00	.00	.00	.0%
9400 TUITION OUT COLLABORATAIVE	943,064	-71,056	872,008	605,794.47	316,174.99	-49,961.02	105.7%
TOTAL GENERAL FUND	83,279,134	848,939	84,128,073	55,131,483.22	4,088,324.07	24,908,266.13	70.4%

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Natick Public Schools FY24 Revolving Fund Summary

ACCOUNT	G/L Fund #	7/1/23				FY24 Ending Balance
		Beginning Balance	FY24 Revenue	FY24 Encumbrances	FY24 Expense	
Circuit Breaker	0115	2,780,633	923,761	1,384,730	2,828,793	(509,129)
Athletics	0102	50,992	429,286	62,721	354,184	63,374
Team Funded Athletic Equipment	0137	19,565	7,369	-	2,671	24,263
Athletic Transportation	0132	252	-	-	-	252
School Lunch	0012	2,660,151	1,866,216	1,039,207	1,556,017	1,931,143
School Choice and Other Tuitions:						
Preschool Tuition	0119	191,519	549,991	-	453,875	287,635
Foreign Student Tuition	0109	20,000	-	-	-	20,000
North Star Tuitions	0120	13,148	68,174	-	40,606	40,716
Summer School	0105	282,553	24,575	244	255,316	51,568
Summer Academy	0112	-	-	-	-	-
Summer Pre-School Program	0113	1,067	-	-	-	1,067
School Choice	0134	265,528	56,516	-	213,683	108,361
Integrated Summer Program	0650	50,760	-	-	97,205	(46,445)
Total Tuitions		824,575	699,255	244	1,060,685	462,902
Other Local Receipts:						
EASEP	0101	77,502	39,016	2,814	12,077	101,627
School Bus Transportation	0103	382,655	40,048	-	435,327	(12,624)
Rental of Facilities	0107	22,453	92,485	4,500	167,143	(56,705)
School Vandalism	0108	4,312	-	-	-	4,312
After School Activities Program	0111	995,204	1,493,648	66,210	1,466,839	955,802
NHS Testing Fund	0114	41,493	1,500	-	4,711	38,282
Guidance - Transcripts	0116	10,809	4,939	-	3,637	12,112
Instructional	0117	-	-	-	-	-
Health Services	0118	33,317	(355)	-	2,803	30,159
Photocopy Receipts	0121	1,511	285	-	-	1,796
Wall of Achievement	0122	4,624	-	-	-	4,624
Instrumental Music	0123	110,877	313,828	425	324,693	99,587
Mini University	0124	9,419	-	-	-	9,419
Textbook-HS	0106	20,337	5,915	-	-	26,252
Textbooks-Wilson	0126	81	-	-	-	81
Textbooks-Lilja	0128	100	-	-	-	100
Textbooks-Memorial	0131	-	-	-	-	-
Laptop Fees	0133	115,254	86,180	4,661	55,476	141,297
Parent Advisory Council	0135	3,806	-	-	-	3,806
Textile Recycling	0136	30,965	5,202	179	350	35,638
HS Laptop Program	0138	17,905	-	-	-	17,905
Medicaid- School Share	0110	294,515	60	-	86,641	207,935
Natick BOKS	0139	12,084	7,140	-	8,254	10,971
Heart Rate Monitor	0141	-	-	-	-	-
Total Other Local Receipts		2,189,223	2,089,890	78,789	2,567,949	1,632,374
Total of above		8,525,392	6,015,777	2,565,691	8,370,299	3,605,179

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Natick Public Schools FY24 Revolving Fund Summary

ACCOUNT	G/L Fund #	7/1/23					FY24 Ending Balance
		Beginning Balance	FY24 Revenue	FY24 Encumbrances	FY24 Expense		
Private Grants & Donations:							
Natick Public Schools	0602	40,284	1,089	-	-	41,373	
Ben Hem School Donations	0603	24,615	47	6,295	387	17,980	
Brown School Donations	0604	921	-	4,000	100	(3,179)	
Johnson School Donations	0605	641	-	-	342	299	
Lilja School Donations	0606	66,671	6,200	-	1,559	71,312	
Memorial School Donations	0607	13,723	500	-	1,646	12,576	
Kennedy School Donations	0608	9,837	2,625	491	4,619	7,352	
Wilson School Donations	0609	40,805	-	1,284	1,501	38,020	
Natick High School Donations	0610	239,810	43,305	227	15,279	267,610	
Pre-School Donations	0638	3,003	-	148	452	2,403	
Friends and Family of Metco	0645	14,326	-	738	5,043	8,544	
Business Professionals of America	0611	55	-	-	-	55	
MWHC Health/Fitness	0620	06324	2,885	-	-	2,885	
MCHCF / Anti Bullying	0625	2,056	-	-	-	2,056	
Verizon PEG Grant	0626	-	-	-	-	-	
METROWEST Peer Leadership	0629	06294	1,386	-	-	1,386	
Underage Drinking Prevention	0631	06314	1,387	-	-	1,387	
Health and Fitness	0632	5,221	-	447	-	4,774	
MathWorks KMS Math Grant	0634	1,499	-	-	-	1,499	
MWHC HEALTH DONATION	0639	4,636	-	-	-	4,636	
MWHF EARLY RISERS SKILLS FOR SUC	0640	14,047	-	-	-	14,047	
MWHF EARLY RISERS SKILLS FOR SUC	0647	-	-	-	-	-	
MWHF DIVERSITY & SUPPORT	0649	4,500	-	-	-	4,500	
EVERSOURCE	0651	69,866	-	-	-	69,866	
MWHF GAME CHANGERS	0652	3,375	2,200	-	3,375	2,200	
Total		565,550	55,966	13,630	34,303	573,583	
NEF 2009-2010	0623	32,447	-	-	-	32,447	
NEF 2014-2015	0642	2,348	-	-	-	2,348	
NEF 2015-2016	0646	1,009	-	-	-	1,009	
NEF	0648	48,013	-	2,202	18,100	27,711	
Total NEF Grants		83,817	-	2,202	18,100	63,516	
Total Private Grants & Donations		649,367	55,966	15,832	52,403	637,099	
Grand Total		9,174,760	6,071,743	2,581,522	8,422,702	4,242,278	

TOWN OF NATICK

YEAR-TO-DATE BUDGET REPORT



FOR 2024 I3

ACCOUNTS FOR:	ORIGINAL APPROP	TRANSFERS/ADJUSTMTS	REVISED BUDGET	YTD ACTUAL	ENC/REQ	AVAILABLE BUDGET	PCT USE/COL
0012 SCHOOL LUNCH EXPENSE							
00124 SCHOOL LUNCH REVENUE							
00124 432075 SCH LUNCH	0	0	0	-72,706.10	.00	72,706.10	100.0%
00124 432076 SCH LUNCH	0	0	0	-110,664.90	.00	110,664.90	100.0%
00124 458000 F/GOV	0	0	0	-1,667,143.64	.00	1,667,143.64	100.0%
00124 468000 STATE	0	0	0	-15,701.00	.00	15,701.00	100.0%
TOTAL SCHOOL LUNCH REVENUE	0	0	0	-1,866,215.64	.00	1,866,215.64	100.0%
00125 SCHOOL LUNCH EXPENSE							
00125 510000 SAL/WAGES	-83,427	0	-83,427	585,547.45	.00	-668,974.91	-701.9%*
00125 570000 EXPENSE	2,744,002	1,867,666	4,611,668	970,469.18	1,039,207.01	2,601,992.04	43.6%
TOTAL SCHOOL LUNCH EXPENSE	2,660,575	1,867,666	4,528,241	1,556,016.63	1,039,207.01	1,933,017.13	57.3%
TOTAL SCHOOL LUNCH EXPENSE	2,660,575	1,867,666	4,528,241	-310,199.01	1,039,207.01	3,799,232.77	16.1%
TOTAL REVENUES	0	0	0	-1,866,215.64	.00	1,866,215.64	
TOTAL EXPENSES	2,660,575	1,867,666	4,528,241	1,556,016.63	1,039,207.01	1,933,017.13	
PRIOR FUND BALANCE				2,660,151.15			
CHANGE IN FUND BALANCE - NET OF REVENUES/EXPENSES				310,199.01			
REVISED FUND BALANCE				2,970,350.16			

TOWN OF NATICK

YEAR-TO-DATE BUDGET REPORT



FOR 2024 13												
ACCOUNTS FOR:												
0102	ATHLETIC FUND	ORIGINAL APPROP	TRANSFERS/ADJUSTMTS	REVISED BUDGET	YTD ACTUAL	ENC/REQ	AVAILABLE BUDGET	PCT USE/COL				
01024 ATHLETIC FUND												
01024	432000	ATHL FEES	0	0	-374,582.50	.00	374,582.50	100.0%				
01024	483015	GATE RCPT	0	0	-54,703.62	.00	54,703.62	100.0%				
		TOTAL ATHLETIC FUND	0	0	-429,286.12	.00	429,286.12	100.0%				
01025 ATHLETIC FUND												
01025	510000	SAL&WAGE	4,381	4,381	21,595.55	.00	-17,214.25	492.9%*				
01025	578300	OP EXP	84,374	539,760	332,588.73	234,371.15	-27,200.15	105.0%*				
		TOTAL ATHLETIC FUND	88,755	544,141	354,184.28	234,371.15	-44,414.40	108.2%				
		TOTAL ATHLETIC FUND	88,755	544,141	-75,101.84	234,371.15	384,871.72	29.3%				
		TOTAL REVENUES	0	0	-429,286.12	.00	429,286.12					
		TOTAL EXPENSES	88,755	544,141	354,184.28	234,371.15	-44,414.40					
		PRIOR FUND BALANCE									50,992.41	
		CHANGE IN FUND BALANCE - NET OF REVENUES/EXPENSES									75,101.84	
		REVISED FUND BALANCE									126,094.25	

TOWN OF NATICK

YEAR-TO-DATE BUDGET REPORT



FOR 2024 13		ORIGINAL APPROP	TRANSFERS/ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENC/REQ	AVAILABLE BUDGET	PCT USE/COL
ACCOUNTS FOR:								
0111	AFTER SCHOOL PROGRAM							
01114 AFTER SCHOOL PROGRAM								
01114	432000 ASAP REV	0	0	0	-1,493,647.50	.00	1,493,647.50	100.0%
	TOTAL AFTER SCHOOL PROGRAM	0	0	0	-1,493,647.50	.00	1,493,647.50	100.0%
01115 AFTER SCHOOL PROGRAM								
01115	510000 SAL&WAGE	-641,854	0	-641,854	1,345,245.89	.00	-1,987,099.68	-209.6%*
01115	578300 OP EXP	1,593,926	1,503,078	3,097,003	121,593.24	72,626.22	2,902,783.57	6.3%
	TOTAL AFTER SCHOOL PROGRAM	952,072	1,503,078	2,455,149	1,466,839.13	72,626.22	915,683.89	62.7%
	TOTAL AFTER SCHOOL PROGRAM	952,072	1,503,078	2,455,149	-26,808.37	72,626.22	2,409,331.39	1.9%
	TOTAL REVENUES	0	0	0	-1,493,647.50	.00	1,493,647.50	
	TOTAL EXPENSES	952,072	1,503,078	2,455,149	1,466,839.13	72,626.22	915,683.89	
	PRIOR FUND BALANCE				952,071.74			
	CHANGE IN FUND BALANCE - NET OF REVENUES/EXPENSES				26,808.37			
	REVISED FUND BALANCE				978,880.11			

TOWN OF NATICK

YEAR-TO-DATE BUDGET REPORT



FOR 2024 13

ACCOUNTS FOR:	ORIGINAL APPROP	TRANSFRS/ADJSTMS	REVISED BUDGET	YTD ACTUAL	ENC/REQ	AVAILABLE BUDGET	PCT USE/COL
0115 CIRCUIT BREAKER							
01154 CIRCUIT BREAKER							
01154 468000 CB STATE	-3,695,042	0	-3,695,042	-923,761.00	.00	-2,771,281.00	25.0%*
TOTAL CIRCUIT BREAKER	-3,695,042	0	-3,695,042	-923,761.00	.00	-2,771,281.00	25.0%
01155 CIRCUIT BREAKER							
01155 510000 SAL&WAGES	3,350,700	923,761	4,274,461	435,075.65	.00	3,839,385.66	10.2%
01155 578300 OP EXP	-570,067	0	-570,067	2,393,717.82	1,384,729.89	-4,348,514.89	-662.8%*
TOTAL CIRCUIT BREAKER	2,780,633	923,761	3,704,394	2,828,793.47	1,384,729.89	-509,129.23	113.7%
TOTAL CIRCUIT BREAKER	-914,409	923,761	9,352	1,905,032.47	1,384,729.89	-3,280,410.23	*****%
TOTAL REVENUES	-3,695,042	0	-3,695,042	-923,761.00	.00	-2,771,281.00	
TOTAL EXPENSES	2,780,633	923,761	3,704,394	2,828,793.47	1,384,729.89	-509,129.23	
PRIOR FUND BALANCE				2,780,633.13			
CHANGE IN FUND BALANCE - NET OF REVENUES/EXPENSES				-1,905,032.47			
REVISED FUND BALANCE				875,600.66			

TOWN OF NATICK

YEAR-TO-DATE BUDGET REPORT



FOR 2024 13

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMTS	REVISED BUDGET	YTD ACTUAL	ENC/REQ	AVAILABLE BUDGET	PCT USE/COL
GRAND TOTAL	-914,409	923,761	9,352	1,905,032.47	1,384,729.89	-3,280,410.23	*****%

** END OF REPORT - Generated by Brian Lynch **

Natick Public Schools
Grant Summary

4/5/2024 10:45

FY23 GRANTS		DESE Fund	Grant END Date	Grant Awarded Amount	Beginning Balance to spend as of 7/1/23	FY24 Rev	FY24 Encumbered	FY24 Exp	FY24 YTD Available	Grant Closed Date
FY23 GRANTS (FEDERAL)		302	6/30/2024	\$11,217	11,217	-	-	11,217	-	Closing
FY22 American Rescue Plan-Homeless Children (Erin)										
FY23 GRANTS (FEDERAL)		305	9/30/2024	\$464,052	220,046	141,915	6,685	198,208	15,152	
FY23 Title I		140	9/30/2024	\$86,906	5,459	75,417	5,459	5,459	17,760	2/8/2024
FY23 Title III		180	9/30/2024	\$25,166	23,535	-	5,775	-	-	Closing
FY23 Title IV		309	9/30/2024	\$14,772	14,772	-	14,772	-	-	8/22/2023
FY23 Evaluate & Select HIQM		161	6/30/2023	\$36,070	2,971	32,463	-	2,971	-	
FY23 SPED IDEA 94-142 (Erin Miller)		240	6/30/2024	\$1,373,398	319,005	303,543	2,599	196,730	119,677	
FY23 SPED ECSE (Erin Miller)		262	6/30/2024	\$35,975	10,654	4,258	-	8,023	2,631	Closing
FY23 GRANTS (PRIVATE)		N/A	No Expiration	\$4,500	3,600	-	-	-	3,600	
FY23 TIDES (Grace Magley)										

FY24 GRANTS		DESE Fund	Grant END Date	Grant Awarded Amount	Beginning Balance to spend as of 7/1/23	FY24 Rev	FY24 Encumbered	FY24 Exp	FY24 YTD Available	Grant Closed Date
FY24 GRANTS (FEDERAL)		305	9/30/2025	\$210,028	210,028	-	-	9,578	200,450	
FY24 Title I		140	9/30/2025	\$77,194	77,194	-	12,423	3,000	61,771	
FY24 Title III		180	9/30/2025	\$32,777	32,777	-	-	-	32,777	
FY24 Title IV		309	9/30/2025	\$34,005	34,005	-	34,005	-	-	Closing
FY24 Chronic Absence (Sue Balbooni)				\$10,000.00	10,000	10,000	-	-	-	Closing
FY24 SPED IDEA 94-142 (Erin Miller)		240	9/30/2025	\$1,488,851	1,488,851	-	6,245	806,921	675,685	
FY24 SPED ECSE - (Erin Miller)		262	9/30/2025	\$36,934	36,934	-	-	19,272	17,662	
FY24 GRANTS (STATE)		317	6/30/2024	\$411,772	411,772	194,548	4,031	273,224	134,516	
FY24 METCO (Rashediab)				\$15,000	15,000	-	100	10,753	4,147	
FY24 METCO REI (Rashediab)				\$71,337	71,337	-	-	-	71,337	
FY24 Teacher Diversity				\$126,804	126,804	-	-	-	126,804	
FY24 METCO (Erin)				\$40,424	40,424	-	4,800	4,586	31,038	
FY24 0274 IEP-(Erin Miller) Just Awarded				3,375	3,375	337	-	3,017	358	
FY24 Approaches to Address Cellphone Use Pilot (Tim Luff)				50,000	50,000	23,010	-	31,270	18,730	
FY24 EARMARK (Transportation)- Metco Late Bus				\$50,000	50,000	-	-	50,000	-	1/29/2024
FY24 EARMARK (Staff Development)				\$100,000	100,000	-	-	100,000	-	1/29/2024
FY24 EARMARK (Transportation 2) - Metco Expansion				\$100,000	100,000	100,000	-	100,000	-	1/17/2024
FY24 EARMARK (Online Tutoring)				\$22,476	22,476	-	-	-	22,476	
FY24 MxCap (Grace M)				75,000	75,000	-	18,961	-	56,039	
FY24 SEL and Mental Health (Comp grant-A.Fergusson)										
Subtotal FY24 State Grants				\$1,066,188	\$1,066,188	\$332,895	\$27,892	\$572,851	\$465,445	

Natick Public Schools
Grant Summary

4/24/2024 16:09

FY23 GRANTS		Grant END Date	Grant Awarded Amount	Beginning Balance to spend as of 7/1/23	FY24 Rev	FY24 Encumbered	FY24 Exp	FY24 YTD Available	Grant Closed Date
DESE Fund									
FY22 GRANTS (FEDERAL)									
302	FY22 American Rescue Plan-Homeless Children (Erin)	6/30/2024	\$11,217	11,217	-	-	11,217	-	Closing
FY23 GRANTS (FEDERAL)									
305	FY23 Title I	9/30/2024	\$464,052	220,046	141,915	6,685	198,208	15,152	
140	FY23 Title II	9/30/2024	\$86,906	5,459	75,417	-	5,459	-	2/8/2024
180	FY23 Title III	9/30/2024	\$25,166	23,535	-	6,091	-	17,444	
309	FY23 Title IV	9/30/2024	\$14,772	14,772	-	-	14,772	-	Closing
161	FY23 Evaluate & Select HQIM	6/30/2023	\$36,070	2,971	32,463	-	2,971	-	8/22/2023
240	FY23 SPED IDEA 94-142 (Erin Miller)	6/30/2024	\$1,373,398	319,005	303,543	2,599	209,654	106,753	
262	FY23 SPED ECSE (Erin Miller)	6/30/2024	\$35,975	10,654	4,258	-	8,023	2,631	Closing
FY23 GRANTS (PRIVATE)									
N/A	FY23 TIDES (Grace Magley)	No Expiration	\$4,500	3,600	-	-	-	3,600	

FY24 GRANTS		Grant END Date	Grant Awarded Amount	Beginning Balance to spend as of 7/1/23	FY24 Rev	FY24 Encumbered	FY24 Exp	FY24 YTD Available	Grant Closed Date
DESE Fund									
FY24 GRANTS (FEDERAL)									
305	FY24 Title I	9/30/2025	\$210,028	210,028	-	-	18,627	191,401	
140	FY24 Title II	9/30/2025	\$77,194	77,194	-	-	15,423	61,771	
180	FY24 Title III	9/30/2025	\$32,777	32,777	-	-	-	32,777	
309	FY24 Title IV	9/30/2025	\$34,005	34,005	-	-	34,005	-	Closing
240	FY24 Chronic Absence (Sue Balloni)	9/30/2024	\$10,000.00	10,000	10,000	10,000	-	-	Closing
262	FY24 SPED IDEA 94-142 (Erin Miller)	9/30/2025	\$1,488,851	1,488,851	-	6,245	843,078	639,528	
	FY24 SPED ECSE - (Erin Miller)	9/30/2025	\$36,934	36,934	-	-	20,703	16,231	
FY24 GRANTS (STATE)									
317	FY24 METCO (Rashedah)	6/30/2024	\$411,772	411,772	194,548	3,651	275,902	132,219	
	FY24 METCO REI (Rashedah)	6/30/2024	\$15,000	15,000	15,000	100	10,753	4,147	
253	FY24 Teacher Diversity	6/30/2024	\$71,337	71,337	-	-	-	71,337	
318	FY24 METCO (Erin)	6/30/2024	\$126,804	126,804	-	-	119,393	7,411	
274	FY24 0274 IEP-(Erin Miller) Just Awarded	9/30/2024	\$40,424	40,424	-	-	9,386	31,038	
729	FY24 Approaches to Address Cellphone Use Pilot (Tim Laiff)	6/30/2024	\$3,375	3,375	337	-	3,017	358	
	FY24 EARMARK (Transportation)- Metco Late Bus	6/30/2024	\$50,000	50,000	23,010	-	38,350	11,650	
	FY24 EARMARK (Staff Development)	6/30/2024	\$50,000	50,000	50,000	-	50,000	-	1/29/2024
	FY24 EARMARK (Transportation 2) - Metco Expansion	6/30/2024	\$100,000	100,000	100,000	-	100,000	-	1/29/2024
	FY24 EARMARK (Online Tutoring)	6/30/2024	\$100,000	100,000	100,000	-	100,000	-	1/17/2024
529	FY24 MyCap (Grace M)	6/30/2024	\$22,476	22,476	-	-	-	22,476	
311	FY24 SEL and Mental Health (Comp grant-A.Fergusson)	6/30/2024	\$75,000	75,000	7,500	10,754	57,809	6,437	

Subtotal State Grants \$1,066,188 \$1,066,188 \$490,395 \$14,505 \$764,610 \$287,073

Update for Reference

ITEM TITLE:

Results of ATM School Capital Warrant Articles - Matt Gillis and Superintendent Wong

DATE:

ITEM TYPE:

ITEM SUMMARY:

BACKGROUND

INFORMATION:

RECOMMENDATION:

ITEM TITLE: Enrollment Report - May 1st, 2024
DATE:
ITEM TYPE:
ITEM SUMMARY: Enrollment Report - May 1, 2024 - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
enrollment report - 5.1.24	5.6.24_NPS_Student_Enrollment_-_2024_05_May.xlsx_-_Sheet1.pdf	Cover Memo

Natick Public Schools - Student Enrollment May 01, 2024

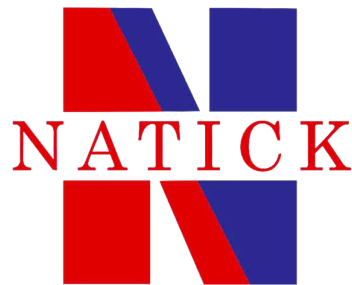
	April 01, 2024															May 01, 2024															
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
NHS										435	426	382	374	1,617	NHS									436	426	382	375	1,619			
KENNEDY						245	215	237	221					918	KENNEDY						245	214	237	221					917		
WILSON						186	193	179	189					747	WILSON						185	193	178	189					745		
BEN-HEM	22	18	20	20	20										BEN-HEM	22	17	21	20	20											
	20	18	20	19	20											20	18	20	19	20											
	21	18	20	19	20											21	18	20	19	20											
	21	19	20	21	19											21	19	20	21	19											
	22		20	20	21											22		20	20	21											
			20															20													
Total:	106	73	120	99	100									498	Total:	106	72	121	99	100									498		
BROWN	20	21	20	22	22										BROWN	19	20	20	22	22											
	19	21	20	22	22											20	21	18	22	23											
	19	17	18	22	22											20	17	20	22	22											
	20	20	20	21	22											20	20	18	22	22											
	19	20	18		22											19	19	18		22											
			18															20													
Total:	97	99	114	87	110									507	Total:	98	97	114	88	111									508		
JOHNSON			7	13	15									35	JOHNSON			7	13	15									35		
				16															16												
Total:			7	13	31									51	Total:			7	13	31									51		
LILJA	17	18	24	18	19										LILJA	17	20	24	18	19											
	18	20	24	15	19											18	18	24	16	19											
	15	18	24	18	19											15	19	24	18	19											
	17	19		19	19											17	18		19	19											
	16															17															
Combo Classes:		9	11												Combo Classes:		9	11													
Combo Classes:		8	12												Combo Classes:		8	12													
Total:	83	92	95	70	76									416	Total:	84	92	95	71	76									418		
MEMORIAL	20	23	19	21	19										MEMORIAL	20	23	19	20	19											
	21	23	19	20	19											22	23	19	21	19											
	21	23	19	21	21											21	23	19	21	21											
	20	22	19	20	21											20	22	18	20	21											
			18	21														19	21												
Total:	82	91	94	103	80									450	Total:	85	91	94	103	80									451		
PRE-K EAST	57													57	PRE-K EAST	58													58		
PRE-K NHS	68													68	PRE-K NHS	71													71		
PRE-K BEN	12													12	PRE-K BEN	12													12		
TOTAL:	137	368	355	430	372	397	431	408	416	410	435	426	382	374	5,341	Total:	141	371	352	431	374	398	430	407	415	410	436	426	382	375	5,348

ITEM TITLE: Vote to Approve Student Domestic and Global Travel Handbook
DATE:
ITEM TYPE:
ITEM SUMMARY: Student Domestic and Global Travel Handbook - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
student domestic and global travel handbook	5.6NHS_Field_Trip_Handbook__(3).pdf	Cover Memo

Natick Public Schools



Global and Domestic Field Trip Handbook

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

According to the Natick Public 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:

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

Global and Domestic Travel: Table of Contents

Topic

How to Use this Guide

Roles and Terms Defined

Phase One: Travel Approval

Phase Two: Planning

Phase Three: Countdown to Departure

Phase Four: Travel and Beyond

Appendix

Global and Domestic Travel: How to Use This Guide

Welcome to The Natick Public School Global and Domestic Travel Handbook. The Handbook is meant to provide assistance and support to Trip Leaders during each phase of a global or domestic travel experience for Natick Public School students. You will find policies, procedures and related forms that are meant to serve the dual purpose of providing clear information to support chaperones, while ensuring that trips meet related school, local and state requirements. The Appendices section includes all of the documents that are referenced in the Handbook.

The guidelines are divided into four sections:

- Phase One:** Travel Approval
- Phase Two:** Planning
- Phase Three:** Countdown to Departure
- Phase Four:** Travel and Beyond

Look through the Handbook and familiarize yourself with what steps are proposed for each phase of a trip. You will be partnering with the Principal, Vice or Assistant Principals, Deans of Students, School Nurse, other Natick Public School staff, your travel partner, and students and families at each step along the way.

Global and Domestic Travel: Roles and Terms Defined

ROLES

Principal or Designee: Unless otherwise specified, the building Principal, or a primary designee of the principal, will be the primary administrative contact for the Travel Leader for the development and support of the trip. The Principal or Designee will:

- Provide support and advice by telephone to the Travel Lead Chaperone during the course of travel as outlined in the Emergency Action Plan.
- Contact parents/guardians in the event of a situation warranting contact as outlined in the Emergency Action Plan.
- Act as designated contact for parents/guardians in the event of an emergency that warrants parent contact to the Lead Chaperone or student. A method for contacting the Principal or Designee in the event of an emergency will be established through the trip's Emergency Action Plan and communicated to parents/guardians during the Informational Meeting prior to trip departure.

Vice or Assistant Principal: Natick High, Middle School, or Elementary Vice or Assistant Principal

Dean of Students: Natick High School Dean of Students

Student: Any students that are enrolled at NPS

Travel Leader: A teacher or NPS staff person who initiates a global or domestic travel experience for Natick Public School students during the school year or summer. The Travel Leader will be the primary contact person for the trip. The Travel Leader will also assume the role and responsibilities of a Travel Chaperone for the duration of the trip.

Travel Chaperone: A teacher or NPS staff person who is involved with a global or domestic travel experience for Natick Public School students during the school year or vacation. The Travel Chaperone will work with the Travel Leader to organize and lead a global travel experience. There may be circumstances where the Travel Leader will designate the Travel Chaperone to take over as Travel Leader during travel. There must be a 6-8:1 student to chaperone ratio (unless approved by the Superintendent) for any overnight trip.

NPS Alternate Contact: The person who will serve as the local Alternate Contact to the Principal or Designee for the Travel Leader during a trip as specified in the Emergency Action Plan.

School Nurse: An appropriate NPS nurse (building nurse) in consultation with the Director of Nursing, must be involved in trip planning and support.

Travel Partner: A travel-related organization with whom the Natick Public Schools contracts to handle some or all aspects of the trip. Travel Partners may include travel agencies, trip organizations, local travel partners and other similar organizations. You are not required to work with a third-party Travel Partner.

Adult Travelers: Adults who are not employed by NPS are not permitted to serve as a Chaperones for overnight student travel.

Budget Manager: The member of the School Administrative staff, or central office staff, that is responsible for the bookkeeping and management of the school or district budget.

TERMS

Trip: A trip in the context of these Guidelines includes day and overnight domestic and international travel experiences that are approved by the Natick Public Schools, organized by a Travel Leader, and attended by Natick Public School students.

Travel Information Night: A parent/student meeting scheduled at least one month prior to departure to provide information about domestic out-of-state and/or international overnight travel. Travel Leaders and Travel Chaperones are required to attend. For travel that involves student groups who are unfamiliar with each other, (ex. different classes coming together for the trip) it is strongly suggested that the Trip Leader and Chaperones organize at least one activity prior to departure where students can interact and get to know each other, and you.

NPS Student Handbooks: All of the rules detailed in the NPS Student Handbooks apply on domestic and international trips.

Emergency Action Plan: The policy and procedures established in advance of travel that:

- Troubleshoots possible emergency situations;
- Provides a mechanism for support and communication channels to the Travel Leader through the Principal during the course of travel;

- Establishes a protocol for communication from the Principal to the parents/guardians in specific situations;
- Provides parents/guardians with a means of contacting a student in an emergency situation, through the Principal;
- Includes the emergency information folder that will be utilized by the Travel Leader and Principal during travel.
- The Superintendent must be copied on emergency communications.

Phase One: Travel Approval

Travel approval is required prior to advertising and recruiting participants for any trip. You will first want to informally discuss your trip concept (destination, proposed dates of travel, general itinerary, approximate budget and fundraising plans) with your Principal or designee. You may also wish to talk to a Travel Leader from a previous trip.

The Travel Leader will then submit one of the following forms to the appropriate administrator:

- In-State, One Day Travel Field Trip Request Form
- In-State, Overnight Travel Field Trip Request Form
- Out-of-State, One Day Travel Field Trip Request Form
- Out-of-State, Overnight Travel Field Trip Request Form
- International Travel Field Trip Request Form

For One-Day, In-State Field Trips, the Travel Leader will get approval from their **Direct Supervisor and then from a Principal or Designee** within four(4) weeks of the planned trip.

For In-State, Overnight Field Trips, the Travel Leader will get approval from their Direct Supervisor and Principal or Designee within four(4) weeks of the planned trip. The Principal will then seek approval **from the Superintendent**

For Out-of-State, One-Day Travel, the Travel Leader will get approval from their Direct Supervisor and Principal or Designee within four(4) weeks of the planned trip. The Principal will then seek approval from **the Superintendent, who will submit to the School Committee** for any out-of-state trips.

For Out-of-State Overnight Field Trips, the Travel Leader will seek approval from their Direct Supervisor and then the Principal or Designee three(3) months in advance for trips. The Principal will then seek approval from both the **Superintendent, who will submit to the School Committee**, for any out-of-state overnight travel.

For International Travel, the Travel Leader will seek approval from their Direct Supervisor and then the Principal or Designee six(6) months in advance for international travel. It is strongly encouraged to seek approval 1-year in advance of the trip as the ability to prepare for such a trip will be weighed in the decision process. The Principal will then seek approval from both the **Superintendent, who will submit to the School Committee**, for any international travel.

TRAVEL APPROVAL OVERVIEW

One-Day Field Trip

At least four weeks in advance of the trip:

- For approval please submit a proposal to your Direct Supervisor and then to the Principal or Designee.
- It is the expectation that field trips take place prior to May 1; acknowledging and supporting classroom teaching, MCAS testing, AP exams etc.
- Consider the ratio of students to chaperones to ensure appropriate supervision is provided

In-State Overnight Travel

At least four weeks in advance of the trip:

- Travel Leader submits the Travel Proposal which must include, but is not limited to: itinerary, student lists, hotel information, chaperone sign-off forms, waiver requests, etc. to the Principal. Note: a 6-8:1 student to chaperone ratio is recommended for any overnight trip.
- Principal will take each request under advisement, consulting with key staff as appropriate
- Approval needs to be granted by the Department Head, Principal and Superintendent

Out-of-State Overnight Travel

At least three months in advance of the trip:

- Travel Leader submits the Travel Proposal (itinerary, student lists, hotel information, chaperone sign-off forms, waiver requests, etc) to the Principal (no later than Wednesday before the Natick School Committee is to meet). Trip requests must be submitted and approved in advance of any marketing to students.
 - Note: there must be a 6-8:1 student to chaperone ratio for any overnight trip.
- Principal will take each request under advisement, consulting with key staff as appropriate
- Principal submits Request to the Superintendent, who will submit to the School Committee for approval

Out-of-State One-Day Travel

At least three months in advance of the trip:

- For approval please submit a proposal to your Direct Supervisor and then to the Principal or Designee.
- Approval will be granted by the Direct Supervisor, Principal.
- Principal will then submit a request to the Superintendent, who will submit to the School Committee for approval.
- Consider the ratio of students to chaperones to ensure appropriate supervision is provided

International Travel

At least six(6) months in advance of the trip:

- For approval please submit a proposal to your Direct Supervisor and then to the Principal or Designee.
- International Travel requests must be submitted and approved in advance of any marketing to students.
 - Note: there must be a 6-8:1 student to chaperone ratio for any overnight trip.
- Approval will be granted by the Direct Supervisor, Principal.
- Principal will then submit a request to the Superintendent, who will submit to the School Committee for approval.
- It is strongly encouraged to seek approval 1-year in advance of the trip as financial accessibility and the ability to prepare for such a trip will be weighed in the decision process.

STEPS IN THE APPROVAL PROCESS

1. Submit Draft Trip Proposal

Early in the planning process, submit the appropriate Field Trip Request Form (see Appendix) to the Principal or Designee. Things to keep in mind while submitting a trip proposal:

- Travel insurance is **required for all students** for out-of-state field trips
- Housing accommodations for overnight travel must include supervision by Natick chaperones.
- The trip must be explicitly tied to learning objectives and NPS curriculum
 - A follow-up instructional lesson should be planned upon return
- The district/school may have very limited financial assistance opportunities, however, the Travel Chaperone and their students may participate in fundraising activities for the trip
- Note: there must be a 6-8:1 student to chaperone ratio for any overnight trip;
- Accommodations for students with language barrier, disabilities, and health needs must be addressed.
- Ability to implement requirements within a gender identity support plan must be addressed.
- Timing of the trip should take into account the master schedule of each school; acknowledging and supporting classroom teaching, MCAS testing, AP exams etc.

2. Submit the Travel Proposal

These rules apply for both new and recurring trips. The early deadlines allow the Principal to give you feedback and suggestions before you begin investing time in significant planning.

For in-state overnight and one day field trips, please submit field trip proposals at least four weeks in advance. Approval will be granted by the Superintendent, Principal or Designee without going to the School Committee. For out-of-state travel please submit a field trip proposal at least 3 months in advance, and for international travel 6 months in advance. All out-of-state travel requires School Committee approval. The Administrative Assistant to the Principal will schedule a time for the Trip Leader to present to the School Committee

3. Principal Reviews Travel Proposal

The Principal will review the Trip Chaperone Proposal. Criteria include:

- explicitly tied to learning objectives and NPS curriculum
- students ability to obtain travel insurance (out of state and international travel)
- students are staying in housing chaperoned by NPS staff
- whether the budget is reasonable, including fundraising goals/plans and cost to students
- safety concerns and additional factors specific to particular proposals
- Accommodations for students with disabilities and gender support plans must be addressed

4. Principal Seeks Approval from the Superintendent for any overnight travel; And the School Committee for out-of-state or international travel.

The Principal will seek any additional approvals/signatures that are necessary per Natick School Committee.

The Principal will provide the field trip proposal and all supporting data to the Superintendent

The Superintendent will be responsible for approval of any overnight in-state travel.

The Superintendent will review and submit any proposals for out-of-state or international travel to the School Committee for approval.

5. Principal Informs Travel Leader of Approval

The Principal or Designee will let you know if your trip is approved. If your trip is approved, the Principal or Designee will return to you your Travel Proposal signed by the Principal or Designee. The Principal asks the Travel Leader to work with his or her co-planners of the trip to make appointments for required check-ins up until departure (if necessary). Refer to Checklist Planning Form for specifics. These include:

- Permission slips/medical release forms
- Student have each completed the NPS Extracurricular Activity Indemnity Form
- Chaperone Emergency Contact Information & Sign-off (for overnights and international travel only)
- If traveling abroad, for all students under 16 years of age, must also fill out US State Dept form 3053 and have it notarized so that if the student loses his/her passport on the trip, the Trip Leader is designated as guardian to apply for a passport with the child under 16 years of age. The form is attached at the end of this handbook and linked [here](#).
- Post names of all students by YOG to all faculty using school email
- Prepare and review itinerary for travel with the contracted bus company for Natick Public Schools (any exception to this school bus requirement will be made on an individual basis by the Principal).
- Hold required information meeting with parents/guardians
- One week pre-departure meeting
- Send all documents to Principal or Designees' Administrative Assistant

Phase Two: Planning

The Travel Leader will be working with the Principal/Designee to create clear expectations and necessary deadlines for trip participation. The Travel Leader will also be working with the Travel Partner if appropriate. The Travel Leader will clearly communicate to students and parents/guardians, in writing, expectations and deadlines. Students must meet behavioral and academic expectations in addition to application deadlines in order to participate in the trip. Participation is a privilege and prior misbehavior on trips or significant disciplinary infractions in class could lead to a probationary period or the inability to participate in the trip. Students who are participating are responsible for initiating and meeting these requirements.

Planning up to Departure Overview

Travel Leaders are responsible for connecting with various constituencies during trip planning including the Principal, parents/guardians, students, travel associates, travel chaperones, travel partners, and the school nurse.

Upon Travel Approval

Once your trip is approved, establish a plan for continuous communication with a number of people throughout the trip planning phase.

1. Inform Key People

Once your trip has been approved, advise the following people of the trip details:

- Principal
- Vice Principals
- Main Office staff for attendance purposes
- School Nurses
- Guidance
- Executive Administrative Assistant to the Superintendent

An efficient way of giving notice is to send one email to all of these representatives that gives the following information:

- Travel Destination and any other international points of travel
- Dates of travel
- Names, if known, of chaperones
- Potential pool of students (by application or open to everyone.) If you are going to have an application process, decide on your selection criteria, one that encompasses the whole student, academics, behavior, interest, etc. and prepare the application. Simply being in the club does not guarantee a spot on the trip.

2. Submit CORI Forms

Request a Criminal Offender Record Information (CORI) background check for any non-NPS personnel who will be traveling with students. The Natick Public Schools CORI Request Form is available in the Main Office. The forms are submitted to NPS Human Resources for processing. Your Principal will be contacted if there is a problem. Try to submit these with at least a month (4 weeks) notice if possible.

3. Organize and Plan Finances

Organized financial planning is required for a trip. Make an appointment with the Budget Manager in your school to go over trip finances and to create a trip finance plan. The Budget Manager will advise you of what to bring to this meeting. At your meeting with the Budget Manager you will:

- Review your responsibilities as related to trip finance, and what you need to communicate to students and parents/guardians about their trip finance requirements and deadlines
- Understand your responsibilities for record/receipt keeping and money management during the trip

Good communication with the Budget Manager is very important so that you can be sure that you are meeting deadlines and are able to make timely payment. Municipal law and regulation govern the financial dealings of a school trip. In practice, this means:

- All money must be collected and accounted for before it can be paid out. For example, the only way for a payment of \$500 to be made is if \$500 has been collected from student/parent payment, fundraising, etc.
- Fundraising money that is allocated for trip payment must be collected and deposited in a timely manner before that payment is due.
- Payment through the Town of Natick, which is how all payments are made, works on a warrant system. The warrant process requires a two week turnaround. The Budget Manager will explain this to you in detail. You will want to give yourself substantial lead time of up to six weeks to have payment made. In order to ensure that all payment deadlines are met, you will create an established collection/deposit/payment schedule with the Budget Manager.
- All payment requests must have the approval of the Principal. The Principal is the solely authorized person. Build this into your timeline.
- You should plan to do a check-in with the Budget Manager regularly during trip planning. Your check-in could be an e-mail, or a drop-in or scheduled meeting. It is recommended that you check-in monthly. This is meant to help you and not create another requirement.
- If you have concerns or questions regarding financial matters during the trip planning process, don't delay in seeking the counsel of the Bookkeeper.

4. Work with Other Travel Chaperones

As discussed above, during your financial planning meeting with the Budget Manager you will:

- Review the municipal payment process and understand the Town of Natick warrant process for payment schedule.
- Establish the actual lead times necessary for timely payment to your Travel Partner or other vendors. Be prepared for lead times that may be as long as six weeks before payment is due.
- Create a collection/deposit/payment schedule to your vendors for your trip that will be your guide in trip planning. The law requires that any commissions paid by a Travel Partner to a Travel Leader must be deposited in the Trip account.
- Connect with the Trip Chaperones and delegate the remaining work details, it is helpful if you meet briefly but at a frequent interval - ex. 30 minutes once a week to touch base, especially as your departure gets closer. Items like room assignments, group assignments, bus assignments etc are helpful to get done ahead of time and to share with students so that you can troubleshoot conflict before you leave.

5. Communicate with the School Nurse

The Travel Leader should understand the School Nurse requirements and communicate these to students/parents/guardians. You should initiate contact with the School Nurse to establish a timeline related to School Nurse information. School Nurse Requirements include:

- Natick Public Schools Out-of-State or In-State Field Trip Medication Form and Consent including Physician's orders and signature for all prescription information. This form requires signed consent from the parent/guardian (see Appendix) The Appendix also includes the School Nurse cover letter (field trip information for parents/guardians) which should be distributed with the form.
- An updated copy of a student's current health form with immunization records (highly recommended, but not required, for travel).

The School Nurse will partner with the Travel Leader about specific medical concerns related to students for the trip. If needed, the School Nurse will partner with students/parents/guardians about a student's specific medical concerns.

6. Manage Student Expectations

Early in the trip planning process it is important to outline expectations before and during travel. These expectations can include fully engaging in pre-trip activities, meeting good academic and disciplinary standing, or other factors that may affect the safety and success of the trip. Identifying concerns as early as possible about an individual student who is scheduled to travel is important.

- Each student and parent should sign and hand in the Natick Public School Field Trip Parent/Student Consent Release From Liability & Indemnity Agreement when he or she submits the initial trip deposit. (see Appendix).
- If a student is having difficulty meeting deadlines, behavior expectations, or attending required meetings, the Travel Leader should contact the student first to reiterate requirements of the program. If this persists, then the Chaperone will inform parents/guardians or guardians to re-establish expectations.
- If a student fails to meet any of the requirements stated in the Student Handbook or trip expectations, the student may be dismissed from the trip at any point up to the day of departure. If the students fail to meet any of these requirements while on the trip they could be sent home at the expense of their parents/guardians. In the event that this occurs, the Principal may request a meeting with the Vice Principal, the Travel Leader, and the student and parents/guardians.
- If a Travel Leader (or other NPS faculty or Staff member) has additional concerns about a student's ability to travel with the group, the Vice Principal, Guidance or the School Nurse are available for consultation.

7. Prepare Student/Parent Communications

Effective communication with students/parents/guardians about expectations and deadlines is essential for a smooth trip preparation and for building a trusting relationship with families.

- Prepare a trip overview that includes what students are eligible for the trip, how students apply and are selected (if applicable), and the educational purpose and itinerary for the trip.
- You will also need to communicate with students/parents/guardians about their responsibility to comply with all requirements and deadlines in a timely manner. The best way to do this is to prepare clear checklists, keep those updated on your website, and plan a parent meeting well ahead of the deposit deadline.
- In preparation for your parent meeting you need to prepare a list and schedule of student/parent financial requirements from your meeting related to:

Trip Cost

- Using the budget you have prepared, establish the cost for the trip/student.
- You should include information about fundraising expectations.

Payment

- Using the schedule you have prepared with the Budget Manager, establish deadlines for students/parents/guardians to make trip payments.
 - You should communicate to students/parents/guardians that these deadlines are real deadlines that must be met in order for timely payment to be made for the entire trip. Failure to meet deadlines may result in the decision to suspend a student's participation on a trip.
 - Stress that monies paid are most often non-refundable. NPS contracts with third party vendors whose policies regarding refunds strictly apply. parents/guardians should be aware of these policies. In some cases, trip insurance may be available and parents/guardians should review this option.
-
- Students/parents/guardians should also have a list of required Travel Documents and Requirements.
 - Students should apply for all required travel documents as soon as the student has committed to participating in the trip.
 - Passports, green cards and Visas must be valid for a period of at least six months after the trip is scheduled to return. The Travel Leader or one designated chaperone will retain with him/her at all times a color copy of every student's passport and visa (if applicable) for the duration of the trip. It is easier if you ask parents/guardians to provide this for you, rather than doing it all yourself.
 - In case of an emergency that might require a parent to travel to a foreign country, inform parents/guardians that one parent should have a valid passport during the time that the student is scheduled to travel.
 - If traveling abroad, in the off chance that a student loses his or her passport, they will need another form of ID with them in order to facilitate the replacement process. For all students under 16 years of age, must also fill out US State Dept form 3053 and have it notarized so that if the student loses his/her passport on the trip, the Trip Leader is designated as guardian to apply for a passport with the child under 16 years of age. The form is attached at the end of this handbook and linked [here](#).
 - Students/parents/guardians also need to be informed of other required documents and deadlines for submission.
 - Schedule a meeting with the School Nurse to discuss any individual student health care needs.

- parents/guardians should be encouraged to contact the Travel Chaperone Leader to discuss any specific student related health concerns and necessary accommodations.
- If necessary students/parents/guardians should schedule an appointment with their health care provider well in advance to obtain necessary medical information, prescriptions, etc.
- Upload the Travel Itinerary and as much of the above information as it becomes available.

8. Hold an Informational Parent Meeting

Schedule and hold an informational parent meeting within a reasonable time prior to the date that the non-refundable trip deposit is due. A “Tips for Travel Information Meeting” document is included in the Appendices to help you prepare for the parent meeting. You should also feel free to consult with a Travel Leader who has previously conducted parent meetings for support, this advice may be invaluable to your trip.

The Parent Meeting is a good time to introduce the safety policies that will apply during the trip:

- All policies and rules included in the NPS Student Handbook or otherwise established for the trip by the Principal or Designee, or the Travel Leader apply on the trip. A student who breaches these policies or rules may be sent home before the conclusion of the trip at the full expense of his or her parent/guardian.
- Safety policies and an emergency action plan are in place in order to ensure the safety of each student and adult traveling with the group. These include but are not limited to:
 - Students must not leave the group without permission.
 - Students must follow the instructions given by the Travel Leader and Travel Chaperones.
 - Students must follow the cell phone protocol established by the Travel Leader for student use of cell phones during the trip.

Students/parents/guardians will be responsible for complying with all requirements and deadlines that are established above.

Phase Three: Countdown to Departure

The six weeks prior to departure will be a busy time. As you approach the six week mark, check in on your planning schedule and connect with the various people (nurses, guidance, trip partner, etc.) with whom you have worked to plan your trip. During this time, you will put together the trip’s information binder and meet with the Principal to develop and review the Emergency Action Plan.

Countdown to Departure Overview

The health, financial and important contact information that you collected during the Planning Phase will be used as you prepare for departure. You will check in again with the Nurses and Principal/Vice Principal. You will assemble the information binder and one for each of your chaperones, with each required document. You will then meet with the Principal to develop the trip’s Emergency Action Plan. During this meeting you will complete and review the information binder, and discuss the Communication Protocol and Emergency Scenarios. These documents together constitute the

Emergency Action Plan. Each of you will leave this meeting with an identical copy of the information folder that will support the Emergency Action Plan.

Six Months Before Departure

- Confirm you are on target with your Financial Planning Schedule. Speak to the necessary individuals/company in regards to this.

Six Weeks Before Departure

Check-In

- It is a good idea to check the exchange rate. Keep aware of the exchange rate until travel time. This is also a good time to remind students to order money if they haven't already done so and provide them an approximate amount they will need/want per day.
- Confirm you are on target with any health or safety requirements from the School Nurse which may include vaccinations.
- Consider whether you have any concerns about students who are planning to travel, such as academic, disciplinary, or failure-to-meet deadlines. If you have any concerns, discuss them with the Principal/Vice Principal of that particular student.
- Consider whether you have any other concerns or issues for which you could use extra support from a fellow Trip Leader teacher, your department head, Guidance, School Nurse, the Vice Principals or the Principal.
- Send a reminder email with the dates of travel and students traveling to the Vice Principals.
- Confirm that parents/guardians/guardians have completed in-state and out-of-state medication permission form and consent (see Appendix)

Schedule a Meeting with your Principal

- Identify, through the Principal's Administrative Assistant, who your Natick Contact (Principal or the Designee) will be for emergencies while you are on travel.
- Communicate with your Natick Contact and set up a meeting to go over the Emergency Action Plan at least three weeks prior to travel.

Four Weeks Before Departure

Review Health Precautions with School Nurse

- Review any special health concerns related to traveling students and clarify individual plans for health issue management (including EpiPen training).
- Collect photocopies of student medical forms from the School Nurse.
- Decide on a first aid kit to be carried by the Travel Leader or designated Travel chaperone during the trip.
- If you are going abroad where internet service will be challenging, make time to speak with the NPS Technology department about setting up a VPN and/or an app like WeChat on your device so that you are able to still be in contact without excessive phone charges.

Obtain Information From Student and Adult Travelers

- A color photocopy of the valid passport (and VISA where applicable). Make 2 copies, one for you to take on the trip and one to stay behind with the Principal's Administrative Assistant in the Travel folder.
- Completed Parent/Guardian Contact Information Form (All chaperones should complete this information, too)

Prepare information binders/folders

The information binder/folder will contain details about travel, important contact phone numbers and emails, and a communication protocol that will support the Travel Leader in the event of an emergency. You will prepare for your meeting with the Principal by collecting required information from students/parents/guardians and filling out the Travel Leader/Principal Information Form and the Travel Leader's Destination Form (see Appendix) to the best of your ability prior to that meeting.

Create a trip information folder on Google Drive. Share the folder with all Travel Chaperones, the Principal, Principal's Administrative Assistant) and the Vice Principal. The folder should include:

- Detailed Travel Itinerary including flight information
- Completed Parent/Guardian Contact Information Forms spreadsheet
- Emergency Action Plan Form
- Color passport photocopies of all the students and adults traveling, along with medical information/parent contact information
- Travel Leaders and Travel Chaperones' contact information, including cell phone numbers
- Emergency Action Plan Form

Principal and Travel Leader Meeting Worksheet

The goal of this meeting is to prepare the Emergency Action Plan so that you will have a clear understanding of what steps to take in an emergency and how the Principal will support you. You will accomplish this by reviewing and completing the documents needed for the Google Drive folder and hard copy folder, which will be provided to the Principal before departure.

- Travel Chaperone Leader/Principal and Destination Contact Information
- Communication Protocol
- Emergency Scenarios

I. Bring this worksheet, and the information folder that you have completed, to your scheduled meeting with the Principal.

Each information folder includes:

- Detailed Travel Itinerary including flight information
- Passport photocopies of all students and adults traveling, along with medical information/parent contact information
- Parent/Guardian Contact Information sheets
- Emergency Action Plan

II. Review and complete the documents in the information folder.

- Give detailed flight information where possible and review the Travel itinerary with the Principal.

- List phone numbers and addresses for all locations where you know you can be reached (hotel, etc.)
- List cell phone numbers of all students
- List first and second phone numbers for all parents/guardians
- Identify times (if any) where it may be difficult or impossible to reach the Travel Chaperone Leader. Establish the next reasonable time when contact will be possible.
- Identify any concerns related to travel: itinerary, student, communication access, etc.

III. Review and Complete the Emergency Action Plan Form.

The Emergency Action Plan Form is found in the Appendix and should be part of your information folder. This form will provide you with a one page summary of contact information and help guide you in an emergency.

Follow these steps to review and complete:

- Fill in the Travel Leader/Principal and Destination Contact Information contact information using the complete Travel Leader's Destination Form and Travel Leader/Principal Information Form from the information folder.
- Discuss the Communication Protocol section that describes how communication would be established in the event of an emergency.
- The Travel Leader will call the Principal. The initial call to the Principal is an informative call to share the course of events, as well as a time to seek advice and input and to obtain further assistance if necessary (e.g. assistance from the doctor-on-call, etc.). Do not contact families directly in an emergency situation.
- The Principal may choose to consult with the administration team, the health office, guidance to inform decision-making.
- The Principal will contact involved families and other necessary parties. The Contact will have all relevant information, all steps taken by the Travel Leader up to this point, and a clear course of action from the Travel Leader to let families know there is a safe and appropriate plan. Input should also be obtained from the parents/guardians if the emergency is student-specific and their knowledge would be helpful in the situation or if permission for a medical procedure, medication, etc. is necessary.
- The Travel Leader and Principal should also decide on an appropriate Trip Emergency Contact Number for parents/guardians to reach the Principal in an emergency. This will be used in the event of a family emergency in which a parent needs to reach the student. The Principal or Vice Principal will determine whether to contact the Trip Leader.
- An emergency is a situation in which a Travel Leader has concerns related to the health, safety or welfare of any or all members of the group. Examples may include natural disasters, crime, political unrest, serious medical problems, or missing persons.
- In an emergency situation, take immediate action. Make sure the entire group is accounted for and stabilized. Depending on the situation, use the immediate and local resources (hospital/clinic/doctor, police, local embassy/consulate, local partner, etc.) Activate the Communication Protocol as soon as possible.
- Document the event as thoroughly as possible. Use the Student Incident Report found in the information folder and take notes. If approached by the media, refer all inquiries to the NPS Principal.

□ The following scenarios are examples of possible situations and responses:

A. Injury Requiring Hospital Visit

- In the case of a hospital visit, have the doctor fill out the Student Incident Report. Once as much information as possible has been gathered, contact the Principal.
- If possible, request that the medical provider fax or email the appropriate party (Principal or Parent) a report of medical treatment.
- If evacuation is needed, the final decision should come from the Principal after recommendations have been made from the Travel Leader/Travel Chaperones and doctors. Refer to the Travel Insurance Card for instructions on how to use it.
- In some cases it may be necessary for a parent to travel to the student to continue the care of a hospitalized student. With the support of the Principal, set these expectations and make arrangements. An adult chaperone will remain with the student at all times until a parent/guardian arrives to take the place of the chaperone.

B. Student Gets Separated From the Group

- Before the trip and on Day 1 of the trip, the process described below should be discussed with all travelers and communicated to students and parents/guardians during the pre-departure meeting.
- Travel Leader and/or Travel Chaperones should keep cell phones on at all times when possible.
- All travelers should be given necessary lodging and contact information (i.e. Travel Leader/Travel Chaperones cell phone numbers, name/phone of lodging, or any other appropriate local contacts.)
- Generally, groups should access private transportation, if possible (i.e. charter buses, etc.). If the separation involves public transportation, one of two protocols should be decided upon:
- After being separated from the group, the student waits while one Travel Leader/Travel Chaperone comes back.
- The group gets off at the next stop and waits for the separated student.

If approximately one hour has passed and the separated student has not been found, use the Communication Protocol and contact the Principal.

C. Travel Leader/Travel Chaperone is Injured

- Immediately use the Communication Protocol.
- Contact the Principal
- Use the local contact person for assistance.
- Rework the itinerary as needed.

D. Theft

- Make sure the group is safe.
- A Travel Leader/Travel Chaperone and the theft victim(s) should go to the police station, file a theft report, and keep a copy for insurance claims.
- Travel Leader/Travel Chaperone should have conversations with students about the management of valuable items and should make necessary changes to prevent further theft.
- On return to Natick, report the theft to the Natick Police Department and Vice Principal.

- If a passport is stolen, contact the local embassy/consulate as indicated on the Emergency Numbers and Addresses sheet in the information folder.

E. Terrorist Situation/Natural Disaster

- Information should be monitored and shared, via the NPS Communication Protocol, constantly.
- If information is not readily available within the affected country, have the Principal monitor the situation and communicate important updates back to the Travel Chaperone Leader/Travel Chaperones.
- Change itinerary as needed, always keeping the Principal informed of changes.
- Use the local consulate/embassy for advice; if recommendation is to leave, make plans to leave.

IV. Distribute the Emergency Action Plan Documents

- Put completed Emergency Action Plan Form in each of the binders/folders.
- In addition to including the Emergency Action Plan Form in the information binder/folder, the Travel Chaperone Leader should copy the Emergency Action Plan Form and keep it on his or her person (wallet or passport holder) at all times for easy reference. The Travel Leader may want to provide copies to one or more chaperones as well.
- Give one identical copy of the completed information binder/folder to:
 - The Travel Leader
 - The Principal
 - The Vice Principal
 - All Chaperones should be provided with copies of students assigned directly to them

V. Share Emergency Action Plan with Students/parents/guardians

Give students/parents/guardians a general overview of the Emergency Action Plan at your pre-departure meeting. Include the procedure established by the Travel Leader and Principal if a student gets separated from the group.

Two-Three Weeks Before Departure

1. Hold An Information Meeting for Students and parents/guardians

Around 2-3 weeks prior to departure, hold an Informational Meeting with students/parents/guardians to discuss general trip information, review behavioral expectations and general safety policies. Use the form entitled “Tips for Pre-Departure Information Meeting” (see Appendix) for agenda ideas for this meeting.

- Review the Emergency Action Plan with parents/guardians and advise them of the Emergency Contact number they can use in the event of an emergency. You should communicate examples of a true emergency (death or catastrophic family event).
- Review the procedure you have established if a student gets separated from the group during travel.
- Review the expectations for students during travel.
- Discuss any other issues appropriate to your trip. You may wish to consult with a Travel Leader or Travel Chaperone who has previously run a pre-departure parent meeting for tips.
- If students are unfamiliar with each other (ex. Not all in the same class/section or grade level) it often helps to do a few bonding-type activities at this meeting and even in a few CDS blocks in the weeks leading up to departure.

2. Prepare lesson plans if a substitute teacher will be covering classes in your absence.

3. Follow up with the Budget Manager if needed to resolve or review documentation or procedures required by the Business Office during travel or upon return.

One week Before Departure

1. Travel Leader meets with Principal (or Designee) to review final trip details, including:

- Contact information for all chaperones
- Contact information for all hotels
- Travel info (ex. flight number)
- Students with chronic health conditions or other significant medical histories
- Emergency Action Plan details and Communication Protocol
- Completed in state and out of state Medication Permission Form

Phase Four: Travel & Beyond

Enjoy your trip! You have worked very hard to plan and prepare for this travel experience. Remember, if you find yourself in any situation that requires extra support, you have set up a system through the Emergency Action Plan that is designed to provide you guidance and assistance in almost any circumstance. In addition to taking the information binder/folder that you have prepared and reviewed with your Principal, it is advisable to bring an extra copy of the one sheet Emergency Action Plan Form and place it in your wallet or passport sleeve.

Travel & Beyond Overview

You will have your information binder/folder with you during travel. The information binder/folder is the foundation of the Emergency Action Plan. Below is a reminder of the Communication Protocol that has been established during the Countdown Phase that would be used in case of an emergency situation.

- Travel Leader will have the ability to contact the Principal (Principal or Designee) at all times during the trip.
- Principal will have copies of critical travel documents including contact information for each student's parent/guardian.
- **In an emergency situation, any decision to contact a student's parents/guardians will be made by the Principal.**
- In the event of a situation, the Principal, administration team, Health and Guidance will be available to advise.
- In a non-emergency situation, Trip Leaders may contact parents/guardians directly.

If a parent needs to contact a student or the Travel Leader in the event of a TRUE emergency, such as death in the family, contact will be made through the Emergency Contact Number.

While You Are Traveling

When you are traveling, you want to do your best to be prepared for situations that might arise. When possible, you should carry:

- First Aid Kit (provided through the NPS Nurse's Office)

- Student Medical Forms
- Information binder/folder which includes:
 - ❑ Detailed Trip Itinerary including flight information
 - ❑ Passport photocopies of all students and adults traveling
 - ❑ Parent/Guardian Contact Information Forms
 - ❑ Travel Leader/Principal Information Form
 - ❑ Emergency Action Plan
 - ❑ Student Incident Report Form
- Cell phone
- Travel Insurance Card
- Be familiar and comfortable with the Emergency Action Plan and be prepared to follow if necessary.
- Utilize the contents of the information binder/folder as needed.
- Understand and keep on your person the completed Emergency Action Plan Form.
- Be prepared to take action if there is an emergency. Consult the Emergency Scenarios section of the Emergency Action Plan for reference.

2. If there is an incident, keep a written record.

3. Teachers are employed by NPS and are covered under the same terms of their contract whether they are on the Natick campus or traveling with a group of students domestically or internationally.

Upon Return

1. The Travel Leader will notify the Principal (Principal or Designee) from the airport or student pickup location that the group has returned and all students have been picked up by the parent. Also inform the Principal of any injuries, accidents, thefts or incidents that happened during the Trip.
2. The Travel Leader will follow-up with the student and the School Nurse on any medical issues that arose on the trip with affected student(s).
3. The Travel Leader will follow up with the NPS Senior Bookkeeper to submit receipts or resolve any financial issues.

Wrap-Up

There is a lot to be learned and shared from each NPS trip that will benefit future trips and Travel Chaperon Leaders.

1. If possible, the Travel Leader will hold a wrap-up meeting with the students after the trip.
2. Include a student/parent feedback form in your trip wrap-up.
3. Ideally, the Travel Leader will meet with other NPS Travel Chaperones and prepare a short reflection of the trip using their own ideas and any ideas generated at the wrap-up meeting. The purpose of the reflection is to gain institutional knowledge for future trips, analyze incidents and near-misses and their causes and future prevention and include this information.
4. The Travel Leader will share the reflection within a reasonable time of his or return with the Principal. Feel free to include any feedback about the use or functionality of this Handbook.

Global Travel: Appendices

The Natick Public School Global Travel Handbook and all appendices are available by clicking on the links below.

- [Trip Proposal for International Travel](#)
- [Natick Public Schools Policy Manual](#)
- [Natick Public School Educational Travel Code of Conduct](#)
- [Medical Form](#)
- [Letter from School Nurse](#)
- [In-State Field Trip Form](#)
- [In- State OVERNIGHT Trip Form](#)
- [Out-of-State Overnight Field Trip Form](#)
- [Out-of-State NOT Overnight Form](#)
- [Chaperone Information Form](#)
- [Natick Public Schools Permission Form for School Sponsored Trips and Events](#)
- [Tips for Pre-Departure Information Meeting: Sample Agenda](#)
- [Trip Leader/Principal Information Form](#)
- [Emergency Action Plan Form](#)
- [Student Incident Report Form](#)
- [Procedure for Calling 911](#)

Natick Public Schools Current Forms:

- NPS checklist for planning all school field trips
- NPS Chaperone Information Form Overnight & out of state field trips
- Natick Public School Field Trip Parental/Student Consent Release From Liability & Indemnity Agreement
- NPS non-chaperone staff or adult travel overnight & out of state field trips
- NPS school sponsored field trip request form in-state overnight travel only
- NPS school sponsored field trip request form out of state travel only
- NPS field trip waiver request
- NPS consent for volunteer driver

Tips for Travel Information Meeting for Students and parents/guardians

Below are some tips for planning your initial meeting for parents/guardians and students to introduce them to the trip and provide them with information to decide whether a student will participate. This worksheet is based on previous trip leaders' recommendations. You may wish to contact a teacher who has already led a trip to discuss your actual agenda for the meeting.

Welcome and Introductions

- Tell the parents/guardians a little bit about yourself. This meeting is the first step in building a trusting relationship between the students, parents/guardians and travel chaperone leader.
- Provide parents/guardians with your contact information and repeat that again at the end of the session.

- If the trip is not open to all students, clearly explain the application/selection process including selection criteria and timeline.

Share with students and parents/guardians that there are three principles that apply to the relationship between all parties involved in trip planning and travel:

1. All parties benefit from a clear understanding of what to do (expectations and requirements) at each step of trip planning and travel.
2. Good communication is essential.
3. Mutual trust and support results in optimal experiences for everyone involved.

This trip will be based on those principles.

Communicate that an important part of trips is helping students to develop skills that will apply to global travel: independence, self-reliance, problem solving.

The roles of students/parents/guardians and the trip leader during the trip planning process are designed to promote these skills:

- Students are responsible for meeting deadlines/forms/academic and behavioral standing. Students should communicate with trip leaders, ask questions.
- Students should work together to plan for the trip.
- parents/guardians should plan to impart the responsibility to their child to communicate with the trip chaperone leader and the group. While the trip chaperone leader is available to parents/guardians for concerns or unresolved issues, for most issues the interface should be between the student and trip chaperone leader.
- The travel chaperone leader will work to communicate effectively with students at trip planning meetings. The travel chaperone leader's goal is to establish strong relationships with and among the students who will be traveling, and to assist in preparing for a positive, safe travel experience.

You should point out what documents will be needed and where they can be found or accessed, as well as how parents/guardians can expect to be updated about the trip during the trip (i.e. an Instagram account, a trip blog, etc.).

You will want to provide information related to:

Destination and Itinerary

- Go over dates and highlights of the trip - stress that there will be a meeting before departure to go over this in more detail

Travel Document Requirements for Students and parents/guardians

- Inform students/parents/guardians that students must have a passport/green card that is valid for 6 months after the trip and that this is the responsibility of the family.
- Recommend that at least one parent have a valid passport in case there is a reason that a parent should have to travel to the student.

Costs and Payment Schedule

- Reinforce the need to meet deadlines for payment. Trips are governed by MA laws and regulations which require that all monies must be collected and deposited before any payment can be made.
- Go over payment schedule, including non-refundable deposit.

Choosing Travel Participants

- In advance of the meeting, develop a plan for choosing trip participants. The plan must include a process for determining equitably which students may participate if there is greater student interest than there are spots on the trip.
- Typically, seniors are given preference over juniors, juniors over sophomores, etc.
- For all Foreign language trips, students should be enrolled in the language/or have taken the language for 3 years, or in rare instances a heritage speaker.

Fundraising

- Discuss fundraising plans, if any.
- A good fundraising plan can include group/individual fundraising, plans for student-earned contributions, and parent participation.

Expectations of Students and parents/guardians

- It is helpful to have a calendar prepared that outlines meeting dates and expected deadlines leading up to the trip.
- Explain the importance of students attending planning meetings.
- Review the Policy and Contract on Trip Participation. Explain the rationale for the policy and outline different parts of the agreement. Explain that trips are grounded in the principle of helping students to become more independent and resourceful. While most trips are uneventful, students and parents/guardians should consider whether the student is ready to assume the challenges that a global trip may present.
- parents/guardians should further consider whether the parent is prepared to allow the students to assume the responsibilities and risks of traveling, and likely to be out of contact with the parents/guardians for some portions of the trip.
- Encourage students/parents/guardians to review the NPS Student Handbook.
- Reiterate the requirement that students be in good academic and disciplinary standing to participate.

School Nurse Requirements

- Tell students/parents/guardians to arrange a doctor visit to arrange immunizations if necessary. Explain how families are responsible for medical decisions. Be sure to review with the School Nurse prior to meeting.
- Students and parents/guardians should familiarize themselves with the School Nurse Requirements.

Other

- Briefly explain that prior to travel, the Travel Leader will meet with the Principal to create and discuss a plan that will support the trip in the unlikely event of an emergency while traveling that will provide for support and communication with a NPS contact for the duration of the trip.

Emergency Action Plan Form

Individual Student Incident

1. Contact 911 or other authority (if needed) - if going out of the country be sure to record here the emergency contact number for that country: _____
 2. Contact another Chaperone to inform them of the situation and be sure that all the other students (in your group specifically or on the whole trip depending on the scenario) are able to be taken care of while you stay with the individual student.
Chaperone Name & Number: _____
Chaperone Name & Number: _____
Chaperone Name & Number: _____
 3. Contact the Principal or Designee and inform them of the situation. Give the full name of the student and grade. Do not contact parents/guardians/guardians without the go-ahead from administration.
Principal or Designee Name & Number: _____
 4. If unable to reach the Principal or Designee, the secondary administrator should be contacted.
Secondary Administrator Name & Number: _____
 5. When there is more information or a resolution to the incident, contact the Principal or Designee again with an update.
-

Whole Group Emergency or Incident

1. Contact 911 or other authority (if needed) - if going out of the country be sure to record here the emergency contact number for that country: _____
2. If the whole group is not together, contact other Chaperones to confirm that all students and chaperones are accounted for and are safe. If a student is injured, defer to the individual student incident emergency plan above. If possible and safe, try to get the whole group together.
Chaperone Name & Number: _____
Chaperone Name & Number: _____
Chaperone Name & Number: _____
3. Contact the Principal or Designee and inform them of the situation. Do not contact parents/guardians/guardians without the go-ahead from administration.
Principal or Designee Name & Number: _____
4. If unable to reach the Principal or Designee, the secondary administrator should be contacted.
Secondary Administrator Name & Number: _____

5. When there is more information or a resolution to the incident, contact the Principal or Designee again with an update.

COMMUNICATION PROTOCOL

TRIP LEADER TO NPS CONTACT:

- The Travel Leader will call the Principal. The initial call to the Principal is an informative call to share the course of events, as well as to seek advice and input and to obtain further assistance if necessary (e.g. assistance from the doctor-on-call, etc.). Do not contact families directly in an emergency situation.
- The Principal may choose to consult with the administration team, the health office, or guidance to inform decision-making.
- The Principal will contact involved families and other necessary parties. The Contact will have all relevant information, all steps taken by the Trip Leader up to this point, and a clear course of action from the Travel Leader to let families know there is a safe and appropriate plan. Input should also be obtained from the parents/guardians if the emergency is student-specific and their knowledge would be helpful in the situation or if permission for a medical procedure, medication, etc. is necessary.

NPS CONTACT TO TRAVEL LEADER:

- If a parent needs to contact the Travel Leader or the student due to a family emergency, the parent will contact the Principal using an agreed upon Emergency Contact Number. This will be used in the event of a family emergency in which a parent needs to reach the student. The Principal or Vice Principal will determine whether to contact the Travel Leader.

Tips for Pre-Trip Information Meeting for Students and parents/guardians

Below are some tips for planning your meeting with parents/guardians and students immediately prior to your trip departure date. Ideally, this meeting will take place around 2-3 weeks before travel. This worksheet is based on previous trip chaperone

leaders' recommendations. You may wish to contact a teacher who has already led a trip to discuss your actual agenda for the meeting.

Welcome and Introductions

- Reintroduce yourself. This may only be the parents/guardians' second time meeting you. Tell the parents/guardians a little bit about yourself.
- Briefly bring the parents/guardians up-to-speed on the trip planning process. It will help parents/guardians to feel invested in the trip. Some examples may be: achievements, fundraising goals met, good examples of team building, or even bumps in the planning process that were overcome and how

Itinerary Review

Travel Reminders

- Passports/Visas

- 1 other form of ID if passport is lost
- Immunizations and Recommended Immunization Records
- School Nurse check in for current medicines or updated medical issues

Packing

- What students should bring. (Your travel partner or an experienced travel chaperone leaders may be helpful in sharing existing packing lists).
 - It may be helpful to have distributed a packing list a few weeks before this meeting, especially if it requires budgeting for purchases.
- Consider whether you want each student to pack a small first aid kit?
- What not to bring:
 - Decide on the student cell phone policy for the trip and clearly communicate this. Will you allow or prohibit student cell phones? Will you request/require them in certain circumstances?
 - Decide on the policy on electronics for the trip.
 - Decide on the recommendation for valuables for the trip.
- What is nice to bring
 - Batteries? Phone chargers? Other extras specific to the trip?
 - Discuss spending money recommendations.

Emergency Action Plan

- Communicate that there is an Emergency Action Plan that has been established that includes:
 - an information binder/folder with all relevant contact information (including parent contact info.),
 - an established communication protocol between the Travel Chaperone Leader and the Principal that will be activated if there is a situation in which the Travel Chaperone Leader needs support or needs to contact a student's parents/guardians, a pre-trip review of what to do in certain emergency situations.
 - Explain the following:
 - During your meeting with the Principal, you established a protocol using the Emergency Scenarios of what to do if a student is separated from the group. Communicate this plan to students and parents/guardians.
 - Inform parents/guardians that as part of the Emergency Action Plan that if there is a situation involving a particular child, that the Travel Leader will be contacting the NPS contact who will then advise the Travel Leader and be the person to contact the parent directly. The Travel Leader will not be contacting parents/guardians directly.
 - If there is a true emergency where a parent needs to reach a student, there will be an emergency number that parents/guardians can contact locally. Communicate what this number will be (as decided in your meeting with the NPS contact) and explain that the NPS contact will return a call to parents/guardians in that situation.

Set Expectations as to if/how/when/how often Students will be Communicating with parents/guardians during the trip.

Review student academic & behavioral expectations

- Expectations prior to and during travel
- Repatriation clause at parents/guardians' expense

ITEM TITLE:

Vote to Approve the Side Letter with Administrative Assistant Unit

DATE:

ITEM TYPE:

ITEM SUMMARY:

BACKGROUND

INFORMATION:

RECOMMENDATION:
